

BSO
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School



Excellence
in Education

Key Stage 3

Year 7

2019-2020

Dear Parents,

Welcome to Secondary, Welcome to the start of Key Stage 3 and Welcome to Year 7 - the next phase in your child's learning!

The transition to Year 7 and to Secondary school brings many changes including sixteen subjects, sixteen different teachers and sixteen different classrooms. And along with these changes come many new and exciting challenges for our students: learning to use a locker, organising themselves with a two-week timetable and taking greater responsibility for their learning and behaviour, to name just a few.

The academic and personal growth of our students relies heavily on both individual and collective effort. Whilst students learn to manage and complete day-to-day tasks more independently, they must also develop their ability to work as part of a team, both inside and beyond the classroom. Supporting and respecting others and accepting differences are important values we hope Year 7s will begin to refine as they take their first steps along their learning journey in Secondary.

In addition, we cannot underestimate the importance of families on our journey. Our Behaviour for Learning Policy is only effective when we work together with parents/carers and we hope we can count on your support throughout the year.

We look forward to a successful start to Secondary for your sons and daughters.

Pauline Larbaigt
Head of Year 7

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Secondary Educational System

Overview

Secondary Education at Caxton College covers the final three stages of the English National Curriculum:

- **Key Stage 3** (Year 7 to Year 9)
- **Key Stage 4** (Year 10 and 11)
- **Key Stage 5** (Year 12 and 13, also commonly known as Sixth Form)

Key Stage 3 lays the foundation for all future learning. Students study all British subjects and the three compulsory Spanish subjects (Lengua Española, Sociales and Valenciano), as well as Career Skills, Personal Development and Ethics or Religion.

In Key Stage 4, students begin to specialise, making option choices based on future interests. At the end of Year 11, students sit external examinations to obtain the IGCSE (International General Certificate of Education). Caxton College is a recognised exam center for the University of Cambridge, Pearson's Edexcel and AQA Examination Boards. These IGCSEs also enable students to obtain their ESO certificate for Spain. Access to Key Stage 5, also commonly known as 'Sixth Form', is dependent upon the IGCSE results.

Currently, access to Spanish Universities is gained by combining the final grades from the English A Levels with the grades from the two Spanish PCE subjects. Each student's choice of A Levels and PCE subjects will be linked to their future University/career aspirations.

Throughout Secondary, it is our aim to ensure each student makes the academic progress they are capable of, as well as equipping them with values and life skills they will need beyond school. This is a crucial period in which students learn to organise themselves, to become more independent and to take responsibility for their actions and decisions.

Clear communication and support between home and school is essential for effective teaching and learning and also for the success of our students.

Spanish System	British System	Key Stage	Public Examinations
6º Primaria	Year 7	Key Stage 3	
1º ESO	Year 8	Key Stage 3	
2º ESO	Year 9	Key Stage 3	
3º ESO	Year 10	Key Stage 4	LAMDA
4º ESO	Year 11	Key Stage 4	IGCSE
1º Bachillerato	Year 12	Sixth Form	AS level/ Advanced level
2º Bachillerato	Year 13	Sixth Form	A2 level/ Advanced level

Assessment and Reports

Each academic year is divided into three Assessment Periods. At the end of each Assessment Period, parents will receive an online report of the academic performance and behaviour grades obtained by their child. This includes overall grades for each subject following Assessment Period three.

Academic Performance in all subjects is graded from 9 to 1 (with 9 being the highest possible grade and 1 being the lowest), in accordance with the English National Curriculum. Behaviour is graded from A to F (with A being the highest grade possible and F being the lowest).

A variety of assessment methods are used throughout the year and vary from subject to subject. In addition, at the end of Year 7, students will complete 'End of Year' exams in English, Maths and Science, which are worth 20% of the Year grade in each subject.

Caxton College has a clear progression policy from one academic year to the next. Further information can be found in the 'Criteria for Progression' section of this handbook.

Internal Exams and Assessments

Exams are an important assessment tool, allowing acquired knowledge to be consolidated and providing an objective view of the student's progress. Internal exams act as good preparation for the external exams that students will sit in Key Stage 4 and Key Stage 5.

If a student is absent on the day of an exam or assessment, and this absence has not been authorised, the student will receive a zero. In addition, during the 'End of Year Exams' period, if a student is absent the day before an exam, and this absence has not been authorised, the student will receive a zero, even if they are present on the day of the exam.

