ELTHORNE PARK

HIGH SCHOOL

ACHIEVING EXCELLENCE IN A LEARNING COMMUNITY

Working Together at Key Stage 3

Year Ahead Information Evening September 2022

Year 8

SSAT LEADING EDGE PARTNERSHIP PROGRAMME

Mathematics & Computing

TRANSFORMING PRACTICE IN Variety of teaching approaches

SSAT Framework for Exceptional Education

ssat member

Healthy Schools Healthier Living & Learning

impero

Ofsted Outstanding Provider

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Year 8

Welcome to the Year 8 'Year Ahead' Guidance Meeting.

Year 8 is an important year in the educational journey for your child and we hope that they thrive, taking all the opportunities, from the year 8 residential to the extra-curricular offer.

At Elthorne Park High School, we aim to ensure that every student achieves their full potential, both academically and personally, during their time at school. We are committed to supporting your child in every way possible as they embark on their journey through Key Stage 3.

We encourage all students to fully engage with our four core values: being **proud** of their achievements; **prepared** for learning; **principled** and **persevering** when learning and when engaging in the wider life of the school.

As a school, we understand the importance of working in partnership with parents. It is through our shared goals, and effective communication between home and school, that we are able to fully support your child's learning. Should you have further questions at the end of the evening, please do not hesitate to contact me for further information and guidance.

I am looking forward to meeting you this evening and working with your child throughout Key Stage 3.

Key Staff
Key Stage Leader – Ms Bowler
Year 8 Leader – Mr Sykes
Assistant Year Leader – Mr Persaud
Pastoral Support Worker – Ms Roberts

Tutors
8E – Ms L Brand
8L – Ms E Geldard-Williams
8T – Ms R Ward
8H – Mr L McDougall
8O – Ms S Prendergast
8R – Mr G Tunnicliffe
8N – Ms E Edelenbos
8P – Ms C Curtis

As a school, we want to work together as a partnership, with parents to ensure the best possible outcomes for your child. We hope you find this booklet helpful to go alongside the presentation and time to get to know your child's tutor.

The main source of information will come to you from the school's weekly newsletter, specific KS3 information will be included fortnightly. It is really important to read this to ensure you are aware and can support your child with upcoming events and news.

Home Learning:
Students are given home learning to complete daily, it is important to help your child with a clear routine and organisation so they can complete their work ahead of schedule and have the opportunity to talk to their teacher if they need help.

Students will be tracked with their home learning and if incomplete and 'below standard' home learning is submitted students will be issued a detention. If this becomes persistent they may be added to the school home learning club after school.

It is really important to work with your child as they begin to become more independent and learn new subjects. Reading and literacy is a big focus for us this year and therefore it is key that you continue to encourage your child to read, as well as read with them.

Year	Frequency (per fortnight)	Approx. time for home learning
8	2 for core curriculum (Eng/Math/Science) 1 for all other areas	30 minutes

Extra-curricular:
This year we are working to expand our extra-curricular opportunities to students. We are encouraging all students to join at least one club per year, ideally one per half term.

The extra-curricular timetable will be shared with students and will be on the school website – Once this has been released, please do speak to your child about which clubs they are going to attend.

Rewards:
Key Stage 3 will also have a half term focus, any student who has not received a notification for this area, will be entered into a raffle in their form for a £5 amazon gift card.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Uniform and Equipment	Punctuality	Attendance	Home Learning	Attitude to Learning	Kindness

Students have been given a 'life skills toolkit' - this booklet includes our 4 P's (values) and two challenges they have to complete before Easter holidays. Students will be supported in tutor time to complete these but will also need to take an active role in leading this outside the classroom.

Students completing 6 to 8 of these challenges will receive a reward in the summer term.

	Proud	Persevering	Principled	Prepared
Challenge	Achieve at least 80 credits	98% attendance **or** improvement in attendance	Join an extracurricular club for a minimum of a half term	Write a letter to yourself to read in year 11 about what you want to have achieved
Signature to evidence				
Challenge	Raise money for a charity, in or outside of school	Learn a new skill	Go for a walk in the local area, take pictures and write about one piece of local wildlife	99% punctuality
Signature to evidence				

Working in Partnership with Parents

We are committed to working in partnership with parents and carers to ensure that your child achieves their full potential as they progress through school. Research has shown that 'Parental support is eight times more important in determining a child's academic success than social class.'

Communication with school
We encourage all parents and carers to directly communicate with their child's tutor (pastoral or cross curricular progress concerns) or subject teachers if you have concerns relating to progress in a specific subject area.

Ensure your child is equipped for learning
Make sure that your child has full equipment and books for learning each day (full pencil case) and that they set off for school wearing full school uniform with lanyard and ID card.

Provide a supportive learning environment at home for completion of home learning
Try to ensure that your child has a quiet area at home where they can study in the evening, away from distractions in the family home. Ensure your child has access to a table and appropriate lighting to complete their work. Try to establish a regular time slot when homework is completed. Check SMHW with your child each evening and ensure that homework is completed by the deadline date.

Talk to your child about their learning
Set aside some time each week to discuss the work your child is doing at school. Regular communication can prevent the build-up of problems. Contact the school if barriers to learning emerge.

Attendance and punctuality
Ensure that your child regularly attends school (minimum target is 97%). Make sure that your child sets off for school to ensure they are in the school playground by 8:40am at the latest each morning. High rates of attendance and punctuality are some of the building blocks to ensure student success.

Discuss your child's progress reports
Parents and carers will receive at least two reports each year outlining your child's academic progress and attitude to learning and home learning. The reports also summarise your child's attendance and punctuality to school. Please take time with your child to celebrate their achievement. If there are areas of underperformance, discuss the barriers to learning to identify strategies for improvement or contact your child's subject teacher or tutor to discuss further.

Revision and examination preparation
During stressful assessment and examination phases, make sure that you support your child's planning and preparation well in advance of the scheduled dates. Help your child to draft a revision timetable, use effective revision techniques (see school website) and check to ensure that they stay on task with their revision schedule.
Ensure your child takes breaks and exercises in between revision sessions. Provide encouragement and keep them calm before the actual examination. Use the revision guidance provided on the school website to support your child's revision plan.

Parent Carer Handbook
For further information on how you might support your child throughout the school year and further guidance and support, please read the parent carer handbook.

Our Values and Expectations – Creating a Positive Learning Culture

School Values

Our mission statement is achieving excellence in a learning environment and we work to ensure every child is doing just that. At Elthorne Park High School, we are committed to equipping students with skills that will carry them through their school journey and beyond, preparing them for a bright future. We believe what students need to thrive can be encompassed into four key areas; being **proud**, **prepared**, **persevering** and **principled**. Every student will be taught how to demonstrate these values and will be rewarded when showing them. We will give students the opportunity to showcase this skill set in the classroom and through extra-curricular opportunities.

Key Attributes

As well as having the four main values of our school community, we encourage students to consider personal attributes that will ensure success throughout their lives. These are; determination, curiosity, unity, freedom, resilience, compassion, respect, responsibility and positivity. Every lesson your child experiences will foster these attributes in a positive learning environment. Our personal development curriculum will also explicitly teach these attributes and ensure students understand how they link to wider, future experiences.

Achieving your full potential

At Elthorne Park High School, staff are dedicated to ensuring that your child reaches their full potential and are prepared to leave school to go onto the path they have chosen. We can only do this when there is a safe learning environment where every student can thrive. At Elthorne, we support the individual by knowing their ability, target and structuring lessons to challenge and support. Students who need specific intervention are supported in the classroom and outside through the SEND department. We also encourage students to consider their own personal development.

High Expectations

We believe that every child can reach their full potential both personally and academically, and will support students to do so. In ensuring this positive culture is created, students need to follow the behaviour for learning policy and make choices that support their learning and in turn, offer a positive school experience for everyone. Students receive strong pastoral care at Elthorne should they need support in any aspect of their school life.

Uniform Expectations

At Elthorne Park High School, we want to create a sense of unity and belonging for our students. We expect students to wear their correct and full uniform with pride every day. Like any other organisation, we have a standard that must be followed which includes; polish able black shoes (no trainers), black trousers or skirt, white Elthorne shirt and burgundy Elthorne jumper. We expect students to wear the Elthorne PE kit as part of their physical education lessons. As well as creating unity, uniform creates a clear distinction between our public and private selves. We want students to learn that, with certain roles in our lives, comes differing expectations and responsibilities. When students wear their uniform, they know they are in their learning environment. Students wearing the uniform represent the school and we are proud that they do so in our local community.

Attendance and punctuality

There is a positive correlation between students who have good attendance and their academic success in school. Students should aim for at least 97% attendance in a school year. Students should also make a conscious effort to begin forming positive punctuality habits by being on time to school and to their lessons. School is a place of learning and habits like these will be crucial to students' successes in their personal development and into their future careers.

Behaviour for Learning

At Elthorne Park High School, staff are committed to providing an excellent learning community for all students who attend. We appreciate that there are barriers to learning and seek to overcome these through intervention, in class support and outside agencies if needed. Teachers follow the “Elthorne Way” for learning and challenge students to ensure they reach their full potential and beyond. Students must respect the classroom as a place of learning and follow the behaviour policy to ensure all members of the class are accessing their learning. Students who make choices where this standard is compromised will face a sanction as per the policy.

