



EMMANUEL COLLEGE

Emmanuel Schools Foundation

Masarah Alsudany

YEAR 7 ANNUAL REPORT

2022 | 2023

VALUED, CHALLENGED, INSPIRED

Year 7 Examinations Summary

In the Year 7 examinations Masarah achieved the following

Subject	Target	Grade	Fine grade	RfL
English	6	7	7.50	1
Mathematics	8	7	7.90	1
Science	7	6	6.30	1
RE	7	8	8.20	2
Technology	7	9	9.00	1
Geography	7	6	6.70	1
History	7	7	7.70	1
French	7	5	5.50	1
Spanish	7	5	5.70	1
Art	7	5	5.30	1
Computing	7	4	4.70	1
Music	7	6	6.30	1

	Year 7	Year 8	Year 9	Year 10	Year 11
Average grade	6.25				
Average progress v target	-0.75				
Average RfL*	1.10				

Responsibility for learning

1 –
Excellent

2 –
Generally good

3 –
Less than
satisfactory

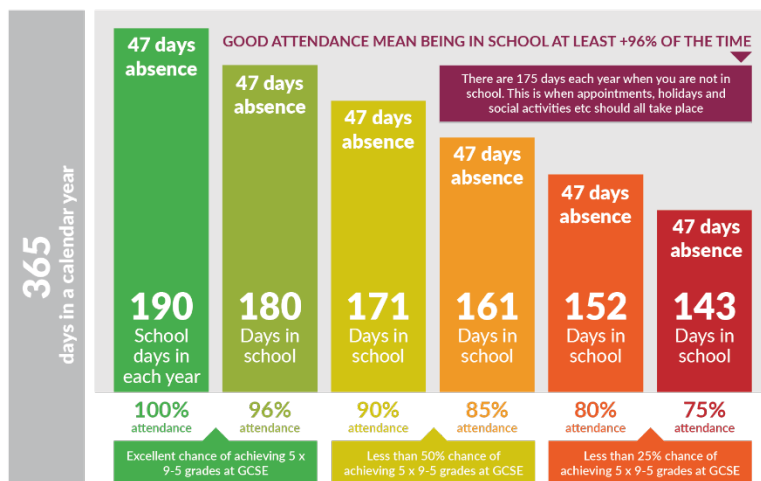
4 –
Serious cause for
concern

*Responsibility for learning average
1.0– best possible score

Masarah Attendance Summary

89.39%	Attendance
2.23%	Authorised Absences
8.38 %	Unauthorised Absences
320	Attendance sessions out of 358
0	Number of lates

At Emmanuel College we strive to provide a welcoming, caring environment where each student feels safe, secure and has a real sense of belonging. For each student to achieve their true potential, a high level of attendance and punctuality is essential.



90% attendance means a student is missing the equivalent of half a day of education every week.

A student with 80% attendance all the way through secondary school (five academic years) is missing the equivalent of a whole year of education.

Students with 100% attendance are 1.5 times more likely to achieve 5+ good GCSEs or equivalent and 2.8 times more likely to achieve 5+ good GCSEs or equivalent than students with attendance between 80-85%.

The Benefits of Reading

Research shows that reading has benefits in many areas of education and life. In addition to the obvious benefits on reading comprehension and attainment, it also impacts upon:

- Vocabulary
- Understanding of grammar
- Spelling skill
- Writing attainment
- Attitudes to reading and writing
- Knowledge and understanding of the world and other people
- Achievement in other subjects, including maths
- Empathy and understanding of emotions
- Development of our sense of 'self' and identity

Let's take a closer look at some of these benefits:

Reading supports achievement in other subjects because it helps students to access the wider curriculum. Even maths attainment has been proven to benefit from reading skills because, in order to use maths skills, students are required to read and understand the questions they are faced with.

Research shows that reading can help to reduce stress and improve mental wellbeing. Linked to this, we know that research shows the numerous benefits of a good night's sleep, which can be significantly helped by a reduction in screen-time. Therefore, a bedtime routine which includes reading could help with relaxing before bed.

How can you support your child's reading at home?