Please note that it is only in exceptional circumstances that we will allow a child to sit an exam or submit work for assessment outside of its scheduled date. Therefore we strongly advise that parents do not plan trips or other activities that require the student to be absent from school during term time. For key dates, please refer to the calendar, available via the Parent Profile.

If a student misses an exam or assessment, it is the student's responsibility to contact their subject teacher on their return to school and arrange a new date for the assessment to take place.

Delivery of Subject Content

Students are taught in a number of different ways across the various subjects including: groups being split by ability, mixed ability groups and being taught as a form group. This ensures the needs of all students are met and gives them the best possible chance of achieving their maximum potential academically.

In Year 7 these groups are created from the information provided by their Year 6 teachers including the results of EPTs.

From Year 8–11, information from internal evaluations, teacher observations and final exams contribute to the formation of groups.

A student may move from one set to another throughout the year based on academic performance. It often takes place at the end of an Assessment Period or the start of the next one, and is done in order to ensure students achieve their maximum potential.

Please rest assured that there is no difference in the curriculum students follow, the exams the students sit or the books the students use. Different groupings simply allow for students to make the greatest possible progress whilst using the most suitable teaching styles.

Criteria for Progression from Year 7 to Year 8

1. A pass grade at this level is from grade 5 to 9.
2. Students will only be allowed to progress to the next year if they have passed ALL subjects with a grade 5 or higher.
3. If a student fails:
 - 1 Subject – The student will have the opportunity to resit* the subject in August (Resit dates 26th & 27th August 2020).
 - 2 Subjects – The student will have the opportunity to resit* the subjects in August (Resit dates 26th & 27th August 2020).
 - 3 Subjects – The student will have the opportunity to resit* the subjects in August. (Resit dates 26th & 27th August 2020).
 - 4 Subjects or more – No resit opportunity. The ONLY option for the student will be to repeat the year or leave the school.

*In Personal Development, Religion, Ethics, and PE, resits consist of a project to be handed in on the 26th or 27th August 2020, rather than an exam.

4. If a student fails resits in August, a 'Claustro' meeting (attended by SLT and the school Psychologist) will be held to decide if the student will be given the opportunity to repeat the year or not. Students cannot repeat a year more than once during their education at Caxton College.

Please note:

Progression is not solely based on academic achievement. Progression is also reliant on a student's ability to demonstrate the behaviour and maturity appropriate for the demands of the year group. As such, the school will also carefully consider student's behaviour grades, alongside academic achievement, when making decisions about progression.

Monitoring of 'At Risk' students

If a student is not achieving the expected Level 5 or above by the end of each Assessment Period, the subject teacher will complete an Academic Action Plan (AAP). The AAP will outline areas for improvement along with suggested strategies for improvement. This information is shared with parents through the Progress List.

If a student is not achieving a Level 5 or above in a range of subject areas, they may be placed on monitoring by their Head of Year. This means that their subject teachers must write a comment on the Progress List at least once per fortnight, updating parents about their child's progress and attitude.

In addition, parents may be asked to attend a meeting with the subject teacher, Head of Department or Head of Year, in order to ensure the student, parents and teachers work together to bring about an improvement.

Private tutoring

If your child has private lessons for a specific subject or subjects, it is always useful to inform the Form Tutor and/or relevant subject teacher(s).

Homework and Independent Work

Subject Teachers will assign homework when they feel it is most appropriate. For some subjects this may be weekly, whereas others occasionally, and for this reason on some days students may have less homework than on others.

In addition to this we recommend that students spend approximately 30 minutes per day reviewing notes, completing any unfinished tasks and carrying out independent work at home. This consolidates knowledge and the understanding of topics covered and encourages a notion of independent learning, which we at Caxton aim to generate and foster. This style of learning develops:

- Good learning habits for life
- Family involvement in learning

We would also advise that students spend an additional 25-30 minutes per day on any subjects that they feel are more challenging.

If, at any point, students feel overwhelmed, please encourage them to speak to their Form Tutor, or please contact the Form Tutor directly.

Absences

If a student is absent from school due to illness, we believe they should be at home resting and recuperating. If a student is absent for:

- 3 days or less - it is the student's responsibility to catch up on the work missed using Google Classroom or notes from a fellow student. We ask that parents refrain from emailing and requesting work from teachers at this point.
- 4 days or more – In the first instance students should check Google classroom for resources and/homework before making contact with subject teachers.

