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# HOW DO I HELP MY CHILD SUCCEED IN...?

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A GUIDE FOR PARENTS OF  
YEAR 10 STUDENTS

WINTERTON  
COMMUNITY  
ACADEMY

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## INTRODUCTION

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These booklets are now in their seventh year after parents told us they would like to know more about how they can help their child succeed. It supplements other advice, on our website and elsewhere, that is available and your child's reports and parents' evening meetings.

### Why do we need these booklets?

There is clear evidence, and we agree, that engaging parents with their child's learning is extremely positive and leads to wide-ranging benefits. One of the best influences on our students is their parents and we know that as we strive to be Outstanding, the students need to strive for that goal and their parents need to be fully involved in this too. After all, as teachers see them for such a small part of each week (15% of a year) the influence of the parents has got to be a major factor in their success.

*Parents have the greatest influence on the achievement of young people through supporting their learning in the home rather than supporting activities in the school.*

*It is their support of learning within the home environment that makes the maximum difference to achievement. (Do Parents Know They Matter, Harris, Andrew-Power&Goodall 2009)*

### What is this booklet for?

This booklet endeavours to give you greater insight into what your child is studying, what you can do to support them and what they can do to take a greater interest in the subjects they take and promote their learning at home - after all, that is where they spend the majority of their lives!

It is not intended to be the definitive guide to every subject they study but an overview of what you may need to know in order to provide any relevant support.

### What else can we do?

In addition to this subject-specific advice, literacy, numeracy and information from the IGLU, I would like to emphasise three other key areas which we believe can be of greatest influence.

#### 1. Encouragement and Praise

*"It's great when my teacher is pleased with me, but your dad's your dad!" Year 7 student*

#### 2. Take greater ownership of their homework - what it is, when it is due and is it complete?

a. See the Homework page on our website for details of our expectations.

#### 3. Emphasise the 'Outstanding Learner Cards' and their importance - These have been in existence for 5 years with the overview being many students ARE already Outstanding and don't even realise it!

a. In a nutshell... Give 100% Effort as often as possible; Stay 100% focussed in lessons as often as possible; Behave well in lessons, around the school and to each other.


b. Scorecards are integrated into your child's planner so you can track their scores, what they mean and their targets. Making it easier for you to help them to achieve them.

#### Some additional tips that may help:

- Help them with other organisation - homework completion and organising their bag for the next day
  - We have standard school equipment for sale in the school office.
- Agree a balance between school work, social life and other distractions.
- Provide the best environment for learning as you can. Ideally a quiet place just for their learning.
- Provide the resources they need for revision - folders, highlighters, cue-cards, post-its, paper, pens, memory sticks, etc. Help to plan their revision timetables too.

I hope you find this 'guide' useful and would welcome any thoughts on how we can improve either this booklet for the next Year 10 students or subsequent booklets for other year groups.

Thank you

 **Like us on Facebook** - Search for Winterton Community Academy and check it is the official site showing lots of regular updates - Or - **Follow us on Twitter** @WintertonWCA 

## HOW DO I HELP MY CHILD SUCCEED WITH HELP FROM THE IGLU?

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'IGLU' stands for Intervention Group Learning Unit. We offer a range of opportunities for students to boost their performance in English and Mathematics, as well as improving general study skills.

One of the main roles of the IGLU is running the Small Group English & Mathematics Intervention Programme. Those students who could benefit most from these sessions will be put forward by their teacher to join the programme; this usually involves attending small group sessions on a rotating basis.

### Is there anything else I can do to help my child succeed in English & Mathematics?

We have one to one (or very small group) sessions available to be booked at lunchtimes or after school. These sessions are run by a learning mentor and can be used by students who would like a boost with any area of English or Mathematics. These sessions can be booked by filling in a slip (available in form rooms) or by coming in to the IGLU, and are available to all KS4 students regardless of whether or not they are already on an IGLU Intervention Programme. Each session will be individually tailored to meet the student's needs.

You could encourage your child to book one of these sessions if one of the following applies to them:

- They are struggling to understand one or more areas of English or Mathematics.
- They would like help to prepare for an exam.
- They have missed some work through illness and would like to catch up.

### Is there anything else I can do to help my child succeed in general?

Near to exam time, the IGLU will run a series of Revision Seminars. These interactive workshops will be hosted by an outside professional and will be open to all Year 11 students. This is an excellent opportunity for students to build up their revision skills in the run up to the GCSEs. They will take place after school; dates and sign-up sheets will be made available nearer to the time.

We also offer help with scheduling and prioritising for students who are feeling stressed or 'snowed under' with homework or revision. This can be arranged simply by talking to one of the IGLU learning mentors.

### What are the key websites that my child could use?

English:

[www.bbc.co.uk/schools/gcsebitesize](http://www.bbc.co.uk/schools/gcsebitesize)

[www.sparknotes.com](http://www.sparknotes.com)

[www.bbc.co.uk/skillswise](http://www.bbc.co.uk/skillswise)

Maths:

[www.mathswatchvle.com](http://www.mathswatchvle.com)

[www.bbc.co.uk/schools/gcsebitesize](http://www.bbc.co.uk/schools/gcsebitesize)

<http://mathsapp.pixl.org.uk>

### How do you celebrate success in the IGLU?

There is a 'Hall of Fame' wall at the back of the IGLU, filled with examples of outstanding work. Having work added to this wall shows students that they have exceeded our expectations, and serves as inspiration to others, and provides a confidence boost to the student raising their own self-esteem.

### If I need to speak to someone about study support from the IGLU, who should I contact and how?

Miss B Bartlett (English) [bartlett.b@wintertoncommunityacademy.co.uk](mailto:bartlett.b@wintertoncommunityacademy.co.uk)

Mrs A Burman (Mathematics) [burman.a@wintertoncommunityacademy.co.uk](mailto:burman.a@wintertoncommunityacademy.co.uk)

## LITERACY ACROSS THE CURRICULUM

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As a school, we are endeavouring to improve students' literacy across the curriculum in order to ensure further attainment in all subject areas.

### Home Reading

Encourage your child to read to develop their reading skills and their vocabulary. Between the ages of 5 - 8, 30% of children will read every day - this falls by almost half by the time they are 15-17 where only 17% will read every day. Support your child by providing opportunities for them to read on a daily basis ask them about what they are reading, what predictions can they make about what will happen next? They should be reading a range of genres and experiencing the work of various authors. The range should include both fiction and non-fiction texts. This will help them to develop their skills which can then be incorporated into their own work. Remember, any home reading is better than none at all. Please try to encourage reading in your child by providing them with access to reading materials. Reading in tutorial time and English lessons is common and therefore it helps if your child has access to their own reading material, in addition to the material we provide at school.