- Sharing your experiences about why reading is important for life and work, whilst being mindful not to add to any negative feelings, can help children to see that everyone struggles with certain things but it's worth persevering.
- Reading should not be seen as a chore, try not to make requests such as, 'if you read for 15 minutes, you can...'. Whilst this may work for some young people, it is unlikely to lead to reading being seen as an enjoyable activity.
- Research by the National Literacy Trust showed that reading for pleasure increased during the 2020-2021 lockdowns; one of the reasons young people gave for this was having the time to read and having fewer distractions. This would suggest that helping your child to balance their time and factor reading into their schedule in a quiet environment would be beneficial.
- Help your child to be proactive in their wider reading. For example, if they are covering World War II, explore age-appropriate texts on this through poetry, online articles or novels.
- Take an interest in what they're reading and studying at school by reading around topics as well so that you can engage in discussion about their texts/areas of learning, whilst modelling an interest in reading.
- Help your child to experience feeling successful with reading. Praise and encourage them, whilst showing interest in what they've read.
- Support your child with selecting age-appropriate texts for them to read for pleasure, rather than only encouraging them to read for schoolwork. You may wish to use the PiXL half-termly newsletters to see a wide selection of books, which your school will receive.
- Often younger children enjoy reading with their parents and their interest wanes when it becomes an independent activity as they no longer share a connection with someone over a book. Read with them or listen to audiobooks, if you don't feel confident enough to read yourself.

English

Mrs M Fox

Beginning with study of Myths and Legends, the English curriculum enables students to explore the significant craft and history of storytelling. Analytical reading of setting, character, theme, and authorial methods models independent approaches to empower and develop students' own creative written style, structure, and vocabulary. Additionally, the study of poetry, Shakespearean performance and 19th century prose affords rich experience of a range of stylistic forms, devices, and contextual influences. Assessment of reading required students to retrieve information from a selected extract, exploring how the writer forms atmosphere through techniques of language and structure. Written assessment required application of language and structural devices to form description of setting, as suggested by the provision of visual stimulus.

Interim assessment 1	RfL	Interim assessment 2	RfL	End of Year assessment	RfL	Target Grade
6	1	7	1	7	1	6

Subject specific RfL improvement

Masarah's main area for improvement is to maintain the high standards of dedication and enthusiasm that they have demonstrated this year to continue to improve their progress.

Subject specific academic improvement based on annual assessment

Masarah's main area for improvement is to when analysing quotations, pause for longer on individual words in order to ensure that they are thoroughly explored in terms of connotations and impact.

Next year and co-curricular opportunities

Moving forward, the Year 8 English curriculum capitalises reading and writing skills with greater complexity, facilitating students to build confidence, range, and accuracy. Sustaining knowledge of Shakespearean performance and 19th century prose, students will study 'Romeo and Juliet' and a selection of 19th century short stories. Wider reading will both inspire and challenge students to develop their own narrative style with focus on genre, structure, and the building of tension.

Mathematics

Mr J Bignell

In mathematics, this year, students have studied a wide range of topics. In the autumn term the main topics they studied were sequences and fractions, in the spring term it was fractions, and during the summer term they studied geometry. Throughout the academic year students have experienced mathematics in all five representations: number, algebra, ratio and proportion, geometry, and statistics and probability. In the summer term students have been assessed through two examinations, one non-calculator and one with a calculator, both under formal exam conditions in the sports hall. These assessments involved a mixture of both shorter recall questions as well as more complicated application questions where students have had to identify and remember the mathematical skill to use and then apply it fluently.

Interim assessment 1	RfL	Interim assessment 2	RfL	End of Year assessment	RfL	Target Grade
8	1	8	1	7	1	8

Subject specific RfL improvement

Masarah's main area for improvement is to keep doing as she is doing. Masarah is an excellent role model to others in the class in terms of her work-ethic and behaviour. She is extremely mature in the way she learns and is very quick in the way she takes on feedback and acts on advice. She should continue to work on difficult questions.

Subject specific academic improvement based on annual assessment

Masarah's main area for improvement is to continue to apply all the mathematical techniques and knowledge that has been learnt in year 7. Furthermore, these topics will be built on in year 8. Retrievals and homework provide great opportunities to keep up the practice on these topics.

Next year and co-curricular opportunities

In Year 8, students will begin to use their core mathematical knowledge and skills in multiple representations. They will continue to reason, and problem solve as well as continuing to develop their mathematical fluency. They will cover the following overarching topics: Proportional Reasoning, Representations, Algebraic Techniques, Developing Number, Developing Geometry, and Reasoning with Data.