Any planned absences should have permission from a member of the Senior Leadership Team. Under these circumstances, it is the student's responsibility to speak to staff, collect work, complete it and hand it in, in accordance with the conditions set by the individual subject teachers.

School Supplies

Fees for school supplies are destined to general classroom resources, including technological, art and science laboratory resources, as well as photocopies and printed resources. School supply fees do not include the cost of individual materials such as text or exercise books, or necessary iPad Apps.

All students are required to provide their own:

- Pens, pencils, rubber, pencil sharpener
- 30 cm ruler
- Compass
- Protractor
- Scientific Calculator (we recommend the Casio FX-85ES or a similar model that has the 'replay' function)
- iPad 2018, 128 Gb. This is mandatory for all Y7-11 students.

Text books, exercise books and relevant iPad Apps can all be purchased through the school. Some resources will only be used for one academic year, but others may be used across multiple years.

Parental Contact

As you know, in order for us to be successful in maximising your children's potential and helping them achieve their goals in life, it is essential that parents, staff and students work together.

We are confident in our approach and we work exceptionally hard to ensure students are well supported in school and that they feel safe. It is incredibly important that students are given opportunities to develop resilience, to accept responsibility and to become more mature.

As parents, we trust that you make the best decisions for your child at home and therefore we kindly ask that you give us the same courtesy in school. Our teachers are professionals in their field, with many years of experience of working with young people. We want the best for your child and will always base our decisions on this principle. As a result we respectfully ask you to trust our judgement and think carefully before making the decision to contact the school to make a complaint.

We aim for the highest level of consistency and fairness across the school, and all teachers use our Behaviour for Learning Policy to guide them (available in full on the Parent Profile). The majority of minor issues will quite easily be dealt with and resolved, without the need for parental involvement.

Please remember staff keep in regular contact via the Progress List, which can be viewed daily through the Parent Profile. For more pressing or serious issues, a member of staff may contact you directly for additional help and support.

If you do feel the need to raise any concerns or would like to share good news with us, please contact the school via the Parent Profile. In doing so, you will receive an acknowledgment from the school that your email has been received and you should then expect an email or phone call response within 72 hours.

Parents are also welcome to meet face-to-face with staff, but we do ask

that you contact the Secondary Secretaries and arrange this in advance. Our staff are busy teaching, preparing lessons, marking student work and giving one-to-one student support, and will not be able to meet parents who arrive at the school without a prior appointment.

Caxton College will not tolerate abusive behaviour towards our staff, whether this is written, verbal or physical. Your child's education is very much a team effort and we ask for your help and support throughout their time here in Secondary.

Additional School Policies and Handbooks

Should parents wish to consult any of our policies or handbooks in greater depth, these are available to view via the Parent Profile:

- Anti-Bullying Policy
- Anti-Drugs Policy
- Behaviour for Learning Policy
- Child Protection and Safeguarding Policy
- General Information for Secondary & Sixth Form
- Health and Safety Policy
- Progression Policy
- Technology Policy

General Information About Subjects

From Year 7 to 9 students study the following compulsory subjects in English, belonging to the British curriculum:

- Art
- Career Skills
- English Language and Literature

- Modern Foreign Languages: French or German
- Geography
- History
- ICT
- Mathematics
- Music
- Personal Development
- Physical Education
- Science

In addition, they will also take the following compulsory Spanish subjects:

- Spanish Language and Literature/ELE
- Spanish Social Studies
- Religion or Ethics
- Valencian Language

General points to note:

GRADING

In all subjects students will be assessed on a grading scale from 9-1 in line with UK assessments, 9 being the highest, 1 being the lowest and 5 being the required grade to pass at Caxton with the exception of Career Skills, which is not formally assessed.

GOOGLE CLASSROOM

This is an educational platform in which teachers across all subjects place materials and resources such as: videos, articles, recommended reading, websites of interest, exam dates and homework. Everything is located in one place with the added advantage that students can collaborate on work, submit work electronically and teachers can mark it, give feedback and grade it. Teachers and students can keep in regular contact and post comments and instructions at a moment's notice. It is a great addition to the technological world of teaching.

