St Martin's School

Be the best you can be

Year 7 Information Evening

Thursday 3rd September, 16:30

Year 7 Information Evening

St Martin's School
Be the best you can be

Key Staff

Mr M Read: Head of Year 7
Ms S Edmeades: Director of KS3
Mrs L Wilkinson: Assistant Headteacher (Teaching & Learning)

Mrs G Tatman: Deputy Headteacher (Students, DSL)
Mrs A Day: Deputy Headteacher (Quality of Education)
Mrs O Bamigbele: Assistant Headteacher (Inclusion)

Expectations

St Martin's School
Be the best you can be

Ms S Edmeades

Be the best you can be
Be kind, be safe, be responsible

The red line



Uniform Standards

St Martin's School
best you can be

Uniform

- Blazers
- Skirts – on the knee
- Top buttons done up
- Trousers (mid-grey) worn on hip
- Traditional plain black flat polishable shoes
- White socks/black tights with skirt
- Black socks with trousers – no logo
- Jewellery and make up



Phone Locker Pouches

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Safe and responsible

Pupils should put the following in their phone locker pouches before they cross the red line:

- Mobile phones
- Air pods
- Smart watches

Can be purchased in ParentPay ***shop for £11***



St Martin's Equipment

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Black coloured school bag

St Martin's Equipment pack £14.50

Black pen x3
Book Covers x 7
Clear pencil case
Compass
Glue stick
Green pen x3
Highlighter x3
Pencil x3
Protractor
Rubber
Ruler
Scientific calculator
Plastics wallets



Plastic exercise book covers £2.50

Pupils will also be expected to cover their exercise books.



Both the equipment pack and book covers can be purchased on ParentPay(Shop) ready for collection in September.

Expectations

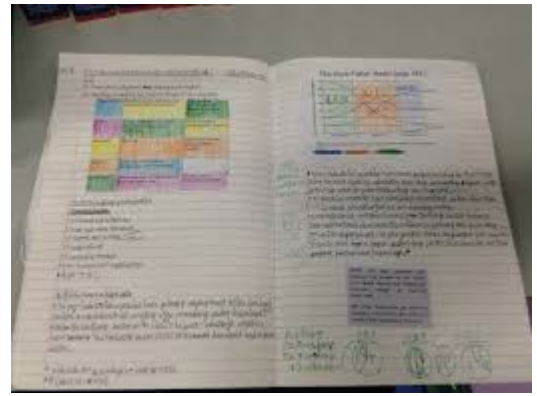
St Martin's

Exercise books & home learning.

Bromcom – Student portal

Exercise books represent pupils' progression through the curriculum; and support revision and reflection.





LGfL SafeguardED

YOU don’t need to be an EXPERT … be a PARENT



- **It’s your choice -** Don’t let others dictate when the right time is to use tech.
- **Stay involved** – make time to communicate, talk about what they are doing. What do they enjoy? What makes them laugh?
- **Don’t quiz them** – have regular conversations. What's their favourite app? What is the best site to learn new things from?
- **Join in** - watch them play a game and join in. Who are they playing with? Do they know the other players?
- **‘Show me how…’** – ask their advice to help you with your privacy settings, who you should add as a friend, are there any risks?
- **Lead by example** - children learn as much from watching as they do from being told not to do something, so model good behaviour
- **Reassure them -** tell them that they won't get in trouble and that you are always there to help.

The Saints' Learner

St Martin's School
Be the best you can be

Mrs L Wilkinson

At St Martin's, we want our students to be curious, resilient and ready to think hard.

We encourage them to embrace challenge, take responsibility for their learning, work independently and with others, and respond positively to feedback.

These qualities help every young person develop the knowledge, confidence and character to "Be the best you can be."



Homework

St Martin's School
Be the best you can be

Homework helps students develop the habits of successful learners: organisation, responsibility, independence and perseverance.

By establishing these habits early, we help every student become the best they can be.



Assessment

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In Year 7 pupils will complete in class assessments on a termly basis.

We are calling them Learning Over Time assessments (LOTs), which check how securely pupils can remember, understand and apply learning from across their curriculum.

We hope that LOTs will help students develop independent thinking, identify areas for improvement and build the confidence and assessment habits they will need for future study.



Reading

St Martin's School
Be the best you can be

Mrs L Wilkinson

"Reading is to the mind what exercise is to the body."
— Joseph Addison

GO ALL IN. National Year of Reading 2026

Reading develops a wide range of cognitive, emotional, and social skills, including improved vocabulary and language abilities, stronger critical thinking and concentration, enhanced empathy and imagination, and a deeper understanding of the world.
It also fosters social connections and promotes better academic performance by providing a foundation of knowledge and stimulating brain function.