Science

Miss J Chung

In Year 7 science, students have studied a range of Biology, Chemistry and Physics topics. They have studied cells, reproduction and the organisation of living things in Biology, the nature of matter in Chemistry, and energy, electricity and forces in Physics. Alongside these topics students have practised and developed key scientific skills including experimental skills, analysis, evaluation and scientific thinking. They have also developed their scientific literacy and numeracy skills and learnt about how science can enrich our lives and our society. Students are assessed using end of topic assessments which are a mix of multiple choice and longer answer questions and which test students' knowledge of subject content and scientific skills. They are tested on their recall and application of the key scientific concepts they have studied.

Interim assessment 1	RfL	Interim assessment 2	RfL	End of Year assessment	RfL	Target Grade
7	1	6	1	6	1	7

Subject specific RfL improvement

Masarah's main area for improvement is to persevere with challenging questions and never leave an answer blank. Initially, questions should always be attempted, but staff are always available to provide help when needed.

Subject specific academic improvement based on annual assessment

Masarah's main area for improvement is to learn to describe the energy transfers between stores when the position of an object is changed. Learn to describe the differences between series and parallel circuits and explain the impact it has on rate of energy transfer to each component.

Next year and co-curricular opportunities

In Year 8 students will continue to build their disciplinary skills alongside their core content knowledge. Students will study variation and ecosystems in Biology, types of reactions in Chemistry and space, magnetism, light and sound in Physics. Investigative, analytical and evaluative skills are interwoven throughout the year helping students to build their knowledge of how science works.

Religious Education

Mr D Graham

In Year 7, students have been understanding and analysing the concept of worldview; everybody has a way they see the world and what is important in it, religious or otherwise. They have mainly been concentrating on the Christian worldview as they see the fundamental Christian perspectives on who God is, what humans are, and what is wrong with the world and how it is fixed. These cover our first three worldview themes of divinity, anthropology and salvation respectively. They have learnt to compare different perspectives to their own, and have also looked at different epistemologies, which covers how we know anything at all. They have begun to compare to other religious worldviews by bringing in how Jews practice their religion today. The year is rounded off with an examination on philosophical issues. Students have learnt how to analyse and justify arguments with evidence.

Interim assessment 1	RfL	Interim assessment 2	RfL	End of Year assessment	RfL	Target Grade
7	1	9	1	8	2	7

Subject specific RfL improvement

Masarah's main area for improvement is to make productive use of enthusiasm for the subject by keeping discussion focused and contributing well and relevantly to the flow of discussions in class.

Subject specific academic improvement based on annual assessment

Masarah's main area for improvement is to work on writing clear, carefully structured PEEL paragraphs. Make a point in response to the question, follow with evidence such as a Bible quotation, then explain the evidence before linking back to the question.

Next year and co-curricular opportunities

In Year 8, students will continue to study the Biblical narrative, furthering their understanding of the Christian worldview. They will compare this to the Islamic worldview as they study the beliefs and practices of Muslims, as well as still reflecting on their own. Their understanding of worship will continue to develop further as they examine Christian practices, before finishing with an ethical study on crime and punishment.

Technology

Mr G Thompson

Throughout this academic year, students have been working on three rotations within the Technology department. They have all completed a unit based on Textiles, Paper and Board and then Engineering. All units consist of a theory element, supported by a practical product. In conjunction with this, students have completed six weeks in the food room, making a range of different food products to cover a wide range of different practical skills. Throughout their time, Year 7 have become more independent in the department and have learnt how to work safely in a range of different practical environments. At the end of every unit, they have been assessed on the theory taught, using a written exam. These grades were then put together with their final end of year exam, to produce the overall Technology grade that is shown on this report.

Interim assessment 1	RfL	Interim assessment 2	RfL	End of Year assessment	RfL	Target Grade
8	1	7	1	9	1	7

Subject specific RfL improvement

Masarah's main area for improvement is to continue to show great care and attention to all of the tasks they complete. This year has shown they love to discover new things in Technology and often go beyond what is expected of them.

Subject specific academic improvement based on annual assessment

Masarah's main area for improvement is to develop practical skills on the sewing machine, be able to thread the machine successfully and independently and apply this to fabric stitching neatly.

