

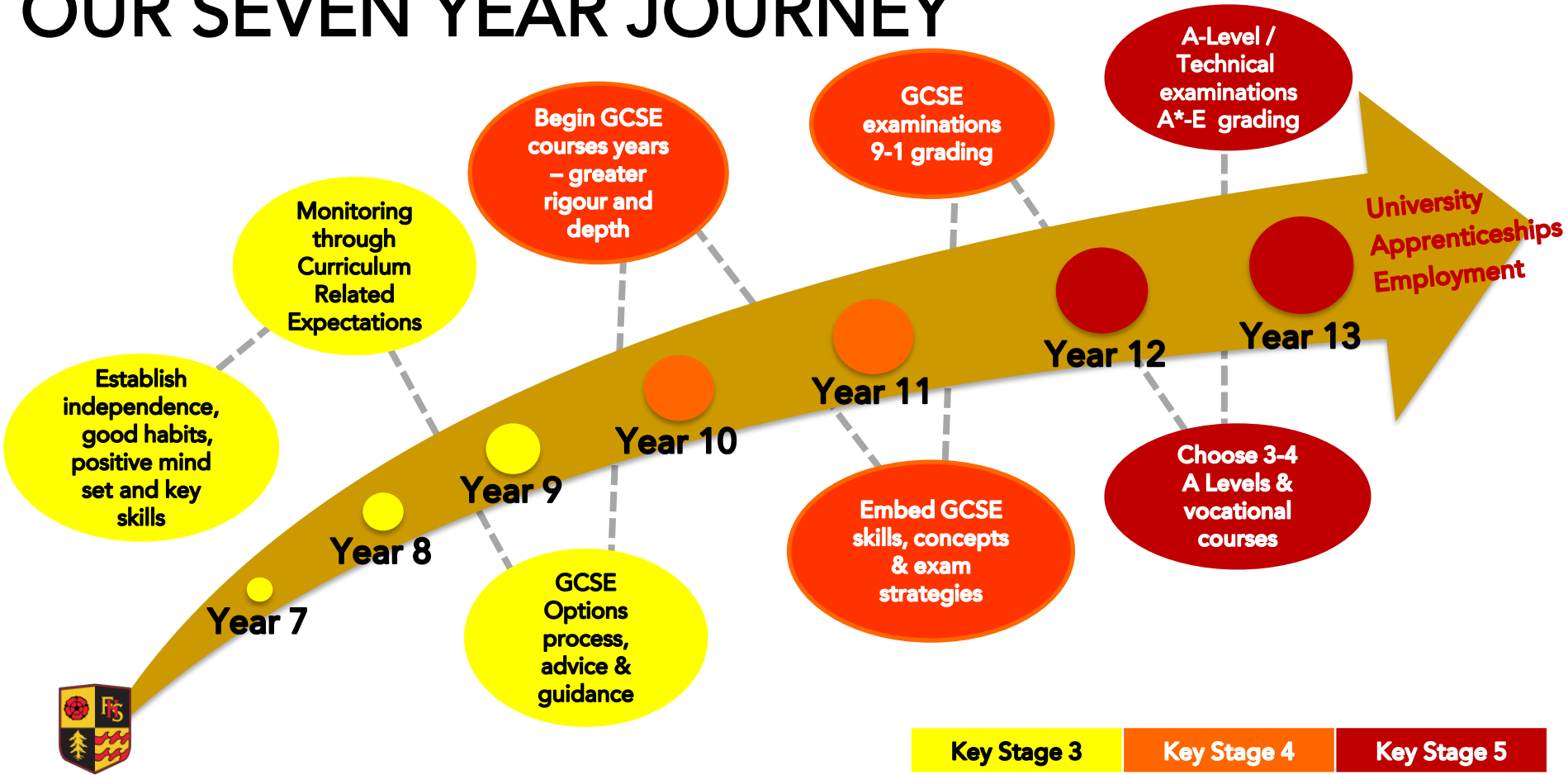
Year 7  
Curriculum  
Information  
Evening  
October  
2025

