

# The Grammar Supplement

Self study support material for  
the QTS Literacy Skills Test



**Creative Openings**  
Consultancy

Steve Padget



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**Steve Padget**

May 2014



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## 1. The Museum Trip

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Dear Parents/Carers

As part of History Week, which will take place in the second week of October this year,

- A. we were planning to take**
- B. we are planning to take**
- C. we will plan to take**
- D. they are planning to take**

the year 6 class to the Imperial War Museum North, Trafford Park.

This will be an all day visit to

- A. enabled the children to see the special exhibits**
- B. enable the children to visited the special exhibits**
- C. enable the children to see the special exhibits**
- D. enable the children to see this special exhibits**

and displays that have been developed to commemorate the centenary of the start of the First World War in 1914.

The visit is planned for Wednesday 15<sup>th</sup> October and members of the museum's education outreach team will assist the

- A. children with their investigation of the exhibits.**
- B. children with their instigations of the exhibits.**
- C. children with their investigations of the exhibit.**
- D. children with their investigations of the exhibits.**

The children will be taken from school to the museum by coach after morning registration

- A. and would be back at school in time to be picked up**
- B. and will be back at school in time to be pick up**
- C. and will be back at school in time to be picked up**
- D. and would be backed at school in time to be picked up**

at the end of the school day.

Yours faithfully,

Mr Smith, Miss Jones,

The year 6 team

## 2. Science Policy document <sup>1</sup>

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### **Learning and Teaching**

Throughout the Early Years Foundation Stage, children are taught science as part of 'Knowledge and Understanding of the World', guided by the Ages and Stages document and Early Learning Goals.

- A. Cross-curricular opportunity are planned with specific reference to areas of learning.**
- B. Cross-curricular opportunities are planned with specific references to area of learning.**
- C. Cross-curricular opportunities were planned with specific reference to areas of learning.**
- D. Cross-curricular opportunities are planned with specific reference to areas of learning.**

The minimum teaching time for Science in each year group is two hours per week.

The exact timing of this is at the discretion of the individual class teacher. A science week is planned in school on an annual basis. Short term planning is completed on a whole school planning format for Science. This will include: lesson objectives, assessment for learning, main teaching points, differentiation and

- A. a lesson evaluation as well to identifying the type of investigation**
- B. a lesson evaluations. It will also identifying the type of investigation**
- C. a lesson evaluation. It will also identify the type of investigation**
- D. a lesson evaluation. As well as identifying the type of investigation**

and the science enquiry skill focus where appropriate (Appendix D). This planning is submitted to the Science subject leader each week following delivery, or at the end of each unit, as part of the monitoring cycle.

### **Methods of recording**

In Foundation Stage a large format Floor Book is used to capture evidence of experiences offered to children to support the key persons in the assessing a child's development of

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<sup>1</sup> Extract from the Science Policy – William Reynolds Primary School, Telford.

“Understanding the World” This will also include work linked to forest school. Individual evidence is recorded in the child’s learning journal. In Key Stage 1 and Year 3, each class records whole class work in a yearly Floor Book.

- A. This book is to record whole class experiences e.g. modelled investigations.**
- B. This book is to records whole class experiences e.g. modelled investigations.**
- C. This book is to require whole class experiences e.g. modelled investigations.**
- D. This books is to record whole class experiences e.g. modelled investigations.**

Individual science books are also in place in Key stage 1 and 2 where children record individual responses; this is used as evidence to support assessment. A template for how work is recorded is included (Appendix E.) To link cross curricular work science work may also be recorded in individual writing journals where literacy based concepts are taught with a science context.

### **Learning Environment**

There is a learning wall for science in each base, this is used as a teaching aid

- A. where layered curriculum target for science are in display**
- B. where layered curriculum targets for science are on display**
- C. where layered curriculum target for sciences are on display**
- D. where layered curriculums target for science are on display**

as well as to celebrate children’s achievements. Targets are reviewed termly to focus teaching and learning on raising attainment. These displays provide a stimulus for learning during the earlier stages of a unit, developing to include examples of children’s work that demonstrate the progress being made.