Next year and co-curricular opportunities

Next academic year students will work on a rotation system again, to further develop their practical skills and deepen their understanding of the world around them. Students will be working with metals, soldering and be introduced to CAD programmes as a way of producing rendered models. Students have the opportunity to take part in a variety of different co-curricular opportunities, including LEGO Mindstorms, VEX robotics and Young Engineers.

Geography

Miss S Shattock

This year in Geography, Year 7 have studied the foundational knowledge for four of our curriculum themes: the connected world, the risky world, the natural world and the progressive world. In terms of topics, our curriculum has started with a national and local study of 'our home island' and 'our local environment'. Then students moved onto studying physical geography, specifically weather and climate and coastal environments. Finally, students finished with a regional study on China. Throughout the year, students have been drawing on knowledge they have accumulated from their first lesson in September to engage with new content. For example, within the human topics drawing comparisons between their national study of the UK with their regional study of China. In terms of geographical skills, students have developed their map skills and their ability to analyse data.

Interim assessment 1	RfL	Interim assessment 2	RfL	End of Year assessment	RfL	Target Grade
8	1	8	1	6	1	7

Subject specific RfL improvement

Masarah's main area for improvement is to maintain the high standards of presentation and enthusiasm that they have demonstrated this year to continue to improve their understanding and deepen their subject knowledge within Geography.

Subject specific academic improvement based on annual assessment

Masarah's main area for improvement is to develop the explanation in their answers to show depth of knowledge. For example, when explaining causes and consequences make explicit reference to short and long term.

Next year and co-curricular opportunities

Within the Year 8 curriculum, students will be exposed to a new theme 'the challenging world'. This is covered through 'resources' on a global scale and 'what opportunities and challenges are presented in regions found 9 degrees north?' In addition, students build upon their knowledge of 'the progressive world' and 'the connected world' through development on a global scale then zooming into a locational study of Africa. Concluding with a topic on river environments.

History

Miss S Bevan

This year in Year 7 History, students have studied to two key overarching questions "How have different rulers changed life in England 43AD-1135AD?" and "Did religion or politics contribute more to events from 1095-1603?" This has involved studying history on a local, national and international scale. Students started with the Roman Empire, our first written records of British History, moving onto the Anglo-Saxons and the Normans. For the second half of the year, students have studied the evolving relationship between secular and religious institutions, specifically through the death of Thomas Beckett, the Crusades and the Reformation. The study of the Medieval world in Year 7 has covered the foundational knowledge about power, religion, society and the economy, which will enable students to build upon their understanding next year.

Interim assessment 1	RfL	Interim assessment 2	RfL	End of Year assessment	RfL	Target Grade
8	1	8	1	7	1	7

Subject specific RfL improvement

Masarah's main area for improvement is to maintain the high standards of presentation and enthusiasm that they have demonstrated this year to continue to improve their understanding within History.

Subject specific academic improvement based on annual assessment

Masarah's main area for improvement is to ensure you are consistently making reference to the key themes within your writing. Within History, these themes are power, economy, religion, role of the individual, war and society.

Next year and co-curricular opportunities

In Year 8 History, students will study an overarching question "What factors have influenced the struggle for democracy and equality over time?" Throughout the year, students will start their enquiry with the Magna Carta, studying how medieval kings slowly lost their power to their barons. This journey will chart the growth of parliament, the concept of a constitutional monarchy and the enfranchisement of the population through voting reforms.

French

Miss R Bainbridge

Knowledge has been taught contextually, using a range of topics, including descriptions of self and others, school life and free time. The topics taught have sought to stimulate students' curiosity of the French speaking world. Core grammatical concepts have included adjectival agreement, and the present tense of both regular and irregular verbs. Students have been provided with regular opportunities to apply their knowledge in speaking and writing, establishing a clear link between the theory and practice of language. Translation from and into the target language has been introduced and has proven to be an effective way of focusing students' attention upon the need for precision and accurate use of language. Through the cultural research task, which was undertaken after the annual examination, students have broadened their horizons and gained a deeper appreciation of French culture.