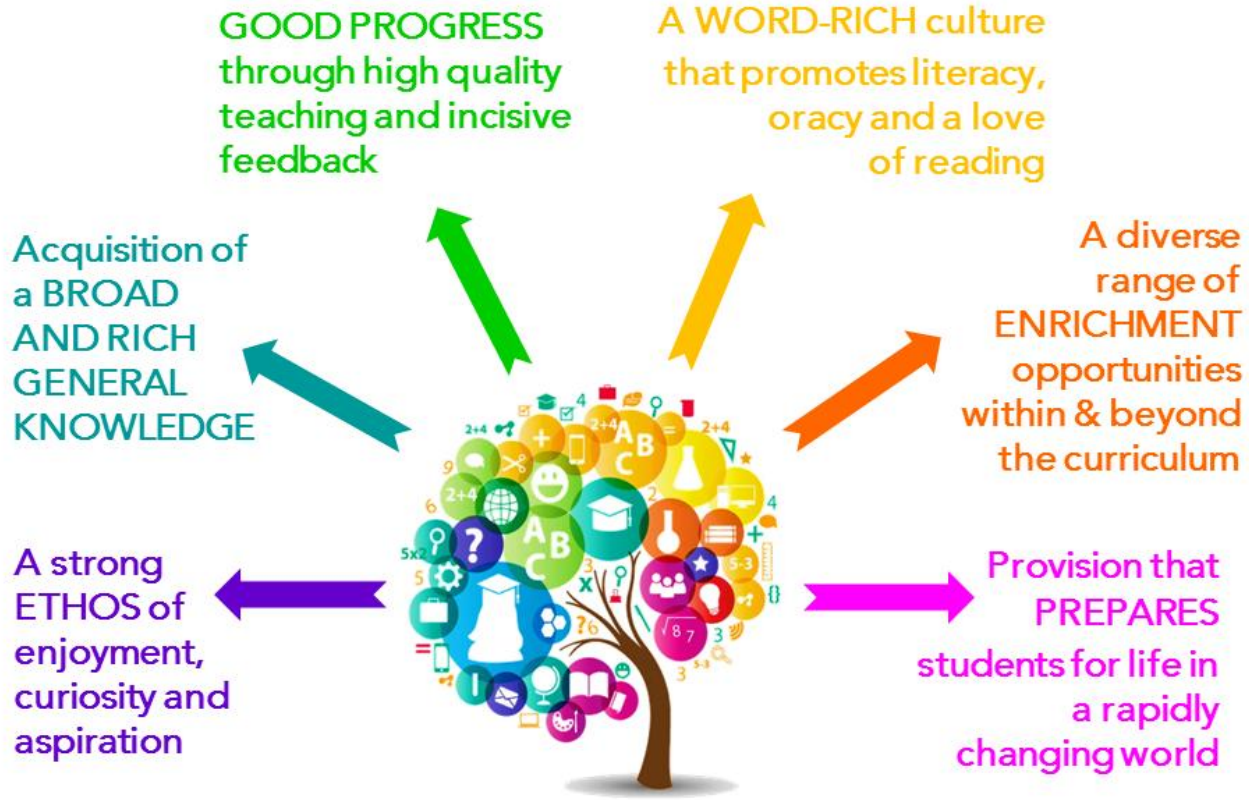


# Mr Wood Headteacher's Welcome



# OUR SEVEN YEAR JOURNEY





# Our Curriculum Intent



# THE FORMBY HIGH SCHOOL WAY

is to

## Aim High

## Work Hard

## Show Respect

What we value	How we show it	What we value	How we show it	What we value	How we show it
<b>Our academic achievement</b>	<p>We are ambitious</p> <p>We challenge ourselves to be the best we can be</p> <p>We recognise and celebrate our success</p>	<b>Our effort in lessons and at home</b>	<p>We listen and contribute.</p> <p>We build independence.</p> <p>We reflect and act on advice.</p>	<b>Our respectful relationships</b>	<p>We are polite.</p> <p>We work together.</p> <p>We communicate calmly.</p>
<b>Our rich and rewarding experiences</b>	<p>We take advantage of all our of lesson opportunities</p> <p>We take part in extra-curricular activities</p> <p>We volunteer our time enthusiastically</p>	<b>Our attitude to learning</b>	<p>We take pride in our work.</p> <p>We are resilient and creative when faced with challenges.</p> <p>We are organised and punctual.</p>	<b>Our diverse, tolerant and welcoming community</b>	<p>We are kind to each other.</p> <p>We celebrate our differences.</p> <p>We show compassion and empathy.</p>
<b>Our influence as a role model</b>	<p>We lead by example</p> <p>We wear our uniform with pride</p> <p>We support each other through difficult times</p>	<b>Our confident communication</b>	<p>We speak clearly.</p> <p>We explain our ideas.</p> <p>We listen to the views and opinions of others.</p>	<b>Our school environment</b>	<p>We keep our school clean.</p> <p>We look after our equipment.</p> <p>We tidy up after ourselves.</p>

**Determined to achieve.**

# Values and Character

# Mr Cook

Life in and out  
of the  
classroom



EN	EN	EN	EN	EN	EN	EN	PE	MU	MU
MA	MA	MA	MA	MA	MA	RDG	PE	DR	DR
SCI	SCI	SCI	SCI	SCI	SCI	CO	PE	ADT	ADT
HI	HI	GEO	GEO	ML	ML	CO	PE	ADT	ADT
HI	HI	GEO	GEO	ML	ML	CO	RAVE	RAVE	PD



# Our Timetable

ENGLISH & MATHS	PE	ART, DESIGN, TECHNOLOGY	ALL OTHERS
<p>Setting operates in both English and Mathematics with 3 sets on each side of the year group (7FOR/7MBY)</p>	<p>PE is taught in half year groups, with 3 groups on each side of the year group (7FOR/7MBY)</p>	<p>Art, Design Tech and Food have 3 smaller teaching groups created from two Form Groups FO / RM / BY</p>	<p>All other subjects are taught as a Form Group in Year 7</p>



# Our Timetable

# Formby High School: The Quality Classroom

## Consistent expectations

around the quality of work, effort, behaviour and homework

## Culture of praise & respect

which celebrates, rewards and nurtures positive relationships

## Supportive environment

which allows all students to access their learning and succeed



## Engagement and curiosity

through well-sequenced and designed activities which spark students' imagination, creativity and enquiry