Curriculum & Assessment

Year 8 Curriculum

At EPHS, we believe that students learn best when they study a broad, balanced and ambitious curriculum. All students study English, Mathematics, Science, Computing, Art, Design Technology (Resistant materials, Graphics, Food Technology and Textiles), Drama, Geography, History, Modern Foreign Languages (students study one modern foreign language chosen from French, German or Spanish), Music, Physical Education, Religious Studies and PSHCE. In addition to these subjects, students benefit from additional reading and library lessons to develop their own skills in reading both fiction and non-fiction. Some students continue to be supported through the 'UP' curriculum in Year 8 so as to make swift and effective progress to ensure that they are ready to enter the mainstream curriculum in Year 9.

Students are taught in mixed ability groups in most subject areas. In some subjects, however, such as Mathematics students are grouped into sets based on prior attainment.

Year 8 assessment

Assessment of student work at EPHS is conducted in numerous ways over the course of the academic year. Whilst some learning may be appropriate to assess through detailed written feedback, other learning may be assessed in other ways such as marking checklists or detailed oral feedback. Similarly, some feedback will combine summative assessment data such as a grade alongside qualitative feedback, whilst other pieces of feedback may discuss the strengths and areas of development in a student's work without including a summative grade.

At EPHS, we specify the frequency of feedback and assessment for each subject area so that all students fully understand their progress in all subjects. The table below outlines the frequency of assessment for KS3 subjects:

Maths, English and Science	12 pieces of detailed feedback over the academic year
MFL, History, Geography	12 pieces of detailed feedback over the academic year
Design Technology	10 pieces of detailed feedback over the academic year
RE, Music, Art, PE, Drama and ICT	6 pieces of detailed feedback over the academic year
PSHCE	4 pieces of detailed feedback over the academic year

Reporting and Parents Evening

We will share two progress reports with parents during this academic year: in February 2023 and in July 2023. Please note that the date of the Year 9 Virtual Parents Evening is Wednesday 22nd February.

Literacy and Reading focus

Elthorne as a 'reading school'

Elthorne Park High School is a 'reading school'. We understand that well-developed, independent reading skills are essential to progress in every area of the curriculum and therefore carefully consider our reading provision to ensure that every student has the opportunity to develop their own reading skills. All of our staff receive regular training on effective reading routines and strategies in lessons and use these strategies to ensure that reading across the curriculum is effective, purposeful and correctly pitched.

At Key Stage 3, all students benefit from a range of reading experiences that are designed to inspire students to read with greater frequency and a greater sense of challenge. These opportunities include:

- Regular testing of reading ages so that interventions can be put in place for struggling readers. Where students are operating significantly below age-related expectations, additional testing is also put in place to gain a greater understanding of the specific cause of reading deficit so that more bespoke provision can be put in place to support students.

- Weekly reading lessons, delivered by a member of the English Faculty, in which students read quality, age-appropriate literature that is differentiated to stretch their current reading skills. These lessons are also designed to equip students with a broad range of reading strategies that they can use in their own independent reading journey.

- Fortnightly library lessons, delivered by English teachers, in which students have the opportunity to discuss their current reading habits with their English teacher and our dedicated team of librarians and receive personalised recommendations based on their current reading abilities and reading interests.

- 1:1 reading in AM Tutor Time for students with reading ages operating significantly below age-related expectations. These 1:1 sessions are supported by our Literacy Coordinator Ms Allen and her team of trained Sixth Form reading mentors.

- Weekly AM Form Time reading sessions in which students are provided with the time to silently continue with their reading for pleasure journey in the morning.

- A phonics-based reading programme (***Fresh Start***) for students joining us in Year 7 who have gaps in their phonic knowledge. This structured programme revisits the building blocks of phonic understanding and is supported by decodable texts that are appropriate to the current reading capabilities.

What can parents/ carers do to ensure that their child is developing their independent reading journey?

Reading is the gateway to success at secondary school and lifelong well-being. Educational research suggests that there is a very significant correlation between reading frequency, reading enjoyment and attainment. Therefore, it is important that students continue their enjoyment of challenging and sophisticated reading material in the home.

Students are more motivated to read for pleasure independently when they feel the intrinsic rather than extrinsic rewards of reading. Put simply, the most effective readers have regular reading habits because they value the time spent in the company of books rather than looking to be rewarded for reading. To develop the right conditions for students to read effectively at home, parents/ carers should consider the following:

- Provide your child with a choice of books so that reading material is informed by their reading interests. This need not have a cost implication. All students have access to our well-stocked and regularly refreshed school library and can borrow two books at a time for a two-week period. All of our library catalogue can be accessed online through the 'Library and Reading' pages of the school website. Through this link students can also access E-Books. Take some time to browse these pages with your child and look discuss our frequently updated book recommendations.

- Share the expectation that your child will read in an uninterrupted manner for 30 minutes per day. Establish good reading routines where other competing distractions such as screens are switched off. Students are far more likely to persevere with a book if they read a significant chunk of text such as the opening chapter of a novel in one sitting. There is also a growing body of research to indicate that reading a book in bed (but not a screen-based text) immediately prior to going to sleep can support the quality of sleep experienced by a young person. It is also a fantastic way to relax after a busy day.

Many parents/carers worry that their child is more drawn to non-fiction than fiction and that the absence of fiction such as novels in their reading diet will be detrimental to their overall reading abilities. Parents/ carers need not worry about too much if their child is drawn more to non-fiction than fiction as there are many benefits for young people in reading non-fiction:

- Non-fiction can help your child to begin to identify as a reader. By reading about subjects that have a direct interest to them, they are experiencing the intrinsic reward of reading enjoyment.

- Non-fiction is also great for developing vocabulary and specifically subject-specific vocabulary and terminology.

- Reading non-fiction often develops different reading skills to fiction. Whilst a non-fiction text *can* be read cover-to-cover like a novel, readers are more likely to skim texts, use glossaries and indexes when encountering non-fiction. These are all very valuable reading skills in their own right.

Teaching & Learning: The Elthorne Way

Our approach to teaching in the classroom is research based and reviewed every year. We call it The Elthorne Way.

- We follow the **EPHS arrival routine**, where teachers **'straddle'** and greet students at the door. We begin lessons with a short recall starter which requires students to **retrieve prior learning**. We aim to link prior learning to the current unit of work.

- We require students to think hard consistently in lessons (high think ratio). We expect **high levels of engagement** from all students (high participation ratio)

- Teachers follow **curriculum plans** which are **ambitious** and **well sequenced.** We set and share **challenging yet achievable learning objectives for all** with appropriate **scaffolding** where required. The work given to students is demanding. The most able students in the group are directed to **Challenge Plus** tasks which stretch high ability students.

- Teachers promote **effective discussion** about the subject matter being taught. There is a 'no opt-out' culture in the classroom. Students are given opportunities to explain their learning to others.

- We ensure that there is a **clear thread of learning** in the lesson with well-chosen activities that are logically sequenced. We **present the subject matter clearly** and provide effective modelling, explanations or worked examples where necessary. Teachers demonstrate **expert subject knowledge** …and **inspire** their students through a clear **passion for their subject**.

- We provide students with **communication-friendly resources** such as visuals and checklists. We pre-teach vocabulary, allow take-up time and check in regularly with students.

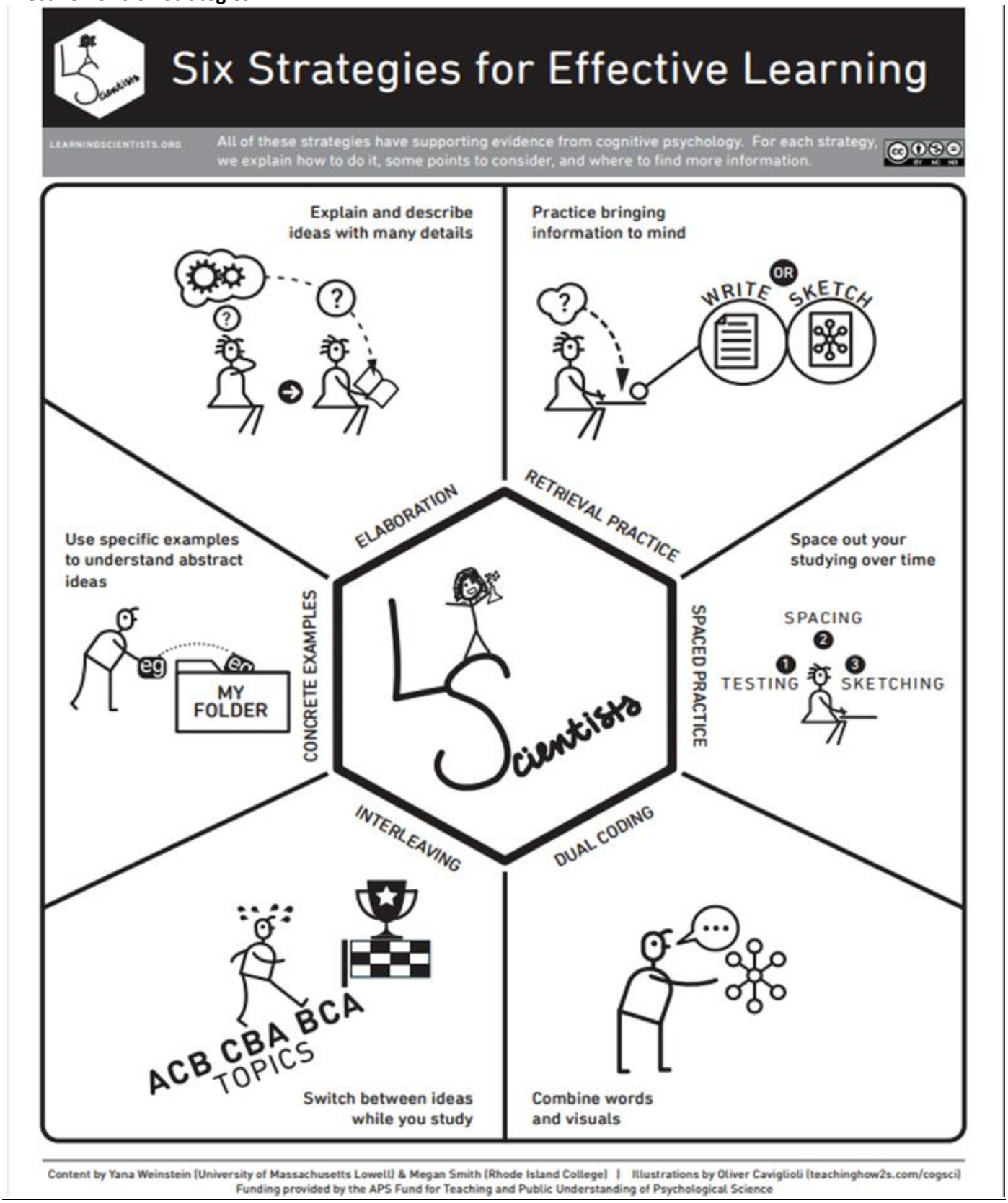
- Teachers set **home learning** tasks that **consolidate learning** or **prepare for future learning**.