INDEPENDENCE AND RESPONSIBILITY

Students in Secondary will be encouraged to take more responsibility for their learning, be proactive, take the initiative and become more independent. Subject specific problems should first be discussed with the class teacher before approaching the Head of Department or Academic Head teacher, or involving parents.

SUBJECT INFORMATION

All subjects have outlined their intended course contents below, however please be aware that this is a guideline only and may be subject to change. These changes will be at the discretion of the Head of Department due to changing circumstances within the term such as term length, bank holidays, special activities organised within the school or student understanding of key content, always bearing in mind the best interests of the students.

ART & DESIGN

1. Head of Department: Ms Liz Edwards

2. Course Contents:

- Foundation Drawing Course
- Painting
- Printmaking or 3D work.

3. Assessments: Each term is assessed through regular feedback and practical performance of each formal element introduced. The overall grade for the year is a combination of the 3 terms, with term 3 being weighted slightly less than term 1 and 2 due to term 3 being that much shorter.

4. Recommended reading/Websites of interest:

www.studentartguide.com

www.tate.org.uk

<https://youtu.be/DFRYD7W4s7I>

5. Additional Information: Young Caxton Artists' catalogues can be found on the school website.

CAREER SKILLS

1. Head of Department: Ms Claire Brunell

2. Course Contents: This course is designed to support students in developing the skills they will need to be successful students as well as preparing them for the world of work.

Topics include:

1. How to develop a growth mindset and face challenges
2. What are the most effective study strategies
3. How to use 'Unifrog'; a platform to help choose careers and university courses

3. Assessment: This subject will not be formally assessed.

4. Recommended reading/Websites of interest:

www.unifrog.org

<https://www.mindsetworks.com/science/>

<http://www.learningscientists.org/>

1. Head of Department: Mr Stephen Miller

2. Course Contents:

First Term	Second Term	Third Term
Drama: <i>Frankenstein</i> by Phillip Pullman	Prose: <i>The Graveyard Book</i> by Neil Gaiman	Drama: Introduction to Shakespeare and <i>The Tempest</i>
Non-fiction: <i>Looking for Adventure</i>	Language Lab: Writers' choices	Diverse shorts: Respect for Others
Christmas poetry: What is a poem?		Preparation for end of year examinations

3. Assessment: Ongoing throughout the year, both in class (through conversation, drama, essays etc) and by means of homework. There are regular core assessments for the year group, as well as an end-of-year exam, which is worth 20% of the final grade. In each term, we try to assess the three skills of Reading, Writing and Speaking and Listening. As English is a skills-based subject, we try to give more emphasis to the level reached by the end of the year, rather than simply an accumulation of the year's assessments.

4. Recommended reading / Websites of interest

www.bbc.co.uk/KS3bitesize/english

www.revisionaid.co.uk

www.channel4.com/learning

www.bbc.co.uk/schools/websites

5. Additional Information: Students should have access to books or magazines in English and develop the habit of reading them. When you watch films at home, try to watch them in English with subtitles in English. This will improve your child's reading ability and comprehension. Remember that talking about reading is very important, so discussing a book will also help to develop their reading comprehension skills. Keep reading time relaxed, comfortable and pleasurable; a quiet place, with

the television turned off is best. As your child progresses, talk about authors, characters, themes and plots or what new information has been learnt.

FRENCH

1. Head of Department: Ms Cathy Desbois

2. Course Contents:

Term 1 Myself	Term 2 My School	Term 3 My free time
What I like What I don't like What is in my bag My personality Physical appearance	My subjects Opinions My timetable My school day Food and drinks	Using technology Sports Other activities Opinions Talking about others

3. Assessment: 4 tasks make up each term grade.

- Active Learn interactive homework tasks. Set at the start of a module and given several weeks for completion.
- Specific Vocab and Minitests. Simple tests requiring prior revision.
- Formative assessments: Listening, Reading, Writing and/or Speaking short tasks done and assessed in class.
- Summative assessments (End of Term examinations) covering the whole module. Involving all/some of the 4 skills.

The overall grade for the year is a combination of the 3 terms, with term 3 being weighted slightly less than term 1 and 2 due to term 3 being that much shorter.

4. Recommended reading / Websites of interest:

www.linguascope.com

5. Additional Information: Those who already have a good level of the French language (A2 and beyond) are welcome to take French as a language in Secondary. However it is worth noting that the language is taught from a basic introductory level as the majority of students have no previous experience. Groups are split into 2 sets based on experience and ability and lessons are taught to the curriculum content above. Students who have a higher level of French may want to study a 4th language, in this case German, in order to challenge themselves and avoid repetition of work.

