



**ELTHORNE PARK**

— HIGH SCHOOL —

ACHIEVING EXCELLENCE IN A LEARNING COMMUNITY

# **Open Evening 2023**

## **Curriculum Guidance for Visitors**

We do hope that you will take time to read the information in this curriculum booklet and access the Headteacher's presentations and departmental information available on our website.

Please access our FAQ portal to gain further information or post any questions you have about the school.





# ELTHORNE PARK

— HIGH SCHOOL —

ACHIEVING EXCELLENCE IN A LEARNING COMMUNITY

## Headteacher's Welcome

Dear Parent/Carer

Welcome to our fantastic school. My staff and I are very much looking forward to greeting you in person so that you can get a sense of what a wonderful place Elthorne Park High School is. We are also eager for you to see why we are so proud of our wonderful students. I hope that you enjoy your visit to the school and come away with a good idea of what life at Elthorne will be like for your child.

I believe that you and your child will find Open Evening informative and enjoyable but, if you require further information we also have a dedicated section of the website where you will find a full digital prospectus and an FAQs section.

Best wishes,

E. Wong  
Headteacher





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# Information for Visitors

## Guided Tours

We ask all visitors to arrive using the Westlea Road gate. We advise visitors to walk or cycle to the school, as there is no parking on the school site.

**Visitors will have the option of touring the school by themselves or joining one of our students led tours.**

We ask that all visitors on arrival, assemble in D block hall on to collect a site map and an overview of Open Evening activities in each subject area. Student tours will also depart from our D block hall. Parents may tour the school by themselves. All other guidance for parents can be accessed from our school website. (Open evening guidance page)

A bell will ring 5 minutes before the start of each Headteacher's presentation. Access to these presentations is by ticket only (Eventbrite booking) Please check the time on your electronic ticket. Visitors will be asked to show their electronic ticket) as they enter C block hall.

## Presentations for Year 5 & Year 6 Students during the Headteacher's Presentation to Parents

Year 5 & 6 students have the option of joining a Year Leader led presentation whilst their parents attend the Headteacher's presentation. If you wish your child to attend this student friendly presentation, please drop them off in the C Block foyer and our student helpers will escort them to one of the following rooms (C208, C2010, C212 or C214) on the first floor of C block - just before the start of the Headteacher's presentation. You will re-join your child in the main playground in front of C block after the Headteacher's presentation.

Visitors can re-join a student tour after the presentation either outside of C block in our central playground or inside D block hall.

## Fire alarm

If the fire alarm sounds – a continuous buzzer – please evacuate all buildings and make your way to the amphitheatre as shown on the school map.

## First Aid & Lost Children

School Reception should be contacted if First Aid assistance is needed (see map) or if your child has lost you.

## Applying for a place at Elthorne Park High School

If you decide to apply for a place at Elthorne Park High School, please fill in the Ealing Local Authority [online application form](#). If you live outside of Ealing, please complete your own local authority's form. For any queries about your application, please ring High School Admissions at Ealing Council on 0208 825 5522 between 9:00am - 12:00pm from Monday to Friday

**Deadline for return of admission forms – 31<sup>st</sup> October 2023**

**We hope you enjoy your visit to Elthorne Park High school!**

# Art

## Subject Leader – Miss Dawson



### About the department

The Art department provides a rich and diverse experience in Art and Design with the aim of developing students' creative potential, skills, imagination and appreciation for the Arts, art history and cultural art.

### What is taught at Key Stage 3?

Students are taught in tutor groups in Years 7, 8 and 9. Students learn the fundamentals of the elements of design and observational drawing. They are exposed to a diverse range of artists from Western and non-Western art cultures, developing new art techniques and their own artwork in the style of different artists and art movements. These skills are built upon in Years 8 and 9, as students develop their own ideas and experiment with a range of media, creating artworks of the human figure and portraits, landscapes, still life objects and architecture. During Key Stage 3, a variety of media and techniques are studied. Areas covered include drawing, painting, sculpture, ceramics, collage, printmaking and photography.

Discussion is an important part of art lessons and takes place with the whole class and on a one-to-one basis, as students receive teacher feedback on artwork. Students reflect on their own artwork and the artwork of peers as well as summarising knowledge learnt on new art topics. Home learning consists of researching images for a mood board, taking primary photographs, observational drawing, creating artist copies and responses and developing design ideas. Students will enrich their skills in innovation and presentation as well as their technical abilities.

### Art at Key Stages 4 and 5

GCSE Fine Art and Graphic Communication are popular subject choices at Key Stage 4. Students are encouraged to further develop their technical and creative skills whilst working independently. GCSE Fine Art and Graphic Communication courses foster problem solving, evaluating and modifying of work, researching ideas and creative thought. Students explore ideas, convey experiences and respond to a theme or issue of personal significance. During the course, students will be given the opportunity to work within a number of Art and Design areas such as painting, drawing, collage, printmaking, ceramics, sculpture, textiles, photography, mixed media and graphic design. They will practice observational drawing, take primary photographs, complete artist research and record ideas in sketchbooks. Students will experiment with new skills and techniques, working in 2D and 3D media, as they refine and develop their artwork, creating a personal response for their final outcomes.

A Level courses of Fine Art, Graphic Communication and Photography are offered in the sixth form. A higher level of art theory and knowledge, development of ideas and artwork, critical understanding of sources, experimentation of media, refining of art techniques and technical skill level and recording of observations and detailed insights are taught and learned in Key Stage 5. Students will present several personal final outcomes to support their sketchbook work. They will work throughout their A Level studies in a range of media, creating meaningful final pieces that realise their intentions and showcase their refined, technical skills.

### **How are students assessed?**

Key Stage 3 students complete spotlight assessment tasks throughout the year, refining their art techniques and exhibiting their art skills. Students complete artwork in their sketchbooks and they create a final outcome at the end of each term. In Key Stage 4 and Key Stage 5, students develop their art ideas through investigations, demonstrating critical understanding of sources. They then refine their artwork by exploring ideas as well as selecting and experimenting with appropriate media, materials, techniques and processes. Students record ideas, observations and insights relevant to intentions as their work progresses. Lastly, students present a personal and meaningful response that realises their intentions and demonstrates understanding of visual language. Self and peer assessment are encouraged in order for students to develop independence. Students are required to act on teacher feedback to improve their knowledge, skills and understanding.