Reading

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Once a day, every day...
15-20 minutes.
Fiction or non-fiction.
Book from the library (or home to begin with.)
Some subjects may choose to provide a reading task.

https://www.st-martins.essex.sch.uk/curriculum/school-library/the-saints-reading-gateway/

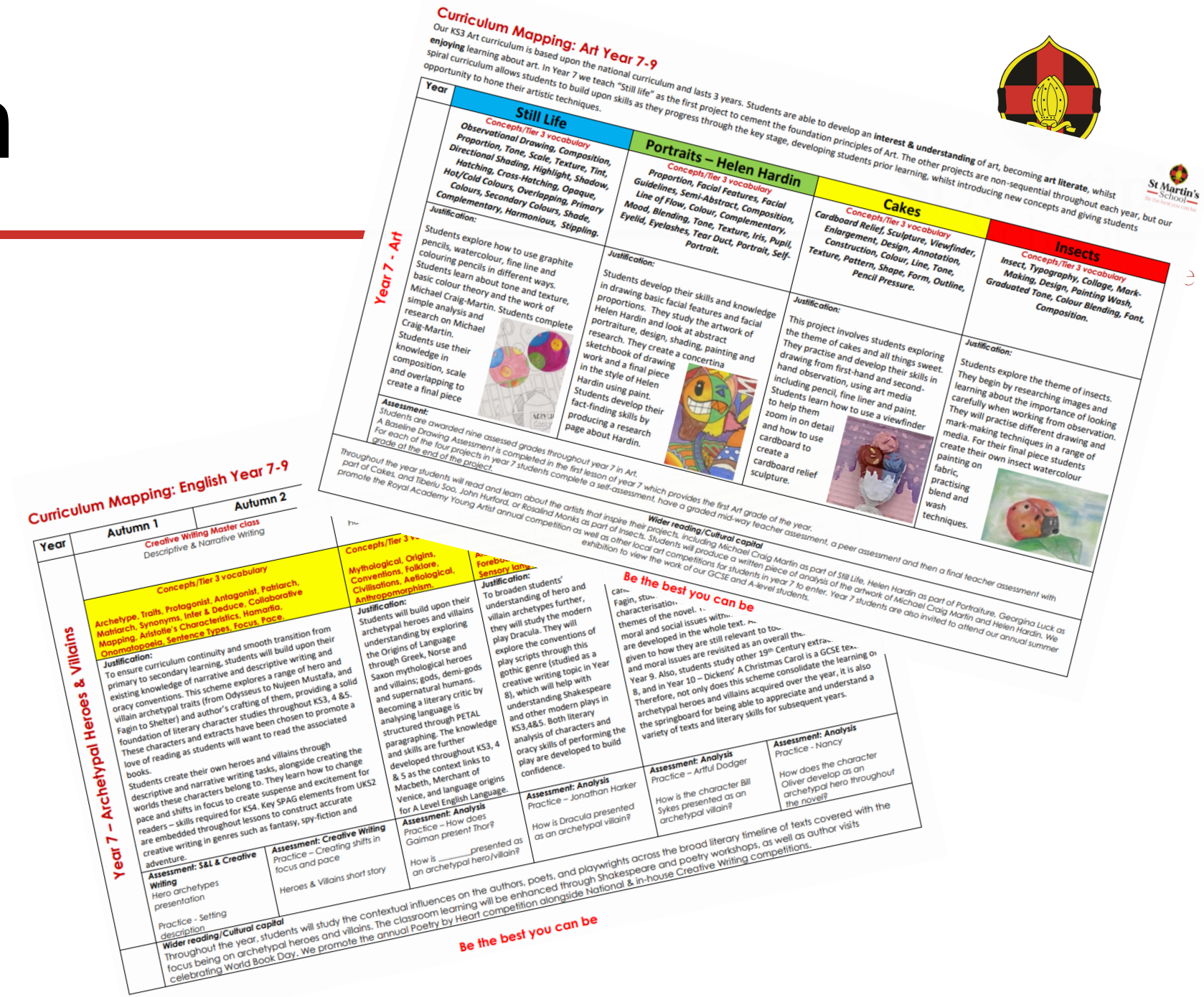


The Saints Reading Gateway

The Saints' READING GATEWAY

Curriculum

In the **curriculum** section on our school website, you will find **curriculum subject** overviews for each subject.
These highlight key topics that will be covered in Year 7, as well as key vocabulary we expect pupils to learn and embed over time.