## Focus on literacy

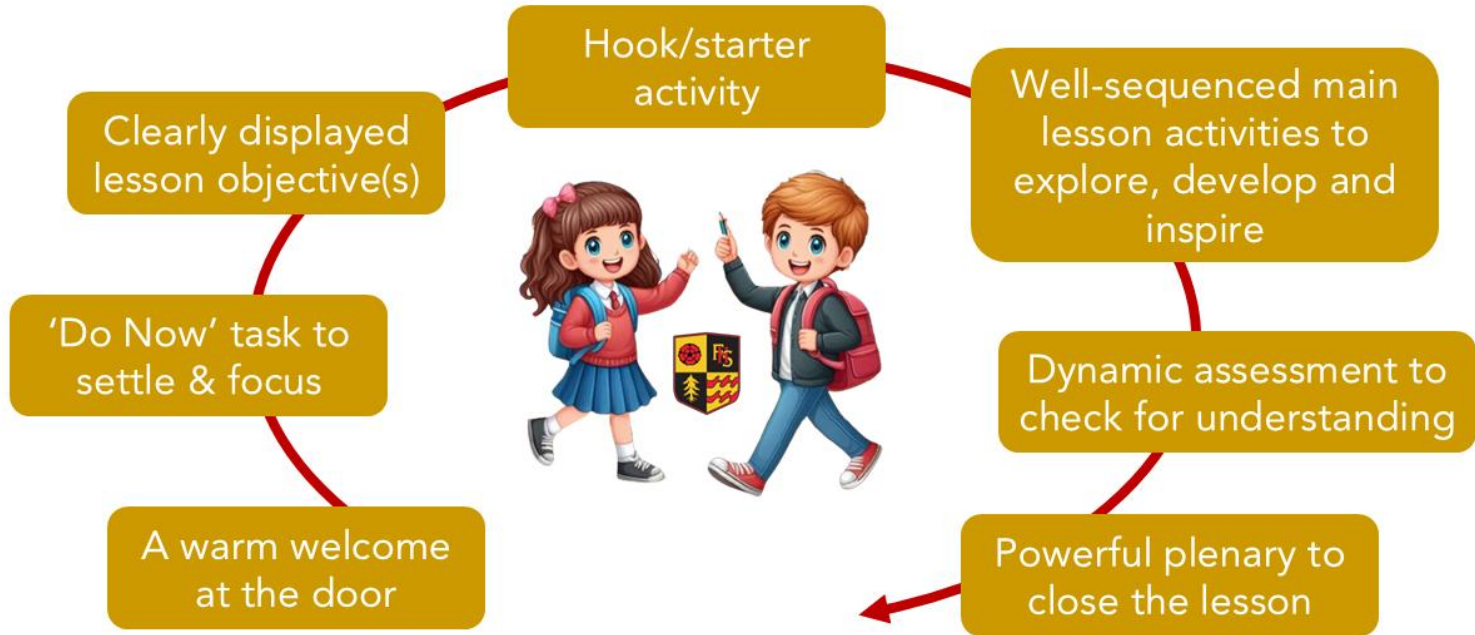
to promote a passion for reading and a broad disciplinary subject vocabulary

## Dynamic assessment

to ensure routine checking for understanding, feedback and responsive teaching

## High quality questioning

that activates thinking, poses challenge, promotes reflection and extends learning



# Classroom experience

# Reading Development Strategy

- Dedicated **whole class reading** lessons in Y7 & 8
- Fortnightly library lessons as part of English – linked to our **Accelerated Reader** programme
- **Reading Intervention** programme and **Paired Reading**
- Vocabulary development & disciplinary literacy – specialist subject language from scaffolding to confident extended writing
- Author visits, special projects and more



## Whole School Literacy

- **Accelerated Reader** is a computer-based programme that helps teachers and parents manage and monitor children's reading progress
- Students will choose a book at their exact reading level and should read it every day for at least twenty minutes
- After completing a book, they take a short quiz on the computer, within their library lessons to establish how much they have understood
- Three times per year, students will take a **STAR reading test** to measure how much progress they have made, at which point their reading level should increase



RENAISSANCE

**Accelerated Reader**™

## Getting Formby High Talking!

- Form time 'PD Thought for the Week' discussions
- 'Ground Rules for Class Talk'
- Regular opportunities for dedicated conversation
- Structured discussions
- Teamwork, problem-solving & collaboration
- Student voice activities
- Student leadership development



# Opportunities to develop more formal approaches to student voice and student leadership across the school

School  
Parliament  
& House reps

Creative  
Ambassadors

Sports  
Leaders

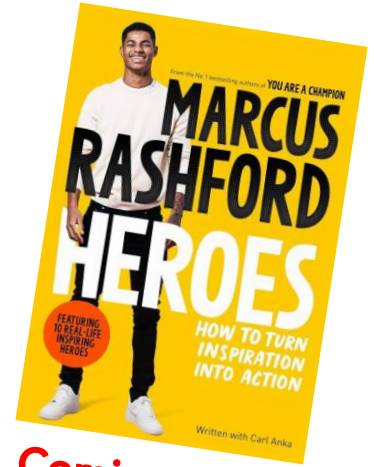
Tech Crew

Careers  
Champions

Poetry Slam  
project

Debating  
Club

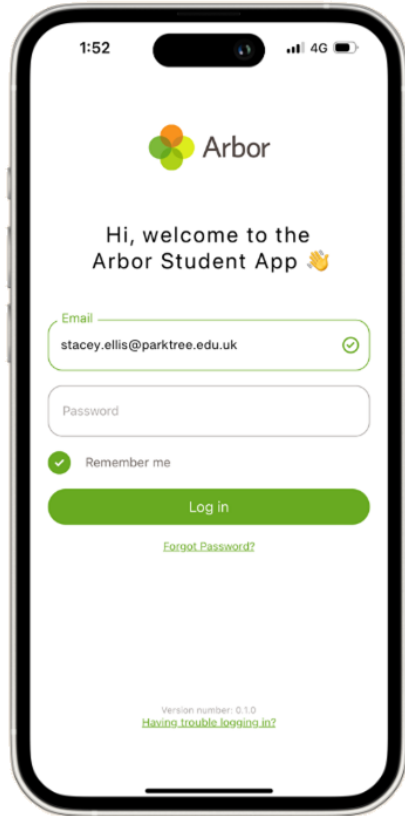
Plus: platforms for students to speak at whole school events, sharing their experiences and broadening their horizons to present in front of a range of audiences