### **Extracurricular activities**

There is a Key Stage 3 art competition where students can learn new art skills, experiment with a range of fine art and digital media, and complete thematic artwork, submitting a body of artwork over a month. Key Stage 4 and Key Stage 5 students are encouraged to attend after school Aspire sessions to develop their sketchbook work and refine their final outcomes. Students can partake in workshops in Photoshop, Illustrator, printmaking, collage, painting, drawing and sculpture to strengthen their art-making skills. Key stage 4 and Key Stage 5 students will also have the opportunity to visit galleries and go on art field trips to the Tate Modern, Victoria and Albert Museum, Saatchi Gallery, New Designers' design show and Art in Action conference. Key Stage 5 Fine Art, Photography and Graphic Communication students have opportunities to apply for a range of art competitions, partake in portfolio development sessions, and work on creative EPQ's throughout the year. Pottery wheel ceramics, pinhole photography and studio lighting workshops are run for A Level Fine Art, Photography and Graphic Communication students. Artwork is displayed regularly on bulletin boards, presented in assemblies and on the school's website to celebrate students' achievements.

# Computer Science

## Subject Leader – Mr Lange



### About the department

The Computer Science department develops students' computational thinking, focusing on problem solving as a structured discipline. Students have exposure to a wide range of computer systems, programming languages and tools throughout Key Stage 3, 4 and 5. The department has excellent facilities with three fully equipped rooms run by experienced and dedicated staff.

### Year 7

Computing in Year 7 provides students with a strong grounding in the basics of common software tools, as well as focusing on developing skills in computer programming. Students are introduced to using modern ways of working in the cloud via the use of the Google suite of applications. They will then look at how computing is used in the real world using Flowol and VEXcode VR software to teach students the concepts of algorithm and programming structure by focusing on computational thinking. The final topic moves into text-based programming using Python. Initially students will learn the basics of the language by using Python Turtle. They will then go on to learn about basic selection and iteration techniques. Safe and social use of the computing resources is encouraged throughout the course. Each term students will also have an e-safety lesson covering topics including social networks, online grooming and chat rooms.

### Year 8

In Year 8, cyber-bullying, copyright and plagiarism and using social media responsibly are taught. Students learn about using and developing for the World Wide Web through a topic covering web awareness, web design and HTML. They will also continue to develop their computer programming skills in Python and learn about the hardware that makes up a modern PC and computer network. Each term students will also have an e-safety lesson covering topics including Cyberbullying, copyright & plagiarism and the effects of social media.

### Year 9

In Year 9, we start to prepare students for Key Stage 4 and GCSEs. Students look at topics including data representation, ethical, legal, cultural and environmental impact of computing and how computer logic is used in the manufacture of digital devices. We also look at more advanced programming concepts such as program design, testing and writing of key algorithms. Each term students will also have an e-safety lesson covering topics including sexting, mobile phone use and radicalisation and extremism.

### Computing at Key Stages 4 & 5

We offer OCR GCSE Computer Science (J277) in Key Stage 4. The GCSE course consists of two external examination papers worth 50% each of the final grade. Paper 2 will require students to design, write, test and refine code. Home learning covers basic computer theory and practice with the Python programming language.

At Key Stage 5, students may progress to studying A Level Computer Science. This consists of one controlled assessment (20%) in Year 13 and two examinations worth 40% each.

### How are students assessed?

Throughout Key Stage 3, students are assessed in the middle of and at the end of each unit of work. Students are taught in tutor groups and home learning is based around termly units of work.

### Extracurricular activities

The department provides an opportunity for students to attend Computer Club, Chess Club, as well as the opportunity to be involved with building a PC.

# Design & Technology

## Subject Leader – Ms Short



### About the department

The Design and Technology department provides a high quality and unique learning experience at Key Stage 3. The curriculum stimulates students' curiosity and provides them with the essential skills and knowledge needed to live and work in a changing world.

The department has excellent specialist facilities including ICT design rooms and five fully equipped rooms to support individual subject delivery.

### What is taught at Key Stage 3?

At Key Stage 3, students participate in a carousel across four Design and Technology subjects:

- Food and Nutrition and Food Science
- Graphic Products
- Resistant Materials (wood and plastic)
- Textiles Technology

Students follow an eight-week carousel covering all four Design and Technology subjects. Students engage in practical and theoretical activities to develop knowledge, skills and understanding over the three years, to provide the solid foundation needed to take them through to their chosen GCSE course.

The Design and Technology curriculum provides students with the following activities:

- Study of the design process
- Being a responsible consumer
- Design opportunities
- Practical work
- Group work
- Problem solving
- An insight into new advances
- Moral and social issues

### Design and Technology at Key Stages 4 and 5

At Key Stage 4, students can choose to follow a GCSE course in one or more of the four areas studied at Key Stage 3.

### How are students assessed?

Students are given a formally assessed piece of written or design work during each unit of their carousel. At the end of each module, students are given a final assessment based on their practical work and overall performance.

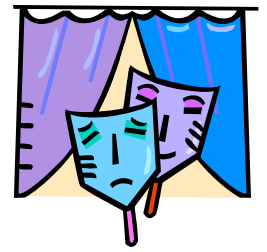
### Extracurricular activities

The Design and Technology department run lunchtime clubs in all four areas to encourage students to take part in extending their knowledge and to improve upon their skills. Clubs are open to all year groups, however, students in Years 10 and 11 are encouraged to regularly attend to support with NEA (coursework). Students also have the opportunity to attend exhibitions and other Design and Technology trips.



# Drama

Subject Leader – Ms Joseph



## About the department

We are passionate about Drama at Elthorne Park High School. Drama is taught in two large, purpose-built studios. The facilities are equipped with excellent sound and lighting facilities and a prop/costume store. The department has a range of new and classical play-texts that not only raise literacy standards throughout Key Stages 3-5, but they encourage students to reflect on topical themes, concepts and values.

Our aim is to empower students with the skills and confidence to address an audience; to develop their understanding of human behaviour, relationships and the general world around them in an interesting and creative way; to think about the many different ways a situation or issue can be explored and learn how to work collaboratively. In addition to studying play-texts, developing ideas into bodies of work and performing them on stage, students are required to evaluate their own and the work of others, both verbally and in written form. This important process of reflection raises the standard of their work and encourages them to contribute constructive criticism in a respectful and supportive way.