### Why Literacy across the curriculum?

Not only are the skills of reading and writing fundamental to fully functioning in life, they are also important skills that are examined at G.C.S.E. level. The assessment of spelling, punctuation and grammar is also an integral part of the grading for many other subjects in both Controlled Assessments and examination questions. It is vital then, that students apply their literacy skills in all subject areas if they are to maximise their potential. It is also important that students realise that their literacy skills are transferrable and should be applied in each subject area. We have a common Literacy Marking Key that is used by all teachers of all subjects to try and support Literacy development across the curriculum.

### How do I help with Extended Writing?

Throughout the year, students will be given the opportunity to do extended writing tasks in which they can practise and develop their literacy skills. You can support your child by discussing the tasks certainly in the developmental section where you can help them to focus their ideas.

Please check the website below to help your child develop their writing styles:

<http://www.bbc.co.uk/schools/ks3bitesize/english/writing/>

### How do I help with Reading?

Students will read a range of fiction/non-fiction texts across all subject areas. You can support your child by discussing why particular words or phrases have been chosen. Students often find non-fiction texts hard to analyse so further analysis of these can only be of benefit.

The website below will help you to support your child to develop their reading skills:

<http://www.bbc.co.uk/schools/ks3bitesize/english/reading/>

### How do I help with Speaking and Listening?

Students will also need to practise their Speaking and Listening skills across the curriculum. This can be in the form of: presenting information; creating and sustaining roles; group discussion work. When students are asked to present information, the best presentations are those that have been practised to ensure students speak clearly and fluently. Your support in listening to presentations before they speak in class will help students to achieve the best possible grade.

The website below for help to support your child to develop their speaking and listening skills:

[http://www.bbc.co.uk/schools/ks3bitesize/english/speaking\\_listening/](http://www.bbc.co.uk/schools/ks3bitesize/english/speaking_listening/)

## Half-Termly Literacy Focus - your role as a parent

During each half term, all teaching staff, when assessing a piece of work, will also mark the work with this particular focus in mind. Please take this opportunity to develop your child's literacy skills by checking through their homework for literacy, e.g. have capital letters been used accurately, has punctuation been used at the end of each sentence?

## Literacy Focus - 2017-2018

Term	Focus	Example
Autumn 1	Spelling.	Key subject vocabulary to be deployed and focused on at your discretion.
Autumn 2	Homophones: there, their, they're.	Look over there! The boys put their football boots on. They're receiving lots of support in school.
Spring 1	Punctuation at the end of sentences.	Encourage the accurate use of a range of punctuation at the end of a sentence, including : Full stop. Exclamation mark! Question mark? Ellipses...
Spring 2	Homophones: where, wear, were, we're.	Where is my pencil case? What shall I wear today? If only it were a hot, sunny day. We're having a fantastic time at the show.
Summer 1	Accurate use of capitalisation (Writing a word with its first <u>letter</u> as a <u>capital letter</u> and the remaining letters in <u>lower case</u> ).	Ensuring all sentences and proper nouns begin with a capital letter. Ensure that capital letters are not used inappropriately when writing.
Summer 2	Use of varied and ambitious vocabulary.	Subject areas to develop the use of subject specific ambitious vocabulary and promote the word of the week. (Whilst supporting accurate spelling).

## NUMERACY ACROSS THE CURRICULUM

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Numeracy skills used can vary vastly from subject to subject.

Each subject area in the school is being supported by a member of the Mathematics team. Work is being developed to support students with aspects of each subject.

One key area you can emphasise is the importance of Mathswatch (see Mathematics section) and using this **over and above** the homework that may have been set will help further develop students' Mathematics skills.

As a school, we are endeavouring to improve students' numeracy across the curriculum in order to ensure further attainment in all subject areas.

## HOW DO I HELP MY CHILD SUCCEED IN MATHEMATICS?

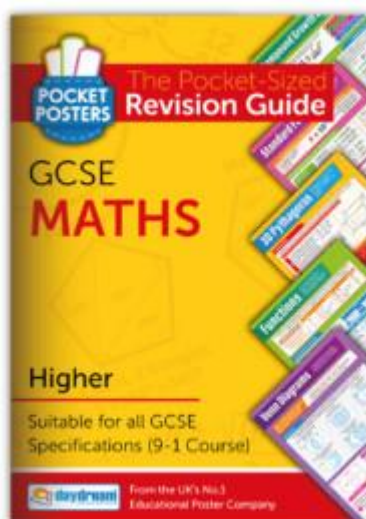
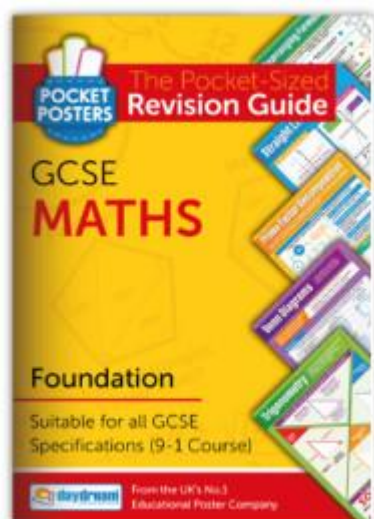
What topics are you covering and when, so I can encourage my child to take a  
Throughout Year 10, students will be consolidating and extending their knowledge of the following topics. This is a continuation of our 5 year GCSE course from Year 7 to Year 11.

Higher GCSE (Grades 4 - 9)	Foundation GCSE (Grades 1 – 5)
1 Number, indices, standard form and surds	1 Integers and decimals
2 Algebra and equations	2 Algebra and formulae
3 Statistics and representing data	3 Graphs and data handling
4 Fractions, percentages and ratios	4 Fractions, decimals and percentages
5 Pythagoras' theorem and trigonometry	5 Statistics and averages
6 Graphs of equations	6 Angles and polygons
7 Perimeter, area, 3D shapes and accuracy	7 Equations, inequalities and sequences
8 Transformations and constructions	8 Perimeter, area and volume
9 Quadratic and simultaneous equations	9 Real life graphs
10 Probability	10 Transformations
11 Rates of change and compound measures	11 Ratio and proportion
12 Similarity in 2D and 3D	12 Pythagoras' theorem and trigonometry
13 Advanced trigonometry	13 Probability
14 Cumulative frequency and histograms	14 Rates of change and compound measures
15 Graphs of complex equations	15 Constructions, bearings and 3D shapes
16 Circle theorems	16 Quadratic equations
17 Re-arranging formula and rationalising	17 Circles, cones, cylinders and spheres
18 Vectors	18 Indices and standard form
19 Direct and inverse proportion	19 Similarity and vectors
	20 Graphs of complex equations

### What resources could I buy or borrow that will help my child?

Daydream revision guides:

These pocket sized, very colourful and easy to read revision guides are available periodically from the Mathematics I.G.L.U (See Mrs Burman).





