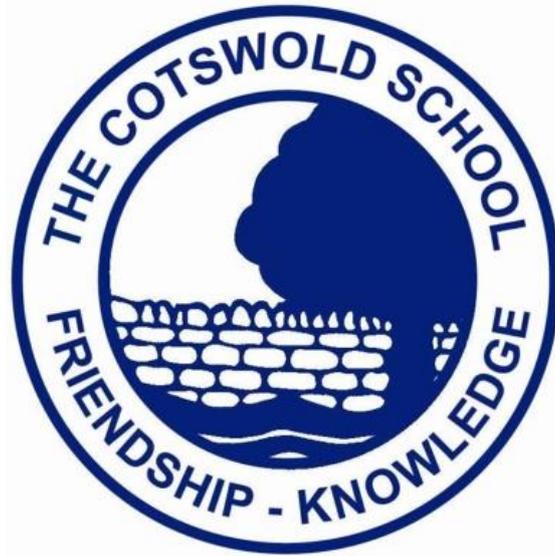


THE COTSWOLD SCHOOL



YEAR SEVEN HANDBOOK

AND

COURSE OUTLINES

2017/2018



Contents

- Home School Agreement
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THE COTSWOLD SCHOOL



HOME SCHOOL AGREEMENT

THE COTSWOLD SCHOOL

The school will :

- ensure that our aims and vision become a day to day reality
- care for your son's/daughter's safety and well being
- provide a balanced curriculum and meet the individual needs of your son/daughter
- keep you regularly informed and consulted about general school matters and about your son/daughter's progress in particular
- offer a broad range of public examinations at KS4 and KS5
- invite your son/daughter to participate in a wide range of extra curricular opportunities
- work with you to solve any problems, which could affect your son's/daughter's progress at school
- ensure all students are given the opportunity to meet the Every Child Matters Outcomes
- contact parents/guardians if there is a problem with behaviour, attendance or punctuality

PARENT/GUARDIAN

I will:

- see that my son/daughter goes to school, on time, in uniform and properly equipped
- keep the school informed of any concerns or problems which might affect my son's/daughter's work or behaviour
- support the school's policies and guidelines for behaviour and attendance
- support my son/daughter in homework and other opportunities for home learning
- attend parents' evening and discussions about my son/daughter in order to work with the school to ensure his/her progress
- encourage my son/daughter to take opportunities presented to them and responsibility afforded to them so they can realise the vision for all students
- ensure I show my son/daughter the importance of treating staff and other students with respect and courtesy so all can enjoy a safe and fulfilling environment

THE STUDENT

I will:

- attend school on time and in uniform
- bring all the equipment I need every day
- do my classwork and homework as well as I can
- take responsibility for my learning
- show courtesy towards all members of the school community
- abide by the behaviour policy, e-safety, attendance policy and anti-bullying policy as well as all other school policies
- keep those around me safe by working with the staff and other students to ensure a positive learning environment
- support the school's classroom agreement
- take full advantage of the opportunities inside and outside the classroom
- make a positive contribution to The Cotswold School community

BEHAVIOUR

Everyone should act with courtesy and consideration for others at all times. This means that:

- You should always try to understand other people's point of view
- Make it easy for yourself and others to learn in class. Arrive on time, come fully prepared, follow instructions, help each other and work quietly.
- Move gently and quietly around the school buildings. Walk sensibly around the school when moving between lessons, stand back to let others pass and hold doors open for people behind you.
- Be silent when you are required to be
- Keep the school a tidy and clean place to be.
- Outside school, remember that the school's reputation depends on the way you behave

THREE GOLDEN RULES TO REMEMBER TO HELP YOU:

- **You come to school to learn**
- **Always treat other people as you would like to be treated**
- **If there is a problem tell someone immediately**

All pupils are expected to :

- Abide by the school rules
- Show respect and courtesy to all staff, visitors and one another
- Behave in a sensible and responsible manner at all times

Some of the Sanctions imposed in the unlikely event of behaviour not meeting Cotswold School expectations

Departmental Detentions:	for unacceptable classwork or homework. At lunchtime or break.
Head of Year Detentions:	Pupils will be required to complete a lunchtime detention with their Head of Year if they have 5 demerits.
After School Detentions:	Pupils will be required to stay after school until 5.00pm if they have 10 demerits in any half term period.
Senior Staff Cover:	Disruption to learning will result in a pupil being removed from the class and spending the rest of the lesson with a senior member of staff. Parents are informed as soon as possible and a letter sent home. Persistent disruptive behaviour will result in parents being invited into school.
School Report Card:	Used for persistent lateness, lack of effort in class and/or disruptive behaviour over a period of time. Parents will be informed and will be asked to sign the card each day.
Isolation:	This is only to be used for very serious offences. Parents are informed as soon as possible and students are taken out of lessons for all or part of a day and will work under the supervision of a senior member of staff.
Exclusion from School:	This is extremely serious. Parents will be informed and asked to come into school to discuss future arrangements with the Principal and Head of Year.

REWARDS

Celebrating achievement, progress and success is very important at The Cotswold School.