## What is taught at Key Stage 3?

All year groups will study and perform extracts from modern and classic play-texts, develop improvisation skills, experiment with more abstract techniques and learn about the design elements of Drama and Theatre. Students will be required to work in a variety of group sizes, from pairs to working as a whole class. The skills of collaboration, devising, performance and evaluation underpin the curriculum. Students will occasionally develop and perform ideas independently to raise their self-confidence and their ability to take risks. They are required to act on teacher feedback to improve their knowledge, skills and understanding.

## Drama at Key Stages 4 and 5

We offer GCSE Drama here at EPHS. This exciting and in-depth course provides students with four different ways in which they can nurture and develop their dramatic skills; 1) they will be assessed through a written exam which tests their understanding of a set text, their theoretical knowledge and their ability to analyse/evaluate live theatre, 2) a devised practical exam which involves creating their own play in a group, 3) written coursework which documents the creative process of that devised piece and 4) a practical exam which requires students to study and perform scripted pieces from published play-texts. This course will provide positive challenge as well as lots of enjoyment and fulfilment. Students will also have the opportunity to progress on to A Level Drama and Theatre Studies.

## How are students assessed?

Students are formally assessed each half term by their Drama teacher. Informal assessment occurs all the time, however, with frequent opportunities for self and peer-assessment. This process, which involves performance to an audience, enables them to track their own progress, reflect upon what they have achieved, work towards clear targets for improvement and appreciate the knowledge and skill they have gained and developed. Feedback sheets are provided to document assessment.

## Extracurricular activities

Elthorne Park High School offers an extensive extracurricular programme in Drama with at least one event occurring each term. Performing Arts showcases are organised throughout the school year to provide students with opportunities to perform in front of a live audience. The annual School Musical is the biggest event in the academic calendar – it brings the whole school together as all can be involved. Several theatre trips take place throughout the year - we aim to ensure that all students have seen at least one piece of professional theatre by the end of Year 9.

# English

## Subject Leader – Ms D Dhami



### About the department

The English programme is designed to maximise achievement and progress in English, promoting enthusiasm and a love of learning. Students enjoy learning through the exploration of contemporary and canonical literature and develop their skills in writing in different contexts.

### What is taught at Key Stage 3?

Students in Year 7 study six half-termly units including units exploring genre, drama, poetry and the novel. Grammar and literacy are taught throughout the year. Activities are designed to promote student progress within the framework of each of the three National Curriculum Attainment Targets for English: speaking and listening, reading and writing.

### Speaking and Listening

Students are given frequent opportunities throughout the year to develop speaking and listening skills, participating in formal and informal discussions, presentations, role-plays and scripted drama.

### Writing

Over the year, students are provided with a range of opportunities to develop skills and techniques in writing poetry, creative drama scripts and non-fiction for a variety of purposes and audiences.

### Reading

In addition to class texts, students are encouraged to read regularly in their own time for enjoyment. One English lesson a fortnight is based in the library, enabling students to develop their independent reading. Reading groups activities ensure that each student covers a broad range of texts and is supported in developing progressively discriminating critical responses. Some students participate in the Accelerated Reader programme to make increased progress in reading.

### Teaching groups

Students in Years 7, 8 and 9 are taught in groups of approximately 28 students to allow for greater differentiation and challenge for students of different abilities. Students with attainment below age-related expectations benefit from smaller class groupings.

### Support

In Key Stage 3, students working significantly below age-related expectations on intake, participate in our innovative UP curriculum which is designed to develop literacy and skills in the interpretation of written communication. These students benefit from a personalised programme of study designed to develop skills in reading, writing and oral communication and thus enable them to better access the broader curriculum.

### English at Key Stages 4 & 5

At GCSE, we study a range of texts and hone written and analytical skills following the AQA GCSE specifications for English Language and English Literature. We currently begin the GCSE course towards the end of Year 9. We offer A Level English Literature (Edexcel) in the Sixth Form. This course is a popular choice with students.

### How are students assessed?

Students are assessed through regular checking points which ensure that they are on track to meet their potential.

### Extracurricular activities

We run regular exciting events through the school Library including visits from poets and authors as well as talks by our Patron of Reading. Key Stage 3 students have enjoyed the Comic Clubs enrichment session which led to a visit from Forbidden Planet comic shop. Students in Years 10 and 11 have previously attended both the Poetry Live event and interactive poetry workshops with the acclaimed poet Daljit Nagra.

# Geography



## About the department

Geography at Elthorne Park High School provides students with the opportunity to develop a wide range of geographical skills, through the study of topics and case studies from different regions of the world.

## What is taught at Key Stage 3?

Year 7	Year 8	Year 9
What is a Geographer? Geography in the News Natural Resources Economy Glaciation Weather and Climate (including fieldwork)	Development with focus on Health, Africa/Asia, Globalisation, and TNCs Coasts Population The Middle East Climate Change	Rivers Urban Sustainability Tectonics Living World - Ecosystems, Hot Deserts, Tropical Rainforests Travel and Tourism

## Skills developed

The ability to interpret a variety of maps and use ICT to access geographical information.

The capability to select and use a range of graphical techniques.

Literacy and numeracy contextualised in a wide range of tasks.

## Geography at Key Stages 4 and 5

At GCSE, Geography builds on the skills, knowledge and understanding developed at Key Stage 3. The AQA Geography course provides a balance between physical and human geography, but allows students to explore topical issues related to the human management of environmental systems. A wide range of skills are developed and high standards of communication, presentation and organisation are expected.

## How are students assessed?

At Key Stage 3, students complete half termly assessments that assess their geographical skills, knowledge and understanding. Some assessments involve students using online resources and diagnostic tools, whilst others may be extended assessment tasks or exam style questions. Students are also required to engage in independent enquiry and fieldwork as part of the assessment process.

## Home learning activities include

Independent research and assessments, writing using a variety of different styles, activity worksheets and subject based reading, preparation of seminar presentations, examination style questions and tasks and the use of online resources.

## Extracurricular activities

The Geography department supports the delivery of the Duke of Edinburgh Award and runs after school support sessions for Key Stage 4. Students are provided with the opportunity to engage in local (Elthorne Park and the local shopping areas) and national fieldwork (Dorset and Hampshire) to support their geographical studies. Outside speakers lead workshops in order to keep students and staff up to date on current Geographical issues.