- Teachers **promote reading** and give students opportunities to develop reading accuracy and fluency. Teachers are aware of reading ages and offer appropriate support.

- We have **high expectations of students' behaviour** and follow the behaviour policy effectively. Teachers have **high expectations of students' work** and insist on high standards of presentation.

- Teachers provide **timely feedback on selected assessed pieces of work** which are identified in curriculum plans, in accordance with the frequency set out in school policy. Teachers explain What Went Well and provide clear Actions for Improvement, using a range of approaches including whole class feedback.

Effective Revision Strategies



Cognitive psychology and neuroscience research have shown these six strategies are extremely useful learning and revision techniques for students to learn effectively.

These strategies are revisited several times throughout Key Stage 4 to enable students to fully master these techniques. Teachers will use these strategies within their lessons. For more information, you can visit: https://www.learningscientists.org/

Home Learning

At Elthorne Park High School we recognise that where secondary school home learning is appropriate and supports students' academic learning, it has a significant impact on accelerating progress. In a report conducted by the Education Endowment Foundation, it was found that the completion of homework at secondary level can add an additional 5 months' progress to a child's learning (EEF, 2016).

The key principles of how we aim to set home learning at EPHS are as follows:

- Clear success criteria for each homework task (What would a good piece of work look like?)
- Home learning which has stretch and challenge, yet which is accessible for all students in the group
- Clearly linked to curriculum plans
- No requirement that the students print or have access to costly resources at home
- An outlet for creativity using a variety of task types
- Can be achieved in the time allocated for each year group

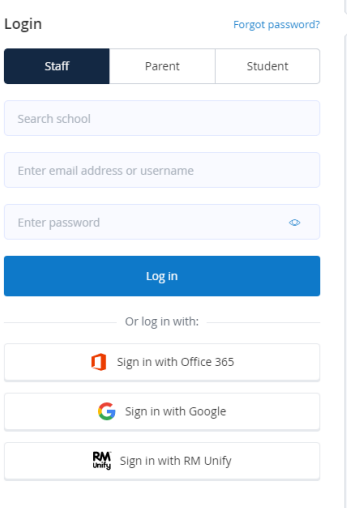
The frequency and time allocations for home learning can be found in the table below:

Year Group	Frequency	Approximate time per home learning task set
7 & 8	Maths, English, science once per week, all other subjects once per fortnight	30 mins
9	Maths, English, science once per week, all other subjects once or twice per fortnight	45 mins
10 & 11	All subjects once a week	60 mins
12 & 13	Approximately one hour of home learning for every hour of lesson time	

Since 2019 we have been setting all home learning tasks online using Show My Homework (SMHW). This enables students to manage their time and see at a glance which deadlines are approaching, while parents are able to monitor their children's homework too via the SMHW app.

We aim to upload all home learning tasks to SMHW by 3:30pm on the day they are set. If you have any further questions about home learning or need parent access to SMHW please contact Mr Ward (Deputy Headteacher) at sward@ephs.ealing.sch.uk.

Students can access SMHW by just clicking on the 'Sign in with Google' icon on the SMHW homepage to launch the Google Sign in page and then entering in their school email address and password on that page.



Attendance and Punctuality

Good attendance and punctuality are important because:
Evidence is repeatedly cited showing a direct link between under-achievement and poor attendance and punctuality. Regular and punctual attenders make better progress, both socially and academically, find school routines, school work and friendships easier to cope with, find learning more satisfying, develop responsible learning habits and are better prepared for higher education and for their working life.

As a parent, one of the most effective ways to support your child throughout their school life is to do everything you can to ensure they are in school every day and that they are on time.

Parents have a legal duty to ensure efficient and full-time attendance at school of registered pupils of statutory school age (Education Act 1996). We realise that there are rare, unavoidable occasions when there might be a particular problem that causes your child to be absent such as sudden bereavement, unexpected parental illness or a family crisis. If this happens, please let us know and we shall try to deal with the matter sympathetically.

Attendance
'There is a direct positive correlation between school attendance and a student's academic attainment.'

- **100% attendance should be the aim of all students.**
- **The minimum attendance target expected by all students is 97% attendance.**

Why is good attendance so important?

There are 190 days in a school year	100% attendance	190 days present	0 days missed	**Good**
	97% attendance **(minimum target)**	184 days present	6 days missed	
	90% attendance	171 days present	19 days missed	**Worrying**
	85% attendance	162 days present	28 days missed	
	80% attendance	152 days present	38 days missed	**Serious concerns**
	70% attendance	133 days present	57 days missed	

Excellent attendance and punctuality will be celebrated and rewarded at Elthorne Park High School.

Punctuality
We ask that students be on school site by 8:40am each morning, and make their way at 8:40am, when the bell rings, to their tutor room for a punctual start to their tutor period at **8:45am.** If your child arrives after 8:45am they will be marked late for school and will be added to a same day 20-minute late detention at lunchtime in the main school hall. Failure to attend a lunchtime detention will result in an escalation to an after-school detention.

Please support your child to get into good habits early on, allowing plenty of time to get ready and travel to school.

Be 'prepared' and on time for school - start your day positively!

Reporting your child late or absent to the school
We realise that there are rare, unavoidable occasions when there might be a particular problem that causes your child to be absent such as sudden bereavement, unexpected parental illness or a family crisis. If this happens, please let us know and we shall try to deal with the matter sympathetically.

Absence on the day

Parents are required to telephone the school **with a reason for an absence** on each day of absence. **When leaving a message, please state clearly your child's full name and stating their tutor group.**

To report an absence, please call our absence line on **020 8566 1166**, choosing **option 3** by 8:40am. Alternatively, email our attendance team on attendance@ephs.ealing.sch.uk

Absence should only happen when your child is significantly/symptomatically ill and therefore unfit to attend school. There should be an observable symptom; 'feeling unwell' is not enough. A timely reason; satisfactory to the school; must be provided, otherwise the absence will remain unauthorised. **Please arrange all non-emergency medical and dental appointments out of school hours or during school holidays.**

Planned absences

Only in an exceptional circumstance will term time leave be considered. All leave is granted at the Headteacher's decision. Parents wishing to apply for leave of absence need to fill in an application form well in advance and before booking tickets or making travel arrangements (forms are available at the school office and on the website in the parent section, under 'Useful Forms'. **Going on holiday during term time is not an unavoidable absence and will not be authorised under any circumstances.**

All absences are report to the local authority. The School Attendance Service may contact you where **unauthorised absence** continues to be a problem**.** The school will then work in partnership with you until matters improve.

Raising concerns- How we will communicate with parents and support families

If your child is absent from AM registration, a text and email message will be sent to you alerting you of their absence. If you receive such a message, please contact the school to confirm their whereabouts.

The school will let you know if we have concerns regarding your child's attendance or punctuality. The school will express '**a concern'** either verbally or by letter. If attendance does not improve or explanations for absence are unsatisfactory you may be invited to a meeting.

The School Attendance Service aims to work with schools and families to promote good attendance and avoid legal action. However, in some cases, parents are prosecuted (taken to court) or have to pay a Fixed Penalty fine issued by the local authority.

If there are barriers which you feel your child cannot overcome which stop them coming to school regularly and on time, please speak to your child's Form Tutor, Head of Year or Key Worker to see how the school can support your child.