Curriculum Mapping: Art Year 7-9

Our KS3 Art curriculum is based upon the national curriculum and lasts 3 years. Students are able to develop an **interest & understanding** of art, becoming **art literate**, whilst **enjoying** learning about art. In Year 7 we teach "Still life" as the first project to cement the foundation principles of Art. The other projects are non-sequential throughout each year, but our spiral curriculum allows students to build upon skills as they progress through the key stage, developing students prior learning, whilst introducing new concepts and giving students opportunity to hone their artistic techniques.

Year 7 - Art

Year	Still Life	Portraits – Helen Hardin	Cakes	Insects
	Concepts/Tier 3 vocabulary: **Observational Drawing, Composition, Proportion, Tone, Scale, Texture, Tint, Directional Shading, Highlight, Shadow, Hatching, Cross-Hatching, Opaque, Hot/Cold Colours, Overlapping, Primary Colours, Secondary Colours, Shade, Complementary, Harmonious, Stippling.**	Concepts/Tier 3 vocabulary: **Proportion, Facial Features, Facial Guidelines, Semi-Abstract, Composition, Line of Flow, Colour, Complementary, Mood, Blending, Tone, Texture, Iris, Pupil, Eyelid, Eyelashes, Tear Duct, Portrait, Self-Portrait.**	Concepts/Tier 3 vocabulary: **Cardboard Relief, Sculpture, Viewfinder, Enlargement, Design, Annotation, Construction, Colour, Line, Tone, Texture, Pattern, Shape, Form, Outline, Pencil Pressure.**	Concepts/Tier 3 vocabulary: **Insect, Typography, Collage, Mark-Making, Design, Painting Wash, Graduated Tone, Colour Blending, Font, Composition.**
Justification:	**Justification:**	**Justification:**	**Justification:**
Students explore how to use graphite pencils, watercolour, fine line and colouring pencils in different ways. Students learn about tone and texture, basic colour theory and the work of Michael Craig-Martin. Students complete simple analysis and research on Michael Craig-Martin. Students use their knowledge in composition, scale and overlapping to create a final piece	Students develop their skills and knowledge in drawing basic facial features and facial proportions. They study the artwork of Helen Hardin and look at abstract portraiture, design, shading, painting and research. They create a concertina sketchbook of drawing work and a final piece in the style of Helen Hardin using paint. Students develop their fact-finding skills by producing a research page about Hardin.	This project involves students exploring the theme of cakes and all things sweet. They practise and develop their skills in drawing from first-hand and second-hand observation, using art media including pencil, fine liner and paint. Students learn how to use a viewfinder to help them zoom in on detail and how to use cardboard to create a cardboard relief sculpture.	Students explore the theme of insects. They begin by researching images and learning about the importance of looking carefully when working from observation. They will practise different drawing and mark-making techniques in a range of media. For their final piece students create their own insect watercolour painting on fabric, practising blend and wash techniques.
Assessment: Students are awarded nine assessed grades throughout year 7 in Art. A Baseline Drawing Assessment is completed in the first lesson of year 7 which provides the first Art grade of the year. For each of the four projects in year 7 students complete a self-assessment, have a graded mid-way teacher assessment, a peer assessment and then a final teacher assessment with grade at the end of the project.				
Wider reading/Cultural capital Throughout the year students will read and learn about the artists that inspire their projects, including Michael Craig Martin as part of Still Life, Helen Hardin as part of Portraiture, Georgina Luck as part of Cakes, and Tiberiu Soo, John Hurford, or Rosalind Monks as part of Insects. Students will produce a written piece of analysis of the artwork of Michael Craig Martin and Helen Hardin. We promote the Royal Academy Young Artist annual competition as well as other local art competitions for students in year 7 to enter. Year 7 students are also invited to attend our annual summer exhibition to view the work of our GCSE and A-level students.				

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Curriculum Mapping: English Year 7-9