# Health & Social Care

## Subject Leader – Ms Webster



### About the department

Health and Social Care is offered as an option from Year 10. It is aimed at students who are interested in careers in the health and social care sector. Our students have gone on to become nurses, midwives, social workers, paramedics, psychologists, nutritionists, occupational therapists, dental nurses, primary school teachers and much more! The subject looks at areas that are key to careers working with the public and develops skills that enable success in this sector.

### What is taught at Key Stage 4?

Students in Years 10 and 11 follow the BTEC Tech Award in Health and Social Care, which is comprised of three units:

- Component 1 – Human Lifespan Development
- Component 2 – Health and Social Care Services and Values
- Component 3 – Health and Wellbeing

Component 1 and Component 2 are internally assessed by a Pearson Set Assignment, known as 'non-exam internal assessment'. These components are then externally moderated. Component 3 is an external exam to be taken at the end of year 11.

### Health and Social Care at Key Stage 5

At Key Stage 5, students follow the BTEC National Extended Diploma in Health and Social Care, either as a stand-alone course or in conjunction with A-Levels. We study up to 13 different areas that change dependent on students' interests, understanding mental health, sociology, anatomy and physiology, psychology, public health history and physiological disorders. Assessment is 60% coursework portfolio and 40% external exams. The vast majority of our students go on to university, either to study vocational courses such as nursing or teaching or to study academic subject degrees such as psychology or sociology. Alternatively, a few students each year enter apprenticeships in the sector.

### Home learning

Students are set home learning tasks that prepare them for upcoming lessons. This could be research, reading around the subject or working over their notes from previous classes. When coursework is being completed, students are expected to work on this at home.

### Extracurricular activities

Students complete a mandatory one day a week HSC related work experience placement KS5; this is a key component of students' learning. We also run departmental visits to open days at local universities and also support students in applying for university summer schools. Additionally, we run trips to the University of West London Nursing department where students have workshops in the nursing simulation centre. Other relevant trips are St Mary's University, Twickenham Physiology and Nutrition Departments.

# History

## Subject Leader – Mr Rivers



### About the department

The aim of History at Elthorne Park High School is to enable students to become “Mini-Historians”. This involves developing students’ ability to understand and question sources such as diaries, letters and photographs from the past. Students will undertake historical enquiries by setting their own questions, developing the skills to research the answers, and communicating their findings and understanding. They will also develop a sense of chronology and understanding of the diverse experiences of different people in past societies.

### What is taught at Key Stage 3?

History is taught through a combination of overview, thematic and depth studies. For example, for an overview, we cover the Romans, through the Vikings and Saxons to the Normans in one sweep to gain the ‘Big Picture’. Thematically, we look at the revolts and revolutions across the world from the English to the Americans to India and Africa. As an in-depth study we study the Holocaust.

Assessment of work takes place through home learning and classwork, as well as specific assessment tasks. For example, students will write essays, complete source work or presentations. The main time periods covered are The Romans, Britain 800 – 1500 (The Middle Ages and Tudors), Worldwide Revolutions and rebellions between 1600 – 1950, including colonisation and decolonisation to allow us to move our teaching alongside the current global climate, and The Twentieth Century World (WW1, WW2 and the start of the Cold War). Links are made throughout the topics to World and European history.

### History at Key Stages 4 and 5

Students can continue their study of History at GCSE level. The Edexcel History GCSE builds on skills developed in Key Stage 3. Students will be able to analyse a range of historical sources and explain what the causes and consequences of world events are. The main topics are Germany 1918 to 1939, the Cold War, Crime and Punishment through time, (c1000 – present) and Early Elizabethan England, 1558 – 88.

At Key Stage 5, students study the AS/A Level Edexcel course which includes Russia: Lenin to Yeltsin, Making of Modern China c1900 to 2000, The British Experience of Warfare: c1790 – 1918, Conflict and Change in 19<sup>th</sup> and 20<sup>th</sup> Century Britain (War 1854 to 1929) and coursework.

### Teaching and learning

To meet the learning needs of every student, a wide range of learning and teaching methods are employed, including role-play, presentations, group and individual work, ICT, research, source work, oral and aural work.

### Home learning

At Key Stage 3, students will be set a variety of home learning tasks; preparation for the next lesson, research, answering short questions, essays, revision, and learning the meaning of and spelling of key words. There will be one home learning project a year which develops their skills of independent learning. Students could, for example, be asked to research a particular topic, e.g. to find two events which happened during the Middle Ages to produce a class timeline or to prepare a speech for a Medieval peasant to describe life in their village.

### Extracurricular activities

During Key Stage 3, the History Department organises events such as activities on the Black Death, the Suffragettes, and Black History Month. We also organise trips to the Imperial War Museum, the Jack the Ripper Walk, Berlin (for Key Stage 4 students) and China (for Key Stage 5 students).

# The Inclusion Team

## Area Lead – Ms Reeves



### About the team

Elthorne Park High School is an inclusive school where investment in our inclusion team has been considerable. The Deputy Headteacher with specific responsibility for Inclusion, leads an experienced team of six Pastoral Support Workers, a Welfare Officer and we welcome three therapists from the Ealing Schools Counselling Partnership on three days each week. This allows for over 200 hours per week of contact time for specific pieces of work and intervention to support students' pastoral needs.

Each Pastoral Support Worker is attached to a year group and is available to support the Year Leader and be an additional point of contact for parents in addition to their child's tutor. Year Leaders, their assistants, tutors, co-tutors and Pastoral Support Workers know their year groups well and will remain attached to that cohort until they leave school.

### Interventions

In addition, the Pastoral Support Workers lead individual mentoring and group sessions within their areas of expertise. Themes include: organisation for learning, confident communication, attendance and achievement, managing stress and anxiety, resolving conflict and raising awareness of risk factors such as substance misuse, risky relationships and other current themes of need.

The Pastoral Support Workers also support students in developing good learning behaviours through lesson visits and in-class support. They possess an excellent understanding of strategies to engage students and provide information and support for teachers by holding teach-meets and contributing to staff training. They also lead sessions for parents at regular intervals throughout the year.

We are also fortunate to work closely with the local authority teams in Behaviour and Inclusion Service (BIS), MHST Wellbeing Practitioners, Educational and Clinical Psychology and SAFE, in addition to external professionals we invite to school weekly.