## What are the key websites that my child could use?

Websites that are used depend on the topics that are being delivered and these include:

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

<http://mathsapp.pixl.org.uk>

[www.gcsebitesize.co.uk](http://www.gcsebitesize.co.uk)

There are two main websites that the Mathematics Department uses. The PiXL Mathematics application is a brilliant way for students to choose their own topic to study and it tracks usage to build up an overview of progress over time. Mathswatch is exactly as it says on the tin. It is a website with videos of Mathematics topics being delivered by Mathematics specialists. There are also worksheets that students can print out to either consolidate or extend their understanding of any topic of their choice alongside many interactive questions. Students are encouraged to bring completed worksheets to discuss with their teachers (to either get further help or simply some recognition of their hard work and progress).

The PiXL application is available as a free download from all app stores and Mathswatch is usable on all internet browsers (including PCs, iPads, Android tablets, Smartphones).

## What can I do to encourage my child to take further interest in Mathematics?

One great motivational booster is to research the qualifications required for your child's intended future career and potential college courses. A better Mathematics grade usually means a college course can be started on a higher level or entry. Poor Mathematics grades will block entry to many professions. Working on the Mathswatch website or PiXL application can help independent learning of topics highlighted in your child's latest Mathematics Personal Learning Checklist (PLC).

## What type of homework will my child have and how long should they spend on homework?

Homework tasks will vary throughout the year. Homework may be in many forms: revision for an assessment (either the next STEP test or Mock Exam); exam style questions or consolidation/extension questions. The homework will vary on time and how long a student has to complete it. Teachers will set homework which will require internet access, but alternative ways of completing homework are always offered as students will always be given a week to complete these assignments and the Mathematics room with the ICT suite is open Monday/Tuesday/Wednesday/Thursday lunchtimes for homework.

## When will my child be doing coursework, Controlled Assessments, assignments or other important assessments and how long will these take?

There is no coursework or Controlled Assessment in GCSE Mathematics. The entire GCSE is based on three examinations at the end of Year 11 (worth an equal amount each). Paper One is a non-calculator paper and Paper Two and Paper Three are calculator papers.

## Is there anything else I can do to help my child succeed in Mathematics?

It is important that you encourage your child to try and work independently yet when they seek advice assist them where possible. Also allow your child to take responsibility for their work and show you examples of work that they are proud of.

Encouraging your child to revise their work on a regular basis will help them prepare for exams.

A calculator is needed for two of the examinations. If the Higher paper is taken, this needs to be a scientific calculator - which is the type we would recommend for both tiers of entry. The type of scientific calculator used by the Mathematics Department is the Casio FX-83GTPLUS which is usually available for under £10 (although they can often be found cheaper at the start of a new academic year).

## What after school or other extracurricular activities are available in Mathematics and when are they?

After each assessment students are provided with a detailed Personalised Learning Checklist (PLC) which is colour coded. Green indicates your child is secure at the topic, Yellow indicates that your child requires some consolidation of the topic, and Red indicates that your child needs to address their knowledge and understanding of the topic. Students are encouraged to refer to their PLC after each assessment to look for areas to develop and see members of the Mathematics team if they need support or assistance of any kind.

Mrs Burman will be working with many students over the year with small groups of 1 to 4 students and she is able to help with many aspects of study support including revision skills.

## If I need to speak to someone about my child's progress in Mathematics, who should I contact and how?

Please contact:

Mr S Musgrave (Second in department) - [Musgrave.s@wintertoncommunityacademy.co.uk](mailto:Musgrave.s@wintertoncommunityacademy.co.uk)

Mrs A Burman (Mathematics Teacher) - [Burman.a@wintertoncommunityacademy.co.uk](mailto:Burman.a@wintertoncommunityacademy.co.uk)

Miss C Lovell (Mathematics Teacher) - [Lovell.c@wintertoncommunityacademy.co.uk](mailto:Lovell.c@wintertoncommunityacademy.co.uk)

Mr E Wraith (Mathematics Teacher) - [Wraith.e@wintertoncommunityacademy.co.uk](mailto:Wraith.e@wintertoncommunityacademy.co.uk)

## HOW DO I HELP MY CHILD SUCCEED IN ENGLISH?

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### What topics are you covering and when, so I can encourage my child to take a greater interest?

Throughout the course of Year 10 and Y11, all students will follow a programme of study that will enable students of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century time periods as well as to write clearly, coherently and accurately. Students will also study a Shakespeare play and a 19<sup>th</sup> century novel. The choice of text will vary according to each teacher; however, the texts they may study are:

Shakespeare: Macbeth or Romeo and Juliet

19<sup>th</sup> Century Novel: Great Expectations, Christmas Carol, Dr Jekyll and Mr Hyde, Jane Eyre

### What resources could I buy or borrow that will help my child?

The class texts that we use and that may be of benefit to students at home are:

AQA G.C.S.E. English and English Language Basic Skills, Peter Buckroyd, ISBN: 978-0-435151-30-0

AQA G.C.S.E. English and English Language Achieve a C, Peter Buckroyd, ISBN: 978-0-435118-14-3

AQA G.C.S.E. English and English Language Achieve a C, Peter Buckroyd, ISBN: 978-0-435118-12-9

Up Grade - How to achieve a C and above in G.C.S.E. AQA English, Peter Buckroyd, ISBN: 978-0-435118-58-7

Collins Revision Guide New GCSE English/ English Language Higher/Foundation ISBN:978-0-00-734100-9

In addition, there is a range of CGP revision books - these are affordable revision guides that focus on specific examination techniques and skills.

### What are the key websites that my child could use?

The G.C.S.E. Bitesize website has up-to-date revision and independent study material.  
<http://www.bbc.co.uk/schools/gcsebitesize/english/>

<http://www.therevisionbutton.co.uk/peq/Security/login> your child will need to get the login details from their class teacher to access these revision materials.

