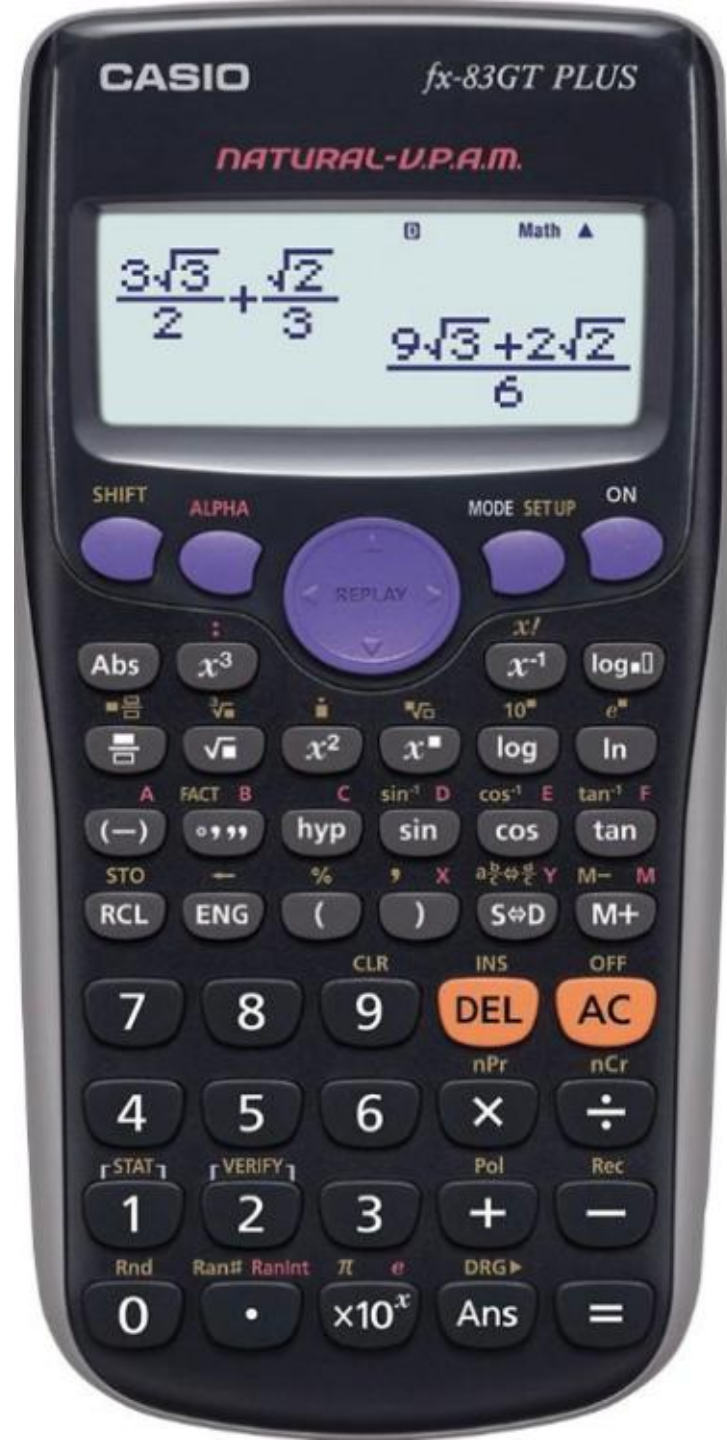# Maths at Chapel-en-le-Frith High School

What you can expect and how you can help your child

Maths Basics

- **<u>Scientific calculator</u>** is a **<u>must</u>** – buy from school they are cheaper!

- It is important students are used to and **<u>know how to use</u>** the calculator they will use in their exams!

What to expect

- Maths is the one subject that places children in ability sets from day one.

- Tomorrow, Friday 28th September 2018, is a baseline assessment of all year 7.

Year 7 Assessment Notice - Friday 28th September `07a/Ma1`

Description   Insights   Assess

Task description

- Mr. P. Hall set this assignment for group 07a/Ma1 - Mathematics

Set on Wed 19 Sep   Due on Fri 28 Sep

This is not a homework, but a notice for all year 7 students & parents:

Please be aware that on Friday 28th September all of year 7 will have a maths assessment in their lesson. This will help us to check that all students have been placed in the correct set. Please ask your maths teacher for any further information or questions.

Important information

- This homework will take approximately 1 minute
- Mr. P. Hall would like you to hand in this homework in class

Assessment Schedule

Year	Term 1	Term 2	Term 3
7	Oct (baseline test)	Jan	29 Apr (Hall)
8	6 Oct	21 Jan (Hall)	June
9	12 Nov (Hall)	Feb	June
10	5 Nov	1 Apr (Hall)	June (Hall?)
11	3 Dec (Mock1)	4 Mar (Mock2)	(May/June!)

Set changes

- These can happen in two ways:

1. Following an assessment

1. A teachers' professional judgment:

   - Teacher initiated or student initiated

Sets

- Year 7 – two sides of the year group.
  A population and B population.

Population A	Population B
Set 1a	Set 1b
Set 2a	Set 2b
Set 3a	Set 3b
Set 4a	Set 4b

Hence, parallel sets, two set 1s, set 2s.