Current external interventions include:

- Art therapy
- Bereavement counselling
- Community group mentoring
- Sports leadership courses

Members of staff can refer students to be considered for these interventions through their Year Leaders and fortnightly panel meetings held for each year group. The Year Teams also support by running their own interventions and information events.

There is close collaboration with the Learning Support Department through regular meetings and joint planning forums.

# Learning Support

## Area Lead – Ms Carvey-White



### About the team

At Elthorne Park High School we believe that every student is entitled to a broad and balanced education whatever their ability and educational needs. We recognise that all students are individuals and so have varying needs to be met to ensure that they can reach their full potential. To meet students' academic needs, teachers differentiate their lessons according to a range of factors such as level of ability and method of presentation. Seating plans for each class ensure the best learning environment for each student.

As a school, we are committed to providing for each child's special educational needs through appropriate curriculum provision and targeted support. We strive to support our students in their emotional, social, physical and academic development. This means that personalised learning is at the heart of the school's teaching and learning policy. We are committed as a school to using communication friendly techniques in all lessons as this evidenced based practice can provide accelerated learning for all.

A few students will require additional support in the classroom and this is provided by **Teaching Assistants**. Our main focus for this support is in the core subjects of English, Maths and Science, although, depending on student needs, support may also be given in other subjects. For other students, learning may be enhanced by working in a small group where closer interaction with an adult helps to improve specific skills.

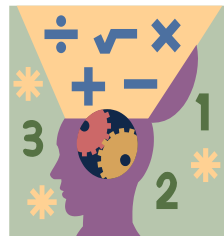
### Interventions

In addition to in-class support, some students will benefit from additional interventions delivered to small groups or individuals according to need. In order to ensure that students are fully engaged in these interventions, the content is personalised and age-appropriate. Attractive tailor-made visual and physical resources along with games and activities are used to develop students' skills and knowledge, ensuring a positive experience of learning and aiding memory and recall. Student participation in these interventions can be recommended by professionals from inside or outside of school.

The department uses screening programmes to ascertain students' specific needs and so plan appropriate interventions. These include Lucid Exact for reading, writing and comprehension skills and MaLT for assessment of Maths ability and understanding. For students with speech, language and communication difficulties, the school offers a verbal reasoning assessment.

There is close collaboration with the Learning Support department through regular meetings and joint planning forums.

Please see our information leaflet 'Learning Support at Elthorne Park High School' for further information or visit our website: <https://www.epps.ealing.sch.uk/learning-support.html>.



# Mathematics

## Subject Leaders – Ms Worthey & Mrs S Dhami

### About the department

Mathematics aims to maximise achievement and progress whilst providing students with a rich and enjoyable experience derived from a range of learning and teaching styles.

### Mathematics at Key Stage 3

To enable students to feel confident in Maths, they receive a balanced diet of mathematical experiences. This covers and enhances the National Curriculum and includes:

- A range of problem solving and investigative work.
- Discussion to develop thinking skills.
- Application of Maths to real life situations.
- Oral, written and practical work.
- A full range of resources, including ICT.
- Homework which supports and extends according to students' needs.
- Numeracy support, where needed, provided through booster classes in Years 7, 8 and 9.

Our Key Stage 3 curriculum is taught in Years 7 and 8. We begin teaching GCSE Mathematics from the start of Year 9.

### Teaching groups

In Years 7 to 11, students are set by ability.

### How are students assessed?

Assessment of work takes place through home learning and classwork. Students will be expected to complete a piece of Maths home learning each week. Open book assessments at the end of each unit are designed to test students' problem solving and application skills. Students receive written feedback from their teacher along with an action to help them improve. Once a term, students are given a summative assessment which will test their understanding of the work taught to that point. Students will receive feedback from each assessment which informs them of which learning objectives they have mastered and an action to improve their work. Students will then work on their personalised actions as part of home learning. Progress is tracked and rigorously monitored to ensure all students achieve their full potential.

In Years 7 and 8, activities are given to support the current class work, to allow students to extend mathematical thinking skills through problem solving. These cover number and algebra, geometry and measures and statistics. Students are also taught use of ICT to allow them to become independent learners. They are introduced to websites to enhance their learning of Maths.

### Mathematics at Key Stage 4 and 5

Our Key Stage 4 curriculum is taught over three years to allow students the opportunities to learn the course in great depth. During Year 11, we have ample time to fully prepare students for their upcoming GCSE Maths exams. A Level and Further Mathematics are available in the Sixth Form.

### Extracurricular activities

Students have the opportunity to take part in the UK Maths Challenge, a nationwide Maths event which tests problem solving and lateral thinking skills. We enter students for the Junior, Intermediate and Senior challenges. Students who perform well may be invited to enter the Kangaroo and Olympiad stages. Enriching Maths trips to visit leading universities for Key Stage 4 and 5 students are offered. The Maths Department run Maths Clubs for support with homework and revision in school.



# Modern Foreign Languages

## Subject Leader – Ms Kahan



### About the department

The Modern Foreign Languages department offers French, German and Spanish. In Year 7, students choose their language at the end of October, after a short carousel of each language. GCSE courses in all three languages are available at Key Stage 4 and a range of MFL courses are available in the Sixth Form. Students study a range of topics and are assessed in the four skill areas of speaking, listening, reading and writing.

### Language and teaching

Most topics are introduced through a whole class approach using visual and audio input. The focus is particularly on oral and listening work and this entails a large amount of pair and group work. Students and teachers use the interactive whiteboards in class and students use ICT to assist them in developing their writing, although most written tasks are short and hand-written in the early stages. Activities are designed to be stimulating and fun while stretching students to achieve their best. Teachers model the language by using it for everyday instructions and explanation, and students are rewarded and encouraged for independent use of the language.

Able linguists have the opportunity to study two languages, the second of which is taught during the timetable table in Yr8 and before school in Yr9. By the end of Year 9, we aim to develop all of our students as confident linguists who can cope well with discussing their lives and hobbies, their holidays and school, using a range of tenses, and who can deal with everyday situations such as shopping and travel in the foreign language.

### Modern Foreign Languages at Key Stage 4

Students can choose to continue with their chosen language in Years 10 and 11. The focus is more on learning patterns and structures and there is more emphasis on independent reading and writing as well as translation. Students follow the AQA GCSE course. The courses are French, German and Spanish. It is possible to study two languages at GCSE.