The AQA English resource zone is also an invaluable means to find out more about the specifications and suggests further support links. [www.aqa.org.uk/resource-zone/english/english-language](http://www.aqa.org.uk/resource-zone/english/english-language)

### What can I do to encourage my child to take further interest in English?

A major contributing factor to success and enjoyment in English is to encourage students to become active readers. Therefore, providing your son / daughter with a wide range of interesting and engaging reading material is a really good starting point. Furthermore, I would encourage you to talk to your son / daughter about their learning and the work they are undertaking in lessons.

### What type of homework will my child have and how long should they spend on homework?

Homework tasks will vary between teaching groups, dependent on the time of year and the unit of work that the students are working on. Homework could take one of many forms: revision for an exam; research for a piece of writing or a poem; or perhaps an extension of the classwork completed. Homework is usually designed to last twenty to thirty minutes, although some students may wish to spend longer on particular pieces.

## When will my child be doing coursework, Controlled Assessments, assignments or other important assessments and how long will these take?

There is no longer any coursework or controlled assessments to complete in English Language or English Literature. Students will sit exams at the end of Y10 - although at this stage, no decision has been made as to whether this will be English Language or English Literature. Parents and students will be kept informed once a decision has been made. Students will complete in-class assessments throughout the course of Y10 that will mirror questions that they will get asked in their exam. Students who fail to achieve expectations in the exams at the end of Y10 will have the opportunity to re-sit at the end of Y11.

## What after school or other extra-curricular activities are available in English and when are they?

There is an extensive range of intervention and extra-curricular opportunities planned and available to all Year 10 students. In addition, all staff operate very informal 'drop in' sessions whereby students who feel they need extra support or time with their teacher can 'drop in' at breaks or lunchtimes.

## Is there anything else I can do to help my child succeed in English?

Students are routinely assessed for their ability to spell, punctuate and paragraph accurately. Therefore, having access to a good dictionary at home and a thesaurus will provide your son/daughter with opportunities to check and correct spellings or to search for more varied and ambitious vocabulary.

## How do you celebrate success in English?

Staff within the department are keen to speak to parents of students that are making good progress and to celebrate that success with students and parents. Vivos are awarded by each class teacher for a range of categories. In addition, subject prizes are awarded in the school's annual prize giving ceremony.

## If I need to speak to someone about my child's progress in English who should I contact and how?

The English Department at Winterton encourages parental contact and therefore all subject teachers are happy to speak with parents about a student's progress. If parents would like to speak directly to the Subject Leader, Mrs B Martin (Head of Department) can be contacted via the school office.

## HOW DO I HELP MY CHILD SUCCEED IN SCIENCE?

What topics are you covering and when, so I can encourage my child to take a greater interest?

Throughout Year 10, students will be studying the following topics:

**Biology will include:**

Health and wellbeing; diets, fitness and health

The digestive system and enzymes

Cells and cell processes

Drugs

Nerves and hormones

**Physics will include:**

Energy and work

Calculations

Electricity

Waves and communication

**Chemistry will include:**

Atoms and bonds

Rates of reaction

Compounds including carbon chemistry

Calculations

The periodic table

### What resources could I buy or borrow that will help my child?

To support your child's learning you could purchase a number of different textbooks as resources are gathered together from a number of different sources. The CGP website has some excellent resources, and also Collins produce some text books specifically for AQA which are available from Amazon, W H Smith and Waterstones.

There are other more substantial books on the same website if your child wishes to have more information to support them. Please ask your teacher or Miss Hough for more information.

### What are the key websites that my child could use?

Websites that are used depend on the topics that are being delivered. However, main websites that will be used include:

[www.bbc.co.uk/schools/gcsebitesize/](http://www.bbc.co.uk/schools/gcsebitesize/)

[www.aqa.org.uk](http://www.aqa.org.uk)

[www.sep.org.uk](http://www.sep.org.uk)

[www.gcsescience.com](http://www.gcsescience.com)

[www.docbrown.info](http://www.docbrown.info)

[www.chemactive.com](http://www.chemactive.com)

[www.passmyexams.co.uk](http://www.passmyexams.co.uk)

[www.darvill.clara.net](http://www.darvill.clara.net)

Past papers and mark schemes: <http://www.aqa.org.uk/exams-administration/exams-guidance/find-past-papers-and-mark-schemes>

YouTube has some great demonstrations which fire enthusiasm; try looking at thermite reaction, or screaming jelly baby! There are also some good GCSE science revision clips; search for the topic, and follow the search with the letters AQA.

## What can I do to encourage my child to take further interest in Science?

To develop a greater interest within the subject encourage your child to read around the subject (newspapers and New Scientist are good for new technologies), ask questions of you or their teachers, and also look at topical Science programmes (there are many really good programmes from different scientific perspectives, such as Myth-Busters, National Geographic, Walking with the Dinosaurs, Life - David Attenborough, forensic programmes, engineering programmes - allow your child to select those that interest them).

## What type of homework will my child have and how long should they spend on homework?

Homework tasks will vary throughout the year. Homework may be in many forms: revision for an assessment (either an end of unit test or Mock Exam); exam style questions; consolidation questions; preparing a presentation; producing a personalised revision guide; researching new technology and explaining it. The homework will vary on time and how long a student has to complete it, but may vary between 20 minutes to a couple of hours.

Teachers may set homework which could require internet access, but alternative ways of completing homework are always offered e.g. school ICT club/ teacher support/ library.

## When will my child be doing coursework, Controlled Assessments, assignments or other important assessments and how long will these take?

Students will have assessments during the course of each subject. Classwork should be graded regularly, and your child will receive feedback on progress. Practical work is an integral part of the course, and students will be expected to be able to answer questions about the practical tasks they have covered in lessons for the GCSE papers. Attendance and completion of these tasks is mandatory; should your child be absent, he or she will be expected to complete the practical tasks in lunchtime or after-school "help" sessions.

Students will complete required practicals during the year in a dedicated exercise book. These are set by the AQA exam board and the knowledge of these will be tested in the final exams at the end of Year 11. There will be interim tests for Year 10 before Easter and in the Summer term so that progress can be gauged and supported.

## What after school or other extracurricular activities are available in Science and when are they?

Students are encouraged to see members of staff if they need to ask for support or assistance at any stage; suitable notice will need to be given if a child requires intensive support.

After any assessment, students are always invited to attend intervention/ support sessions; they are expected to attend these sessions so that they can understand how to improve their grades.

In Year 10 there are often extra support sessions for GCSE students and students are expected to attend if they are under-performing (attendance is essential and should be viewed not as punishment but as a way to help your child improve so that we give the best possible opportunities for future careers.)