GERMAN

1. Head of Department: Shared responsibility

- Ms Louise Parmenter – KS5
- Ms Kathrin Weers – KS3 & 4

2. Course Contents:

Term 1	Term 2	Term 3
<ul style="list-style-type: none">• Greetings• Introductions• Numbers• Where you live• Alphabet• Pencil Case• Dates & Times• Instructions• Family & Pets• Colours	<ul style="list-style-type: none">• Hobbies• Technology• School• Class Instructions	<ul style="list-style-type: none">• Food• Town• Shopping• Summer Holidays

3. Assessment: 2 skills are assessed every term from a combination of listening, speaking, reading and writing as well as classwork throughout the term. The overall grade for the year is a combination of the 3 terms, with term 3 being weighted slightly less than term 1 and 2 due to term 3 being that much shorter.

4. Recommended reading / Websites of interest:

- www.languagesonline.org.uk
- www.linguascope.com
Username: Caxton
Password:langs4life
- www.duolingo.com

6. Additional Information: Those who already have a good level of the German language (A2 and beyond) are welcome to take German as a language in Secondary. However it is worth noting that the language is taught from a basic introductory level as the majority of students have no previous experience. Groups are split into 2 sets based on experience and ability and lessons are taught to the curriculum content above. Students who have a higher level of German may want to study a 4th language, in this case French, in order to challenge themselves and avoid repetition of work.

GEOGRAPHY

1. Head of Department: Ms Jennifer Freemantle

2. Course Contents:

First Term	Second Term	Third Term
<ul style="list-style-type: none"> • Map Reading • Physical Landscapes 	<ul style="list-style-type: none"> • Environmental Issues 	<ul style="list-style-type: none"> • Physical Landscapes

3. Assessment: Two assessments take place each term, which includes a mixture of short-answer tests, extended writing and project work. The overall grade for the year is a combination of the 3 terms, with term 3 being weighted slightly less than term 1 and 2 due to term 3 being that much shorter.

4. Recommended reading / Websites of interest:

<https://www.bbc.com/bitesize/subjects/zrw76sg>

www.educationquizzes.com

<https://climatekids.nasa.gov/>

5. Additional Information: Encourage your child to keep an eye on geographical events in the news and think about how topics studied in class can relate to their local area.

HISTORY

1. Head of Department: Ms Jeanette Nugent

2. Course Contents:

Term 1	Term 2	Term 3
<ul style="list-style-type: none">Using clues: a murder mystery1066 and the Battle of HastingsCastlesChallenging the power of the King Henry II-King John	<ul style="list-style-type: none">The PlaguePeasants' RevoltThe Medieval CityMedieval WomenMedieval Crime	<ul style="list-style-type: none">Medieval ChinaArab CultureEmpires in Medieval Times

3. Assessment: In each topic students will be assessed on their ability to display historical skills which may include:

- To use sources in order to make inferences and discuss usefulness
- To understand change and continuity over time
- To use evidence to write analytical essays
- To understand and explain why historians have different opinions

At the end of each term the assessments are averaged out giving an overall grade for the term. The overall grade for the year is a combination of the 3 terms, with term 3 being weighted slightly less than term 1 and 2 due to term 3 being that much shorter. Factors such as participation in class which enables students to show abilities in arguing ideas may be used as part of the overall assessment at the teacher's discretion.

4. Recommended reading / Websites of interest:

- BBC Bitesize - <https://www.bbc.com/bitesize/subjects/z7svr82>
- Khan Academy - <https://www.khanacademy.org/humanities/world-history#euro-hist>
- Crash Course - <https://www.youtube.com/user/crashcourse>

Novels

The Measly Middle Ages (Horrible Histories) by Terry Deary

The Illustrated Book of Knights (Dover Children) by Jack Coggins

1. Head of Department: Mr Gustavo Balbuena

2. Course Contents:

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> • Intro to file management, cloud storage and email system • Computer hardware and software • Computational thinking (part of the UK Bebras challenge) 	<ul style="list-style-type: none"> • Algorithms and flowcharts • Modelling using Excel spreadsheet • Intro to block-based programming language: Scratch 	<ul style="list-style-type: none"> • Problem solving and modelling with Sketchup • Sequencing: Pivot animation • Introduction to Tynker

3. Assessment: Each term grade is a combination of classwork, homework and small assessments completed throughout the term. The overall grade for the year is a combination of the 3 terms, with term 3 being weighted slightly less than term 1 and 2 due term 3 being that much shorter.