### Additional languages

It may be possible for students to take a GCSE in their 'home' language (e.g. Arabic) in Year 11.

### Modern Foreign Languages at Key Stage 5

Students can continue to study a language at A Level in Years 12 and 13.

### Home learning

Vocabulary learning, activities in the workbook and preparing written and spoken presentations form the core of Modern Foreign Language home learnings.

### Extracurricular activities

Students may be offered the opportunity to take part in a residential visit to the country of their language study. Our school has ongoing relationships with a French School in Ealing's twin town of Marcq-en-Baroeul, a German School in Aachen and a Spanish School in Madrid with established exchange programme. KS4 students of History or German also can sign up for the annual Berlin trip.

# Music

## Subject Leader – Mr Corachea



### About the department

The Music department is situated in a modern purpose-built suite comprised of two main classrooms, seven practice rooms and a performing concert hall. We have two suites with Apple iMac Machines running Garage Band, Sebelius and Logic software. We aim to develop each student's love and appreciation of music through the active processes of composing, performing, listening and appraising. Musical elements such as rhythm, melody, harmony and texture are explored by exposing students to a wide variety of styles and cultures. Students develop performing skills by the use of tuned and un-tuned instruments, electronic keyboards and music ICT software. All students are given regular tasks to develop their individual performance and ensemble skills within each topic, and are encouraged to take part in musical activities and concerts as part of our extensive extra-curricular program.

### What is taught at Key Stage 3?

Year 7	Year 8	Year 9
Music of Africa	Stomp	Rap Music
Instruments of the Orchestra	Blues	Bossa Nova
Classical Music	Musical Theatre	Classical Music
Music for Video Games	Electronic Dance Music	
Elements of Music		

### How are students assessed?

Students build up a portfolio of work throughout Key Stage 3, which is continuously assessed. Evidence of each student's achievements is kept in the form of digital recordings, examination papers and student/teacher evaluations.

### Music at Key Stages 4 and 5

GCSE Music is available as an option at Key Stage 4.

### Events

In recent years, students have taken part in numerous projects with the English Council, English National Opera, Ealing Music Service, the London College of Music and Media, and the Blastbeat Organisation. Throughout the year, students are given a platform on which they can perform solo or as part of an ensemble. Events that have taken place include the Christmas Performing Arts Festival, School Musical, Classical Music Competition, Celebration Assemblies and the Expressive Arts Summer Barbeque Festival. The Music Department works closely with the Art and Drama Departments to produce our major school production in the Summer term.

### Instrumental tuition

Many students receive instrumental lessons each week at Elthorne Park High School in addition to their classroom music lessons. We have a large music tuition team of specialists who come in each week to teach our students. We offer Voice, Piano, Violin, Viola, Cello, Double Bass, Flute, Clarinet, Saxophone, Oboe, Bassoon, Classical Guitar, Acoustic Guitar, Electric and Bass Guitar, Ukulele, Drum Kit, Steel Pans, Trumpet, Cornet, Trombone, French Horn and Tuba.

### Ensembles and clubs

School Orchestra, Elthorne Singers, Steel Pan Band, Samba Band, Brass Band, Musical Orchestra, Guitar Ensemble and Musical Chorus.

# Physical Education

Subject Leader – Ms Patterson



## About the department

We provide a varied programme with opportunities for each student to develop physically, socially, emotionally and cognitively. We develop a holistic understanding of Physical Education where students receive a well-rounded and full introduction to the world of PE. Supporting progression, we have designed the curriculum to build on and embed the physical development and skills learned, encouraging students to become more competent, confident and expert in their techniques.

## What is taught at Key Stage 3?

**Invasion games** – a combination of rugby, hockey, handball, football, basketball and netball, focusing on the key skills and strategies that run throughout these invasion games.

**Striking and fielding games** – a combination of cricket and rounders. The key skills which run throughout all these excellent team sports include throwing, catching, batting and fielding.

**Health related fitness** – a fun yet focused look at our health and what we can do to improve our fitness now and for the future.

**Badminton** – an activity that looks to develop your strategic play in outwitting opponents, and developing your key skills, strategies and application of rules.

**Gymnastics** – the art of movement and self-expression over floor and apparatus. This module experiments with flight, twisting, turning, balancing and travel in ways not experienced before.

**Athletics** – a chance to learn how to improve skills and techniques in order to gain the best times and distances across all the track and field events.

**Dance** – exploration of movement in music and different types of dance including modern, ballet, street and cultural.

**OAA** – a fun-based activity set up to challenge you physically and mentally looking at problem solving, team building and physical challenges.

## How are students assessed?

During the course, we continuously assess the ability of each student against our three strands of PE in several activities across the year. They will receive a grade for each activity and their top three grades will be average out at the end of the year. Assessment is in line with Edexcel GCSE PE in relation to standard assessments. However their Head/Heart/Hands grade incorporates a holistic grade assessing them in these 3 strands of our curriculum. Students will also have the opportunity to develop their academic understanding of the anatomy and physiology of the human body across a number of academic checkpoints linked to their knowledge development in KS3.

## Physical Education at Key Stages 4 and 5

Both GCSE PE and BTEC Sport are available as an option at KS4. GCSE PE provides those students with both an aptitude for sport and the biological sciences a real applied focus that encourages them to contextualise theory and develop and apply their knowledge. BTEC Sport focuses on partaking in sporting activities and the theory of developing fitness to improve performance. Both of these courses support progression to Post-16 courses, either the A-Level PE or BTEC Extended Diploma in Sport courses.

## Extracurricular activities

The department offers a wide range of extra-curricular activities that run at lunch and after school, some of which provide students with the opportunity to compete against other schools. We have outside links with several sports: football, trampolining, basketball, rugby, cricket and athletics. We offer an enormous variety of sports to all levels of ability and students are encouraged to participate in as many out of hours' clubs as possible. We have a new partnership programme with the RFU and offer Rugby coaching. Sports on offer include netball, gymnastics, football, cross country, trampolining, basketball, badminton, table tennis, rounders, cricket, tennis and handball.

