



**Gosford Hill School**  
**Learning and Teaching**  
**Policies for Parents**  
**2015-16**

***Foster ambition – Inspire  
success***

## **Vision Statement**

The most effective way to improve outcomes for students is through improving the quality of learning and teaching. This is achieved through

- Recognising that we are all learners and can always try and be better at what we do
- Developing a positive mindset among staff and students
- Recognising that failing is part of learning
- Developing creativity, independence and resilience in our staff and students
- Recognising that students learn best when stimulated and inspired
- Developing teaching strategies that engage and inspire learners
- Recognising that we learn best when we are clear on our goals
- Developing systems of feedback so that all staff and students are equipped to improve
- Recognising that learning takes place everywhere in school and not just in lessons
- Developing extra-curricular activities that supplement what takes place in the classroom and engage and inspire learners

	<p><b>Gosford Hill School</b></p> <p><b>Policy</b></p>	 <p><b>Maths &amp; Computing</b></p>
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<b>Policy Title</b>	Learning & Teaching	<b>Version No.</b>	5
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<b>Rationale</b>	<p><b>Gosford Hill School aims to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Improve continuously the learning and achievement of students in the school.</li> <li><input type="checkbox"/> Provide opportunities for all students to make progress in individual lessons, cycles of lessons, years, and sections of the school.</li> <li><input type="checkbox"/> Engage all students in their learning.</li> <li><input type="checkbox"/> Produce successful learners who are equipped with the skills of lifelong learning</li> </ul>
<b>'What we do at GHS is'</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Have high expectations which challenge and inspire students</li> <li><input type="checkbox"/> Promote good progress among all of our students</li> <li><input type="checkbox"/> Demonstrate good curriculum knowledge</li> <li><input type="checkbox"/> Plan and teach well structured lessons</li> <li><input type="checkbox"/> Adapt teaching to meet the needs of all students</li> <li><input type="checkbox"/> Give frequent and high quality feedback in lessons and in books</li> <li><input type="checkbox"/> Make sure students know how to improve</li> <li><input type="checkbox"/> Use questioning to promote learning</li> <li><input type="checkbox"/> Promote a good and safe learning environment in which students are engaged</li> <li><input type="checkbox"/> Explicitly teach reading, writing, communication and numeracy skills</li> <li><input type="checkbox"/> Include Spiritual, Moral, Social and Cultural learning opportunities in our lessons</li> <li><input type="checkbox"/> Set appropriate home learning activities</li> </ul>
<b>Policy Statement</b>	<p><b>The Teachers are expected to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Set Learning Objectives for every lesson and share these with the students, making literacy, numeracy and SMSC opportunities explicit.</li> <li><input type="checkbox"/> Use a range of learning styles, teaching strategies and techniques in each cycle of learning</li> <li><input type="checkbox"/> Design, devise and provide stimulating and relevant resources to support student learning</li> <li><input type="checkbox"/> Use marking and assessment feedback to ensure the lesson meets the needs of all students which will enable them to make progress in their learning</li> </ul>

	<p><b>Teachers are expected to consider:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The prior attainment of students in their classes</li> <li><input type="checkbox"/> The needs of individual students</li> <li><input type="checkbox"/> The environment of their teaching space, which should be stimulating and welcoming</li> <li><input type="checkbox"/> Health and Safety aspects of their teaching space</li> <li><input type="checkbox"/> Opportunities for collaborative learning</li> <li><input type="checkbox"/> Use of a range of learning outcomes, assessment opportunities and learning experiences</li> </ul> <p><b>Students are expected to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Play a full part in their learning, taking part in lessons and engaging in all opportunities to learn</li> <li><input type="checkbox"/> Respond to teacher and peer feedback to improve their performance</li> </ul> <p><b>Evaluation and Monitoring of this policy</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Faculty Leaders</li> <li><input type="checkbox"/> SLT</li> <li><input type="checkbox"/> Governors</li> </ul>		
<p><b>Links to other policies</b></p>	<p>Assessment, Marking and Reporting; Literacy; Numeracy; DSEN; Most Able; Home Learning</p>		
<p><b>Staff Responsible</b></p>	<p>JON FLs All Staff</p>	<p><b>Monitoring &amp; Evaluation by</b></p>	<p>SLT, All Staff, Ofsted</p>
<p><b>School Group Responsible</b></p>	<p>FLs All Staff</p>	<p><b>Governor Responsible</b></p>	<p>Learning and Teaching</p>
<p><b>Date Approved by SLT</b></p>		<p><b>Review Date</b></p>	<p>Annually</p>
<p><b>Date Approved by Governors</b></p>			