Individual revision and support lessons take place on a needs basis. It is expected that students wishing to sit the separate Science exams will attend extra lunchtime sessions organised by their class teachers.

### Is there anything else I can do to help my child succeed in Science?

It is important that you encourage your child to try and work independently yet when they seek advice assist them where possible. Also allow your child to take responsibility for their work and show you examples of work that they are proud of.

Encouraging your child to revise their theory work on a regular basis will help students prepare for exams. The syllabi can be downloaded from the AQA website and the specification numbers are as follows:

Biology 8461 separate Science only

Chemistry 8462 separate Science only

Physics 8463 separate Science only

Combined Science trilogy (the majority of students study these) 8464

### How do you celebrate success in Science?

Comments in the journal can also be used in order to warrant a quick response. Teachers may also use stickers on good pieces of work and Vivos as part of the whole school reward system.

### If I need to speak to someone about my Child's progress in Science who should I contact and how?

Please contact your child's teacher, or Miss K Hough or Mr K Hagerup via the school office.

## HOW DO I HELP MY CHILD SUCCEED IN ART & DESIGN AND PHOTOGRAPHY

### What topics are you covering and when, so I can encourage my child to take a greater interest?

All aspects of Art & Design: Natural Forms, Portraiture, Sculpture, Ceramics, Abstract Art and Modern Art. Students should do as much independent research and work as they can in order to broaden their knowledge of the subject.

	GCSE Art	OR	GCSE Photography
Autumn 1	Mark making - experimenting with different/unfamiliar media (Theme - still life, natural forms)		Familiarising and developing skills with editing software and camera skills.
Autumn 2			Project to apply editing software and camera skills. (Black and White)
Spring 1	Self Directed Topic Build on skills learnt in Autumn 1 & 2		Project - Natural forms
Spring 2			
Summer 1	Self Directed Topic Build on skills learnt in Spring 1 & 2		Project - Portraiture
Summer 2			

### What resources could I buy or borrow that will help my child?

**Art & Design:** Soft drawing pencils (2B, 3B, etc.), good quality colouring pencils and watercolours are very useful. Students may wish to purchase A3 sketchbooks (they will be provided with paper by the Art department as needed). If your child wishes to take their work home an A1 folder will help keep the work dry and in good condition.

A visit to the local library to research for information.

**Photography:** A digital camera, this does not need to be an expensive one but you will need a memory stick to store photos. Software for manipulating/enhancing images; the school has Serif Photo Plus; Photoshop Elements is another good programme, however, it can be expensive.

### What are the key websites that my child could use?

Artchive.com is a good site for researching artists and art movements. Many galleries have their own websites which can be very useful e.g. The National Gallery, Tate Modern and Tate Britain, The National Portrait Gallery.

[www.bbc.co.uk/schools/bitesize/](http://www.bbc.co.uk/schools/bitesize/)

### What can I do to encourage my child to take further interest in Art?

Students should be encouraged to look at original art work whenever the opportunity arises e.g. visiting galleries, exhibitions and using libraries and the internet.



## What type of homework will my child have and how long should they spend on homework?

**Art & Design:** Students will be set homework once a week. This homework will be dependent on their progress on a particular project and will include activities such as;

- Observational drawing
- Contextual studies (e.g. researching - a range of artists, a school of art, the context of the project)

**Photography:** Students will be set homework once a week. This homework will be dependent on their progress on a particular project and will include activities such as;

- Photo shoots
- Contextual studies (e.g. researching - a range of photographers, a genre of photography, the context of the project)

## When will my child be doing coursework, Controlled Assessments, assignments or other important assessments and how long will these take?

### GCSE ART/Photography

During Year 11 GCSE Photography, Art and Design, Graphic Design and 3D Design students will complete their main unit of coursework worth 60% of the overall marks. In January they will receive the exam paper and will work on exam preparation until the completion of the exam, or timed element, worth 40% of the overall marks. All coursework must be completed by mid-May. There is no written element to the exam or coursework, although students are expected to annotate their design sheets/sketchbooks. Students' work is marked against four assessment objectives:

- Assessment Objective 1: Developing ideas
- Assessment Objective 2: Using resources, media and materials
- Assessment Objective 3: Recording ideas and observations
- Assessment Objective 4: Making a personal, informed and meaningful response

## Is there anything else I can do to help my child succeed in Art or Photography?

Encourage your child to be open-minded and have discussions based on different aspects of art.

Questions you might ask include:

- That looks interesting, how did you get that effect?
- Why did you choose those colours?
- What are you most proud of in this piece of work?

Support your child with their art homework, encourage them to work independently and to take pride in what they have achieved.

Be aware of approaching deadlines and support your child in meeting them.

## How do you celebrate success in Art and Photography?

Congratulatory letters are sent to inform parents when students make outstanding progress. Comments are also recorded in the student's journal to celebrate artistic successes. In addition, subject prizes for achievement and progress are awarded in the school's annual prize-giving ceremony.

## If I need to speak to someone about my child's progress in Art or Photography who should I contact and how?

Please contact Mrs C Johnson (Subject Leader) Mrs S Blackburn (Teacher) Mrs Purdon (Teacher) via the school office.

## HOW DO I HELP MY CHILD SUCCEED IN BUSINESS STUDIES?

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**What topics are you covering and when, so I can encourage my child to take a greater interest?**

Enterprise in the Business World

Financial Forecasting

Promoting a Brand

Recruitment, Selection and Employment

**What resources could I buy or borrow that will help my child?**

**BTEC First in Business - Student Textbook**

- Pearson - ISBN 9781446901366

**What are the key websites that my child could use?**

[www.bbcbitessize.co.uk](http://www.bbcbitessize.co.uk)   [www.brianmac.co.uk](http://www.brianmac.co.uk)   [www.edexcel.com](http://www.edexcel.com)

[www.businessstudiesonline.co.uk](http://www.businessstudiesonline.co.uk)   [www.thestudentroom.co.uk](http://www.thestudentroom.co.uk)

**What can I do to encourage my child to take further interest in Business?**

Watching programs including Dragons Den and The Apprentice will give students an understanding of both Business fundamentals and develop more advanced Business situations.

**What type of homework will my child have and how long should they spend on homework?**

Homework will come in many forms, including research tasks, assignment work, revision and sometimes practically based situations. Durations will differ dependent on task and type of homework.