4. Recommended Reading / Websites of interest:

- <https://www.typing.com/>
- <https://scratch.mit.edu/>
- www.doddlelearn.co.uk
- www.tynker.com
- www.code.org
- <https://edu.sketchup.com/app>

5. Additional Information: Students will also be introduced to coding using already installed apps on their iPads. Although they look like games, these apps are educational and will encourage students to develop computational thinking.

MATHEMATICS

1. Head of Department: Ms Christine Bruce

2. Course Contents:

Term 1	Term 2	Term 3
<ul style="list-style-type: none">• Negative numbers• Functions• Sequences• Perimeter and area Volume• Decimals• Long division	<ul style="list-style-type: none">• Averages• Grouped frequency• Algebraic expressions• Formulae• Fractions• Angles	<ul style="list-style-type: none">• Coordinates• Graphs• Percentages• Probability• Symmetry• Tessellations• Ratio• Pie charts

3. Assessment: Each term grade consists of two tasks: investigations, revision exercises, independent study units project work and a formal exam. At the end of the year students sit an End of Year exam, which covers all of the content studied throughout the year and contributes 20% to the overall grade. The remainder of the grade is made up from an average of the 3 terms, with term 3 being weighted slightly less than term 1 and 2 due to term 3 being that much shorter.

4. Recommended Reading / Websites of interest:

www.myimaths.com

www.mrbartonmaths.com

5. Additional Information:

Students will need a protractor, ruler, pair of compasses and a calculator which they should bring with them to every lesson.

1. Head of Department: Mr Gerry Paci

2. Course Contents:

First Term	Second Term	Third Term
<ul style="list-style-type: none"> • Musical Elements • Rhythm and Pulse 	<ul style="list-style-type: none"> • Form and Structure • Ladders 	<ul style="list-style-type: none"> • Instruments of the Orchestra • Pictures at an Exhibition

3. Assessment: Students are monitored through continuous assessment for learning. Assessments take place multiple times during each topic. The main areas of assessment are: composing, performing, appraising using the appropriate musical language. Students are at all times expected to demonstrate a level of empathy and compassion during group activities and performances, which also contributes towards their behaviour grades. The overall grade for the year is a combination of the 3 terms, with term 3 being weighted slightly less than term 1 and 2 due to term 3 being that much shorter.

4. Recommended Reading / Websites of interest:

<https://www.bbc.com/bitesize/subjects/z9xhfg8>

<https://www.fip.fr/player>

5. Additional Information: Music reflects the world that students live in and plays an important role in helping students feel a part of a community. It is a form of communication that inspires and motivates students, and can help with expression and impact on their personal development. Therefore, we believe it is of great importance that the opportunity is given to all students to create, play, perform and enjoy music both in and out of lessons. This can be through special events that require performances

from musicians and singers as well as the school choir and the school musical.

PERSONAL DEVELOPMENT

1. Head of Department: Ms Carolina Cebrián

2. Course Contents:

First term	Second Term	Third Term
<ul style="list-style-type: none">• Getting to know ourselves: emotional intelligence• Tolerance and Diversity	<ul style="list-style-type: none">• Impact of new technologies on children and teenagers	<ul style="list-style-type: none">• Healthy habits• Getting along together: moral dilemmas

3. Assessment: A project will be assigned by the teacher each term, which is to be completed in class and at home. Failure to hand in the project will result in the student failing the term. In addition to the project, student participation, attitude and classwork also contribute to the final grade. The overall grade for the year is a combination of the 3 terms, with term 3 being weighted slightly less than term 1 and 2 due to term 3 being that much shorter.

4. Recommended Reading / Websites of interest:

www.kidshealth.org

www.anti-bullyingalliance.org.uk

5. Additional Information: We encourage you to discuss the different topics with your child so that they will be more aware of the values we want to promote such as critical thinking, equality and tolerance.