	<b>Gosford Hill School</b>  <b>Policy</b>	 <b>Maths &amp; Computing</b>
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<b>Policy Title</b>	Marking and Assessment	<b>Version No</b>	2
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<b>Rationale</b>	<b>Gosford Hill School aims to:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Establish an agreed range of practice in respect of assessment, reporting and marking in order to promote progress and enhance attainment</li> <li><input type="checkbox"/> Improve the quality of the learning experience offered to all students</li> <li><input type="checkbox"/> Raise standards of attainment of all students</li> </ul>		
<b>Policy Statement</b>	<b>Marking</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Every faculty must have a robust marking policy which reflects the needs of their students in their subject. For instance, assessment in Physical Education will be different to that in English</li> <li><input type="checkbox"/> Students should receive written feedback on their progress at least twice a term, and fortnightly for English and Maths</li> <li><input type="checkbox"/> Teachers should mark in red pen; students self and peer marking should be in green pen and student improvements should be in purple pen</li> <li><input type="checkbox"/> Students should receive clear and precise targets on how to improve</li> <li><input type="checkbox"/> Teachers should check students have responded to targets</li> <li><input type="checkbox"/> Poor quality presentation or work should be challenged</li> <li><input type="checkbox"/> There should be evidence of home learning according to department policy</li> <li><input type="checkbox"/> Students should have the opportunity to self-assess their work and there may be evidence of peer assessment</li> <li><input type="checkbox"/> Any cumeecs given should be noted</li> <li><input type="checkbox"/> Literacy and numeracy should be reinforced using the Marking for Literacy and Marking for Numeracy codes listed below</li> </ul> <p><b>Evaluation and Monitoring of this policy</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Faculty marking policies reviewed by Faculty Leaders</li> <li><input type="checkbox"/> Work scrutiny by FL, SLT as per the monitoring calendar</li> <li><input type="checkbox"/> During lesson observations</li> <li><input type="checkbox"/> During learning walks if the focus is related to marking and assessment</li> <li><input type="checkbox"/> Fortnightly meetings between SLT and FL</li> <li><input type="checkbox"/> SLT Faculty Reviews</li> <li><input type="checkbox"/> Governors</li> </ul>		
<b>Links to other policies</b>	Assessment and Reporting, Learning and Teaching, Most Able, Literacy, Numeracy, EAL, Curriculum		
<b>Staff Responsible</b>	JON	<b>Monitoring &amp; Evaluation by</b>	FLs, SLT, All Staff, LA, Ofsted
<b>School Group Responsible</b>	FLs, FTs, All Staff	<b>Governor Responsible</b>	Learning and Achievement

<b>Date Approved by SLT</b>		<b>Review Date</b>	2015 – 2016
<b>Date Approved by Governors</b>			

**Also see each faculty (and departmental) marking policy.**

## Advice on marking

### Good quality comments

- provide feedback that moves learners forward,
- engage with students' understanding,
- identify misconceptions,
- are specific to the subject matter.

You may also write formative assessment comments at any appropriate point in students' work.

You can comment on presentation, layout of work or quantity of work completed but these comments do not replace the need for marking which engages with developing students' understanding. As a teacher, you have the responsibility to check that students act on your feedback. This should be made clear in future marking.

**It is good practice to involve students in the assessment of their work and the work of their peers. This ensures students know exactly how to improve and that they fully understand the success criteria.**