The House and Merit system help to improve achievement through fun and friendly competition across all areas of the school and our active Student Council continue to play a part in developing our rewards systems even further.

Some examples of Criteria for awarding Merits

Completing very good pieces of class work or homework

Complete 1 outstanding piece of work/homework

Demonstrate excellent effort over an extended period

Behave very well or are kind and considerate over an extended period

Take part in a school play/musical/assembly or event

Have musical success in or out of school

Have sporting success either individually or as part of a team in or out of school

Take part in raising money for charity beyond non-uniform days e.g. the shoebox appeal or organising a cake sale.

Possible Rewards include

Verbal praise/ written praise

A letter, phone call or email home

Awards in year group and whole school assemblies

Bronze, Silver and Gold Merit certificates

Achievement events in school

Rewards trips

PARS/INSIGHT

Here at The Cotswold School, we use state-of-the-art Behaviour and Attendance Tracking software called PARS/INSIGHT. This system allows staff at the school to quickly record all positive and negative behaviour incidents quickly using the PARS side of the system, allowing the focus to remain on the high quality teaching and learning taking place in the classroom.

However, the most innovative part of this system is INSIGHT. Communication between Teacher, Pupil and Parent is vital to assist in the development of our students, helping them reach goals, progress in their academic studies, their social development and attitudes in their Education years. INSIGHT allows this.

At the start of the academic year, all parents will be given a secure username and password to INSIGHT that will allow all the behaviour and attendance statistics of their children to be viewed in *real time*. This means that parents and guardians are kept up to date and informed on their child's progress at all times, which we feel is vital to a student's success at The Cotswold School. Of course all data is secure and only visible to the parents/guardians of each child.

Specifically, this means that parents can, amongst other things:

- view the merits and demerits awarded to their children including the reasons and timings of these incidents
- compare the behaviour statistics of their children with their peers'
- view live attendance figures of every lesson straight away
- report absences to school

ATTENDANCE/ABSENCE

At The Cotswold School we place a great deal of importance on excellent attendance and punctuality. Given the undoubted link between good attendance, progress and high attainment, we work very hard to ensure that the promotion of good attendance is a high priority for every member of staff. Our expectation is that all our pupils will strive for full attendance and we aim to do everything we can within school to help and support them in achieving this. We reward excellent attendance with certificates, praise in year assemblies and prizes for individuals and form groups. Our Gold Standard attendance of 98% is the minimum level we want all our pupils to achieve.

Poor attendance disrupts learning in lessons for both the absent pupil and others in the class, particularly where group work is involved. It leads to poorer than expected test, coursework and exam results and causes difficulties in establishing strong relationships with peers and staff.

As a parent there is a great deal you can do to support us in maintaining our excellent record.

Absence from school: On the first day of absence and each subsequent day parents/guardians must contact the school by phoning 01451 820554 and pressing Option 2 or by e-mailing attendance@thecotswoldschool.co.uk detailing the absence and stating an estimated return time. Absence can also be notified by using the PARS Insight facility.

Lateness: Parents/Guardians should ensure that their children arrive at school regularly and on time for am register at 8.45 am. If a pupil arrives late into school they should sign in at Pupil Reception giving the reason for being late.

Medical Appointments: Where possible pre-arranged appointments should be made out of school time. If a pupil has to leave school early they should bring a note for their tutor and the Attendance Officer and should sign out at Pupil Reception before leaving the premises and sign in on their return. We do not expect pupils to be absent all day for routine check ups and appointments.

Illness in School: If a pupil feels unwell they should get permission from the class teacher to report to Pupil Reception where they will be seen by a First Aider. If the pupil needs to be sent home, parents/guardians will be contacted on the numbers recorded on the school database. It is therefore important to keep the school informed of any changes. If your child has a long term medical condition and is required to take regular medication at school, or has a severe allergy (which could require the use of an epi-pen), parents/guardians are required to fill in a 'medical support plan'. Please contact Pupil reception for more information.

Holiday Requests: It is school policy that requests for absence for a family holiday during term time will not be agreed unless in exceptional circumstances. This is in line with the Local Authority Guidance in relation to holiday requests during term time. If parents/guardians wish to apply for permission they can obtain a request form from Pupil Reception which must be completed and returned to the school. This must be done at least 2 weeks before the requested absence is due to take place. Parents/Guardians must realise that taking holidays during term time is not beneficial to their children's education and should be avoided. No parent/guardian can demand leave of absence for the holiday as a right. School can decide not to authorise a holiday, parents/guardians should be aware that a penalty notice may be issued for periods of unauthorised holiday.

We hope that with your encouragement we can work together to ensure excellent attendance throughout your child's time at The Cotswold School and thank you for your support.

BULLYING

Bullying is not tolerated at The Cotswold School.

What is bullying?

Bullying is a persistent, deliberate attempt to hurt or humiliate someone and is an act of aggression, causing embarrassment, pain or discomfort to someone. It can be planned and organised or opportunistic. It may be perpetrated by groups or individuals.