PHYSICAL EDUCATION

1. Head of Department: Mr Bleddyn Lewis-Jones

2. Course Contents:

Term 1	Term 2	Term 3
<ul style="list-style-type: none">• Assessment activities• Basketball / Badminton• Swimming / Football	<ul style="list-style-type: none">• Badminton / Swimming• Orienteering• Football / Basketball	<ul style="list-style-type: none">• Athletics• Fitness / Softball• Outdoor swimming

3 Assessment: Each topic students will be assessed on a scale from 9-1 on their ability to perform the required skills of that activity and then how they can apply those skills in competitive game situations (where possible). All assessment criteria is posted and available via Google Classroom before the start of the activity. At the end of each term the activities that have been assessed are averaged out giving an overall grade for the term. The overall grade for the year is a combination of the 3 terms, with term 3 being weighted slightly less than term 1 and 2 due to term 3 being that much shorter.

4. Recommended Reading / Websites of interest:

<https://www.bbc.co.uk/sport>

<https://www.ukcoaching.org/resources>

<https://www.uksport.gov.uk/>

5. Additional Information:

- Students should bring PE kit to every lesson even if they will not be taking an active part due to injury or illness.
- Throughout the year there will be an opportunity to represent the school in Inter-school competitions: Football, Basketball, Athletics

and Swimming. Trials are held for such events where all students are welcome to attend and try out for the team.

SCIENCE

1. Head of Department: Dr Nicola Porch

2. Course Contents:

Term 1	Term 2	Term 3
<ul style="list-style-type: none">• Health & Safety in the laboratory• Cells• Forces	<ul style="list-style-type: none">• Particles & Solutions• Energy• Drawing graphs	<ul style="list-style-type: none">• Chemical Reactions• Reproduction• Electricity

3. Assessment: Two or three assessments take place each term such as poster work or online quizzes, and a written exam at the end of each topic. At the end of the year students sit an End of Year exam, which covers all the contents studied throughout the year and contributes 20% to the overall grade. The remainder of the grade is made up from an average of the 3 terms, with term 3 being weighted slightly less than term 1 and 2 due to term 3 being that much shorter.

4. Recommended Reading / Websites of interest:

www.doddlelearn.co.uk

Smart Learning ebook and CGP Revision guide are useful books for revision of some topics throughout Y7, 8 & 9. Not all content is included in the books. Students should also use their notebooks.

5. Additional Information: The Year 7 Google Classroom has many activities to help your child prepare for their end of unit exams.

SPANISH LANGUAGE AND LITERATURE

1. Head of Department: Ms Mar González

2. Course Contents:

First term	Second term	Third term
<ul style="list-style-type: none">• Sentences. Capital and lowercase letters. Nouns. Spelling. Text types• Adjectives. Subject and predicate. Spelling. Text types.• Articles. Fixed expressions. Spelling. Text types.	<ul style="list-style-type: none">• Words with difficult spelling. Types of predicates. Adverbs. Text types.• Common sayings. Accents. Sentence modality. Text types.• Conjunctions and prepositions. Hypernyms and hyponyms. Verbs. Text types.	<ul style="list-style-type: none">• Euphemisms and taboo words. The diacritical mark. Origins of the Spanish language. Text types.• Punctuation. Publicity posters. Recipes. Text types.

3. Assessment: Course evaluation criteria cover the following areas:

- Communication: oral and written expression
- Reading comprehension
- Spelling
- Grammar

This subject will be evaluated through periodic tests on the subjects covered in class. Classwork and projects will also be taken into account.

The overall grade for the year is then an average of the 3 terms with term 3 being weighted slightly less than term 1 and 2 due to term 3 being that much shorter.

4. Recommended Reading / Websites of interest:

- Proyecto Gutenberg
- Leoteca
- Biblioteca virtual Miguel de Cervantes

5. Additional Information: Spanish Language is what we call an 'instrumental subject', so we encourage pupils to read; to go to the theatre, museums, concerts and the cinema; and for them to share in lessons (orally or in written form) their impressions and experiences.

SPANISH AS A FOREIGN LANGUAGE (ELE)

1. Head of Department: Ms Pilar Tortonda

2. Course Contents:

- Request and give personal information.
- Express preferences.
- Express opinions.
- Physical appearance and character traits.
- Speak about regular activities.
- Ask and tell the time.
- Ordering in a restaurant.
- Request and give directions.
- Ask and provide addresses/locations.