Good Comments		Limited Comments
You need to use paragraphs in your work. You should use these where you change the topic in your writing – you have missed three paragraphs – please show me where they would go using '//'.	You need to use capital letters for names, eg David; Samantha – please go back and show me where you have missed capital letters.	You need to use paragraphs in your work.
When playing a forward defensive stroke, lead with the head and push your top wrist forward, with the cricket bat angled down to keep the ball down.	You now need to extend your conclusion so that you are not just talking about Pasteur but comparing him specifically to Galen.	You need to focus on capital letters.
You need to focus on the spellings of past tense words eg <u>walked</u> . Please show me where you should add that extra 'e' you sometimes forget in paragraph 2.	You need to include hours, location, closing date and contact address in your advert. Please show me your updated version.	Be careful with spellings
When using a formula, remember to use the correct order of operations: <ol style="list-style-type: none"> <li>1. Brackets</li> <li>2. Powers</li> <li>3. <math>\times</math> and <math>\div</math></li> <li>4. <math>+</math> and <math>-</math></li> </ol> eg work out $a + 4c^2$ when $a = 3$ and $c = 5$ : $3 + 4 \times 5^2 = 3 + 4 \times 25 = 3 + 100 = 103$ Show me an example of your own.	When you are singing, make sure you create excellent phrasing, by only breathing in places where the word setting makes sense, eg <i>There's a place that I dreamed of once, in a lullaby.</i> (Breath) Not <i>There's a place that I dreamed of (Breath) once, in a lullaby.</i> (Breath)	Use formulae correctly. Check your answers. Can you give some more reasons?

## Marking for Literacy

Use the Gosford Hill School five common strategies for marking for literacy:

1. Use // to indicate that a new paragraph is required.

2. Use *sp* to indicate a spelling error and underline the incorrectly spelled section of the word. Correct a maximum of 3 spellings in one piece of work and focus on key words.
3. Ask students to write each word that you have corrected five times, underneath your correct version, at the end of the work.
4. Use brackets around words to indicate that they should be taken out or are not necessary.
5. Circle capital letters and missing punctuation.

### **Marking for Numeracy**

Use the Gosford Hill School *Calculations, Method, Units* and *Graph* marking codes for marking for numeracy.

#### C Calculations

Calculations must be checked for accuracy and each calculation must be ticked or crossed – this may be by peer marking.

- C ✓ All calculations have been checked.
- C x Errors in calculations need to be corrected. Show the student how to do this.
- C Calculations have not been marked and need to be checked.

#### M Method

- M ✓ The method/use of numeracy used is appropriate to the context and correctly applied.
- M x The method used is incorrectly applied. Please show clearly where the student has gone wrong and how to correct it and give them an example to complete to show that they understand.
- M The method/use of numeracy is not the best choice for this context. Write a comment to explain what the student needs to do to improve and build in time for the student to do this.

#### U Units

- U ✓ Units are correct and none are missing.
- U x There are Incorrect units. Circle any incorrect units that the student needs to correct.
- U There are missing units. Underline where the student needs to fill in missing units.

#### G Graphs

- GL ✓ Graph and labelling are correct.
- GL x The labelling on the graph is incorrect. Show the student how to correct it.
- GL On or more graph labels are missing. Show where labels need to be added.
- G x There is something missing or incorrect about the graph or it is the wrong type of graph for the context. Write a comment to explain what the student needs to do to improve and build in time for the student to do this.



## Gosford Hill School – Policy Document

	<b>Gosford Hill School</b> <b>Policy</b>	 Maths & Computing
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<b>Policy Title</b>	Home Learning	<b>Version No.</b>	5
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<b>Definition</b>	Home learning encompasses all learning that takes place outside of the taught classroom environment. Usually completed at home but could be completed in the Learning Centre, public library or another suitable environment. Home learning should be varied and enjoyable and where possible utilise technology and the media to ensure that students understand that learning can take many forms.
<b>Rationale</b>	<p><b>Gosford Hill School aims to set tasks to be completed outside of the classroom that:</b></p> <ul style="list-style-type: none"> <li>• Promote a love of learning</li> <li>• Encourage independence and creativity</li> <li>• Complement and supplement the school curriculum</li> <li>• Are differentiated and personalized to the needs of individuals</li> <li>• Allow parents and carers to be involved in their child’s learning</li> </ul>
<b>Policy Statement</b>	<p><b>KS3 students are expected to:</b></p> <ul style="list-style-type: none"> <li>• Spend <b>15 minutes per day reading</b> a novel or non-fiction book.</li> <li>• Spend <b>15 minutes per day reviewing their learning</b>. They should record what they have learned in their <i>learning log</i> and share with parents/carers and tutors on a regular basis</li> <li>• Spend between <b>30 and 60 minutes</b> completing home learning tasks as directed by their teachers.</li> <li>• Use Show My Homework each week to help organize their home learning activities</li> <li>• Complete tasks as directed by their subject teachers</li> <li>• Be independent and creative</li> <li>• Attend Study Support sessions if they are unable to complete home learning activities at home</li> </ul> <p><b>KS4 students are expected to</b></p> <ul style="list-style-type: none"> <li>• Complete the same tasks as KS3 students except spend between <b>60 and 90 minutes per evening</b> completing home learning tasks as directed by their teachers.</li> <li>• They are also expected to attend catch up sessions, revision sessions or extra-curricular activities beneficial to their learning as directed by their teachers.</li> </ul>