Bullying can include the following :

- Emotional : being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical: pushing, kicking, hitting, punching or use of violence
- Racist: racist taunts, graffiti, gestures
- Sexual: unwanted physical contact or sexually abusive comments
- Homophobic: because of, or focusing on the issue of sexuality
- Verbal: name-calling, sarcasm, spreading rumours, teasing
- Cyber: all areas of internet, such as e-mail and internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology (i.e. camera and video facilities)

In order to combat bullying the school needs to know it is happening. There are several ways a student and parent/guardian can report their concern regarding bullying:

- Speaking to a member of staff
- Using the Report Abuse Button on the internet

Support will be given to students concerned and suitable sanctions will be given where appropriate.

All reports of bullying will be dealt with seriously,

SPECIAL EDUCATIONAL NEEDS

At transition information from Primary Schools helps us identify students with special educational needs. Similarly we welcome information from parents/guardians of students who may have special needs. This helps us to set up individual pupil profiles which are shared with all staff. Parents of students identified as having SEN are invited to attend a meeting with the SEN department to share information about their child during the transition period.

In the first few weeks of Year 7 all students are assessed for basic numeracy and literacy skills and on the basis of these results additional information and guidance is given to teaching staff.

Where appropriate, students with a particular special educational needs will be timetabled to receive intervention for literacy/numeracy in the Learning Support Department and additionally, there may be TA support in lessons.

The progress of students with special needs is regularly reviewed and parents are consulted over all actions taken which is shared with subject teachers to enable continuous progress for each individual student.

Parents should contact the SENCO if they wish to make an enquiry about special educational needs provision for their child.

SCHOOL DAY

8.50 am	to	9.20 am	Registration
9.20 am	to	9.55 am	Period 1
9.55 am	to	10.30 am	Period 2
10.30 am	to	11.05 am	Period 3
11.05 am	to	11.40 am	Period 4
11.40 am	to	12.10 midday	Break 1
12.10 midday	to	12.45 pm	Period 5
12.45 pm	to	1.20 pm	Period 6
1.20 pm	to	2.05 pm	Break 2
2.05 pm	to	2.45 pm	Registration and Period 7
2.45 pm	to	3.20 pm	Period 8

TRAVELLING TO AND FROM SCHOOL

Bus

Catching the bus to school in the morning

Buses travel to the school from all surrounding villages. Gloucestershire County Council together with Pulhams Coaches are responsible for the transport. Bus passes have to be obtained from Gloucestershire County Council who will then issue you with a timetable for the route you are allocated. It is imperative that you travel on the bus that your pass is allocated to and that you have your bus pass with you at all times. The bus drivers have the right to refuse you transport if you do not have a bus pass or if you try to get on a different bus to which your pass is allocated.

Behaviour on the buses

At all times students should behave in an appropriate manner. Our transport code of conduct applies to journeys to and from school.

Car

Parents/Guardians dropping pupils off in the morning or picking them up in the afternoon are asked not to enter the school turning circle/school car park and to avoid blocking the main entrance to the school. Please be considerate where you stop and be aware of other students walking in the area. Please also observe speed limits.

Walking

When walking to school, students should use the pavements and take care when crossing roads. The pedestrian entrances to the school should be used and students should have consideration and respect for our neighbours

UNIFORM

All students from Years 7 – 11 wear school uniform

White school shirt with a top button, to be worn tucked in

School tie

School blazer with school badge

Sensible black shoes

V Neck black jumper with school logo

Girls:

Pleated knee length grey skirt or charcoal grey trousers (not denim or lycra)

Boys:

Tailored charcoal grey trousers (not denim or lycra)

For the summer term only students can wear a blue embroidered polo shirt instead of shirt and tie. Should students require a warmer layer they can wear their school blazer but not the jumper. Those who do not opt for a polo shirt in the summer term will still be expected to wear their shirt and tie.

Please note the following:

- Skirts should be pleated, knee length not A Line or tight fitting.
- Trousers should be straight cut, tailored, traditional trousers (jeans or fashion trousers are not allowed)
- Shoes – must be smart, black and low heeled, trainers are not to be worn
- Make up and nail varnish is not to be worn
- If students have pierced ears only studs or sleepers are to be worn and only one stud or sleeper per ear. No other form of ornamentation is permitted.
- Coats are only to be worn to and from school and around the school building but not to be worn inside the school building.
- Hairstyles must be neat and tidy and of a natural colour.

We strongly advise that valuable items are not brought into school

TUTOR GROUPS AND SETTING

Tutor Group

All students are in a tutor group named after the tutor and House. For example 7 Zeus CLA, Miss Lamb, Zeus, Year 7.

Students see their tutor every day for morning registration. Students attend a year and lower school assembly each week and have three half hour tutor sessions. In Tutor time pupils participate in a range of activities with a particular focus on PSHE (Personal, Social and Health Education), current affairs and reading.

Notices are shared with tutees.