**When will my child be doing coursework, Controlled Assessments, assignments or other important assessments and how long will these take?**

Unit 2 (Financial Forecasting) is an externally assessed unit via an on screen test. This can be repeated if needed, but will be completed under exam conditions. The first attempt will take place in July.

All other unit assignments are available on the school Shared Area and contain deadlines for each assessed piece of work for the year.

All assessments are due to be completed before Easter. This allows time for students to then return to previous work to improve their existing grade before final submission.

There is an optional "coursework clinic" on Mondays 3.30pm - 4.30pm where assignments can be completed, with help from Mr N Hodge.

**What after school or other extracurricular activities are available in Business Studies and when are they?**

In addition to coursework clinic there is also an opportunity for students to be selected to represent school in Enterprise competitions and other in and out of school Business led programs.

**Is there anything else I can do to help my child succeed in Business Studies?**

Ensure that students are up to date with assignments and that note books contain appropriate notes to enable students to complete assessed work to the best of their ability.

**How do you celebrate success in Business Studies?**

Comments are recorded in the student`s journal to celebrate success. In addition, subject prizes for achievement and progress are awarded in the school`s annual prize-giving ceremony.

**If I need to speak to someone about my child`s progress in Business Studies, who should I contact and how?**

Mr N Hodge. Contact via the School office.

## HOW DO I HELP MY CHILD SUCCEED IN HEALTH AND SOCIAL CARE?

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What topics are you covering and when, so I can encourage my child to take a greater interest?

There are four units to study during the course:

- The Impact of Nutrition Health on Wellbeing (internally assessed)
- Human Lifespan Development (externally assessed exam)
- Health and Social Care values (internally assessed)
- Health Promotion (internally assessed)

What resources could I buy or borrow that will help my child?

A revision guide / workbook will be bought for your child.

What are the key websites that my child could use?

Recommended websites include:

- [www.unicef.org.uk](http://www.unicef.org.uk)
- [www.childcarelink.gov.sg/ccls/home/CCLS\\_Home.jsp](http://www.childcarelink.gov.sg/ccls/home/CCLS_Home.jsp)
- [www.earlychildhood.org.uk](http://www.earlychildhood.org.uk)
- [www.pre-school.org.uk](http://www.pre-school.org.uk)
- [www.earlyeducation.org.uk](http://www.earlyeducation.org.uk)

Students will be given a list of recommended websites.

What can I do to encourage my child to take further interest in Health & Social Care?

Throughout the course the students are made aware of their estimated target level (Pass, Merit, Distinction or Distinction Plus). However, each unit has assignment tasks to cover each level and all students are encouraged to challenge themselves with these tasks. This is a qualification that can also be developed further at college. Experience gained through being with young children either within the family or with friends will be very helpful. Alongside this a work experience placement in this area would support the learning.

What type of homework will my child have and how long should they spend on homework?

Students are given deadlines for the handing in of assignments. They are able to work on them in class but will also need to spend time on them for homework. Alongside this they will be given regular homework in different formats in order to enhance their class based work. This might be exam questions, essay writing, video making and personal research.

When will my child be doing coursework, controlled assessments, assignments or other important assessments and how long will these take?

Assignments are on the whole continuous. The student is given a preliminary date for handing in for summative assessment. However, as stated earlier, there will also be an exam at the end of Unit 1. Students will be informed of the date well in advance. The exam is a paper based exam that will be sat in May (TBC) but could also be retaken if needed in the following January.

What after school or other extracurricular activities are available in Health & Social Care and when are they?

There is usually the opportunity to work after school and also during lunchtimes. Students will be made aware of which days are available. Together with this we will be working on Christmas parties for different groups of the community and hopefully getting the opportunity to visit a variety of establishments in order to enhance our subject knowledge. Alongside this there are a number of guest speakers that support the delivery of lessons.

### Is there anything else I can do to help my child succeed in Health & Social Care?

Good organisational skills are essential in this subject. Checking that your child is keeping up-to-date with deadlines will be very helpful and if necessary helping with transport arrangements if he/she stays after school.

### How do you celebrate success in Health & Social Care?

Letters are sent home on a regular basis to celebrate good classwork, alongside this yearly Progress and Attainment prizes are awarded. On a week to week basis, vivos are awarded in line with the whole school policy.

### If I need to speak to someone about my child's progress Health & Social Care who should I contact and how?

The teacher in charge of this subject is Mrs A Dalowsky. She can be contacted through the school office or via e mail [Dalowsky.a@wintertoncommunityacademy.co.uk](mailto:Dalowsky.a@wintertoncommunityacademy.co.uk)

## HOW DO I HELP MY CHILD SUCCEED IN DESIGN AND TECHNOLOGY (ENGINEERING, FOOD, TEXTILES, RESISTANT MATERIALS OR PRODUCT DESIGN)?

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What topics are you covering and when, so I can encourage my child to take a greater interest?

### Food

The process of designing and making is covered through a series of mini projects which focus on a range of skills.

**Small cakes** - testing a variety of cake making methods; analysing a range of existing products and developing an understanding of sensory analysis

**Bread** - studying the science behind bread making

**Pastry** - the production of a variety of pastry products along with practical exercises to produce a range of different pastry products.

**Vegetarian** - a study into protein alternatives including practical activities along this theme.

**Cold desserts** - an investigation into some of the important functions of ingredients in the making of cold desserts.

**Sauce making** - sauce making methods used to produce a range of sweet and savoury products.

**Healthy eating** - covers nutritional content of existing foods; the eat well plate; 5-a-day initiative and government guidelines for healthy living.

### Textiles

Students undertake 2 minor projects

Design and make a textile card: this develops textiles and colouring techniques by hand and machine.

Design and make a bag: the bag must have a fastening, an internal pocket and at least 2 handles, this further extends the colour and textile techniques and develops the use of patterns and surface decoration.

CLOTHES SHOW LIVE TRIP. Educational trip to allow pupils view A level and degree standard textiles and fashion and design exhibitions.

## GCSE Design and Technology

### Specialising in Resistant Materials

Skills are developed in Year 10 through a number of small projects. These focus on wood joints, health and safety, quality control and developing graphics skills through a focused task that makes a wooden train. Basic metal working skills are developed (cutting, shaping, drilling, finishing and riveting) through the making of a bottle opener. This project develops computer aided Design skills and the use of ergonomics. Industrial processes are developed during the making of a small mirror. The project uses group work to teach batch production techniques and quality control. It also develops the drawing and use of working drawings.