Coming Soon  
'Heroes' podcasts



# Oracy Matters



- Arbor is our one-stop-shop for home ►► school communication
- The App features a wealth of information – timetable, clubs, attendance, merits/demerits, trips and homework
- Homework is set by teachers, displayed as 'Assignments', with a clear explanation of the task to be completed and a realistic due date
- Comms connectivity is to student and parent email addresses



SUBJECT	YEAR 7
English	Fortnightly
Mathematics	Fortnightly
Science	Fortnightly
History	Every three weeks
Geography	Every three weeks
Spanish	Every three weeks
RAVE	Every six weeks
Computing	Every four weeks
Art / DT / Cooking & Nutrition	Once per half term
Drama	Once per half term
Music	Once per half term
Students can expect 45 minutes to 1 hour per subject	

- » Organisation
- » Responsibility
- » Resilience
- » Independence
- » Curiosity
- » Presentation
- » Pride



# Homework Expectations

## **HOMEWORK CAN BE...**

- extension work
- reinforcing information
- learning facts
- independent research
- special projects
- individual practice
- revision

**It should encourage students to expand their horizons, be curious and delve deeper into subject topics!**



# Homework Expectations



- A comprehensive programme before and after school
- Enriching, exciting and enhancing
- Practical, stimulating and rewarding
- Download our full '**FHSXtra Directory**' on our website



FHSXtra

- Individual lesson from specialist music tutors
- Start from scratch, build up primary experience or add another 'string to your bow'!
- Rotating timetables during the school day
- Tailored payment options to suit everyone
- Check your emails for details or contact Miss Dilworth



Formby High School



**BRASS**  
Trumpet Trombone  
Horn Tuba

**WOODWIND**  
Flute Oboe Clarinet  
Bassoon Saxophone

**PERCUSSION**  
Drum Kit

**PIANO**  
and Keyboard

**VOICE**  
Pop Jazz  
Musical Theatre

**STRINGS**  
Violin Viola  
Cello Double Bass

**GUITAR**  
Electric  
and Acoustic




SPECIALIST

**MUSIC TUITION**



# Instrumental Music Programme

# Mr Fazal

## Student Leadership





# School Parliament 2025-26



...and the **NEW** School House System

F



School Food

O



Sustainability

R



Diversity and inclusion

M



School site and facilities

B



Student leadership and rewards

Y



Community and charity



# What did School Parliament do last year?



Mr Bill Esterson MP



# What did School Parliament do last year?

Listening to our  
school community

Fostering **belonging**

Nurturing  
leadership

Encouraging  
participation



Supporting  
wellbeing

Rewarding  
students

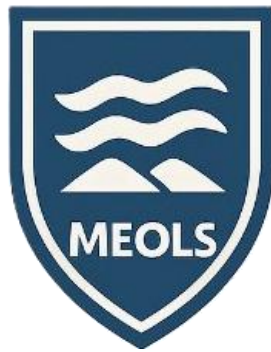
Promoting healthy  
competition



Why are we implementing a new house system?