The register is taken and uniform checked

Equipment is checked so all students are ready to tackle the day's lesson

Bands

In Year 7 students are broadly banded in terms of ability. These bands are reviewed throughout the year and parents/guardians and students are welcome to discuss bands with the teachers and Heads of Department

The Year 7 Curriculum includes the following (more information on this at the back of the booklet)

English	French/German/Spanish
Mathematics	Performing Arts
Science	Physical Education (PE)
History	Information & Communication Technology
Geography	Art
Design and Technology	Philosophy, Beliefs and Ethics

PERSONAL BELONGINGS IN SCHOOL

Personal belongings

The school does not accept responsibility for the loss of students' belongings.

Students are advised not to bring their valuables, mobile phones or MP3 players to school. Mobile phones must be switched off during lessons time. Active mobile phones during this time will be confiscated and parents will be asked to come in and collect the phone from Pupil Reception.

Please note that headphones are not to be worn in school.

LOCKERS

We strongly advise that all year 7 pupils make use of a locker to help them cope with the transition from Primary to Secondary school. They will be carrying an increased amount of books, equipment and kit and will need to move from class to class during the day. It is sensible to leave some possessions safely in a locker until needed. We stress very strongly to all Year 7 pupils that they have responsibility for their own possessions.

There will be a locker allocated to every pupil and we make every effort to ensure that they are located as near to tutor rooms as possible.

To obtain a locker pupils should bring £5 into school and come to Pupil Reception. We will start allocating lockers to Year 7 pupils in the second week of term. Please be aware that the start of the year is a busy time but pupils may visit Pupil Reception before morning registration (from 8am), during break and lunch and after school until 4.30pm. We aim to allocate all Year7 lockers within the first few days of term. Pupil Reception hold a spare key for each locker in case of emergencies!

Shortly before the end of the Summer Term pupils will be asked to empty their lockers and return padlocks and keys. Providing all keys and padlocks are returned the pupil will be issued with a locker free of charge the following year. This process will continue throughout Years 7-11 as we have enough lockers for any pupil in the school who wishes to have one. If any keys are lost and we have to replace the padlock then a fresh charge will be made if a locker is requested the following year. We do not give refunds if a pupil decides not to take up a locker in later years or leaves to attend another school.

Please contact Pupil Reception if you have any questions.

INDEPENDENT LEARNING TASKS AND 'SHOW MY HOMEWORK'

Homework and independent learning are seen as essential parts of our pupils' education and central to their personal and educational progress. They supplement, develop and extend the whole of the learning process.

Homework and Independent Learning will start to take up far more of the pupils' time than was the case at primary school. While the teachers will make allowance for the pupils' age, ability and needs, parents are asked to support us by ensuring there is time and a suitable place for this to be completed each evening. A commitment by all pupils, teachers and parents to our policy reflects the importance of the partnership which will ensure all pupils achieve their true potential.

Homework and Independent Learning will help the pupils to:

- Work independently
- Be self motivated
- Be well organised
- Consolidate and practise classwork
- Prepare for coming work
- Prepare for tests and examinations
- Make use of resources beyond the classroom

Homework and Independent Learning will allow parents to:

- Be involved with their child's school work
- Give the child help when needed
- Help their child to make progress

Parents can help by checking written work, check learning before tests and examinations, listen to them reading what they have written to check they understand. It is also helpful if pupils can be provided with a quiet area where homework can be done without distraction and a few useful things such as a dictionary, atlas, paper and other resources.

Homework will allow teachers to:

- Monitor pupils' progress
- Assess the need for further practise
- Help where there is confusion or misunderstanding

Support for completing homework is always available in school in 'Homework Club' and from individual teachers. Students should speak to their class teacher if they needs help or support. Their tutor is also a useful support if they need help planning for homework and organising their time.

Teachers will ensure that pupils understand what has been set, will monitor work handed in and follow up missing work and provide guidance to help pupils improve further. If a pupil consistently fails to hand in homework on time we will support them to become more organised and to complete homework. If deemed necessary we will issue detentions either at lunchtime or after school if homework is a persistent problem.

Additional and extra homework is sometimes suggested to pupils which they may enjoy and benefit from. These 'opportunities' might include wider reading, competitions, things in the news or on TV, creative tasks etc. We want to make these kind of opportunities available and will help to advertise them to pupils, often via ShowMyHomework.

We also have on our school website examples of the kind of extra and additional homework students can be completing if they have no set homework, have completed all available work or if they want more challenge. There are always opportunities available.

We do not stick to an exact homework timetable as this is often impractical. Teachers in different subjects will set homework at the times they see most fit according to their subject and the students' needs. Often for core subjects this will mean one piece of homework a week and for non-core subjects slightly less often. Some homework will be a short-task and due in within a few days, others might be longer-term projects and tasks over the span of a few weeks or perhaps more. Teachers will make clear the deadline for submission when setting homework.

THE HOMEWORK PLANNER

All pupils are given a homework record book, called a Homework Planner, at the start of the year. Instructions for the homework must be written into this and pupils should indicate when they have completed it. The online homework system we use is called 'ShowMyHomework'. Teachers will record all homework set on there and parents and students will have logins so they can see what has been set and when it is due and can often download resources to help them. Students should still record homework in their planner, however, as a back-up and to aid their own organisation.