### 3. Letter home – Centenary Celebrations

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#### Our Lady's School's Centenary Celebrations

Dear Parents and Carers,

This year is going to be a time of great excitement in Our Lady's Primary School. A series of special events

- A. were planned to mark the centenary of the founding of the school**
- B. has been planned to mark the centenary of the founding of the school**
- C. is going to be planned to mark the centenary of the founding of the school**
- D. are planned to mark the centenary of the founding of the school**

and we hope you will be able to support these events and help us to make this into a year to remember.

There will be events throughout the year and listed below are those that are taking place in the Autumn Term.

#### **October 18<sup>th</sup> at 10.00 - The Founders' Day Service.**

- A. Present by the children, this will be an occasion of readings, performances and singing around the theme of harvest.**
- B. Presented by the children, this will be an occasion of readings, performances and singing around the theme of harvest.**
- C. Presented by the children, this would be an occasion of readings, performances and singing around the theme of harvest.**
- D. Presented by the children, this could be an occasion of readings, performances and singing around the theme of harvest.**

#### **November 12<sup>th</sup> from 2.00 pm – Grand Winter Fair**

- A. An event with a traditional flavour with old favourites such as the White Elephant Stall, Bring and Buy, Rummage Table, cake stall and much more attractions.**

- B. An event with a traditional flavour with old favourites such as the White Elephant Stall, Bring and Buy, Rummage Table, cake stall and few more attractions.**
- C. An event with a traditional flavour with old favourites such as the White Elephant Stall, Bring and Buy, Rummage Table, cake stall and many more attractions.**
- D. An event with a traditional flavour with old favourites such as the White Elephant Stall, Bring and Buy, Rummage Table, cake stall and many much attractions.**

**December 17<sup>th</sup> at 2.00 – Christingle Service.**

- A. All parents, carers and friends are invited to the annual Christingle Service. This year this event featured a Nativity Play performed by children from the school.**
- B. All parents, carers and friends are invited to the annual Christingle Service. This year this event will feature a Nativity Play performing by children from the school.**
- C. All parents, carers and friends are invited to the annual Christingle Service. This year this event will feature for a Nativity Play performed by children from the school.**
- D. All parents, carers and friends are invited to the annual Christingle Service. This year this event will feature a Nativity Play performed by children from the school.**

We do hope you will be able to support the work of the staff and children by coming to share in these family events.

- A. Further details of each of this and the other special events this year will be circulated nearer the time.**
- B. Further details of each of these and the other special events this year will have been circulated nearer the time.**
- C. Further details of each of these and the other special events this year will be circulated nearer the time.**
- D. Further details of each of these and the other special events this year were circulated nearer the time.**

Yours sincerely,  
G. Smith  
Head teacher

## 4. Mathematics: made to measure <sup>2</sup>

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### Executive Summary

The responsibility of mathematics education is to enable all pupils to develop conceptual understanding of the mathematics they learn, its structures and relationships, and fluent recall of mathematical knowledge and skills to equip them to solve familiar problems as well as tackling creatively the more complex and unfamiliar ones that lie ahead.

That responsibility is not being met for all pupils. Pupils of different ages, needs and abilities receive significantly unequal curricular opportunities, as well as teaching of widely varying quality, even within the same year group and school.

- A. The quality of teaching, assessments and the curriculum that pupils experience varies unacceptably.**
- B. The qualities of teaching, assessment and the curriculum that pupils experience varies unacceptably.**
- C. The quality of teaching, assessment and the curriculum that pupils experience varies unacceptably.**
- D. The quality of teaching, assessment and the curriculum that pupils experienced varies unacceptably.**

The disparity in children's pre-school knowledge of mathematics grows so that by the time they leave compulsory education at 16 years, the gap between the mathematical outcomes of the highest and lowest attainers is vast. The 10% not reaching the expected level at age 7 becomes 20% by age 11 and, in 2011, 36% did not gain grade C at GCSE. Pupils known to be eligible for free school meals achieve markedly less well than their peers and increasingly so as they move through their schooling.