## House Trophies and Coordinators

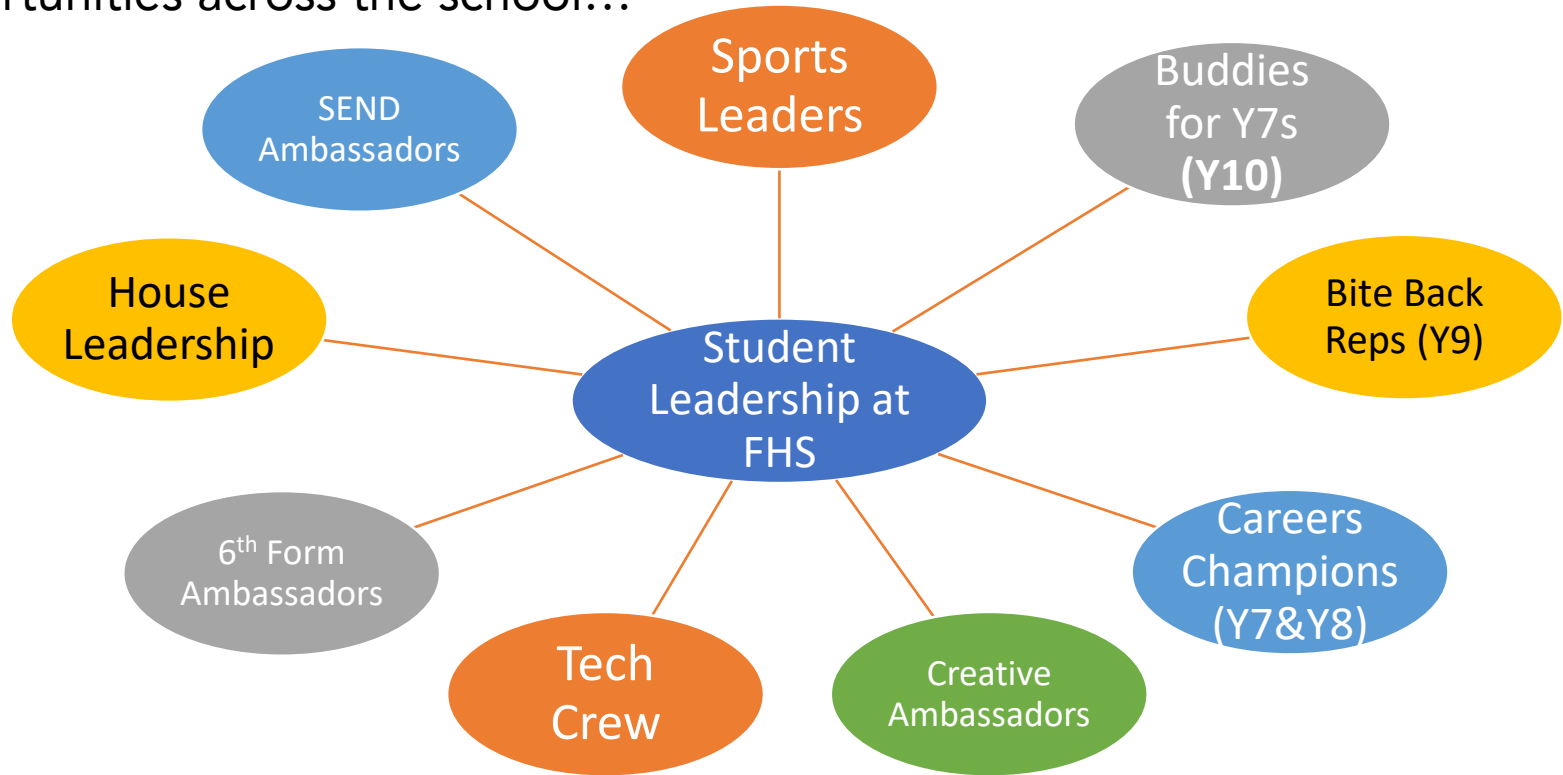


- Discuss which of the three House Trophies each of you has a particular interest or strength in
- Discuss what events/competitions you would like to take place within each of the three House Trophies
- Discuss what you think the priorities should be for School Parliament this year
- Any other advice or feedback you want to give SLT to make the House System and/or School Parliament a success!



# First Sitting of School Parliament

In addition to School Parliament, we have lots of student leadership opportunities across the school...

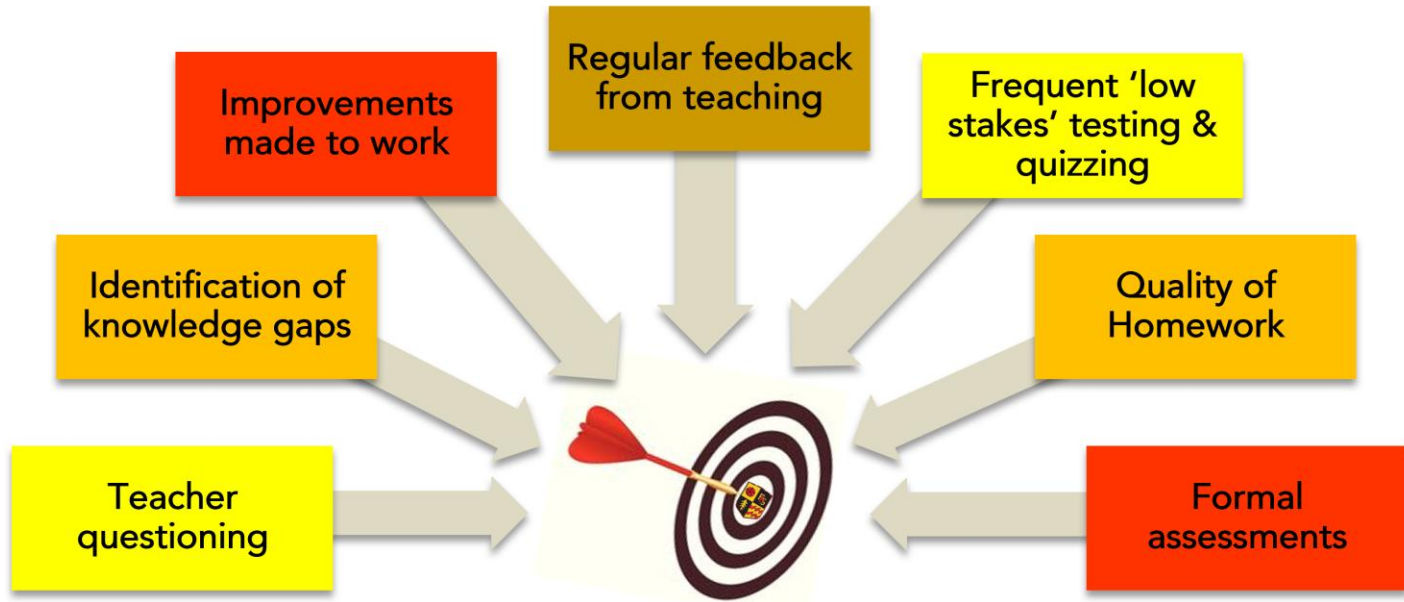


# Student Leadership 2025-26

# Mr Fazal

## Assessment and Reporting





## DYNAMIC ASSESSMENT

formative | diagnostic | summative  
responsive teaching



# Assessment Strategies

Marking and **feedback** may be written or verbal, in exercise books or online.

It might include:

Redrafting /  
improving a part of  
or all of the  
original task

Responding to an  
extension /  
challenge question




Completing an  
additional activity  
that reinforces or  
extends  
understanding