Interim assessment 1	RfL	Interim assessment 2	RfL	End of Year assessment	RfL	Target Grade
8	1	6	1	5	1	7

Subject specific RfL improvement

Your main area for improvement is to continue to look for more opportunities to improve their language, such as using the Foreign Languages library. Immersing themselves in the language is key to becoming a successful linguist, take as many opportunities as possible to practise.

Subject specific academic improvement based on annual assessment

Your main area for improvement is to ensure that tenses are accurate. They should review the key verb endings in the present tense from their knowledge organisers and learn them by heart. They should also familiarise themselves with key irregulars in the present tense to prepare them for Year 8.

Next year and co-curricular opportunities

In Year 8, students will further develop their understanding of French through the study of media, Paris and relationships. Core grammar taught will include both the present and past tenses. In addition, there will be a clear focus upon reflexive verbs and the negative. Co-curricular opportunities in French include the Spelling and Translation Bee which prepare students for both regional and national competitions.

Spanish

Ms D O'Connor

Students have covered a range of topics to be able to discuss themselves and their daily lives. They have learnt to express opinions on their studies and free-time activities. Finally, students have learnt how to talk about their town and weekend plans. This has provided a solid foundation for more in-depth discussions next year. Students have developed their grammatical understanding of nouns, adjective agreement, word order, and the present tense through translation, reading and listening practice. Students have also applied these structures in speaking and writing, allowing them to establish a clear link between the theory and practice of language. Instruction through phonics has built their confidence when producing an authentic Spanish sound. Through a cultural research task, students have been able to broaden their horizons and gain a deeper appreciation of Hispanic culture.

Interim assessment 1	RfL	Interim assessment 2	RfL	End of Year assessment	RfL	Target Grade
9	1	7	1	5	1	7

Subject specific RfL improvement

Your main area for improvement is to continue to look for more opportunities to improve their language, such as using the Foreign Languages library. Immersing themselves in the language is key to becoming a successful linguist, take as many opportunities as possible to practise.

Subject specific academic improvement based on annual assessment

Your main area for improvement is to continue to add complexity to their written work. They should endeavour to use the third person in their writing and always try to apply complex structures given in class to develop their linguistic skills.

Next year and co-curricular opportunities

In Year 8 students will further develop their understanding of Spanish through the study of holidays, technology, food and daily routines. They will be introduced to the past and conditional tense and will be able to use reflexive verbs. In addition, students will learn how to give more complex opinions using comparative structures. Co-curricular opportunities in Spanish include the Spelling and Translation Bee which prepare students for both regional and national competitions.

Art

Mrs S Cockell

Year 7 Art students started the year learning about the Elements of Art, line, tone, texture, scale, and composition. They used this knowledge to develop their skills-based artwork, refining their work constantly. Students then developed their knowledge and appreciation of Northeast artist Norman Cornish, who specialises in observational drawing. Using their developed knowledge of the elements of art and observational drawing students created observational drawings of their college tie. Later in the year Graphic Communication art was explored, focusing on Gargoyles. Students have created a bespoke Gargoyle design observing animal form. Students supported their developing understanding of composition and scale using the book 'Night of the Gargoyles' as inspiration in the creation of their book cover design.

Interim assessment 1	RfL	Interim assessment 2	RfL	End of Year assessment	RfL	Target Grade
4	1	5	1	5	1	7

Subject specific RfL improvement

Masarah's main area for improvement is to continue to work in a focused, creative and expressive manner, using all the elements of art with skill, and detailed application.

Subject specific academic improvement based on annual assessment

Masarah's main area for improvement is to continue to be creative and expressive in your artwork, using a wide range of elements of art. Use the knowledge learnt, implement the elements of art in your work, making the most of the time available for practical tasks during lessons. Use homework time productively to develop your artwork.

Next year and co-curricular opportunities

Next year students will extend their knowledge of Graphic Communication investigating artists such as Hundertwasser and Jasper Johns. Using the elements colour, tone, pattern, texture, and composition students will create three pieces of artwork. Inspired by the artists, students will use paint and colour to create their first artwork. Their subsequent artwork using biro instead of paint. In addition, students will continue to develop their observational drawing skills, building upon Year 7.