# PSHCE

## Subject Leader – Ms Crix



### What is PSHCE?

PSHCE stands for **Personal, Social, Health, Citizenship and Economics** Education. Lessons take place once a week and are delivered by form tutors every Wednesday. In Key Stage 3, the modules are run as a carousel across the pastoral team. This subject promotes and supports a student's personal and social development through the curriculum and wider school life. The PSHCE curriculum reflects our core values; to be **principled, prepared** individuals who are **proud** of their work and **persevere** with their studies. PSHCE is a planned programme of learning through which our students acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHCE develops the qualities and attributes students need to thrive as individuals, family members and members of society. At Elthorne, we believe that excellent PSHCE and an education of British values, for example tolerance and democracy, aligns with our own desire to develop tomorrow's citizens, today. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential.

### How will I learn in PSHCE lessons?

Students will have the opportunity to work individually, in pairs and in groups, to prepare presentations, debate issues, research topics and demonstrate understanding. The PSHCE programme is also supported by a range of outside speakers and performance groups.

### Which skills will I develop in PSHCE?

Developing self-understanding, resilience, assertiveness, empathy and the ability to work independently and with others will help young people to enjoy healthy and productive relationships in all aspects of their lives.

### What are the key units of study in PSHCE lessons?

Issues and themes in lessons are closely related to students' immediate needs and relevant age related choices. Below is a small selection of some of the topics covered:

**Year 7:** Settling into new beginnings (transition from Primary School), friendships, national identity, home learning and study routines form the early part of the curriculum. They focus on national and global issues including UK governance and human rights.

**Year 8:** The economy, ethical consumerism, international trade, careers planning, nutrition, self-image and self-esteem, eating disorders, mental health and healthy relationships.

**Year 9:** The global food crisis, sustainability, ecological footprint, employability, role of parliament and MPs, healthy relationships (including domestic violence), drug awareness, the age of consent.

### PSHCE at Key Stages 4 and 5

At Key Stage 4 and 5, all students also receive the statutory requirement of Religious Studies, blended with the PSHCE topics to ensure a broad and balanced provision. Topics include: drugs, sex education gender equality and the religious responses to key ethical issues. Personal development studies include resilience in learning, respectful relationships, gang culture, finance, happiness, self-harm and mental health awareness.

*All students are taught about Female Genital Mutilation (FGM) and Child Sexual Exploitation (CSE) and bullying (including e-safety) in line with statutory guidelines. Elthorne Park High School's Schemes of Learning have been developed and updated to ensure compliance with the September 2020 guidance.*

# Religious Studies

Subject Leader – Mr Stockton



## About the department

Students at Key Stage 3 follow the Ealing SACRE agreed syllabus for Religious Studies. Students study RS for one hour per week. The key aim of Religious Studies at Elthorne Park High School is to enable students to learn from and about major world religions, philosophies & ethics, secular beliefs and values. Students are required to:

- Know and understand the religious stories, insights, beliefs and practices of the followers of the major world religions
- Explore and understand the way in which religions, humanists (atheists) and society interact with each other
- Reflect, evaluate and express their own personal responses to what they have learnt about religious and non-religious ideas.

## What is taught at Key Stage 3?

Religious Studies (RS)		Religion, Philosophy and Ethics (RPE)
Year 7	Year 8	Year 9
<ul style="list-style-type: none"><li>• What is God?</li><li>• Hindu beliefs and practises</li><li>• World of Buddhism</li><li>• Sikh beliefs and practises</li><li>• Atheism in the modern world</li><li>• How did we get here?</li></ul>	<ul style="list-style-type: none"><li>• Judaism – Sources of authority</li><li>• Christianity – Sources of authority</li><li>• Islam – Sources of authority</li><li>• How does religion help us understand human suffering?</li></ul>	<ul style="list-style-type: none"><li>• Ethical theories and issues</li><li>• New religious movements</li><li>• Religion and wider belief in contemporary culture</li><li>• Arguments for and against the existence of God</li><li>• Perspectives on life after death</li></ul>

## Skill development

Throughout Key Stage 3 students will develop their ability to critically think about concepts and ideas, and articulate their opinions through rhetoric.

## Religious Studies at Key Stages 4 and 5

At Key Stage 4, students can opt for the GCSE course in Religious Studies. Students will explore themes such as ‘how should crime be punished?’, ‘when is war justified?’ and ‘animal rights’, through the religions of Christianity and Islam. At Key Stage 5, students are offered Religious Studies as a Level 3 A Level course. This course covers Christian theology, Philosophy and ethics. This is an essay-based course, with students being encouraged to develop their evaluation and critical analysis skills – it is highly regarded by universities and employers, working well with both other humanities subjects and the social sciences.

## How are students assessed?

At Key Stage 3, students complete termly assessments that assess their knowledge. Some assessments are exam style, where as others are through class debates, short essays or research projects.

## Home learning

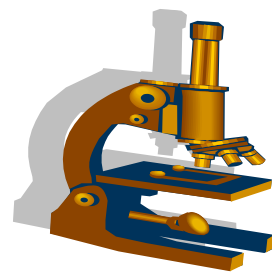
Independent research and assessments, writing using a variety of different styles, activity worksheets and subject based reading, preparation of seminar presentations, examination style questions and tasks.

## Extracurricular activities

A wide range of extracurricular activities are run by the department, such as debate club which is open currently to Yr9 - Yr13 and is run alongside the English department. We also run trips to places of worship and invite guest speakers from religious and non-religious communities to share their stories.

# Science

## Subject Leader – Mr Heffernan



### About the department

Science is taught in a purpose-built block with eleven laboratories and two large central preparation rooms. The faculty is well resourced which supports the effective delivery of the Science curriculum at all stages. We provide a centre of excellence for Science teaching and learning so that all students are inspired by the scientific world that we live in. We aim to equip students with the analytical, evaluative and creative thinking skills needed to understand and want to know more about the disciplines of Biology, Chemistry and Physics.

### What is taught at Key Stage 3?

The Key Stage 3 Science course aims to enable high achievement in Science and the development of inquiring, scientific minds. We aim to create interest, enjoyment and an understanding of how science relates to the wider world. The Science curriculum is taught as a combined Science course of Biology, Chemistry and Physics.

### What topics are covered in Year 7?

In Year 7, students learn about scientific method, cells, tissues, organs and systems, sexual reproduction in animals, muscles and bones, ecosystems, mixtures and separation, acids and alkalis, the particle model, atoms, elements and molecules, energy, current electricity, forces and sound. Each topic is taught with a range of activities designed to develop essential scientific skills. The curriculum is designed to capture the enthusiasm and interest of students, along with maximising student achievement and progression. The work is made relevant to students by relating scientific theory to everyday life and by exploring the social, ethical, and economic aspects of scientific discovery. In Year 7 and 8, students are taught in mixed ability groups.