Positive Behaviour & Rewards

Positive Behaviour

'All students have the right to feel safe and secure at School. Learning is our core purpose; no student has the right to disrupt another student's learning. Excellent learning can only take place in lessons where there is positive behaviour, co-operation and a supportive atmosphere.' 'Good behaviour in schools is central to a good education (DfE 2022)'. We encourage students to take responsibility for their own behaviour and model excellent behaviour at School and in the local community. We are committed to providing a safe and secure learning environment for our students.

Our Values and Behaviour Expectations

Elthorne Park High School encourages all members of the school community to model and uphold our school values which exemplify; pride, preparedness, positivity and being principled in all that we do. The following values underpin our approach to conduct inside and outside of School.

Value	Meaning	What does this look like in school?
Proud	*You are willing to celebrate your achievements and those of people around you.*	We are always ready to focus on the positives.
Prepared	*You are ready and able to deal with the next stage in life*. You are prepared for school with full uniform, equipment and home learning complete.	We are on time and ready to learn at the beginning of the lesson.
Persevering	*You won't give up and will always 'have a go.' You will focus and try your best in every lesson, working to the best of your ability.*	We will challenge ourselves to think at the highest level.
Principled	*You know the difference between right and wrong*. *You have a strong sense of justice. You behave positively and respectfully in school and the local community.*	We respect others' right to learn. We are polite and considerate.

Student responsibilities

We expect all students to be **'Ready, Respectful and Safe.'**

- To behave in a polite and respectful manner at all times.
- Respecting all members of the school community and the school environment.
- To behave positively in all lessons without disrupting the learning of others.
- Positively follow and model the schools code of conduct and behaviour expectations.
- Follow instructions given by staff at the first time of asking.
- Act as positive ambassadors for the School in the local community
- To ensure that you do not bring inappropriate or unlawful items into School.

We ask parents to ensure that their children ….

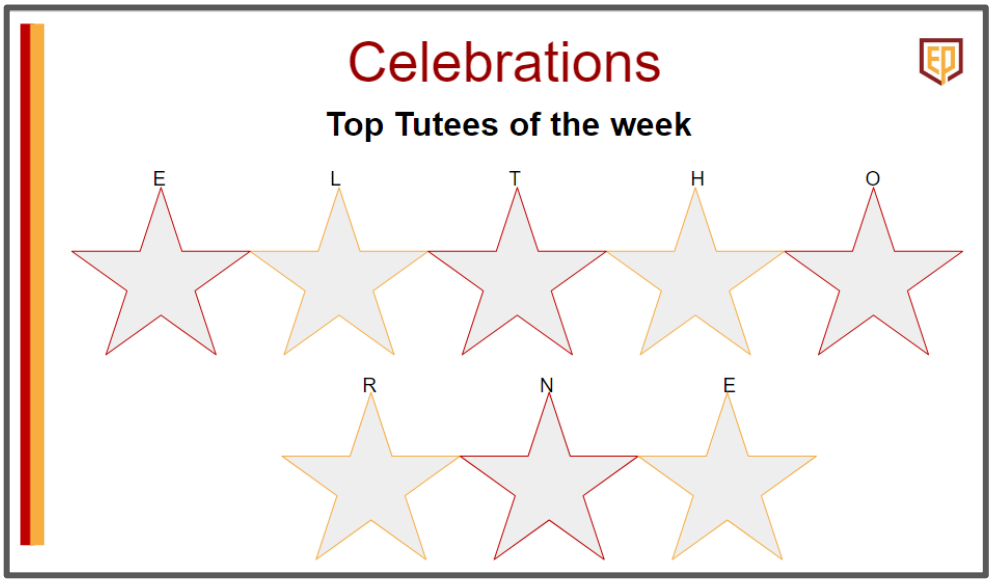
- Attend school each day and arrive on time.
- Arrive to school in full school uniform, correct books and ID card and lanyard.
- Behave politely and respectfully in school and in the local community
- Behave in a safe manner to ensure they do no place themselves or others at risk
- Complete home learning tasks each evening as set by teachers
- Follows the school's behaviour code of conduct and related procedures outlined in the school's behaviour policy. If your child is being supported with their behaviour; support conditions set out in your child's behaviour support plan.

We ask that parents inform the school immediately (Tutor and Year Leader) should you become aware of any circumstances that may affect your child's behaviour at school. We also ask parents to regularly celebrate and praise their child's achievements at school.

Rewards

Staff will award students with credits and these will be celebrated through

- Award evenings
- Fast track lunch passes ‘beat the queue’
- Busy Bean passes
- Celebrations in weekly am registration including ‘teacher shout outs’
- Certificates and Badges for excellent conduct (Bronze, Silver and Platinum)
- School trips
- Personalised ‘student of the week’ pens
- Emails and phone calls home



Students can be awarded for

- Significant or improved progress and achievement in academic work.
- High level attainment and academic excellence in academic work.
- Significant progress in terms of personal development and organisational skills e.g. attendance & punctuality, positive & caring behaviour or excellent uniform
- Students service to the school- for example becoming Prefects & helping at open evenings
- Participation in Interform events

CIEAG: Carers Information, Education, Advice & Guidance

The EPHS Careers Education Information, Advice and Guidance (CIEAG) programme provides our pupils with the opportunity to plan for and manage their pathways effectively, ensuring their progression towards the world of work is ambitious and aspirational. We succeed in this by placing equal emphasis on developing students' character and potential and by beginning the CIEAG journey in Year 7 with dedicated curriculum lessons, employer encounters, workplace trips and drop-down days throughout Key Stages 3, 4 & 5. To support pupils in making realistic and informed decisions about their future we will ensure that pupils:

- develop the employability skills and transferable attitudes necessary to reach their full potential in adult and working life
- are aware of the range of opportunities which are realistically available to them in continued education and training at 14+, 16+ and 18+ and receive one to one, impartial guidance when making these decisions
- develop an awareness of the wide variety of education, training and careers opportunities both locally and nationally
- use effectively the paper-based, virtual and staff resources available during PSHCE lessons and PD tutor time to make informed and appropriate choices throughout their school journey
- benefit from links fostered between the school, local businesses, community organisations, further and higher education establishments
- gain practical experience in the world of work
- experience a culture of high aspirations, equality of opportunity, in which diversity is celebrated and stereotypes are challenged

The learning objectives within the programme are age appropriate and designed to support students with the pastoral priorities of each Key Stage:

KS3	KS4	KS5
Recognise *that the qualities and skills you have demonstrated both in and out of school that will make you employable*	***Show how*** *you are developing the skills and qualities which will help you to improve your employability*	*Explain how you are developing your employability qualities and skills to* ***satisfy your own expectations and the future expectations of your employers and co-workers***

Please do get in touch with our careers lead, Ms A Crix / (020) 8566 1166 Ext: 1318, should you wish to make any further enquiries about the programme.

If you are a parent or an employer who could offer support to the school by facilitating a work place experience, delivering a careers talk or running an employability workshop, please complete this form.

Personal Development Programme

Personal **D**evelopment (PD)is a rich set of experiences designed to support students in navigating the world around them as they grow through adolescence and into adulthood.

The PD objectives are closely linked to our school values ensuring that students recognise how to be **Proud, Prepared, Persevering & Principled.**

As you learn more about the programme, you may come across the following acronyms:
PSHCE(E): Personal Social Health Citizenship (Economic) Education
RSE: Relationships & Sex Education
CIEAG: Careers Information, Education, Advice & Guidance
SMSC: Spiritual Moral Social Cultural development
Citizenship & British Values: democracy, politics, parliament and voting as well as human rights, justice, media literacy, the law and the economy, the rule of law, individual liberty, mutual respect, acceptance of different faiths and beliefs

At the core of the PD programme is the PSHCE curriculum which is coherently planned and sequenced to ensure appropriate progression across all key stages. As well as the 1 hour per week dedicated curriculum time for PSHCE lessons throughout Key Stages 3, 4 & 5, students will participate in 25-minute PD sessions during tutor time every day. Students will also engage in whole school events and drop-down days including charity drives, careers fairs and safety workshops to ensure that PD priorities are integrated into the whole student journey. At EPHS, we believe that effective PD isn't just about teaching pupils from a whiteboard; it's about contributing to a community that celebrates everyone and respects that diversity is a strength, not a divisive force.

Below is an overview of the PSHCE curriculum units. Please note that RSE a statutory requirement in all schools. Please see the RSE policy for further details about compulsory topics and the right to withdraw.