- Study independently using online resources such as Sam Learning, My Maths and Active Learn.

**The Teachers are expected to:**

Please note that this is a guide. Some departments with specific needs (Modern Languages, PE, ICT) may set home learning activities more or less regularly. However the majority of home learning across Key Stage 3 and Key Stage 4 will be set in this way.

**Y7 and Y8**

- Plan home learning activities that complement a scheme of work and are accessible to students and parents/carers in advance
- Ensure that Home learning activities should be varied and ideally take the form of 'Take Away Homework'. Students should have the tasks explained and should be guided to select activities appropriate to their needs
- Ensure that students understand the tasks and have the tools to complete the task
- Ensure that home learning activities are recorded on **Show My Homework**
- Ensure parents/carers are kept fully informed of student progress and achievement and inform them of any problems with completing home learning activities
- Collect in the task, at the end of the set time, and ensure all students are given feedback (not necessarily written feedback)
- Ensure examples of high quality student work will be displayed and celebrated publicly
- Ensure **Study Support** Sessions are available to students after school on Tuesdays, Wednesdays and Thursdays and that students attend if they have not completed sufficient home learning activities during a scheme of work, as well as keeping parents informed

**KS4 (Y9, 10, 11)**

Many of the points mentioned above will also apply to Y9, Y10 and Y11 students, but in addition, teachers should:

- Ensure that home learning tasks match the particular demands of their GCSE course. Thus the setting of home learning tasks in KS4 will be more flexible and linked to the demands of courses
- Ensure that in KS4, home learning activities should cover revision, examination technique and coursework
- Ensure that at an appropriate time before exams, time will be set aside for revision with students producing their own revision timetable and lessons include sessions on how to revise

**KS5 (Y12 & 13)**

Due to the varied nature of KS5 examination courses teachers have discretion to set homework as appropriate, but the following guidelines should apply:

- Students should match their classroom hours with home learning hours.
- Students should be supported in independent study, particularly at the start of Y12
- Home learning activities **should be recorded on Show My Homework**
- The completion of home learning activities should be monitored and any concerns should be followed up with the student, form tutor and parents/carers if necessary

**Evaluation and Monitoring of this policy**

- Faculty Leaders are responsible for ensuring that all teachers in their area are setting appropriate home learning, assessing it and rewarding students appropriately.
- SLT will check Show My Homework every term to review Home Learning. FLs will be given copies of the Home Learning set in their area for a term to review.

	<ul style="list-style-type: none"> <li>• Parents/carers will be encouraged to check home learning activities and make their own comments via the student planner</li> <li>• Regular lesson observation and feedback</li> <li>• Work scrutiny by Faculty Leaders</li> <li>• Fortnightly meetings between SLT and FL</li> </ul>		
<b>Links to other policies</b>	Teaching and Learning, Most Able, Assessment, Marking		
<b>Staff Responsible</b>	JON	<b>Monitoring &amp; Evaluation by</b>	SLT, All Staff, LA, Ofsted
<b>School Group Responsible</b>	FL All Staff	<b>Governor Responsible</b>	Learning and Achievement
<b>Date Approved by SLT</b>		<b>Review Date</b>	
<b>Date Approved by Governors</b>			