### Specialising in Product Design

GCSE Design and Technology: Product Design enables students to design and make products with creativity and originality, using a range of materials and techniques. Students will undertake a number of design led projects in Year 10 such as - a media player / mobile phone design project; Dragons Den project, and Easter egg packaging. These are used to develop a range of research, design and evaluation skills alongside developing their industrial awareness knowledge by looking at printing effects and methods, product testing and quality control processes. Drawing, rendering and modelling skills are also further developed. This course has 60 per cent controlled assessment in order to recognise the importance of practical work within this subject.

## GCSE Engineering

Skills are developed in Year 10 through a number of small projects. These focus on the world of engineering, health and safety, quality control and developing graphics skills through focused tasks in metal and plastics. Basic metal working skills are developed through the making small metal product. Projects to develop computer aided Design and manufacture skills will also be done in year 10. This develops the production and use of working drawings. Pupils will also develop an understanding of modern production techniques and quality control through planning the production of a product.

### What resources could I buy or borrow that will help my child?

Students will generally work on A3 paper in KS4. Each student will therefore need an A3 folder to keep work safe while at home and at school. These are available from school.

### What are the key websites that my child could use?

**Resistant materials, Product design** - [www.technologystudent.com](http://www.technologystudent.com) is a really useful website for resistant materials and Product design

### What can I do to encourage my child to take further interest in Design and Technology?

Opportunities are given for students to do extra work and catch up missed work at lunchtime with some after school sessions towards the end of the year to further improve assessment work grades.

### What type of homework will my child have and how long should they spend on homework?

This can be to work further on the design problem being covered by conducting independent research; completing design work, planning the making of the product being made or evaluating the product when complete. It could also be to develop a deeper understanding of the work covered in class to support Controlled Assessment work in Year 11.

### When will my child be doing coursework, Controlled Assessments, assignments or other important assessments and how long will these take?

Controlled Assessment in Design Technology work is started in June Year 10 and completed for March in Year 11. It consists of a 35 hour project that is largely done in school. It is usually necessary to do some research and evaluation work out of school. The work will be collected in at strategic times for on-going monitoring of progress and general feedback will be given for improvement.

### What after school or other extracurricular activities are available in Design and Technology and when are they?

A number of lunchtime and after school sessions are organised during the year designed to support students in their studies.

### How do you celebrate success in Design and Technology?

Student successes are celebrated through subject prizes for progress and attainment in the school's annual prize giving ceremony. They are given a sticker or a stamp for producing good work and Vivos as part of the whole school reward system. High quality work is used for display on classroom notice boards.

### If I need to speak to someone about my child's progress in Design and Technology who should I contact and how?

Your child's teacher is the person who knows how he / she is progressing in detail and will be able to answer any questions about the progress and details about the course you may have. They can be contacted through the school 01724 732777

## HOW DO I HELP MY CHILD SUCCEED IN GEOGRAPHY?

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**What topics are you covering and when, so I can encourage my child to take a greater interest?**

In Year 10 students cover the following key geographical themes and will complete a fieldwork exercise at Hornsea.

**How can weather be Hazardous?**

Why do we have weather extremes?

When does extreme weather become a hazard?

**What evidence is there to suggest climate change is a natural process?**

What evidence is there for climate change?

Is climate change a natural process?

Why is climate change a global issue?

**How do plate tectonics shape our world?**

What processes occur at plate boundaries?

How can tectonic movement be hazardous?

How does technology have the potential to save lives in hazard zones?

**What influences the coastal landscapes of the UK?**

What physical processes shape coastal landscapes?

What are the characteristics of the Holderness landscape?

**What resources could I buy or borrow that will help my child?**

Please ask your child to speak to their teacher before purchasing resources. This will avoid unnecessary expenditure. The teacher will be best placed to decide which resource(s) are best suited to your child's learning needs.

Key text is OCR GCSE Specification B "Geography for Enquiring Minds" published by Oxford. CGP have published an excellent revision guide and workbook.

**What are the key websites that my child could use?**

[www.bbc.co.uk/schools/gcsebitesize/geography](http://www.bbc.co.uk/schools/gcsebitesize/geography)

[www.geography.learnontheinternet.co.uk/gcse/revision](http://www.geography.learnontheinternet.co.uk/gcse/revision) - a link site that lists useful websites A - Z.

Lots of clips/compilations of geographical interest can also be found on You Tube

**What can I do to encourage my child to take further interest in Geography?**

BBC travel, nature and current affairs documentaries, all current affairs programmes including The News, world fact books, maps and atlases, local walks, local events and activities, holidays, debating and discussion of people's opinions.

**What type of homework will my child have and how long should they spend on homework?**

Homework in Year 10 will include practice GCSE style questions, research on the current topic and revision.

**When will my child be doing coursework, Controlled Assessments, assignments or other important assessments and how long will these take?**

End of topic tests will take place throughout the course. Year 10 exams will take place in the Spring Term. There is no Controlled Assessment in the new GCSE specification.

## What after school or other extracurricular activities are available in Geography and when are they?

Support is available on Wednesday lunchtimes and most Wednesdays after school.

## How do you celebrate success in Geography?

Vivos are awarded regularly. Postcards are sent home if students complete an exceptional piece of work, make outstanding progress or are outstanding learners in lessons on a consistent basis.

## If I need to speak to someone about my child's progress in Geography who should I contact and how?

Mrs C Miller and Mr R Wharton is available through the school office.



## HOW DO I HELP MY CHILD SUCCEED IN HISTORY?

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### What topics are you covering and when, so I can encourage my child to take a greater interest?

During Year 10 students will study two main units in preparation for their GCSE examinations at the end of Year 11. The topics are as follows:

#### Topic 1: Conflict and tension between East and West, 1945-1972

This wider world depth study enables students to understand the complex and diverse interests of different states and individuals and the ideologies they represented. It considers revolutionary movements during this time. It focuses on the causes and events of the Cold War and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose during the Cold War. This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations.

##### Part one: The origins of the Cold War

- The end of the Second World War: Yalta and Potsdam Conferences; the division of Germany; contrasting attitudes and ideologies of the USA and the USSR, including the aims of Stalin, Churchill, Roosevelt, Attlee and Truman; effect of the dropping of the atom bomb on post-war superpower relations.
- The Iron Curtain and the evolution of East-West rivalry: Soviet expansion in East Europe; US policies; the Truman Doctrine and Marshall Plan, their purpose and Stalin's reaction; Cominform; Comecon; Yugoslavia; the Berlin Blockade and Airlift.