Year Group	Unit 1	Unit 2	Unit 3	Unit 4
7	***Celebrating Diversity*** Identity, cultural values, government structure	***RSE*** Friendships, sex & gender, bullying, puberty	***Staying Safe*** E-safety, community risks, intro to dangerous substances	***Career Pilot*** Employability, linking subjects to career choices, communication skills
8	***Health & Safety*** Basic First Aid, sun safety, immunisations, road safety, nutrition	***RSE*** LGBTQ+, contraception, changing friendships, consent & personal space	***Positive Wellbeing*** Mental health risks, body image, media impact on self esteem	***Ethical Consumerism*** Global development, sustainability, fair trade, local responses
9	***Addiction and Substances*** Grooming, links between gangs and addiction, physical effects of addiction and substance misuse	***RSE*** Diversity in family relationships, domestic abuse, consent, reasons for having intercourse.	***Current Affairs*** Topical discussion lessons linked to PSHCE themes.	***Positive Life Skills*** Academic skills including referencing and note taking, career pilot, intro to personal finance
10	***Employability and Your Future*** LMI, Employability skills, intro to Post 16 pathways, personal branding	***RSE*** Pregnancy and options, STDS, sexual harassment, local responses to sexual safety	***Human Rights*** Equality and Diversity, understanding the protected characteristics, preventing prejudice	***Staying Safe*** County Lines, gang culture, your position in the world, crime and punishment
11	***Post 16 Options*** Pathways, entry requirements, careers information, local choices	***Personal Finance*** Debt, savings, employment rights, managing money	***RSE & Future Security*** Personal branding, lifestyle risks (drugs, driving, alcohol, sex) online personas, leaving school considerations	
12	***6th Form follow a series of topical / targeted lessons across the two years. Themes include:*** Toxic masculinity, equality in the UK, cancer screening and treatment, medical ethics and blood donation, personal finance, substance misuse and addiction, feminism, subcultures, county lines, cultural appropriation, healthy relationships, sexual health			***Future Pathways*** Introduction to UCAS, writing personal statements and CVs
13				

Art

Modules of Study

The Art curriculum for Year 8 students introduces them to a wide range of processes which enables them to develop a broad range of material skills. They will be introduced to a range of contemporary, historical and cultural art. Students will learn how to evaluate and critique their own and others' work.
Art is subjective, offering plenty of opportunity for discussion, voicing an opinion and taking part in debate; most importantly, we aim to develop students' creative skills.
There are three projects taught each year that last a term each and focus on a particular set of skills.
In Year 8, the key skills covered are wire sculpture, proportion, illustration, two-point perspective drawing, mark-making and oil pastel drawing.

Autumn - Figures

- Study Alberto Giacometti
- Learning proportion, tone and shading
- Analysing artist's work, working in the style of an artist
- Exploring sculpture techniques

Spring - Portraits

- Learning how to accurately draw portraits
- Analysing artist's work, working in the style of an artist
- Experimenting with the expressive qualities of colour

Summer - Landscape/Cityscape

- Learning about one and two-point perspective drawing
- Working in the style of an artist
- Composing a creative landscape

Assessment/Exam

End of term tests will be based on the practical skills built up during the project. Students will make a practical assessment piece during lesson time.

Key Texts

'How to Draw Anything' by Mark Linley (copy in the school library)
Books on individual artists/art movements

Key Websites

www.artcyclopedia.com
www.artchive.com
Individual artist websites and Google images

Computer Science

Modules of Study

Autumn - Introduction to HTML and CSS
The main purpose of this unit is to understand that the www is a huge collection of websites all over the world. Students will learn what HTML is and what it is used for. Students are given opportunities to program to learn how to use Cascading Style Sheets (CSS) to set the styles in web pages and build well formatted websites.

The key evidence for assessment is a major project within which pupils plan and create a fully functioning website using HTML and CSS techniques. The website will be presented to the class and the portfolio including analysis, design, implementation and evaluation of the website project will be assessed by the teacher.

Spring - Computer Hardware and Networks
Students will learn the hardware components that make up a typical computer system. They will study how the CPU executes instructions, the differences between RAM and ROM, the various types of storage devices available and what they typically would be used to store etc. Students will look at how hardware factors into the performance of a computer system. Students will also study how computers can be linked together via network. This will include looking at why we need networks, what hardware is required to set one up, network protocols and topologies, cyber security and relevant legislation concerned with setting up and running a computer network. This topic links with topics covered in the OCR GCSE (9-1) syllabus. The assessment for this is to produce a presentation where they will select PC and networking hardware for a given scenario and then feedback their choices to the rest of their class.

Summer - Computer Programming (Python)
The key objectives for this unit are to understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation. In this unit, students will gain opportunity to analyse problems in computational terms and experience of writing a computer program in order to solve a problem. The key outcomes are to solve computational problems, create programs using a text language, use programming constructs, variables, arrays and functions, debugging computer programs, explaining decisions in program design and validating input data. A completed problem-solving task in Python and an online test will be used to assess this unit.

E-Safety
Each term students will participate in an E-Safety lesson. The topics covered in Year 9 are:

- Cyberbullying
- Copyright & plagiarism
- Social media

Assessment/Exam

End of unit assessments will usually be project based and will involve either writing code or preparing and delivering a presentation on a topic. These are outlined above. There are also mid unit assessments for the Introduction to HTML and Computer Programming units that take the for of online tests on the use of the language being studied.

Key Resources

Google Apps (including Google Docs, Slides amongst others)
Hyper Builder (school produced application for editing HTML and CSS)
Python (Replit)

Key Websites

https://www.w3schools.com/html/
https://replit.com/
https://code.org/
https://www.python.org/
https://www.codecademy.com/

Design & Technology

Modules of Study

Food Preparation and Nutrition – Testing and planning

- Students study and make food from around the world with their own personal adaptations
- An introduction to food through geography and culture
- Sainsbury's active kids' pizza project where students investigate and test flavours and properties of
- ingredients before creating their own pizzas
- Food provenance – students look at where food comes from, environmental impact and sustainability, food processing and production
- Food choice and food labelling
- Practical lessons each week to develop skills and confidence - Students are required to bring their own ingredients

Graphic Products – Designing and making a book cover

- Design process, building on drawing skills and Adobe Photoshop
- Understanding a design brief, understanding and writing a specification
- Illustration skills, primary research – product analysis
- Rendering skills & research analysis
- CAD (Computer Aided Design)
- Colour theory & Typography

Resistant Materials – Designing and making a passive speaker

- Presenting design ideas, measuring and marking out
- Using 2D design software and the laser cutter

Resistant Materials – Designing a mechanical toy

- Analysing a context to create a design brief
- Types of motion, levers and linkages, applying technical knowledge to design ideas

Textiles Technology – Combining textiles with electronics

- Design process, modelling skills, designing and making models
- Closer look at the development stages of the design process
- Primary research – product analysis
- Illustrative skills – observational drawing
- Understanding electronics – creating circuits, understanding development – mock ups and prototypes optional
- Industrial practice – manufacturing specification, production planning and flow diagrams
- Planning production – choosing appropriate fabrics and components
- Client feedback
- Construction and surface decoration techniques, finishes and quality control, evaluation

Assessment/Exam

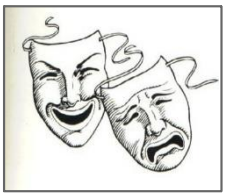
Students will be assessed through their allocated pathway focusing on written and drawing tasks (project based) and final practical outcome

Key Texts

Internal worksheets produced

Key Website

https://technologystudent.com/



Drama

Modules of Study

Autumn - The Strange and Unusual & The History of Theatre
Students will be given stimuli to respond to, with the aim of inspiring curiosity and creativity. They will be set the task of working out possible solutions to mysteries through their drama pieces and they will be encouraged to think of multiple interpretations of a given situation.

Students will be learning about the 16th century art form, Commedia dell'arte. Through their practical exploration, they will develop understanding of it as an example of a very specific theatrical style that has had a profound influence on how we view, understand and enjoy comedy today.

Spring - Creating Empathy & Text Exploration
Through drama, students will explore the issue of homelessness and being displaced in society. They will use their own feelings and understanding of empathy to devise pieces that will hopefully help their audience to feel empathetic towards those that are less fortunate.

Students will study a modern text as a class and will focus on developing individual characterisation skills based on their own understanding and interpretation of the plot and characters.

Summer - Performing Shakespeare & Physical Theatre
Students will be studying extracts from Shakespeare's Macbeth and will learn a small section of the script for performance. Through their study, they will also debate and explore the themes addressed throughout the play. They will use their understanding of these themes to create their own original pieces.

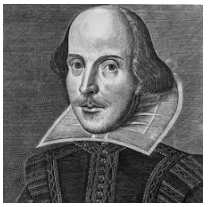
Students will be developing performance skills based around the concept of physical theatre. They will explore how movement can be used in performance to tell a story and communicate meaning through the techniques adapted by physical theatre practitioners such as Frantic Assembly.

Assessment/Exam

Students are continually assessed by their teacher and peers on their ability to create, perform and evaluate/analyse drama. Each scheme of work concludes with a formally assessed performance and a written self-assessment.

Key Texts

Research on Commedia dell'arte
Frantic Assembly book on devising theatre
Macbeth by William Shakespeare



English

Modules of Study

Romeo and Juliet
This unit builds on the Year 7 Shakespeare investigation unit and enables students to gain a familiarity with Shakespeare's language. It is assessed through an extract-based analysis of Shakespeare's figurative devices.

Poetry through Time
This unit builds on the introduction to poetry in Year 7 and exposes students to a range of historical and modern poets. This unit explicitly develops students' understanding of structure within poetry and how structure can support meaning. It is assessed through a comparative analytical essay.

Dystopian Fiction
This unit introduces the genre of dystopian fiction and develops skills in writing about language and structure in fiction.

Frankenstein (Play Script)
This unit introduces develops the drama skills developed in the Year 7 Oliver Twist unit using an adaptation of Shelley's novel. It is assessed through a study of characterisation.