3. Assessment: Each term grade is generated from regular assessments completed in class and a combination of classwork, project work and exercises completed throughout that term. The overall grade for the year is then an average of the 3 terms with term 3 being weighted slightly less than term 1 and 2 due to term 3 being that much shorter.

4. Recommended reading / Websites of interest:

www.ver-taal.com

www.languagesonline.org.uk

5. Additional Information: Every year, the school reviews whether a pupil should continue with the Spanish as a Foreign Language programme, which is designed to help them to learn to speak, write, read and understand Spanish. If pupils develop these skills quickly, they will not follow the ELE programme in the next school year, but instead will join the native Spanish Language & Literature and Social Sciences lessons, in which they will learn different aspects of the Spanish culture.

Upon reaching Year 11, an ELE pupil will sit the IGCSE Spanish exam, whilst a native Spanish speaker will sit the AS Spanish exam.

SPANISH SOCIAL STUDIES

1. Head of Department: Ms M^a Carmen López

2. Course Contents:

First Term	Second Term	Third Term
Greek Civilisation	Roman Civilisation	The Iberian Peninsula in Ancient Times

3. Assessment: An exam takes place each term with other assessments contributing to each term grade, which can be made up from a combination of class exercises, reading comprehension, essay work and project work. The overall grade for the year is a combination of the 3 terms, with term 3 being weighted slightly less than term 1 and 2 due to term 3 being that much shorter.

4. Recommended reading / Websites of interest:

- <https://www.profesorfrancisco.es>
- www.leccionesdehistoria.com

- YouTube channels: academiaplay, la cuna de Halicarnaso
- Pupils will use the AULA VIRTUAL as a platform
- This school year, pupils will read: *Mitos griegos, El sello de Eolo, and La colina de Edeta*
- Pupils will be provided with additional resources, web pages, and reading selections as they progress in the subject.

5. Additional Information: Reading is a fundamental part of developing subject knowledge as well as a greater understanding of topics. To complement this subject, we recommend that pupils visit exhibitions, museums, historical recreations and historical locations where interesting activities are organised for families.

RELIGION/ETHICS

1. Head of Department: Ms Almudena Cózar

2. Course Contents:

Religion	Ethics
<ul style="list-style-type: none"> • Religion in Ancient History • The Ten Commandments and God's Law 	<ul style="list-style-type: none"> • Ancient Greek Philosophers: <ul style="list-style-type: none"> -Socrates -Plato -Aristotle • Introduction to Judaism: <ul style="list-style-type: none"> -Genesis -Exodus -The Temple and the Kingdom of Israel • Introduction to Christianity: <ul style="list-style-type: none"> -The life of Jesus -The kingdom of heaven -The meaning of the crucifixion

3. Assessment: A project will be assigned by the teacher each term, which is to be completed in class and at home. Failure to hand in the project will result in the student failing the term. In addition to the project, student participation, attitude and classwork also contribute to the final grade. The overall grade for the year is then an average of the 3 terms with term 3 being weighted slightly less than term 1 and 2 due to term 3 being that much shorter.

4. Recommended reading / Websites of interest: We will recommend various resources for pupils based on the topics at hand.

5. Additional Information: Students have the choice as to whether to study Religion or Ethics.

VALENCIAN LANGUAGE

1. Head of Department: Ms Pilar Tortonda

2. Course Contents:

- Articles.
- Daily action verbs.
- The present indicative.
- Estar + gerund.
- Temporal adverbs.
- Vocabulary: price, time, weather, public transport, timetables, the human body.
- Physical appearance, traits, moods.
- Comparatives.
- Verbs: ser, estar, tenir, anar a, vindre de.
- Expressing obligation.
- Graphical symbols: g, j, tg, tj, s, ss.

3. Assessment: Each term grade is generated from regular assessments completed in class and a combination of classwork, Project work and exercises completed throughout that term. The overall grade for the year is then an average of the 3 terms with term 3 being weighted slightly less than term 1 and 2 due to term 3 being that much shorter.

4. Recommended reading / Websites of interest:

- Jugallengua – descargable en:
www.ceice.gva.es/es/web/dgplgm/jugallengua
- We will recommend various resources for pupils based on the topics at hand.

5. Additional Information: It is important to note that all students must study Valencian Language, whether they are foreign or native Spanish speakers. This is a requirement by the Spanish government. All lessons are carefully planned and prepared to ensure they are accessible by all, and that all students make good progress.