PUPIL PROGRESS

The school regularly informs parents/guardians of the progress of their children. However outside of these times parents are encouraged to contact the school over any matters that may cause concern. The first point of contact is the Tutor, then Head of Year who will refer to other staff if necessary.

Similarly we feel it is important that the school contact parents/guardians early on if there are any concerns. Again, the teacher, Tutor or Head of Year will contact parents/guardians if there are problems in any areas.

BIOMETRIC INFORMATION

Q What is Biometric?

A Biometric is simply a method of identifying an individual person. We will be using an algorithm based scan, which reads between 50 & 130 points on the finger/thumb. It is not a fingerprint in any way, shape or form and is of use only in the cashless system. The image of the fingerprint is then discarded. The information that is stored cannot be used to recreate an image of the fingerprint.

Q How does a Biometric System work?

A The information of a pupil or staff member, who has been biometrically registered, is stored on a secure Biometric Controller within the school, which only our provider, Nationwide Retail Systems Ltd, can access. Once an account is credited the pupil or staff member places their finger/thumb on the EPOS Terminal, which looks up their account details and allows them to purchase items using only this method of identification.

Q How does my child register on the Biometric System?

A **Registration will take place on the induction days for new year 7 pupils, usually in July before they start in September.** Registration for in year admissions will take place in the finance office where we have a system set up and can answer any queries. Your child will be required to place their finger/thumb on a Biometric sensor twice to obtain a matching template, which only takes a few seconds. If you have chosen to 'Opt Out' of this procedure, your child will be presented with a 4 digit PIN Code.

HOUSE SYSTEM

At The Cotswold School students are placed in one of four houses. These houses are :

Artemis, Zeus, Poseidon and Apollo. In Year 7, there are two Tutor Groups in each House.

Students will enjoy the benefit of being part of an effective and supportive team. There are house events including sporting tournaments such as rugby, hockey, football and netball. There are also annual events such as music competitions.

The school runs a reward system and there is a running competition for the house with the most points.

EXTRA CURRICULAR ACTIVITIES

Instrumental Tuition

At present, the school offers access to lessons in the following instruments:

Violin	Flute	Trombone
Viola	Clarinet	Piano
Cello	Saxophone	Jazz Piano
Double Bass	Cornet	Electric Keyboard
Guitar (Acoustic, Electric and Bass)	Trumpet	Drums
	Harp	Singing

Further information can be obtained from the Music Department.

Bursaries towards the cost of tuition may be available. Please contact the Finance Office for more information or e-mail finance@thecotswoldschool.co.uk

Enrichment Activities

All students are actively encouraged to take part in a wide range of activities that extend beyond the normal school day. We strongly believe that all children benefit from taking part in structured activities. We encourage all students to make extensive use of the Information and Communication Technology and other supervised study facilities. The following list gives you an insight into some of the enrichment activities available.

Art Club
Drama Club
Geography KS3
Gardening Club
Language Club
Music – Choir, Orchestra, Chamber Choir, Back in Black
STEM – Science, Technology, Engineering, Maths
Science Club
Sporting Activities

Inter school matches for boys and girls in all major sports are arranged with local schools.

BRIEF INFORMATION ON YEAR 7 SUBJECTS

ENGLISH

The Cotswold School English Department focuses on offering all learners not only an opportunity to develop practical English skills required for general use and life in the workplace, but also a learning environment which fosters creativity and a genuine passion for the study of both literature and language. Throughout all Key Stages, we address the key skills of Speaking and Listening, Reading and Writing and select a variety of different strategies, and a range of different texts, to ensure all pupils receive a dynamic and challenging delivery of the curriculum.

At Key Stage 3, pupils have the opportunity to study a wide range of texts including *Wonder*, *The Woman in Black*, *Romeo and Juliet*, *A Midsummer Night's Dream* and *Animal Farm* to name but a few. Pupils also have the opportunity to study a wide variety of non-fiction texts including Samuel Pepys' Diary and examples of Travel Writing as well as learning about writing from other cultures and studying War Poetry. We also offer exciting and challenging lessons to develop Writing skills and Oral skills, often using the work of other writers as stimuli for a task or discussion. In addition, we promote Formative Assessment both in and out of lessons. Encouraging pupils to self assess and peer assess work develops their skill and level awareness in a way that consolidates learning and builds confidence.

Schemes of Work

The wide variety of challenging and thought provoking Schemes of Work in the English Department are designed to allow pupils the opportunity to develop knowledge and understanding through active learning opportunities, developing all subject specific skills using assessment criteria which is now linked to the new GCSE Assessment Objectives. All pupils at Key Stage 3 have an understanding of their current level and how to develop their skills.

Creative Writing Club

This club has given those pupils who enjoy creative writing, an opportunity to meet weekly and discuss their work with like-minded individuals. They have successfully entered a number of competitions and many are soon to be published in a collection of poetry as a result. All Key Stages welcome!

KS3 Book Club

Key Stage 3 Book Club is a group of 20 enthusiastic readers who read and discuss all the latest children's novels. We meet once a month and discuss the book we have read recently. Do come and join us once a month!