Repeating a  
process or  
applying a concept  
to another  
situation

Addressing a  
misconception

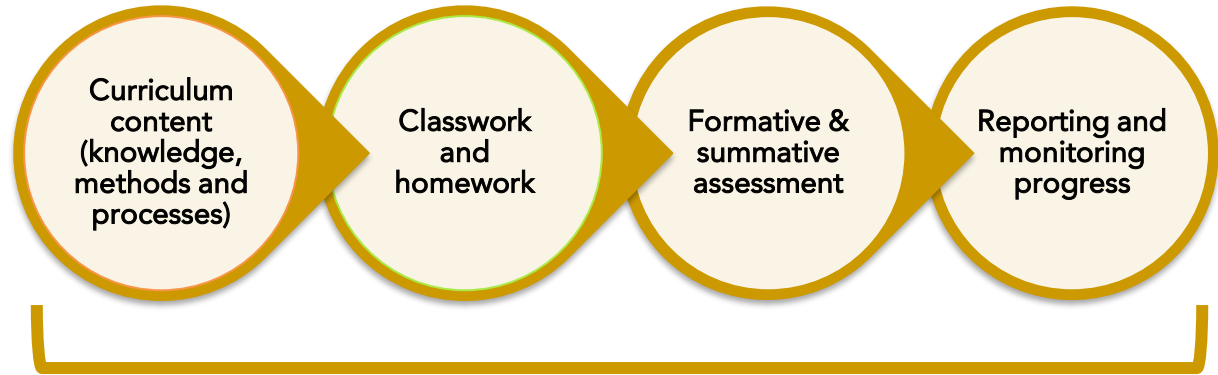


## MARKING CODES

Code	Explanation
 sp	Correct the spelling.
 p	Add in missing punctuation mark.
//	Add in paragraphs to your writing.
 v	Use a better vocabulary choice.
✓ ✓	Indicates an excellent section of work or a well written phrase.



# Marking and Feedback



All underpinned by accessible subject-based ACREs  
**ASSESSED CURRICULUM RELATED EXPECTATIONS**,  
designed so that all students within the year group can  
engage, learn and progress



# Curriculum and Assessment

Topic	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Adventures	Nature Poetry	Language of the News	Genre study: short story	Class Novel	Shakespeare in Context
<b>KNOWING WHAT...</b> (information, facts and content)	<ul style="list-style-type: none"> <li>- The conventions of Adventure narratives and their historical origins</li> <li>- How writers create characters in a range of texts, such as 'The Odyssey' Homer, 'Treasure Island' R.L. Stevenson, 'The Hobbit' J. R. R. Tolkien 'The Lost City of Z' David Grann</li> <li>- How writers create atmosphere in fiction and non-fiction texts, such as 'Touching the Void' Joe Simpson and 'Heart of Darkness' Joseph Conrad</li> </ul>	<ul style="list-style-type: none"> <li>- How poets use poetic techniques for effect: alliteration and personification ('An Awful Tempest Mashed the Air'; extended metaphor ('Nettles'); similes and metaphors ('Pike'); descriptive imagery ('Blackberry Picking')</li> <li>- How poets use diction for effect: all named poems Romanticism and its influence with specific reference to 'I wandered lonely as a cloud'.</li> </ul>	<ul style="list-style-type: none"> <li>- The conventions of broadsheet and tabloid newspapers</li> <li>- The conventions of web-based articles.</li> <li>- How to identify bias and fake news</li> <li>- How writers position the reader and use language to influence</li> </ul>	<ul style="list-style-type: none"> <li>- Freytag's triangle and story structures</li> <li>- Narrative perspective and its influence: first person, third person, omniscient narrator.</li> <li>- How writers create characters in all named texts</li> <li>- How writers create mood, atmosphere and tension in all named texts</li> </ul>	<ul style="list-style-type: none"> <li>- How to recognise authorial intent</li> <li>- How to read for meaning and comment on language</li> <li>- The influence of context on selected novel</li> <li>- How to develop a personal response to the text</li> </ul>	<ul style="list-style-type: none"> <li>- Shakespeare's life and experiences</li> <li>- Elizabethan theatre and its role in Elizabethan life</li> <li>- The Monarchy and its influence: The Divine Right of Kings</li> <li>- Patriarchy and its impact on the lives of men and women</li> <li>- The concept of 'others' and how this relates to Elizabethan ideas about national identity</li> </ul>
<b>KNOWING HOW...</b> (methods and processes)	<p>Read, reflect and respond to a variety of fiction and literary non-fiction texts</p> <p>Explore the presentation of adventurers and adventures.</p> <p>Decode and retrieve information from a range of texts</p> <p>Infer and deduce meaning from a range of text</p> <p>Understand and comment on the writers' use of language, structure and form</p> <p>Use embedded quotations</p> <p>Engage with context</p>	<p>Read, reflect and respond to a range of modern and pre-1914 poetry on the theme of nature.</p> <p>Explore the presentation of nature in a range of poetry.</p> <p>Analyse poetry and develop personalised responses to poems.</p> <p>Decode and retrieve information from a range of texts</p> <p>Infer and deduce meaning from a range of text</p> <p>Understand and comment on the writers' use of language, structure and form</p> <p>Use embedded quotations</p> <p>Engage with context</p>	<p>Explore and discuss newspaper/web news stories</p> <p>Analyse features of reportage and opinion pieces</p> <p>Compare newspaper articles.</p> <p>Adapt writing to genre conventions</p> <p>Use punctuation and sentencing for effect</p> <p>Structure and paragraph writing for effect</p> <p>Edit and proofread</p>	<p>Read, reflect and respond to a range of short stories with a focus on narrative construction and character development.</p> <p>Decode and retrieve information from a range of texts</p> <p>Infer and deduce meaning from a range of text</p> <p>Adapt writing to genre conventions</p> <p>Use punctuation and sentencing for effect</p> <p>Structure and paragraph writing for effect</p> <p>Edit and proofread</p>	<p>Read, reflect on respond to a whole novel.</p> <p>Decode and retrieve information from a range of texts</p> <p>Infer and deduce meaning from a range of text</p> <p>Understand and comment on the writers' use of language, structure and form</p> <p>Use embedded quotations</p> <p>Engage with context</p>	<p>Read, reflect and respond to extracts from range of plays leading to exploration of Early Modern contextual issues such as Elizabethan theatre, Kings and Queens, religion, patriarchy, 'others' and nationalism.</p> <p>Decode and retrieve information from a range of texts</p> <p>Infer and deduce meaning from a range of text</p> <p>Understand and comment on the writers' use of language, structure and form</p> <p>Use embedded quotations</p> <p>Engage with context</p>
<b>Planned ASSESSMENT opportunities</b>	<p>Diagnostic assessment (green/amber/red sticker)</p> <p>Teacher's choice</p>	<p>Diagnostic assessment (green/amber/red sticker)</p> <p>Teacher's choice</p>	<p>Diagnostic assessment (green/amber/red sticker)</p> <p>Teacher's choice</p>	<p>Diagnostic assessment (green/amber/red sticker)</p> <p>Teacher's choice</p>	<p>Diagnostic assessment (green/amber/red sticker)</p> <p>Teacher's choice</p>	<p>Diagnostic assessment (green/amber/red sticker)</p> <p>Teacher's choice</p>
	<p>Summative assessment</p> <p>Response to extract from 'Heart of Darkness'*</p>	<p>Summative assessment</p> <p>Response to anthology poem*</p>	<p>Summative assessment</p> <p>Write an opinion piece on a topical issue*</p>	<p>Summative assessment</p> <p>Write own short story using titles as stimulus*</p>	<p>Summative assessment</p> <p>Extract response</p>	<p>Summative assessment</p> <p>Response to extract from 'The Taming of the Shrew'*</p>