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<sup>2</sup> Mathematics – made to measure, Ofsted report no 110159, May 2012.

- A. Key differences and inequality extend beyond the teaching: they are rooted in the curriculum and the ways in which schools promote or hamper progression in the learning of mathematics.**
- B. Key differences and inequalities extend beyond the teaching: they are rooted in the curriculum and the ways in which schools promote or hamper progression in the learning of mathematics.**
- C. Key differences and inequalities extends beyond the teaching: they are rooted in the curriculum and the ways in which schools promote or hamper progression in the learning of mathematics.**
- D. Key differences and inequalities extend beyond the teaching: they are rooted in the curriculum and the ways in which schools promote or hampers progression in the learning of mathematics.**

For most of the period under review, considerable resources were deployed through the National Strategies to improve teaching and learning in mathematics through better assessment, curriculum planning and leadership and management. Teachers' use of assessment to promote learning has improved since the previous survey, but the quality of teaching and curriculum planning was much the same.

- A. Leadership and management of mathematics in secondary schools have strengthened,**
- B. Leadership and management of mathematics in secondary schools has strengthened,**
- C. Leadership and management of mathematics in secondary schools will strengthen,**
- D. Leadership and management of mathematics in secondary schools have been strengthened,**

driven at least in part by the increased emphasis on mathematics in the data used to measure schools' performance. Schools have adopted a wide range of strategies to improve pupils' attainment, particularly at GCSE. However, the impact has been mixed.

Schools' work in mathematics was judged to be outstanding in 11% of the schools visited in the survey, good in 43%, and satisfactory in 42%.

- A. It were inadequate in two primary and nine secondary schools.
- B. It will be adequate in two primary and nine secondary schools.
- C. It was adequate in two primary and nine secondary schools.
- D. It was inadequate in two primary and nine secondary schools.

This profile is very similar to the figures presented in the previous report, *Mathematics: understanding the score*. Indeed, many of the findings of that report still hold true today.

## 5. Grindley Bottom Humanities College

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Paternoster Row, Grindley Bottom, Somerset

Phone 01334 673277, Fax 01334 673222

Email: [enquiries@gbhc.somerset.sch.uk](mailto:enquiries@gbhc.somerset.sch.uk) [www.grindleybottomhc.co.uk](http://www.grindleybottomhc.co.uk)

Our Ref: GRF/DoE

13<sup>th</sup> March 2013

Dear Parent(s) / Carer(s),

I am pleased to inform you that your daughter has achieved her Duke of Edinburgh's Silver Award and

- A. has been invited to the awards ceremony**
- B. will be invited to the awards ceremony**
- C. was invited to the awards ceremony**
- D. would be invited to the awards ceremony**

to be held at the Octagon Theatre, Yeovil on Wednesday 21<sup>st</sup> June commencing at 7.30pm (please be seated by 7.15).

This year has seen a record number of completed awards and so the organisers (DoE South West) have asked

- A. that each participant bring only one parent, guardian or supporter to the event.**
- B. that each participant brings only one parent, guardian or supporter to the event.**
- C. that each participant should bring only one parent, guardian or supporter to the event.**
- D. that each participant brought only one parent, guardian or supporter to the event.**

Please email me at [g.finch@gbhc.somerset.sch.uk](mailto:g.finch@gbhc.somerset.sch.uk) to accept or decline this invitation.

## 6. Curriculum development INSET day

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### Background and purpose of the day

The Curriculum Development INSET day has been arranged for Friday 14<sup>th</sup> June.

- A. Our keynote speaker was Guy Claxton from the University of Bristol,**
- B. Our keynote speaker will be Guy Claxton from the University of Bristol,**
- C. Our keynote speaker could be Guy Claxton from the University of Bristol,**
- D. Our keynote speaker should of been Guy Claxton from the University of Bristol,**

well known for his trenchant views on the current state of education in schools today. Guy's presentation, entitled Learning Power, will begin at 9.30.

In this talk he will explain his ideas on Building Learning Power and how we can become a Learning Powered School.