Computing

Dr D Baker

Students have learnt about the impact of technology and how to collaborate online safely and respectfully. They have also explored how data is communicated over networks and had an introduction to block-based programming using the Scratch platform. Finally, students have learnt about a variety of different software applications and how and when they can be effectively utilised and how to incorporate sourced materials legally. Students have developed their practical skills through the creation of digital artifacts including an anti-bullying presentation, a Scratch program to generate a quiz and a blog post to promote a cause of their choice. They applied new and creative research techniques to find resources that can be used in line with intellectual property legislation. The Year 7 examination assessed students on networks, basic programming, and the use of digital media.

Interim assessment 1	RfL	Interim assessment 2	RfL	End of Year assessment	RfL	Target Grade
4	2	3	2	4	1	7

Subject specific RfL improvement

Masarah's main area for improvement is to maintain the high standards of presentation and enthusiasm that they have demonstrated this year to continue to improve their understanding of Computing.

Subject specific academic improvement based on annual assessment

Masarah's main area for improvement is to develop a better understanding of networks, especially protocols, what they are, their significance and examples common Internet protocols

Next year and co-curricular opportunities

In Year 8, students will further develop their understanding of computing systems and move from block based to text-based programming. They will explore cyber security principles and techniques, data handling using spreadsheets, how numbers and characters are represented digitally, vector graphics and introductory text-based programming using Python. Co-curricular opportunities in Computing include weekly code club and opportunities to compete in national computing competitions.

Music

Mr F Hodgson

Students started the year with an 'Introduction to the Language of Music' scheme exploring the elements of music, music notation and instruments of the orchestra. During the 'Disney and Animation Musicals' scheme students have discovered the types of songs that are sung including action songs and character songs and how they help to drive the plot forward. As well as songs, students looked at the important roles involved in the making of a musical, for example, composers, the pit orchestra, musical directors, stage, and lighting as well as special effects. In the latter half of the year students have explored 'Vocal Music', learning about how the voice produces sound and the different singing voices, soprano, alto, tenor, and bass. At the end of year, the music department was awash with 'Indian Fusion' music, as students explored Indian raga and Indian instrumentation.

Interim assessment 1	RfL	Interim assessment 2	RfL	End of Year assessment	RfL	Target Grade
4	1	5	1	6	1	7

Subject specific RfL improvement

Masarah's main area for improvement is to continue to present written work neatly and ensure all work uses key vocabulary. Continue to develop keyboard skills and be motivated to progress to the higher levels during assessments.

Subject specific academic improvement based on annual assessment

Masarah's main area for improvement is to ensure that they understand which key vocabulary fits with each element of music and be able to articulate this clearly and identify it in pieces of music. Continue good progress with practical tasks and ensure to make the most of the practice time during lessons.

Next year and co-curricular opportunities

Next year in music students will learn about 'Nationalist and Programme Music' and differing musical styles of countries around the world. In addition, students will well about 'Blues Music' and its origins. They will continue to develop their knowledge of 'Music for the Stage and Screen', as well as exploring music from around the world exploring 'African Fusion Music' and how fusion music combines the stylistics of musical genres and cultures.

Physical Education

Miss B Walker

Students have demonstrated a range of skills in isolated practices and competitive conditioned games, showing a level of competency to vary their tactics and strategies during the activity. The PE department has also promoted students' personal development and creativity in a range of sports and physical activities from the PE National Curriculum. Students have learnt to work as an individual, in small groups and teams during these activities showing a level of resilience to improve not only their practical performance but their knowledge of the activity. Students have been assessed on each activity within the PE curriculum. Students have been given set tasks during a sport or activity unit of work which PE staff have assessed their practical ability, knowledge and effort using the 'Head, Heart, Hands' assessment pupil progress model.

Interim assessment 1	RfL	Interim assessment 2	RfL	End of Year assessment	RfL
1	1	1	1	1	1

1: Excellent progress

2 : Generally good
progress

3: Less than satisfactory
progress

4: Serious cause for
concern

Subject specific RfL improvement

Masarah needs to maintain the high standard of performance and effort that she shows in each lesson. Masarah consistently demonstrates a great deal of knowledge around a variety of sports and confidently joins in with class discussions. It would be great to see her join more co-curricular activities.

Subject specific improvement

Masarah needs to refine techniques learned this year in order to improve power and accuracy across a range of activities. Masarah has shown a lot of confidence in her practical ability this year and has demonstrated a lot of talent across a range of sports. She particularly excels in team sports.