## Gosford Hill School – Policy Document

	<b>Gosford Hill School</b> <b>Literacy Policy</b>	
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<b>Policy Title</b>	Literacy	<b>Version No.</b>	3
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<b>Rationale</b>	<p><b>Gosford Hill School aims to:</b></p> <ul style="list-style-type: none"> <li>• Enable students to be successful writers; confident speakers; active listeners and reflective readers</li> <li>• Embed literacy across the whole school curriculum using a range of resources since all subjects include demands for specialist concepts, vocabulary and particular uses of spoken and written English</li> <li>• Promote literacy as a means to empowering all students to improve learning, self- esteem and motivation</li> <li>• Develop literacy skills to promote independent learners who achieve highly across the curriculum</li> <li>• Promote and celebrate reading and writing</li> <li>• Embed a whole school approach to marking for literacy</li> <li>• Teach strategies to develop students’ spelling skills</li> <li>• Promote high quality in presentation of written work across the curriculum</li> <li>• Utilize a wide range of differentiated strategies to meet the needs of all groups of learners</li> <li>• Provide access to a ‘toolkit’ to support literacy skills</li> <li>• Promote the Learning Centre as a hub for developing literacy in line with local and national initiatives (Carnegie awards, World Book Day, etc)</li> <li>• Provide specialist EAL and SEN support</li> <li>• Offer extra-curricular activities which focus on developing literacy skills (debating club, book club, creative writing club, spelling bee, film club)</li> <li>• Use our membership of the National Literacy Trust to improve literacy for all students</li> </ul>
<b>Policy Statement</b>	<p><b>All Teachers and Support Staff will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject (Teacher Standard 3.3)</li> </ul>

	<ul style="list-style-type: none"> <li>• Mark for literacy using the whole school approach<sup>i</sup></li> <li>• Use the GHS Literacy Mat in lessons when completing extended writing tasks</li> <li>• Adopt a common approach to successful and purposeful talk (e.g. discussion, evaluation, active listening)</li> <li>• Use effective questioning to challenge and support all learners</li> <li>• Support and promote successful reading and good reading habits across the school through: clubs, competitions, use of tutor time, Carnegie Award, high profile, high quality displays; promotions on the school website; visiting authors.</li> <li>• Be aware of student reading ages and use appropriate texts</li> <li>• Use strategies to develop comprehension leading to greater understanding across the curriculum</li> <li>• Model and share writing, reading and effective communication, where possible, in all subjects, providing structure and differentiation</li> <li>• Contribute to the whole school approach to spelling, displaying key words and encouraging students to learn subject specific vocabulary</li> <li>• Encourage proof reading and reflection on written work</li> <li>• Develop confidence and competence in speaking and listening across a range of curriculum areas</li> <li>• Use assessment data to ensure that tasks are adapted to enable access for all students (EAL, SEN etc.)</li> </ul> <p><b>In addition the SENCo and English Faculty Leader will identify students in need of support and monitor and evaluate their progress through assessment and provide intervention as appropriate.</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Take pride in the presentation of their work</li> <li>• Endeavour to proof read and reflect on their reading and their written responses</li> <li>• Aim to read regularly both in and out of school using a variety of text types and sources</li> <li>• Recognise the importance of literacy skills and their direct impact on lifelong learning</li> <li>• Encourage their families to support them to develop literacy skills (reading at home, reviewing and discussing work, learning spellings)</li> </ul> <p><b>Evaluation and Monitoring of this policy</b></p> <ul style="list-style-type: none"> <li>• Faculty Leaders are responsible for ensuring that all teachers in their area are promoting literacy skills, marking for literacy and rewarding students appropriately. This should be checked as part of the monitoring calendar and overseen by SLT</li> <li>• Parents/carers will be encouraged to monitor their child’s progress through ‘show my homework’, planners and progress checks</li> <li>• Regular lesson observation and feedback (Promotion of Literacy is on the Lesson Observation form)</li> <li>• Work scrutiny by Faculty Leaders</li> <li>• Planning (lesson, SoW, Faculty RAP) monitored by FL</li> <li>• Fortnightly meetings between SLT and FL</li> </ul>
<b>Links to other policies</b>	Learning and Teaching, Most Able, Assessment and Marking, Home Learning

<b>Staff Responsible</b>	JON	<b>Monitoring &amp; Evaluation by</b>	SLT, All Staff, LA, Ofsted
<b>School Group Responsible</b>	FL All Staff	<b>Governor Responsible</b>	Learning and Achievement Committee
<b>Date Approved by SLT</b>		<b>Review Date</b>	Annually
<b>Date Approved by Governors</b>			