**KS3 ACRES CHECKLIST: YEAR 9 ENGLISH - DYSTOPIA**

Within this topic of DYSTOPIA, use this checklist to evaluate how well you are doing against our ACRES in English – these are expectations for you to achieve by the end of Year 9 in KS3 English lessons.

KNOWING WHAT	Start of Unit	End of Unit
I can identify the genre conventions of dystopian fiction.		
I understand the social and historical circumstances that influenced the writers Aldous Huxley, George Orwell and Margaret Atwood.		
I know what pathetic fallacy is and how it adds to the mood and atmosphere of a literary work.		
I know what figurative imagery is and how it adds to the mood and atmosphere of a literary work.		
I know what descriptive imagery is and how it adds to the mood and atmosphere of a literary work.		
I know the difference between a simple, compound and complex sentence and how they can be used to create tension in a literary work.		

**KNOWING HOW**

I can read texts and select appropriate quotations to support my ideas.		
I can use narrative techniques such as imagery, pathetic fallacy and showing not telling to create mood and atmosphere in my writing.		
I can spell most words accurately and use a range of ambitious vocabulary for effect.		
I can use a range of punctuation (capital letters, full stops, question marks, exclamation marks, commas, and speech marks) to organise and demarcate my sentences.		
I can use paragraphs that deal with one idea or topic at a time.		
I can maintain tense in my writing; I can write in either the past or the present tense and avoid switching between them.		

**ASSESSMENT CHECKPOINT 1: DIAGNOSTIC**

Highlight the colour you achieved in your diagnostic assessment:

- Stop! There are a number of issues with your work – review your teacher's guidance to improve and act upon it!
- There are many good features about your work, however, some issues are holding you back; review your teacher's guidance to improve and act upon it!
- Well done! You are working at your expected level – challenge yourself to improve further!

Reflection: what do you need to do next time you write creatively?

**ASSESSMENT CHECKPOINT 2: SUMMATIVE**

Write the mark you received as a percentage: /30

What went well for you in your summative assessment and knowledge quiz?

What do you need to do next you write creatively?

**FINISH**

This means I am making...

Exceeding	
Expected	
Developing	
Emerging	

progress



## KS3 ACRES CHECKLIST: YEAR 9 ENGLISH - DYSTOPIA



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KNOWING HOW	Start of Unit	End of Unit
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I can use paragraphs that deal with one idea or topic at a time.		
I can maintain tense in my writing; I can write in either the past or the present tense and I avoid switching between them.		

# ACRES CHECKLISTS

- Student's prior KS2 attainment is used to place them into one of five 'Attainment Bands'
- Each subject assesses the students against the Assessed Curriculum Related Expectations (ACREs), generating percentage scores.
- A rolling average percentage of attainment is generated, allowing students to be ranked against their year group in each subject and placed into one of the attainment bands.
- This is reported to you twice per year.

Average KS2 Scaled Score	KS3 Attainment Band
<95	1
95 – 100.5	2
101- 106	3
106.5 - 110.5	4
111+	5

KS3 ACREs CHECKLIST: YEAR 9 ENGLISH - DYSTOPIA					
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I know what descriptive imagery is and how it adds to the mood and atmosphere of a literary work.			I can use paragraphs that deal with one idea or topic at a time.		
I know the difference between a simple, compound and complex sentence and how they can be used to create tension in a literary work.			I can maintain tense in my writing; I can write in either the past or the present tense and avoid switching between them.		