- Year 8 – A side has 4 sets, B side has 5 sets.
- Year 9, 10 and 11 – 7 vertical groups*.
  3 year GCSE (5 year in reality)

  *Usually same teacher for all 3 years.

Homework and Review

2 websites we use and recommend:

- https://vle.mathttps://vle.mathswatch.co.uk/vle/hswatch.co.uk/vle/

- www.mymaths.co.uk

Students will be set homework via these websites **and** can use these websites to help with their homework.

Parents can use them to see 'how things are taught these days'!

Process Marks!

Guidance on the use of abbreviations within this mark scheme

M   method mark awarded for a correct method or partial method

P   process mark awarded for a correct process as part of a problem solving question

A   accuracy mark (awarded after a correct method or process; if no method or process is seen then full marks for the question are implied but see individual mark schemes for more details)

C   communication mark

B   unconditional accuracy mark (no method needed)

Old GCSE:
A T-Shirt cost £12 to buy. It is increased in price by 30%.
How much does it cost now? (2 marks)

New GCSE
Chris owns a clothes shop and he bought 50 shirts at £12 for each shirt.
He chose the selling price of each shirt so that he would make a profit of 30% on each shirt.
He sold 20 shirts at this price.
Chris then reduced the selling price of each shirt by 15%.
He then sold the remaining shirts at this reduced selling price.
Has Chris made a profit or loss?
You must explain your answer clearly.

(5 Marks)

Recent GCSE Question

3 Renee buys 5 kg of sweets to sell.
   She pays £10 for the sweets.

   Renee puts all the sweets into bags.
   She puts 250 g of sweets into each bag.
   She sells each bag of sweets for 65p.

   Renee sells all the bags of sweets.

   Work out her percentage profit.

   4 marks

Question	Answer	Mark	Mark scheme	Additional guidance
3	30	P1	for full process to find the number of bags sold eg 5 × 1000 ÷ 250 (= 20) OR for process to find selling price of 1 kg of sweets eg 0.65 × 4 (= 2.60)	This could be by repeated addition Calculations can be in £ or pence
		P1	for [number of bags] × 0.65 or "20" × 0.65 (= 13) or "2.60" × 5 (= 13) OR for 10 ÷ "20" oe (= 0.50) OR for 0.65 × 4 (= 2.60) **and** 10 ÷ 5 (= 2)	[number of bags] can only come from 5 × 10 ÷ 250 (= 0.2) or 5 × 100 ÷ 250 (= 2) or 5 ÷ 250 (= 0.02)
		P1	(dep on previous P1) for a process to find the percentage profit eg ("13" − 10) ÷ 10 × 100 or (0.65 − "0.50") ÷ "0.50" × 100 or ("2.60" − "2") ÷ "2" × 100 OR "13" ÷ 10 ×100 (= 130) oe	3/10 or 0.3 is not enough but should be awarded 2 marks Award P3 for 130(%)
		A1	cao	

Yes – you need to show all your working out!

Mark	Mark scheme	Additional guidance
P1	for full process to find the number of bags sold eg 5 × 1000 ÷ 250 (= 20) **OR** for process to find selling price of 1 kg of sweets eg 0.65 × 4 (= 2.60)	This could be by repeated addition Calculations can be in £ or pence
P1	for [number of bags] × 0.65 or "20" × 0.65 (= 13) or "2.60" × 5 (= 13) **OR** for 10 ÷ "20" oe (= 0.50) **OR** for 0.65 × 4 (= 2.60) **and** 10 ÷ 5 (= 2)	[number of bags] can only come from 5 × 10 ÷ 250 (= 0.2) or 5 × 100 ÷ 250 (= 2) or 5 ÷ 250 (= 0.02)
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A1	cao	

Children are not born afraid of math; they learn to fear it!

HOW CAN YOU HELP SUPPORT YOUR CHILD'S MATHS?

Carol Dweck on Maths

- https://www.youtube.com/watch?v=QvMpsaysUPo

Growth and Fixed Mindset

Students with a __Growth Mindset__	Students with a __Fixed Mindset__
Believe that talents can be developed and great abilities can be built over time	Believe that talent alone creates success
View mistakes as an opportunity to develop	Are reluctant to take on challenges
Are RESILIENT	Prefer to stay in their comfort zone
Believe that effort creates success	Are fearful of making mistakes
Think about how they learn	Think it is important to 'look smart' in front of others
	Believe that talents and abilities are set in stone, you either have them or you don't.

Overriding messages

- Talk about maths in a positive way. A positive attitude about maths is infectious.

- Encourage persistence. Some problems take time to solve.

- Encourage your child to experiment with different approaches – there is often more than one way to solve a maths problem.

- Talking about maths is key; Why did you…? What can you do next? Do you see any patterns? Does the answer make sense? How do you know? It encourages thinking about maths

- Computer +maths = fun! Great computer maths games.

Podcasts

- http://www.ryversschool.com/maths-2/

⭐ NUMBER BONDS

⭐ MENTAL STRATEGIES

⭐ ADDITION & SUBTRACTION

⭐ MULTIPLICATION & DIVISION

⭐ DECIMALS

⭐ GENERAL RESOURCES

⭐ NEGATIVE NUMBERS

- https://www.schoolguide.co.uk/blog/10-proven-ways-to-help-your-child-do-well-at-school-simple-steps-every-parent-can-try-at-home