### Science at Key Stages 4 and 5

Key Stage 3 progresses to Triple or Combined Science at Key Stage 4. In Combined Science, students study a combination of Biology, Chemistry and Physics topics leading to two GCSEs. Triple Science students cover the same material as Double Science students plus extra modules in Biology, Chemistry and Physics leading to three GCSEs; GCSE Biology, Chemistry and Physics. At Key Stage 5, students' progress to the study of A Level Biology, Chemistry or Physics. In Years 9 to 11, students are taught in teaching groups set by ability.

### How are students assessed?

Students are assessed regularly through marking of home learning, practical work, extended writing questions, projects, specific written tasks and progress tests. Students also sit an end of year examination which assesses the skills, knowledge and understanding they have developed. Students are encouraged to track their own progress over the year and self-evaluate their strengths and weaknesses on a regular basis within lessons.

### Home learning

Students are set a variety of tasks for homework, examples include: producing written reports of experiments, processing and presenting data, designing information leaflets on scientific themes and internet research. Homework is also set online using Pearson Active Learn at Key Stages 3, 4 and 5.

### Extracurricular activities

We visit London's scientific museums such as the Science and Hunterian museums, and attend GCSE and Sixth Form Conferences and other science events such as the West London College STEM day. We run a Medical Society for aspiring medics, a Science club for Year 7 and 8 students and a documentary club open to all year groups. We have expert scientific lectures from visiting speakers that are open to all year groups, including Year 7. We offer extra-curricular advice to students looking to pursue a career in science, engineering or mathematics and help with preparations for specific exams required for university entrance onto these courses.

# EPHS Library

## Librarian – Ms Martino



### Welcome to the Elthorne Park High School Library

Every Elthorne Park High School student is automatically a member of the EPHS Library. Their ID card is also their library card. The library is a central point in our school for students' reading and research needs and is located in on the ground floor of C Block, just off the main playground. Students are very involved in the running of the library. We have over 25 student librarians and library prefects.

We are open before school, at break and lunchtime and after school on Tuesdays and Wednesdays. The library offers a quiet environment for individual reading, research, home learning, small group work and class learning during the whole school day. Students in Years 7, 8 and 9 have regular opportunities to visit the library during English library lessons and students have access to laptops and a networked printer to photocopy, print or scan their work using their ID card. We also sell stationery including pens, pencils, rulers and maths equipment.

Reading for pleasure is a key focus for the library at EPHS and we have a wide range of fiction books and ebooks for all abilities and interests to read and borrow. Students can browse the library catalogue online and reserve books from home. We also have a good collection of non-fiction, information books to support home learning and for general interest, as well as a range of e-resources to help with research and wider reading, accessible from anywhere.

We run and host events throughout the year in addition to our role supporting students and staff, including: author visits, World Book Day, escape rooms, reading events outside school, writing and reading competitions and clubs including bookclubs, Dungeons & Dragons, chess club and the Ealing Teen Read group. Each week, we nominate a "Reader of the Week". This is awarded to a student for working hard at their own reading, recommending a book to other students or being a good reading or library role model. 'Reader of the Week' winners choose a book token or a book prize from a selection available.

# The Role of the Tutor

The tutors play an important role supporting their tutees as they progress through secondary school, overseeing their academic progress and social development.



This year students have one morning tutor period per day lasting 25 minutes. During this time, the tutor will lead on a number of tutor time activities aimed at supporting your child's study skills, examination preparation, skills for life and personal development. In addition to this, your child's tutor will also lead on their weekly Personal Social Health and Citizenship (PSHCE) education lesson. In addition, students attend a weekly assembly led by their Year Leader and a member of the Senior Leadership Team.

The tutor is the first contact between school and home. Parents can communicate with the tutor using the student planner or directly using email or by leaving a telephone message. During tutor time, students will engage in a number of activities to support their learning and personal development. The tutor will support your child in a number of ways, including:

- Overviewing your child's academic progress, attendance and punctuality and organisation for school, including equipment and school uniform.
- Discussing themes that relate to your child's personal development and broader understanding of current affairs.
- Engaging your child in student leadership and school council activities.
- Mentoring your child in relation to academic performance and personal development.
- Setting targets to improve their work and involvement in the wider life of the school.
- Providing year specific guidance in relation to examinations, study support and future careers and education pathways.
- Leading on year challenges, fundraising and community engagement activities.
- Providing reflection opportunities around PSHCE, safeguarding, Citizenship and current affairs.
- Engaging your child in themes that relate to your child's Spiritual, Moral, Social and Cultural development.

We hope that parents will take a keen interest in their child's involvement in tutor time and PSHCE related activities.

At Elthorne Park High School, we value working in close partnership with parents to support your child's development. We encourage close links and regular feedback between parents and your child's tutor.

Your child's tutor should be the first point of contact in relation to any non-subject related communication with the school.



# Parents, Teachers, Friends Association



Parents, Teachers, Friends Association

We would like to offer a very warm welcome to Elthorne Park High School PTFA (Parents, Teachers, Friends Association). All parents and carers are automatically members of the PTFA. It's good to get involved, make new friends, learn more about the school and help raise valuable funds to help the students on their journey through High School.

We are a registered Charity, number 1125837. We aim to foster a spirit of community at Elthorne and raise money to enhance the student's journey through the school. Please help us by coming along to our events. They are great fun! Also consider offering some of your time to support what we do. It can be as little as an hour a year, or more if you can. From charity trustee through to event day volunteer there is a role to suit everyone.

In the last couple of years we have raised funds to buy new Chromebooks, benches, art equipment, sports kit, and during the pandemic we have provided food vouchers and consumables for the 3D printer which has been used for the production of PPE equipment for local care homes. We run several social events throughout the year including Quiz and Curry nights, Bingo, Comedy and Music, Summer BBQ. We support all school concerts and musical productions by providing drinks and refreshments. We are always looking for new ideas, so jump on board and get involved!



For more information or to volunteer please contact the PTFA via [elthorneptfa@gmail.com](mailto:elthorneptfa@gmail.com)

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