Short stories
This unit explores theme and literary techniques in a range of short stories and introduces the explicit inclusion of evaluation of writer's intention and messages.

Into the Unknown (Non-fiction)
This unit develops skills in interpreting non-fiction and embeds some of the analytical skills required for the English Language GCSE. We look at a range of exciting literary non-fiction and explore forms such as diaries, letters and dramatic recounts of adventures.

Assessment/Exam

Extended reading analysis and writing responses are assessed at the conclusion of each unit of work (each half term).
End of year exams assess reading and writing skills in June.
Speaking and listening assessments take place throughout the year during class discussions, group tasks and presentations.

Key Texts

Dependent upon class and teacher – some modules being taught to lower attaining students may use different text choices.

Key Website

www.bbcbitesize.com
The English department encourages the use of the LRC and public libraries for research rather than over-reliance on websites.

French

Modules of Study

Autumn

Module 4 – Family Life

- Describing people in your family (adjectives)
- Describing where you live
- Talking about breakfast (partitive article)
- Bastille day

Module 5 – Going Out

- Inviting someone out (using the verb 'vouloir')
- Ordering snacks and drinks

Spring

Module 5 – Going Out (continued)

- Saying what you are going to do (near future 'aller' + infinitive)
- Plans for a special weekend (present and near future)

Holidays

- Talking about holidays (present tense)
- Talking about previous holidays (perfect tense with 'avoir')
- Describing a visit to a theme park (irregular past participles + 'c'etait')

Summer

Holidays (continued)

- Saying where you went (the perfect tense with 'être')
- A disastrous trip (past tense)

Festivals

- Describing festivals and celebrations (past tense 'ir' and 're' verbs)
- Buying food in a market
- French food
- Talking about a future trip (near future tense)

Assessment/Exam

Regular grammar, vocabulary and translation tests #
End of unit tests
Year 8 exam

Key Texts

French dictionary
Workbooks for homework

Key Website

https://www.languagesonline.org.uk/

Geography

Modules of Study

Autumn - International Development
How do levels of development differ between countries and how can development gaps be addressed?

Spring - Coasts & Population and Urbanisation
Understand how erosion and deposition create and change our coastline.

Understand the driving forces behind urbanisation and population change. Investigate the opportunities and challenges posed by both changes.

Summer - The Middle East & Climate Change
Ongoing investigation of the history, physical and human geography of this region.

Assess and evaluate both the human and natural causes of climate change as well as mitigation and adaption of climate change.

Assessment/Exam

Assessments will take place in lessons, at the end of the units studied and will include online tests, examination style questions, reports and extended tasks for investigation.
Summer examination will select from all elements of Year 8 course.

Key Texts

Progress in Geography, Hodder

Key Websites

https://my.dynamic-learning.co.uk/
https://timeforgeography.co.uk/
https://www.bbc.co.uk/bitesize/subjects/zrw76sg

German

Modules of Study

Autumn – School & My Town

- School subjects and opinions review
- Opinions about school and teachers
- School facilities and rules
- My town, buildings and facilities
- Buying souvenirs
- Buying snacks and drinks
- Talking about holiday plans, using the future tense
- Writing at length about a topic

Spring – Holidays & Media

- Using the past tense to compare 'then' and 'now'
- Talking about where you went on holiday
- Saying what you did on holiday and how you travelled
- Talking about the weather (combining past and present tenses)
- Film preferences and TV programmes
- Reading preferences and screen time
- Focus on opinions and media reviews

Summer – Media & Healthy Lifestyles

- Reading habits and preferences and use of technology
- Focus on opinions and media reviews
- Typical German food, eating habits, cooking and using recipes
- Healthy lifestyles, what you do to stay fit
- Looking at menus and a dinner party

Assessment/Exam

Regular end of unit tests
Word lists for end of unit tests
End of Year 8 exam on all content from the year

Key Texts

Stimmt 1 and Stimmt 2 textbooks used in school / workbooks for homework
Active Learn Stimmt online tasks
German dictionary to be brought to every lesson

Key Websites

Quizlet: www.quizlet.com
Languages online: https://www.languagesonline.org.uk/Hotpotatoes/germanindex.html
Active Learn: Stimmt 1 and 2 German : https://www.pearsonactivelearn.com/app/library

History

Modules of Study

Autumn - Reformation and Rebellion

- What was Tudor society like?
- Henry VIII – why did he break with Rome in 1534? Edward VI and Mary I
- Elizabeth's religious settlement
- James I
- Charles I – why did the English Civil War start in 1642? Oliver Cromwell – hero or villain?

Spring and Summer - Slavery, Industry, Politics and Empire

- Why did people believe in witches? The witchfinder general
- Atlantic Slave Trade focusing on a global viewpoint
- Decolonisation – case studies of Somalia, Kenya, India, Zimbabwe and Ireland
- The Industrial Revolution
- Political protest, Chartism and Suffragettes

Assessment/Exam

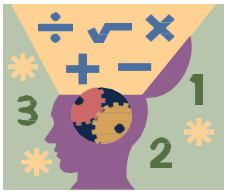
In-depth written assessments are coupled with short answer inference skills questions through the year.
At the end of the year, students are examined on all skills taught, including long length essay style questions.

Suggested Texts

The Making of the UK Britain 1500 – 1750 by Colin Shephard and Tim Lomas
Britain 1750 – 1900 by Colin Shephard and Andy Reid
SHP History Year 8 by Iain Dawson

Key Websites

https://spartacus-educational.com/
https://www.historylearningsite.co.uk/
https://schoolhistory.co.uk/
https://www.historyonthenet.com/



Mathematics

Modules of Study

Autumn, Spring and Summer - Set 1

- Solve linear equations with the unknown on both sides of the equation
- Find the approximate solutions to linear equations using a graph
- Use the basic congruence criteria for triangles (SSS, SAS, ASA, RHS)
- Apply angle facts, triangle congruence, similarity and properties of quadrilaterals to conjecture and derive results about angles and sides, including the Pythagoras' Theorem and the fact that the base angles of an isosceles triangle are equal and use known results to obtain simple proofs
- Recognise and use Fibonacci type sequences and quadratic sequences
- Understand and use the concepts and vocabulary of inequalities
- Solve linear inequalities in one variable
- Represent the solution set to an inequality on a number line
- Calculate the probability of independent and dependent combined events, including using tree diagrams and other representations and know the underlying assumptions
- Enumerate sets and combinations of sets systematically using tree diagrams
- Understand that empirical unbiased samples tend towards theoretical probability distributions, with increasing sample size
- Identify and interpret gradients and intercepts of linear functions algebraically
- Use the form $y = mx + c$ to identify parallel lines
- Find the equation of the line through two given points, or through one point with a given gradient
- Interpret the gradient of a straight-line graph as a rate of change
- Recognise, sketch and interpret graphs of quadratic functions
- Recognise, sketch and interpret graphs of simple cubic functions and the reciprocal function $y = 1/x$ with $x \neq 0$
- Plot and interpret graphs (including reciprocal graphs) and graphs on non-standard functions in real contexts, to find appropriate solutions to problems such as simple kinematic problems involving distance, speed and acceleration
- Interpret and construct tables, charts and diagrams, including tables and line graphs for time series data and know their appropriate use
- Draw estimated lines of best fit, make predictions
- Understand that correlation does not indicate causation; interpolate and extrapolate apparent trends whilst knowing the dangers of doing so
- Solve, in simple cases, two linear simultaneous equations in two variables algebraically
- Derive an equation (or two simultaneous equations), solve the equation(s) and interpret the solution
- Find approximate solutions to simultaneous equations using a graph
- Identify, describe and construct similar shapes, including on coordinate axes, by considering enlargement (including fractional scale factors), Make links between similarity and scale factors
- Describe the changes and invariance achieved by combinations of rotations, reflections and translations

Autumn, Spring and Summer - Set 2

- Use and interpret algebraic notation, including a^2b in place of $a \times a \times b$, coefficients written as fractions rather than as decimals
- Understand and use the concepts and vocabulary of factors
- Simplify and manipulate algebraic expressions by taking out common factors and simplifying expressions involving sums, products and powers, including the laws of indices
- Substitute numerical values into scientific formulae, Rearrange formulae to change the subject
- Compare lengths, areas and volumes using ratio notation
- Calculate perimeters of 2D shapes, including circles