Year 7 – Archetypal Heroes & Villains

Year	Autumn 1	Autumn 2
	Creative Writing Master class Descriptive & Narrative Writing	
	Concepts/Tier 3 vocabulary: **Archetype, Traits, Protagonist, Antagonist, Patriarch, Matriarch, Synonyms, Inter & Deduce, Collaborative Mapping, Aristotle's Characteristics, Hamartia, Onomatopoeia, Sentence Types, Focus, Pace.**	Concepts/Tier 3 vocabulary: **Mythological, Origins, Conventions, Folklore, Civilisations, Aetiological, Anthropomorphism**
	Justification: To ensure curriculum continuity and smooth transition from primary to secondary learning, students will build upon their existing knowledge of narrative and descriptive writing and oracy conventions. This scheme explores a range of hero and villain archetypal traits (from Odysseus to Nujeen Mustafa, and Fagin to Shelter) and author's crafting of them, providing a solid foundation of literary character studies throughout KS3, 4 &5. These characters and extracts have been chosen to promote a love of reading as students will want to read the associated books. Students create their own heroes and villains through descriptive and narrative writing tasks, alongside creating the worlds these characters belong to. They learn how to change pace and shifts in focus to create suspense and excitement for readers – skills required for KS4. Key SPAG elements from UKS2 are embedded throughout lessons to construct accurate creative writing in genres such as fantasy, spy-fiction and adventure.	**Justification:** Students will build upon their archetypal heroes and villains understanding by exploring the Origins of Language through Greek, Norse and Saxon mythological heroes and villains; gods, demi-gods and supernatural humans. Becoming a literary critic by analysing language is structured through PETAL paragraphing. The knowledge and skills are further developed throughout KS3, 4 & 5 as the context links to Macbeth, Merchant of Venice, and language origins for A Level English Language.
	Assessment: S&L & Creative Writing Hero archetypes presentation Practice - Setting description	**Assessment: Creative Writing** Practice – Creating shifts in focus and pace Heroes & Villains short story
	Wider reading/Cultural capital Throughout the year, students will study the contextual influences on the authors, poets, and playwrights across the broad literary timeline of texts covered with the focus being on archetypal heroes and villains. The classroom learning will be enhanced through Shakespeare and poetry workshops, as well as author visits celebrating World Book Day. We promote the annual Poetry by Heart competition alongside National & in-house Creative Writing competitions.	

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Wider Curriculum

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Developing the Saints' Learner beyond the classroom.

Something to read, watch, listen or do…
Wider curriculum padlets are available for all subjects (curriculum/curriculum subject area of the website).

Fostering curiosity, independent thinking, stretch, metacognition & wider subject interest.

No excuses, there will always be something to do at home.

Extra-curricular activities

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Mr M Read

Clubs
Activities
Trips

Developing the whole Saints' Learner

https://www.st-martins.essex.sch.uk/curriculum/extra-curricular/

GIRLS' PE EXTRA CURRICULAR PROGRAMME - AUTUMN 2026

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Morning 7:45-8:20	Lunch	After school 3:05-4:15
Monday Year 7 Cricket academy South Gym	Basketball club Sports Hall	Saints Fire Basketball Academy Sports hall
Tuesday		Netball Academy Sports Hall
Wednesday U14 Netball Academy Sports Hall Football Academy MUGA		Football Academy Muga
Thursday Athletics Academy - MUGA		Football club – field
Friday Cross country - Field	Netball shooting - Gym	

BOYS PE EXTRA CURRICULAR PROGRAMME - AUTUMN 2026

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Morning 7:45-8:20	Lunch	After school 3:05-4:15
Monday SAINTS Fire Academy Sports Hall		Saints Fire Basketball Academy Sports hall
Tuesday Football Academy MUGA	Basketball Sports Hall	Football club MUGA
Wednesday	Cricket Academy South Gym	Rugby Field
Thursday Athletics Academy - MUGA		Football Academy – field
Friday Cross country - Field		

Extra-curricular activities

St Martin's School

Be the best you can be

EVOLVE clubs

Approval Calendar Bookings Consent Payments Communicate Registers

The easy way to manage your Extra-Curricular Clubs & Activities Programme.

- Art Clubs
- Chess Club
- Design and Technology Clubs
- Drama Clubs
- English Clubs
- Homework Club
- Humanities Clubs
- Mathematics Clubs
- Music Clubs
- Music Lessons
- PE Clubs
- Science Clubs
- SENDCo Clubs
- Social Clubs

Extra-curricular activities

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Year 7 House night – 25th September 5-7:30 – more details to follow

Year 7 Rewards trip ?? End of year TBC

Key Dates

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Year 7 Subject Celebration Evening.
Thursday 10th December 4-6.30pm

An informal opportunity for your child to: show you around their classrooms, look at their work over the first term and meet their teachers.

What if...Who to go to...

Form Tutor
Mr M Read
Ms S Edmeades

DHOY office – will handle your queries and pass on to relevant staff member.







Reach Out via Email
reachout@st-martins.essex.sch.uk

Need **Help**?
Need **Support**?

Reach Out via Email
reachout@st-martins.essex.sch.uk

Or you can speak to...

Form Tutor	Class Teachers
Head of Year	Directors of Key Stage
Deputy Head of Year	Senior Leaders
Mrs Wilson	Mrs McGorrell

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