- A. The activities of the rest of the day will take place in groups expect for the closing plenary at 2.45.**
- B. The activities of the rest of the day will take place in groups excerpt for the closing plenary at 2.45.**
- C. The activities of the rest of the day will take place in groups except for the closing plenary at 2.45.**
- D. The activities of the rest of the day are taking place in groups except for the closing plenary at 2.45.**

Guy will be in attendance for the remainder of the morning and will be visiting the groups to lend support and advice as necessary.

After the opening session curriculum leaders will chair staff working groups (see list below for your allocated group).

- A. Each working group tasked with the mapping of a development plan.**
- B. Each working group should be tasked with the mapping of a development plan.**
- C. Each working group was tasked with the mapping of a development plan.**
- D. Each working group is tasked with the mapping of a development plan.**

This plan will show how the implementation of BLP could take place in your curricular area and how it would enhance the pupils' learning.

Each group is asked to use flip chart paper to produce a representation of their plan – these plans will then be placed on the walls of the Main Hall so that they can be seen by everyone.

## 7. Talking to People

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### Talking to People <sup>3</sup>

Young people use the internet to talk to others in a number of different ways: emailing, instant messaging, webcam and chat rooms. The online world provides young people with the opportunity to be inquisitive, explore relationships and actively seek risks, such as flirting with people that they don't know.

Chatting online feels different to chatting face-to-face. It can be easier to say

- A. and reveal things that he wouldn't in the real world,**
- B. and reveal things that you wouldn't of in the real world,**
- C. and reveals things that you wouldn't in the real world,**
- D. and reveal things that you wouldn't in the real world,**

and be mean, aggressive or flirtatious.

It is important for young people to remember that there are offline consequences to online behaviours.

As a parent or carer, you need to

- A. understands the ways young people communicate with others, and the potential risks.**
- B. understand the ways young people communicate with others, and the potential risks.**
- C. understand the ways young people communicate with other, and the potential risks.**
- D. understand the way young people communicate with others, and the potential risks.**

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<sup>3</sup> Text extracted from: <https://www.thinkuknow.co.uk/parents/Secondary/What-are-they-doing/Talking-to-people/>

Until you feel your child is responsible and mature enough to understand and manage the **risks** of communicating with people they do not know, then you should restrict the sites they use and people they talk to. Young people should be aware that they can:

**Block contacts.**

- A. Most chat sites enable you to block contacts to prevent them from communicating with you.**
- B. Most chat sites enabled you to block contacts to prevent them from communicating with you.**
- C. Most chat sites enable you to block contacts to prevents them from communicating with you.**
- D. Most chat sites enables you to block contacts to prevent them from communicating with you.**

**Report contacts.**

If someone is being inappropriate on chat sites, you can often report this directly to the site administrator.

- A. However, so your child has experienced**
- B. However, as your child has experienced**
- C. However, if your child has experienced**
- D. However, if your child has experience**

sexual or offensive chat that has made them feel uncomfortable or someone is trying to meet up with them, you can report this directly to **CEOP**<sup>4</sup>.

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<sup>4</sup> Child Exploitation and On-Line Protection Centre

## 8. Letter to the Tate Gallery North

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### Art workshop visit

Dear Parents and Carers,

We are pleased to be able to tell you that the highlight of Arts Week this year

- A. will be the children's visit to Tate Gallery North.**
- B. would be the children's visit to Tate Gallery North.**
- C. will be the children's visit to Tate Gallery North.**
- D. will be the children's visits to Tate Gallery North.**

This will take place on the 24<sup>th</sup> May and will be an all day event. The theme of the Arts Week this year will be 'The Natural World' and the children will have

- A. the opportunity to look closely at a number of internationally important pictures**
- B. the opportunity to look close at a number of internationally important pictures**
- C. the opportunities to look closely at a number of internationally important pictures**
- D. the opportunity to look closely at a number of international importance pictures**

and sculptures from the gallery's collection.

- A. The event will consisting of viewings of, and responses to, these key exhibits**
- B. The event will consist of viewings of, and responses to, these key exhibits**
- C. The event will consist of viewing of, and response to, these key exhibits**
- D. The event will consists of viewings of, and responses to, these key exhibits**

and time will also be spent on practical tasks in the workshop. The children will be guided in all the sessions by the gallery's expert staff from the Education and Outreach Department.