- Identify and apply circle definitions and properties, including centre, radius, chord, diameter, circumference
- Know the formulae: circumference of a circle = $2\pi r = \pi d$, area of a circle = πr^2
- Calculate areas of circles and composite shapes
- Know and apply formulae to calculate volume of right prisms (including cylinders)
- Measure line segments and angles in geometric figures, including interpreting maps and scale drawings and use of bearings
- Identify, describe and construct similar shapes, including on coordinate axes, by considering enlargement
- Interpret plans and elevations of 3D shapes, use scale factors, scale diagrams and maps
- Solve linear equations with the unknown on both sides of the equation
- Find approximate solutions to linear equations using a graph
- Plot graphs of equations that correspond to straight-line graphs in the coordinate plane
- Identify and interpret gradients and intercepts of linear functions graphically
- Recognise, sketch and interpret graphs of linear functions and simple quadratic functions
- Plot and interpret graphs and graphs of non-standard (piece-wise linear) functions in real contexts, to find approximate solutions to problems such as simple kinematic problems involving distance and speed
- Apply systematic listing strategies
- Record describe and analyse the frequency of outcomes of probability experiments using frequency trees
- Enumerate sets and combinations of sets systematically, using tables, grids and Venn diagrams
- Construct theoretical possibility spaces for combined experiments with equally likely outcomes and use these to calculate theoretical probabilities
- Apply ideas of randomness, fairness and equally likely events to calculate expected outcomes of multiple future experiments
- Interpret, analyse and compare the distributions of data sets from univariate empirical distributions through appropriate graphical representation involving discrete, continuous and grouped data
- Use and interpret scatter graphs of bivariate data
- Recognise correlation
- Interpret, analyse and compare the distributions of data sets from univariate empirical distributions through appropriate measures of central tendency (median, mean, mode and modal class) and spread (range, including consideration of outliers)
- Apply statistics to describe a population
- Calculate with roots and with integer indices
- Calculate with standard form $A \times 10^n$, where $1 \leq A < 10$ and n is an integer
- Use inequality notation to specify simple error intervals due to truncation or rounding
- Apply and interpret limits of accuracy, Understand and use the concepts and vocabulary of identities
- Know the difference between an equation and an identity
- Simplify and manipulate algebraic expressions by expanding products of two binomials and factorising quadratic expressions of the form $x^2 + bx + c$
- Argue mathematically to show algebraic expressions are equivalent and use algebra to support and construct arguments
- Translate simple situations or procedures into algebraic expressions or formulae

Autumn, Spring and Summer - Sets 3 and 4

- Apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles
- Apply the four operations, including formal written methods, to simple fractions (proper and improper) and mixed numbers
- Interpret percentages and percentage changes as a fraction or a decimal and interpret these multiplicatively
- Compare two quantities using percentages,
- Solve problems involving percentage change, including percentage increase/decrease
- Enumerate possibilities of combinations of two variables
- Express missing number problems algebraically
- Find pairs of numbers that satisfy an equation with two unknowns

- Use standard units of measure and related concepts (length, area, volume/capacity)
- Calculate perimeters of 2D shapes, Know and apply formulae to calculate area of triangles, parallelograms, trapezia
- Calculate surface area of cuboids, Know and apply formulae to calculate volume of cuboids
- Understand and use standard mathematical formulae
- Deduce expressions to calculate the n^{th} term of linear sequences
- Generate terms of a sequence from either a term-to-term or a position-to-term rule
- Recognise and use relationships between operations, including inverse operations (e.g. cancellation to simplify calculations and expressions)
- Solve linear equations in one unknown algebraically
- Round numbers and measures to an appropriate degree of accuracy (e.g. to a specified number of decimal places or significant figures)
- Estimate answers; check calculations using approximation and estimation, including answers obtained using technology
- Recognise and use relationships between operations, including inverse operations (e.g. cancellation to simplify calculations and expressions)
- Work with coordinates in all four quadrants
- Understand and use lines parallel to the axes, y = x and y = -x, Solve geometrical problems on coordinate axes
- Identify, describe and construct congruent shapes including on coordinate axes, by considering rotation, reflection and translation
- Describe translations as 2D vectors
- Interpret, analyse and compare the distributions of data sets from univariate empirical distributions through appropriate measures of central tendency (median, mean and mode) and spread (range)
- Interpret and construct tables, charts and diagrams, including frequency tables, bar charts, pie charts and pictograms for categorical data, vertical line charts for ungrouped discrete numerical data and know their appropriate use
- Use the concepts and vocabulary of prime numbers, highest common factor, lowest common multiple, prime factorisation, including using product notation and the unique factorisation theorem
- Round numbers and measures to an appropriate degree of accuracy (e.g. to a specified number of decimal places or significant figures)
- Interpret standard form $A \times 10^n$, where $1 \leq A < 10$ and n is an integer
- Apply the four operations, including formal written methods, to integers, decimals and simple fractions (proper and improper) and mixed numbers – all both positive and negative
- Use conventional notation for priority of operations, including brackets, powers, roots and reciprocals
- Work interchangeably with terminating decimals and their corresponding fractions

8UP

- Use the concepts and vocabulary of prime numbers, factors (divisors), multiples, common factors, common multiples, highest common factor and lowest common multiple
- Use positive integer powers and associated real roots (square, cube and higher) and recognise powers of 2, 3, 4, 5
- Recognise and use sequences of triangular, square and cube numbers, simple arithmetic progressions
- Order positive and negative integers, decimals and fractions, Use the symbols =, ≠, <, >, ≤ and ≥
- Understand and use place value (e.g. when working with very large or very small numbers and when calculating with decimals)
- Apply the four operations, including formal written methods, to integers and decimals
- Use conventional notation for priority of operations, including brackets
- Recognise and use relationships between operations, including inverse operations (e.g. cancellation to simplify calculations and expressions)
- Enumerate possibilities of combinations of two variables
- Express missing number problems algebraically
- Find pairs of numbers that satisfy an equation with two unknowns
- Recognise that shapes with the same areas can have different perimeters and vice versa

- Calculate the area of parallelograms and triangles
- Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3) and extending to other units [for example, mm^3 and km^3]
- Recognise when it is possible to use formulae for area and volume of shape
- Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
- Express one quantity as a fraction of another, where the fraction is less than 1 or greater than 1
- Define percentage as 'number of parts per hundred', Express one quantity as a percentage of another
- Solve problems which require answers to be rounded to specified degrees of accuracy
- Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy, Round any whole number to a required degree of accuracy
- Describe positions on the full coordinate grid (all four quadrants)
- Draw and translate simple shapes on the coordinate plane and reflect them in the axes
- Interpret and construct pie charts and line graphs and use these to solve problems
- Apply the four operations, including formal written methods, to simple fractions (proper and improper) and mixed numbers
- Interpret percentages and percentage changes as a fraction or a decimal and interpret these multiplicatively
- Compare two quantities using percentages,
- Solve problems involving percentage change, including percentage increase/decrease
- Round numbers and measures to an appropriate degree of accuracy (e.g. to a specified number of decimal places or significant figures)
- Estimate answers; check calculations using approximation and estimation, including answers obtained using technology
- Recognise and use relationships between operations, including inverse operations (e.g. cancellation to simplify calculations and expressions)
- Calculate and interpret the mean as an average
- Use conventional terms and notations: points, lines, vertices, edges, planes, parallel lines, perpendicular lines, right angles, polygons, regular polygons and polygons with reflection and/or rotation symmetries
- Use the standard conventions for labelling and referring to the sides and angles of triangles
- Draw diagrams from written description

Assessment/Exam

Students will take two different types of assessment throughout the year:

1. Students are given an 'open book' assessment at the end of each unit of work and will receive written feedback and specific questions based on their feedback which will give them the opportunity to improve. For this assessment, students will be asked to produce an A4 revision poster for homework which they will be allowed to use as an aid during the assessment.
2. Twice a year, there will be a more formal assessment based on the topics covered up to that point. Revision lists with attached MathsWatch clips will be handed out to students and glued into Maths books. Preparation for these assessments, with classwork, homework, effort and progress over time are also taken into account. Set changes will occur twice each academic year. Students will receive written feedback and will select targets based on the areas they need to improve on which they are expected to work on at home using MathsWatch.

Key Texts

Students who wish to practice their work at home may benefit from a Target Grade workbook. These can be bought from the Maths Shop (based in the Maths department) at Grades 3, 5, 7 and 9. There are two books at each level and they cost £3 each. The Target 3 and 5 books are suitable for Yr8 students and are called 'Algebra and Shape' and 'Number and Statistics' at Level 3 and 'Shape and Statistics' and 'Number and Algebra' at Level 5.

Key Websites

https://vle.mathswatch.co.uk/vle/

Students will have their own login details

Music

Modules of Study

Autumn – Stomp & Blues
Students analyse the west end musical theatre percussion group 'Stomp', learning performing and composing techniques in this style.

Students analyse the history and influence of blues before learning how to compose their own blues song, exploring the 12-bar blues form, improvisation, walking bass line and the blues scale.

Spring - Musical Theatre
Students analyse the historical background, success and influence of musical theatre before learning and performing a musical theatre song.

Summer - Electronic Dance Music (EDM)
Using music software programs, students learn how to compose a piece of music from the EDM genre, exploring layering, looping, sound FX, beat making and automation.

Assessment/Exam

Stomp
Assessment skills – performing and composing
Assessment type – performance and composition, listening and appraising

Blues
Assessment skills – performing and composing
Assessment type – performance and composition

Musical Theatre
Assessment skills – performing and arranging
Assessment type – performance

Electronic Dance Music (EDM)
Assessment skills –composing ,
Assessment type –composition, listening and appraising

Key Resources

Keyboard/Piano Guitar/Ukelele
Djembles/Glockenspiels
Voice Garageband/Sibelius

Key Websites

https://www.bbc.co.uk/sounds
https://www.musicroom.com/
https://www.youtube.com/
https://www.bbc.co.uk/bitesize

Physical Education

Modules of Study

Autumn

- **Football –** basic skills of passing, receiving, dribbling, shooting and tackling.
- **Gymnastics –** perform rolls and balances, know and understand the axes rotation.
- **Handball –** skills of passing, receiving, dribbling, shooting and tackling.
- **Dance –** study social/set dance.
- **Hockey –** develop skills of sending, receiving and travelling with a ball, i.e. through the push pass, receiving a push pass, dribbling with the ball, shooting and beating a player.
- **Netball –** develop and incorporate skills of passing, footwork, pivoting, shooting, attacking and defending skills.
- **Health Related Fitness –** knowledge of the pulse rate, warming up and stretches.
- **Cross Country –** build endurance, pacing and running style.
- **Orienteering –** using off-site locations, develop more consistent competence in the use of orienteering maps.