# Summative Assessments



## YEAR 7 SPRING TERM REPORT 2026

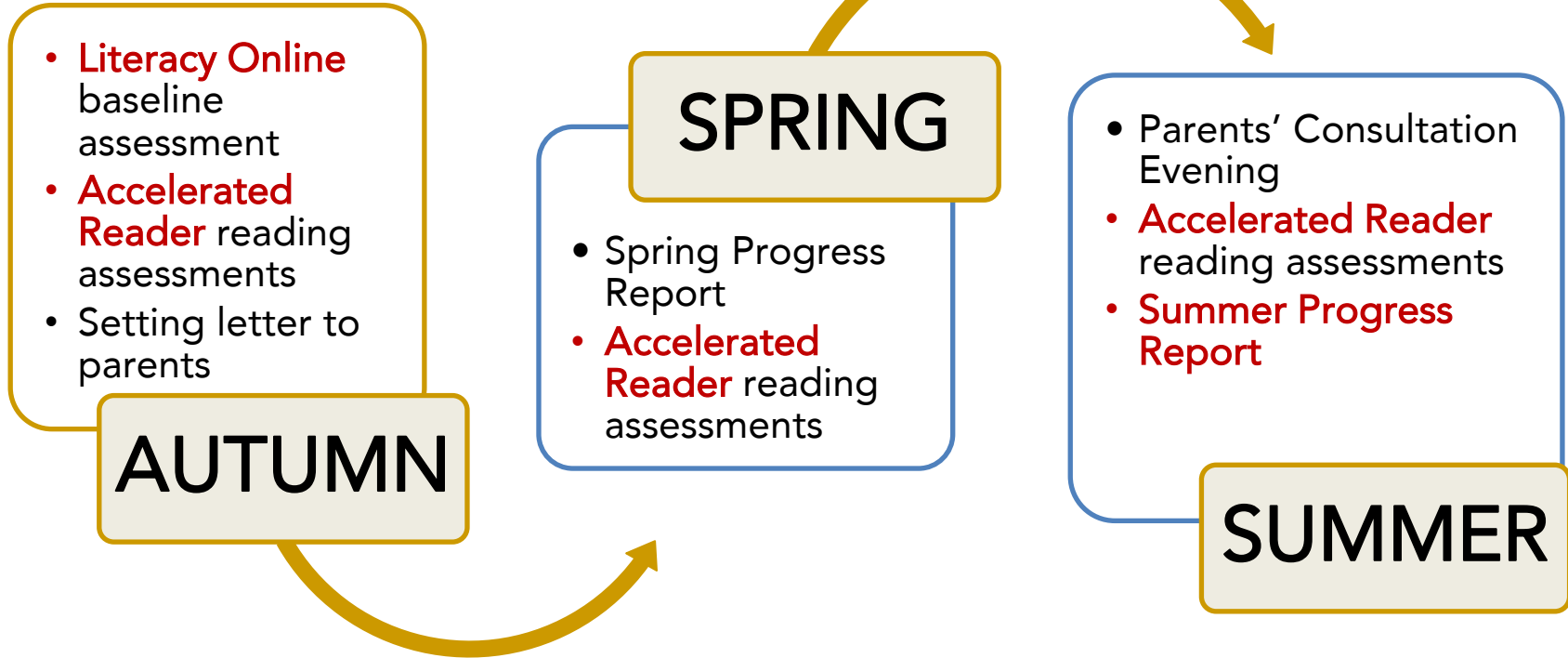
Prior Attainment Band (KS2)	Attendance	House Points	Merits	Demerits
3	100%	8	75	3
Subject Reporting				
Based upon Joe's average KS2 SATs score of <b>103.5</b> , he is expected to achieve in <b>Attainment Band 3</b> in each subject. A higher number indicates better than expected progress, whereas a lower number indicates performance below their prior attainment band.				
SUBJECT	CURRENT ATTAINMENT BAND	BEHAVIOUR	EFFORT	HOMEWORK
ENGLISH	4	4	4	4
MATHEMATICS	3	4	4	4
SCIENCE	3	4	4	3
COMPUTING	3	3	3	3
DRAMA	3	4	4	4
TECHNOLOGY	3	4	4	3
GEOGRAPHY	4	4	4	
HISTORY	3	4	4	
MUSIC	2	3	3	
PHYSICAL EDUCATION	2	3	3	
RELIGIOUS & VALUES EDUCATION	2	4	4	
SPANISH	2	4	4	

Average KS2 Scaled Score	KS3 Attainment Band
<95	1
95 – 100.5	2
101- 106	3
106.5 - 110.5	4
111+	5

Attitude to Learning	
4	Consistently at an excellent standard
3	Performing at a good standard
2	Improvement needed
1	Cause for concern



# KS3 Reports



# Year 7 Reporting Schedule

# Mr Cook Keeping in touch





Formby High School Transition 2025

**THIS IS A NEW DAY!**

YEAR 7  
**PARENT HANDBOOK**  
**2025**



# Parent Handbook

# FORMBY HIGH SCHOOL



*Determined to Achieve*



Tweets 2,800 Following 315 Followers 1,719 Likes 851 Lists 0 Mentions 0

**Formby High School** @formbyschool

This is the official Formby High School Twitter account. Please see our website for contact details.

Formby, Merseyside  
formbyhighschool.com  
Joined October 2012

Tweets Tweets & replies Media

You Retweeted

TSPClubhouse @TSPClubhouse · Sep 25  
Join and games in Clubhouse



# FORMBY HIGH SCHOOL




HOME ABOUT SCHOOL LIFE WELL-BEING ACADEMIC KEY INFORMATION 6TH FORM SITE MAP CONTACT




OPEN EVENING 21 SEPTEMBER

# FORMBY HIGH SCHOOL




FORMBY HIGH SCHOOL  
131 subscribers

EDIT LAYOUT CREATOR STUDIO

HOME VIDEOS PLAYLISTS CHANNELS DISCUSSION ABOUT Q


All activities

FORMBY HIGH SCHOOL, uploaded a video



# Instagram

Log in Sign up



**formbys** |  
Formby High School  
10 posts · 346 followers · 6 following  
Official Formby High School Instagram Account

Grid of Instagram posts:

- Formby High School Data Systems Office: An exciting opportunity to work for a successful organisation. Make a meaningful impact to education! ...
- Formby High School: WARMLY INVITES YOU TO OUR THURSDAY 18 SEPTEMBER PM - 7:45PM. JOIN US WELCOME SPEECH 7:00pm and 7:10pm
- Formby High School: An exciting opportunity to work for a successful organisation. Make a meaningful impact to education! ...



# FHS online

Thanks for  
listening

Full steam  
ahead!