See also:

- Literacy Mat
- Literacy Map

**Gosford Hill School - Policy Document**

	<p><b>Gosford Hill School</b></p> <p><b>Policy</b></p>	 Maths & Computing
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<b>Policy Title</b>	Numeracy
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<b>Rationale</b>	<p><b>The impact aim of this policy is to:</b></p> <ul style="list-style-type: none"> <li>• Reinforce numeracy skills and the transfer of these skills across subjects.</li> <li>• Give students the opportunity to use numeracy proficiently in a variety of meaningful contexts.</li> <li>• Encourage students to develop skills in discussing situations mathematically, using appropriate terminology.</li> <li>• Numeracy skills enable learners to function as active members of British Society.</li> </ul>
<b>Policy Statement</b>	<p>Students should be able to use and understand numbers, including large numbers (such as the population of Asia or the population of London), in different contexts across the curriculum. In addition to this, we are developing 3 aspects of numeracy:</p> <p><i>Representation:</i> Charts and graphs. Students should draw these accurately and discuss / describe what they can infer from the graph or chart about the context.</p> <p><i>Equivalence:</i> Use of units eg <math>1.2\text{cm} = 12\text{ mm}</math>; rearrange a formula</p> <p><i>Proportion:</i> Use of fractions, decimals and percentages eg comparing the sugar content in two different recipes; comparing the proportion of income spent on housing for people of different age groups.</p> <p>Please see Appendix 1.</p> <p><b>Teachers are expected to:</b></p> <ul style="list-style-type: none"> <li>• Follow the Learning and Teaching Policy and use the marking policy for numeracy.</li> <li>• Identify and take advantage of key opportunities for using numeracy in lessons.</li> <li>• Liaise with their FL / maths faculty link for support where needed.</li> <li>• Encourage meaningful use of numeracy eg, placing events on a time line, discussing what a graph or chart shows in terms of the context, rearranging a speed distance time formula instead of trying to learn each rearrangement.</li> </ul> <p><b>Students are expected to:</b></p> <ul style="list-style-type: none"> <li>• Use opportunities provided within lessons to discuss and select appropriate numeracy for a given context.</li> <li>• Show appropriate working in order that a clear method can be seen.</li> <li>• Discuss and describe what numeracy has revealed about a context eg the time of day that most car accidents occur and how this information might best be used.</li> </ul>

	<b>Evaluation and Monitoring of this policy</b>		
	<ul style="list-style-type: none"> <li>Lesson observations, learning walks and work scrutinies</li> </ul>		
<b>Links to other policies</b>	Learning and Teaching; Literacy; DSEN; Most Able; Home Learning		
<b>Staff Responsible</b>	JFD FLs All Staff	<b>Monitoring &amp; Evaluation by</b>	SLT, All Staff, Ofsted
<b>School Group Responsible</b>	FLs All Staff	<b>Governor Responsible</b>	Learning and Teaching
<b>Date approved by SLT</b>		<b>Review Date</b>	Annually
<b>Date approved by Governors</b>			

See also:

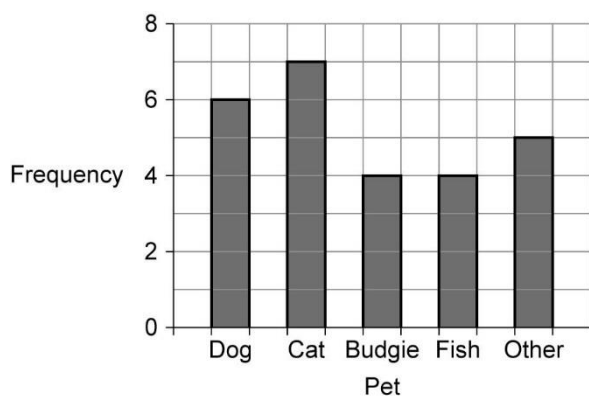
- Numeracy Mat for Science
- Numeracy Maps