BBC School Report

Budding journalists in Years 7 8 and 9 have the opportunity to research, interview people and write the news and other articles of interest to them. This is linked to the national BBC School report project which has a live news day in March and all students share their work using the BBC website. This is a great opportunity for students to get involved in many aspects of journalism including photography and technical.

Head of Department: Mrs L Sewell



MATHEMATICS

1. Using and Applying Mathematics

- Short context based tasks (Functional skills)
- Investigational work to encourage pupils to work and think independently
- Problem solving activities

2. Number

- Basic number work
- Formulae and equations
- Negative numbers
- Square numbers and square roots
- Indices
- Decimals and rounding
- Fractions and percentages

3. Geometry

- Angles - measuring, construction and calculation
- Transformations and Congruency
- Perimeter and Area
- 3D Shapes and Volumes
- Scale drawings
- Metric Units and conversions

4. Data Handling

- Averages
- Data Collection
- Statistical Charts
- Calculating averages and the range of discrete data
- Probability

5. Algebra

- Equations
- Functions
- Simplifying and writing expressions
- Substituting into expressions and formulae
- Sequences
- Graphs
- Co-ordinates and plotting graphs

6. Ration and Proportion

- Direct proportion
- Ratios
- Scales and Measures
- Proportions and fractions and percentages

Pupils are initially taught in their allocated teaching groups but after 6 weeks they are reviewed and placed into ability groups.

The end of year assessment consists of two 60 minute examination papers, one calculator and one non calculator.

There will also be two shorter assessments in November and February.

Students **must** have their own **scientific calculator**, ruler, protractor and compasses for lessons.

Head of Department: Mr S Smith



SCIENCE

The Science staff have developed a Scheme of Work to teach science in a stimulating context based structure following best teaching practice guidelines. The aim of our scheme of work is to make the pupils scientifically literate young adults with an ongoing passion for the subject.

Students are monitored by a system of continuous assessment. During each topic they are regularly informed of their progress and given feedback on how to improve. They are encouraged to regularly monitor and comment on their own progress.

Practical skills play a significant role in the course and they are frequently developed through investigation work and experiments, where possible they are made relevant to real life contexts.

Each Science laboratory has its own interactive whiteboard and ICT is used frequently in the classrooms to enhance students learning. Students will also have the opportunity to use data-logging software to record results during investigations.

There are multiple opportunities for extracurricular science activities with a science and engineering club and trips to various science events including Cheltenham Science Festival.

The year 7 topics are broken down into 6 areas, one per half term. Each one will be assessed with a test as well as assessed homework and practical tasks:

CSI Bourton → An introduction to scientific techniques through Crime Scene Investigation Science.

Kitchen Chemistry → Fundamental Chemistry ideas, taught through the use of household chemicals and beyond.

All about me → An introduction to cells, human biology and reproduction.

Bourton and Beyond → A topic exploring the ecology and geology of the pupils' local environment.

Cafeteria Bacteria → This topic focuses on the pupils' diets, digestion and microbes.

Rocket Science → This topic introduces ideas of forces and space from the perspective of a NASA scientist.

Head of Department : Mr T Redding



MODERN LANGUAGES

In their first year all pupils in middle bands will learn Spanish across the four skills of Reading, Writing, Listening and Speaking. This will be within the context of talking about themselves, their families, hobbies, etc. They will also learn about the culture of the Spanish speaking world. Upper Band pupils will study two languages (either Spanish and French, or German and French).

A variety of homework tasks are set on a weekly basis, often involving learning vocabulary, extended writing tasks or cultural research. We would recommend that pupils purchase a small pocket dictionary (Collins Early Learners dictionary is a good choice) as learning to look up words in a dictionary is an important skill. We also highlight opportunity homework to enhance the language learning experience (television series, interesting news articles etc).

As part of our commitment to ICT we have an interactive whiteboard in every language classroom and have recently purchased 16 iPads which regularly figure in our teaching. Each class has a regular fortnightly slot in our specialist languages ICT room for which we have purchased some of the most up-to-date software.

In September we celebrate the European Day of Languages in lots of different ways and there are other opportunities throughout the year.

There is also the opportunity to join our language clubs (Spanish, German and French clubs are on weekly). These clubs run in KS3 and in KS4 there is the opportunity to attend the language drop in sessions to improve speaking skills and prepare for examinations. All of these clubs are run by our language assistants.

All pupils will have the chance to participate in our language trips. We have trips to Barcelona, Boppard and Paris for students studying the appropriate languages. These are very popular and are an excellent opportunity to practise their language skills and experience the culture in these countries. For the older students, those studying Spanish will be offered the chance to take part in the Madrid work experience trip and for those studying German or French, they will be able to take part in the exchanges to those countries.

Head of Modern Foreign Languages: Miss E. A. Tingle



PHILOSOPHY, BELIEFS AND ETHICS

The PBE curriculum engages students' investigative, evaluative and critically thinking minds to explore a number of religious and non religious world views. It encourages pupils to think and reflect and to develop opinions. PBE is taught for 70 minutes each week.