Spring

- **Health Related Fitness –** to be able to plan and lead effective warm ups.
- **Hockey –** develop existing skills of sending, receiving and travelling with a ball.
- **Rugby –** kicking, rucking, mauling, scrummaging, rules of tackling and the different types of passes and officiating small sided games; develop and incorporate these skills into an 11 vs 11 game.

Summer

- **Athletics –** to be able to use full crouch start, short sprint races, acceleration techniques, continuous team relay, middle distancing pacing, throwing discus, shot, javelin, high jump, standing/long jump.
- **Cricket –** perform, develop and incorporate the skills of receiving, one handed intercepting, long barrier, throwing, batting using the pull and square cut, running between the wickets, calling, wicket- keeping and bowling.
- **Striking and Fielding Skills –** to be able to perform the basic softball/baseball and rounders skills of receiving and catching the ball with and without the glove, interception, throwing, hitting, running between bases, base work, tactics, team work and bowling; to incorporate these into small sided and fun games.

Assessment/Exam

Students are assessed throughout the year based on a series of skills and knowledge and understanding of the activity, including tactics and their ability to analyse and comment on performances. Knowledge and exercise and health and the benefits of regular exercise is also assessed.

Key Texts

'Know the Game', A & C Black London
'Football Steps to Success', Human Kinetics
GCSE PE 2nd edition, Julie Walmsley
PE to 16 2nd edition, Sally Fountain and Linda Goodwin

Key Website

https://www.bbc.co.uk/bitesize/subjects/zxf3cdm

PSHCE (Personal, Social, Health and Citizenship Education)

Modules of Study

Relationships and Sex Education (RSE)

- Friendship and changing relationships
- Sexual health and gender stereotypes
- Contraception and sexual bullying

Social Awareness

- Being assertive
- Building self-esteem
- Mental health awareness
- Eating disorders, body image and selfies

Drugs Awareness

- Making good choices
- Healthy lifestyles
- Substance abuse
- Nutrition

Careers

- Economic wellbeing
- Role of government
- Ethical consumerism
- Fair trade
- International trade
- Elections
- Careers choice

Elements of the RSE curriculum are a statutory requirement in schools.

We regularly review the content of our curriculum to ensure it is inline with government guidance.

Each year, all students also have access to sessions on Female Genital Mutilation (FGM) and Child Sexual Exploitation (CSE)in line with statutory guidelines.

Assessment/Exam

There is no formal exam for PSHCE. However, across the course, students use teacher, self and peer assessments to ensure they are continually striving towards a deeper understanding of themselves and the world around them. These could include written work or individual and group presentations.

Key Websites

https://www.bbc.co.uk/bitesize/subjects/ztvg9j6
https://www.pshe-association.org.uk/

Religious Studies

Modules of Study

Autumn - Judaism - Sources of Authority

- Core beliefs
- Orthodox and reform
- Shabbat and Kosher food laws

Spring - Christianity – Who was Jesus?

- The incarnation
- Why did he die?
- The resurrection

Summer - Islam - Sources of Authority & Perspectives on life after death

- The nature of Allah
- The prophet Muhammad (PBUH)
- The Sunni and Shia schism
- Religious views on life after death
- Humanist views

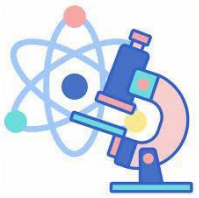
Assessment/Exam

At the end of each half term/unit, students will be given a either a range of short questions or a single 6-mark question to answer on the topic being studied. This may involve considering both sides of an issue and using evidence and examples to support their points. There will be a variety of self, peer and teacher assessed work.

Key Websites

https://www.bbc.co.uk/bitesize/subjects/zh3rkqt
https://www.reonline.org.uk/
http://www.religiouseducation.co.uk/

Science



Modules of Study

Autumn - Chemicals and Pollution, Non-Animal Life & Waves
Chemicals and Pollution uses the context of fireworks to develop students' understanding of matter, atoms and chemical and physical change. Students will use the trends found in the periodic table to make predictions about physical and chemical properties of elements and their compounds. Students will investigate exothermic reactions and the effects of fossil fuel combustion on air quality. Non-Animal Life takes a detailed look at the plant, fungi, prokaryote and protista kingdoms, using diseases to explain what unicellular organisms are, the differences between different types, their problems and their uses. It also covers reproduction in plants, both sexual and asexual, using the theme of the various uses we have for plants. Waves looks at how sounds are made, transmitted and detected, some uses of sound and compare sound waves with waves on the surface of water. Students will then consider how light travels and what happens when it meets an object.

Spring - Fluids and Fields, Metals and Reactions & Digestion and Respiration
Fluids and Fields looks at changes of state and then goes on to look at fluids and some of their effects, including pressure, floating, sinking and drag. Students will learn about the Earth as a celestial object, looking at the seasons and the Earth's magnetic field and gravity.Metals and Reactions uses the context of metals used in building to review common physical properties of metals and to introduce their main chemical properties. Students will investigate the rates of various chemical reactions and build an understanding of the general reactivity series of metals. The theme of extracting metals from the ores will be used to introduce displacement reactions and oxidation and reduction reactions. Digestion and Respiration looks at the main components in the human diet and why they are needed. The digestive system is studied and students are introduced to the role of the enzyme in digestion. Using the theme of water sports, this topic also covers gaseous exchange in humans and other organisms, together with details of aerobic and anaerobic respiration in humans.

Summer - Genetics and Reproduction, Particles and Our Atmosphere & Electricity and Circuits
Genetics and Reproduction considers how plants and animals are adapted to their habitats and the genetic basis for this. It introduces the concepts of DNA, genes and chromosomes and students study the human reproductive system and sexual reproduction in humans. This provides students with the opportunity to consider different ideas about evolution and natural selection. Particles and our atmosphere develops an understanding of the different properties of solids, liquids and gases within the context of waste management, disposal and pollution. Scientific method and ideas on experiments, observation, hypotheses and theories are discussed, leading to an understanding of the particle theory of matter. Electricity and circuits looks at the measurement of current, voltage and resistance and how it behaves in series and parallel circuits. Various models for thinking about what is happening in circuits are explored. Students will also learn about electrical safety.

Assessment/Exam

Topics will be assessed individually throughout the year via short assessment activities.
A major assessment covering all of the Autumn term topics will occur in December and a second major assessment covering all Year 7 and 8 topics will happen in June.

Key Texts

Exploring Science – Year 7, 8 and 9
Activate Biology, Chemistry and Physics books
Lonsdale Key Stage 3 Revision Guides

Key Websites

All students have access to the textbook as an e-book, interactive tutorials and activities through the following:
https://www.pearsonactivelearn.com/app/Home https://www.bbc.co.uk/bitesize/subjects/zng4d2p

Spanish

Modules of Study

Autumn - ¡Viva! 1 – Module 4: Mi Familia Y Mis Amigos (My Family and My Friends) & Module 5: Mi Cuidad (My Town)

- Describing your family
- Talking about your own and other people's appearance
- Describing where you live
- Using the verbs 'ser', 'tener' and 'estar'
- Describing your town/area
- Telling the time
- Saying what you are going to do at the weekend
- Using the verbs 'ir' and 'querer'
- Using the near future tense

Spring - ¡Viva! 2 – Module 1: Mis Vacaciones (My Holidays) & Module 2: Todo Sobre My Vida (All About My Life)

- Describing a past holiday, saying what you did and what it was like
- Using the preterite of 'ir' and 'ser' and regular -ar, -er and -ir verbs
- Describing what you use your phone for and what type of music you like
- Talking about TV and what you did yesterday
- Giving a range of options, using the comparative and tackling an authentic text

Summer - ¡Viva! 2 – Module 3: ¡A Comer! (Let's Eat) & ¡Viva! 2 – Module 4: ¿Qué Hacemos? (What shall we do?)

- Describing what food you like, mealtimes and ordering food in a restaurant
- Discussing what to buy for a party
- Using a wider range of opinions, negatives and 'usted'/'ustedes'
- Arranging to go out, making excuses
- Discussing getting ready to go out, talking about clothes and sporting events
- Using 'me gustaria' + infinitive 'querer' and 'poder' and saying this/these

Assessment/Exam

Regular end of unit tests, assessing the four skills – listening, speaking, reading and writing and assessing grammar
Regular vocabulary test and translation tasks
End of Year 8 exam on all content from the year at the end of the summer term

Key Texts

¡Viva! 1 and ¡Viva! 2 Spanish dictionary
Workbooks (containing word lists) for homework and consolidation

Key Websites

https://www.pearsonactivelearn.com/app/Home
Students have their own username and passwords
https://quizlet.com/en-gb
https://classroom.google.com/h
http://oye.languageskills.co.uk/index.html