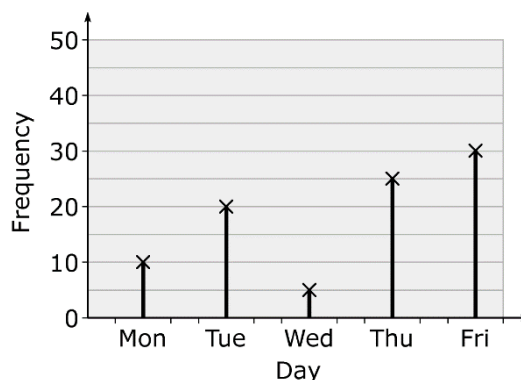
## Appendix 1 *The 3 strands of numeracy across the curriculum at Gosford Hill School*

### Strand 1: Representation: Graphs, charts and patterns

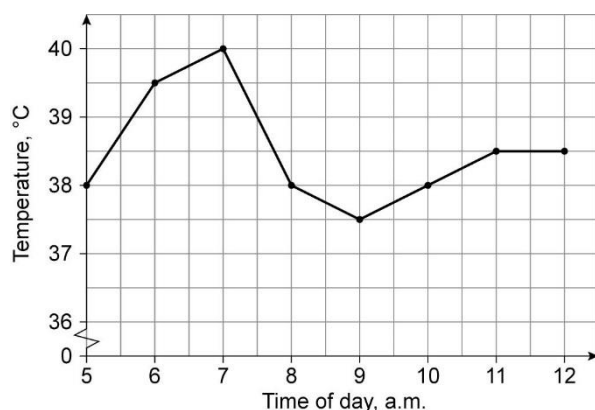
Axes on graphs need to be numbered or labelled clearly as appropriate. All axes and graphs should have titles. Examples are shown below:



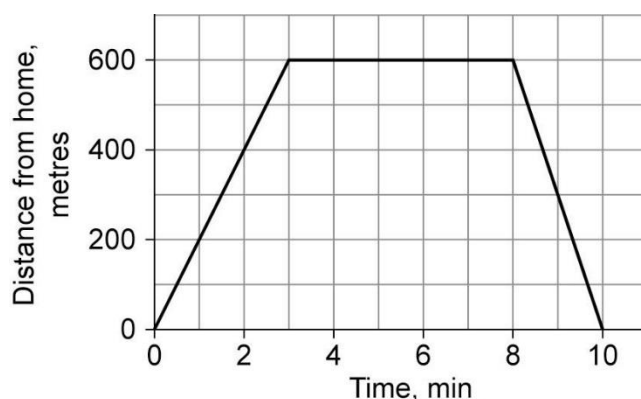
The bar chart shows the number of each type of pet owned by students in one tutor group



The bar-line chart shows how many people were in a coffee shop at 3pm on Tuesday 26 June

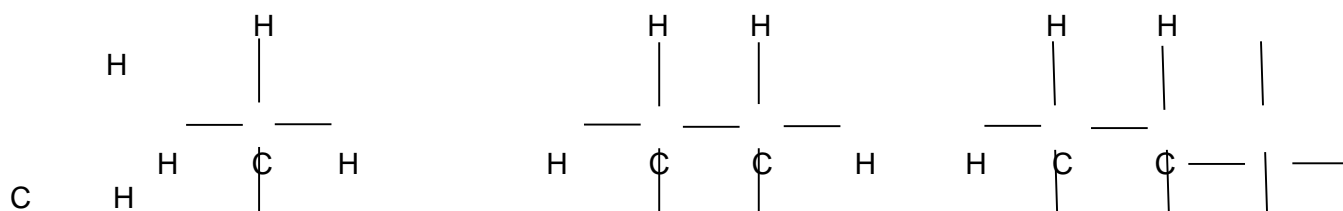


The line graph shows the temperature of a patient in hospital, taken at different times of day



The travel graph shows Ryan's journey, jogging to the local shop and running back.

### Diagrams to show a sequence of the homologous series of alkanes



H

H

H

H

H

H

$C_3H_8$

Methane  $CH_4$

Ethane  $C_2H_6$

Propane

Strand 2: Equivalence:

- Convert between units such as mm, cm and m
- Convert between fractions, decimals and percentages
- Use and rearrange a formula eg  $F = ma$  is equivalent to  $a = F/m$

Strand 3: Proportion:

- Find a fraction or percentage of an amount  
eg What percentage of students play rugby?
- Work out parts  
eg ingredients for a recipe for a given number of people.
- Find a proportion of a total  
eg It rained on 15% of the days last year; on how many days did it rain?