Topic areas include:

- **Is there a God? What and why do people believe?**
Pupils question the evidence for and against the existence of God and investigate how some religious believers discover God through experience others through reason and logic. A variety of written sources are used to explore different beliefs in God and atheism.
- **Where did the Universe come from?**
Was it the Big Bang? What caused the Big Bang? Students will look at some classical philosophical arguments about the Universe.

Science -v- Religion, God – v – the Big Bang can they both be accepted?
- **What are we doing to the environment?**
Students will study the approaches of different religions to issues of conservation and stewardship. They compare, contrast and evaluate the views of each religion and reflect on the relevance to their own lives.
- **Was Jesus God on Earth?**
Students investigate the evidence supporting Jesus' incarnation and resurrection and what this means for Christians in their lives today
- **Teachings of the 10 Gurus**
In this unit students will study key aspects of the life and teachings of Guru Nanak, with a focus on equality, religious tolerance, service and human rights.
- **How does scripture inspire and guide? What is scripture?**
In this unit pupils will examine the different types of Holy Books, as well as investigating the importance of scripture as a source of inspiration, guidance and faith, for religious people today.

(This may change due to the newly released KS3 syllabus 2017)

Head of Department: Mrs H Holland



HISTORY

Medieval Realms: Britain 1066-1485

We study the main events of medieval history through a series of key enquiries. Pupils are assessed through regular class activities and assessment tasks. During these enquiries pupils undertake a study of key history skills such as handling evidence, studying chronology, assessing significance and analysing interpretations. Homework will be 6 long-term ongoing enquiries (roughly one per half-term) which require students to study and learn independently from a variety of tasks and activities. Students will have some room to devise their own learning route through these enquiries. One of the biggest highlights of Year 7 is our trip to a local castle.

Topics covered in class:	Homework enquiries:
<ul style="list-style-type: none">- The Battle of Hastings and Norman Conquest- Castles- The Crusades and Richard the Lionheart- King John and the Magna Carta- The Black Death and Peasants' Revolt- Medieval Life	<ul style="list-style-type: none">- Why did William win in 1066?- How did castle attack and defence change over time?- What was it like to live in medieval times?- A tale of plague, survival and revolt: What was the experience of a peasant in the 14th century?

The Making of the United Kingdom: 1485-1688 (continued in Year 8)

We also study the main aspects of the Tudor period through a series of key enquiries (we continue with the Stuarts in Year 8). Pupils build upon their historical skills throughout. Again, homework is set as ongoing enquiries which challenge pupils to learn independently.

Topics covered in class:	Homework enquiries:
<ul style="list-style-type: none">- Henry VII and the establishment of the Tudors- Henry VIII and the break with Rome- The reformation and crisis under Edward and Mary- Elizabeth I's problems and solutions- The Spanish Armada	<ul style="list-style-type: none">- What was it like to live in Tudor times?- Who was the greatest Elizabethan?

Head of Department: Mrs W Wahlen



ART AND DESIGN

Year 7 is a foundation year introducing pupils to new materials and techniques and building upon ones used in Primary School. Projects are based around artists and themes and give pupils an opportunity to develop their ideas over several weeks. Homeworks are set regularly and include a range of 2D and 3D work to complement classwork. There are also 'opportunity' homeworks and competitions throughout the year

Term 1

Folders - Investigation into design and letter. Pupils produce a folder that is an advertisement for their work. Introduction to the idea of a sketchbook as a journal for your work.

Colour theory – General principles of colour theory, exploration of colour using colour wheel and colour schemes.

Term 2

Landscape – Producing your own landscape inspired by the materials, techniques and colours of a range of artists

Op Art – Investigating Optical Illusions, how artists have represented them and producing an Op Art painting

Term 3

Identity – Exploring what makes us individual, looking at artists and producing a self-portrait

'Mini Beasts' – Exploration into the world of Insects through observational drawing and developing ideas into block printmaking. We also look at how different artists have represented insects, and make a 3-D 'mini-beast' for homework.

Head of Department: Mr S Hillier



ICT AND COMPUTER SCIENCE

The curriculum has been designed to provide students with a broad and varied provision of ICT and Computer Science. Students will learn how to use computers effectively and safely in preparation for all subject lessons. They will develop a deeper understanding of how computers work and learn about the fundamentals of computer programming.

Term 1

Health, Safety & E-safety

Students will learn about keeping themselves safe online. Discussions will centre on cyberbullying, grooming and radicalisation. Students will acquire a deeper understanding of what is acceptable and what they should report. They will be more able to look after themselves. Health issues resulting from prolonged use of computers together with precautions for using computers safely and sensibly will be covered.

Software Applications

Students will develop skills in word processing, desktop publishing, spreadsheets and presentation software enabling them to apply these skills appropriately in other subjects. They will learn about the importance of storing work in folders, giving files sensible names and the significance of saving and backing up work regularly.

Term 2

Understanding computers

Students will learn to recognise and name the main parts and functions of a computer system. They will be able to differentiate between input, output and storage devices. They will understand the principle function of the processor and be able to explain how it works.