This year we are going to ask for volunteer parents to come with us to work alongside the children.

- A. If you would like to come to the gallery for this event**
- B. If you would liked to come to the gallery for this event**
- C. If you would have like to come to the gallery for this event**
- D. If you would like to come to the gallery for this event**

we would ask you to complete and return the tear off strip at the foot of this letter.

## 9. The management of safeguarding<sup>5</sup>

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### The designated safeguarding lead

#### 32. Governing bodies and proprietors

- A. should appoints a member of staff of the school's or college's leadership team**
- B. should appoint a member of staff of the school's or college's leadership team**
- C. should appoint a member of staff of the school or college's leadership team**
- D. should appoint a members of staff of the school's or college's leadership team**

to the role of designated safeguarding lead. This should be explicit in the role-holder's job description (see Annex B which describes the broad areas of responsibility).

- A. This person should have the appropriate authorities and be given the time, funding, training, resources and support**
- B. This person should have the appropriate authority and be given the times, fundings, training, resources and support**
- C. This person should of had the appropriate authority and be given the time, funding, training, resources and support**
- D. This person should have the appropriate authority and be given the time, funding, training, resources and support**

to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

#### 33. The designated safeguarding lead should

- A. liaise with the local authorities and work with other agencies**
- B. liaison with the local authority and work with other agencies**
- C. liaise with the local authority and work with other agencies**
- D. liaise with the local authority and works with other agencies**

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<sup>5</sup> Extracted from page 12 of *Keeping children safe in education, Statutory guidance for schools and colleges*, April 2014, DFE-00341-2014

in line with *Working Together to Safeguard Children 2013*. There should always be cover for this role.

**34. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral.**

35. The designated safeguarding lead

**A. should undergo updated child protection training every two years.**

**B. should undergone updated child protection training every two years.**

**C. should undergo updated child protections training every two years.**

**D. should undergo updated childs protection training every two years.**

The head teacher and all staff members should undergo child protection training which is updated regularly, in line with advice from the LSCB<sup>6</sup>.

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<sup>6</sup> Local Safeguarding Children Board

## 10. School Complaints procedure

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### *School Complaints Procedure adopted November 2010*<sup>7</sup>

All schools in Suffolk

- A. are committed to providing best education for our young people**
- B. are committed to providing the best educations for our young people**
- C. are committ to providing the best education for our young people**
- D. are committed to providing the best education for our young people**

and want our pupils to be healthy, happy and safe and to do well. We recognise the importance of establishing and maintaining good relationships with parents, carers and the wider community.

- A. We are aware that there may be occasions where peoples have concerns or complaints**
- B. We are aware that there may be people who occasion and have concerns or complaints**
- C. We are aware that there may be occasionally where people have concerns or complaints**
- D. We are aware that there may be occasions where people have concerns or complaints**

and the following procedure sets out the steps that should be followed in order to resolve these as quickly and informally as possible.

School governing bodies are required, under Section 29 of the Education Act 2002, to have in place a procedure for dealing with complaints. It is expected that all complaints will be referred to the school in the first instance. In situations where it has not been possible to settle a complaint through

- A. this process the Local Authority may be able to advise parents/carers and the school**
- B. this process the Local Authority's may be able to advise parents/carers and the school**

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<sup>7</sup> Suffolk County Council, School Complaints Procedure, September 2010

- C. this process the Local Authority may be able to advise parents/carers and the school**
- D. this process the Local Authority may be able to advise parents/carers and the school**

in order to help resolve difficulties, but will not be able to become involved if the steps set out below have not been followed.

## 11. Answers

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Chap	1	2	3	4	5
1	B	C	D	C	
2	D	C	A	B	
3	B	B	C	D	C
4	C	B	A	D	
5	A	B			
6	B	C	D		
7	D	B	A	C	
8	C	A	B	D	
9	B	D	C	A	
10	D	D	A		