Bit patterns

The use of bit patterns to represent numbers, letters, images and sound will be covered. Converting decimal numbers to binary and binary to decimal will be explained and practised. Sending encrypted messages and experimental art using bit patterns will be explored.

Term 3

Algorithms, Problem Solving and Coding

Students will acquire an appreciation of computational thinking and algorithmic design. They will understand the need to give computers precise and accurate instructions to achieve the desired outcome. They will learn about sequence, selection and iteration by designing, developing and testing simple programs using Kodu, a fun game programming environment.

Application of computers, emerging technologies and networks

Students will investigate recent technological advances in e.g. farming, towns, schools, businesses and travel. An increased appreciation will be gained of the value and impact of technology including the internet and the world wide web.

Head of Department: Mrs Mary Bogdiukiewicz



Figure 3 Deciphering Exercise



Figure 1 Computer Room



Figure 2 Bletchley Park Trip

DESIGN AND TECHNOLOGY

Resistant Materials/Control

Introduction to hand tools and safe use of workshop equipment for basic skills.

Design and manufacture of a mechanical monster and a pewter casting of a key ring

Materials investigation.

Food:

Safe and hygienic use of food and equipment. Basic preparation and cooking techniques using a range of simple and complex technological equipment. Introduction to Healthy eating.

It is advisable to have available a strong bag/basket to transport food and ingredients to and from school for practical food lessons.

Product Design:

Introduction to graphic techniques in 2D and 3D. Designing and making graphic products such as CD cover, menu, package, pop ups etc

Presentation skills

Use of lettering, colour and image.

Colour crayons and glue are needed for homework (as well as the usual pencils, pens, rubber, sharpener and ideally a black fine liner pen).

Textiles:

Introduction to equipment through a design brief on “masks”.

Head of Department: Mr K Thomas



GEOGRAPHY

Geography is all around us – it is concerned with the study of places, the human and natural processes which shape them and the people who live there. Geography helps us to make sense of the world around us. Pupils will gain the skills to become more aware of and appreciate their surroundings. We also hope they will enjoy learning about the places in which they live and are connected to. Assessment is via set common tasks that are both self and teacher marked giving the student an idea of their progression. We also take students to Cheddar Gorge so that they can apply their knowledge of limestone landscapes!

Autumn Term:

What is Geography?

Our local environment – This includes the consolidation/development of O/S map skills

Rocks and landscapes (Trip to Cheddar Gorge)

Spring Term:

Settlements

Sustainability

Summer Term:

Our world and Geography in the News – we will focus on the Global Sporting event that is scheduled for that summer e.g. Olympics 2016

Geographical skills such as O/S Map reading, measuring straight line distances, measuring curved line distances will also be integrated throughout the year.

Head of Department: Mrs E Johnstone



PERFORMING ARTS

In Year 7 pupils study Performing Arts, which combines Drama and Music through a series of units which explore a range of themes and skills. Pupils will learn and develop key skills from both Music and Drama. Basic Drama skills such as voice, characterisation, freeze frames, mime and physical theatre will be explored, as well as developing pupils' group work, independence and evaluative skills. Key music skills such as confidence in singing, reading and writing notation, keyboard skills, listening and appreciation, music theory and understanding music's place within a wider social and cultural context.

The emphasis is on having fun and being creative!

The units in Year 7 will cover:

- Oliver! Performance and voice skills
- Instruments of the Orchestra
- Charlie and The Chocolate Factory
- Musical spells and notation

Pupils will explore music and drama from a range of eras, styles and cultures. They will be assessed in four areas; **creating, responding, experiencing and performing**.

Our main aim is that pupils enjoy performing arts and through it explore a new world of creativity that they might not have previously encountered.

The drama department runs drama clubs, run by A Level students which take place during lunchtime. There will be a lower school production in the Summer term and all students from Years 7-9 are welcome to audition. There are showcases during the year, as well as an inter-house performing arts cup.

The music department offer a full range of instrumental lessons taught by visiting specialist and there are many great performing opportunities for all performers. These include a range of extra-curricular ensembles such as; Choir, Chamber Choir, Orchestra, Jazz Big Band (Back in Black), String Squad, Saxophone, Clarinet and Flute Ensembles, Guitar Group and Cello Group which take place every week. We encourage all students to take part and we have regular concerts both inside and outside school, including international tours. We also hold informal tea time concerts for pupils and parents as an opportunity to showcase the work that goes on in pupils' instrumental lessons.

There is always something happening in the performing arts department- get involved!

Head of Department: Mrs M Monk



PHYSICAL EDUCATION

Curriculum for Boys and Girls

In the first year all pupils will be taught in four main activity areas:

Games : Hockey, Netball, Tennis, Rounders, Rugby, Football, Cricket and Basketball

Gymnastics : Partner work, sequences & balances
Use of apparatus

Dance: Choreography/motifs

Athletics : Running, throwing and jumping events

Swimming: Development of Main strokes - Front Crawl, Backstroke, Breaststroke and personal survival skills

Head of Department: Miss K Brammer