##### Part two: The development of the Cold War

- The significance of events in Asia for superpower relations: USSR's support for Mao Tse-tung and Communist revolution in China, and the military campaigns waged by North Korea against the UN and by the Vietcong against France and the USA.
- Military rivalries: the arms race; membership and purposes of NATO and the Warsaw Pact; the space race, including Sputnik, ICBMs, Polaris, Gagarin, Apollo.
- The 'Thaw': Hungary, the protest movement and the reforms of Nagy; Soviet fears, how they reacted and the effects on the Cold War; the U2 Crisis and its effects on the Paris Peace Summit and the peace process.

##### Part three: Transformation of the Cold War

- Berlin Wall: reasons for its construction and Kennedy's response.
- Tensions over Cuba: Castro's revolution, the Bay of Pigs and the missile crisis: the roles of Castro, Khrushchev, Kennedy; fears of the USA and reaction to missiles on Cuba; dangers and results of crisis.
- Czechoslovakia: Dubcek and the Prague Spring movement; USSR's response to the reforms; the effects the Prague Spring had on East-West relations, including the Warsaw Pact; the Brezhnev Doctrine.
- Easing of tension: sources of tension, including the Soviets' record on human rights; the reasons for Détente and for SALT 1; the part played by key individuals Brezhnev and Nixon.

#### Topic 2: Germany, 1890-1945, Democracy and dictatorship

This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship - the development and collapse of democracy and the rise and fall of Nazism. Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.

##### Part one: Germany and the growth of democracy

- Kaiser Wilhelm and the difficulties of ruling Germany: the growth of parliamentary government; the influence of Prussian militarism; industrialisation; social reform and the growth of socialism; the domestic importance of the Navy Laws.
- Impact of the First World War: war weariness, economic problems; defeat; the end of the monarchy; post-war problems including reparations, the occupation of the Ruhr and hyperinflation.
- Weimar democracy: political change and unrest, 1919-1923, including Spartacists, Kapp Putsch and the Munich Putsch; the extent of recovery during the Stresemann era (1924-1929): economic developments including the new currency, Dawes Plan and the Young Plan; the impact of international agreements on recovery; Weimar culture.

##### Part two: Germany and the Depression

- The impact of the Depression: growth in support for the Nazis and other extremist parties (1928- 1932), including the role of the SA; Hitler's appeal.
- The failure of Weimar democracy: election results; the role of Papen and Hindenburg and Hitler's appointment as Chancellor.
- The establishment of Hitler's dictatorship: the Reichstag Fire; the Enabling Act; elimination of political opposition; trade unions; Rohm and the Night of the Long Knives; Hitler becomes Führer.

### **Part three: The experiences of Germans under the Nazis**

- Economic changes: benefits and drawbacks; employment; public works programmes; rearmament; self-sufficiency; the impact of war on the economy and the German people, including bombing, rationing, labour shortages, refugees.
- Social policy and practice: reasons for policies, practices and their impact on women, young people and youth groups; education; control of churches and religion; Aryan ideas, racial policy and persecution; the Final Solution.
- Control: Goebbels, the use of propaganda and censorship; Nazi culture; repression and the police state and the roles of Himmler, the SS and Gestapo; opposition and resistance, including White Rose group, Swing Youth, Edelweiss Pirates and July 1944 bomb plot.

### **What resources could I buy or borrow that will help my child?**

Please ask your child to speak to their teacher before purchasing resources. The teacher will be best placed to decide which resource(s) are best suited to your child's learning needs.

- Students can download audio revision notes and songs in order to sing their way to exam success! They need to bring a memory stick to Mr P Davies at lunchtimes.
- Revision guides produced by the Dept.
- The mini-series 'Hitler: The Rise of Evil', 2003 covers a lot of the Germany topics and is entertaining.

### **What are the key websites that my child could use?**

- [www.johndclare.net/](http://www.johndclare.net/)
- [www.bbc.co.uk/schools/bitesize/](http://www.bbc.co.uk/schools/bitesize/)
- [www.spartacus-educational.com](http://www.spartacus-educational.com)
- [www.schoolhistory.co.uk/](http://www.schoolhistory.co.uk/) (Plus lots of clips of historical events can be found on You Tube)

### **What can I do to encourage my child to take further interest in History?**

Historical films, visits to sites of interests, historical books, local history groups and general discussion.

### **What type of homework will my child have and how long should they spend on homework?**

Homework may involve critically analysing and evaluating a source, researching into a particular event or person, reading about an event or person, assessing a piece of classwork and improving it or producing a written account/essay about an event.

Homework should take at least 30 minutes, but revision for Unit Tests should take several sessions over a number of weeks.

### **What after school or other extra-curricular activities are available in History and when are they?**

- Lunchtime drop-ins to receive additional help with work and discuss misconceptions.
- After-school revision sessions leading up to the main exam.
- History Exam Skills Workshop and Hitler on Trial Theatre Production. This trip will take place in February to either Leeds or Lincoln.

### **How do you celebrate success in History?**

Congratulatory letters are sent to inform parents when students make outstanding progress. In addition, subject prizes for achievement and progress are awarded in the school's annual prize giving ceremony.

### **If I need to speak to someone about my child's progress in History who should I contact and how?**

Please contact Mr P Davies (Subject Leader) or Mr R Featherstone via the school office.

## HOW DO I HELP MY CHILD SUCCEED IN COMPUTER SCIENCE?

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*All parents will be given a User Name and Password to login to the Learning Platform, where material will be freely available to cover all the sections below.*

**What topics are you covering and when, so I can encourage my child to take a greater interest?**

GCSE Computer Science is all about computer systems and programming. Computing is of enormous importance to the economy and the world around us and Computer Science is often seen as an ‘underpinning’ subject across Science and Engineering.

The growth in the use of mobile devices and web-related technologies has exploded, resulting in new challenges for employers and employees. For example, businesses today require an ever-increasing number of technologically-aware individuals. This is even more so in the **gaming, mobile and web related industries** and this specification has been designed with this in mind.

Learn how to create simple computer games. Gives students a chance to design apps and software for technologies they use - **mobile phones, games consoles and the internet**

Gain an understanding of the fundamental concepts around creating software applications. The tasks will be set in engaging and relevant contexts - **e.g. gaming, web or mobile phone applications.**

**The Course consists of 2 Units:**

### **Unit 1 Practical Programming**

In this section you will need to complete 2 tasks out of a choice of 4 in 50 hours (25 hours each). You will be required to work under controlled conditions and independently.

### **Unit 2 Computing Fundamentals**

In this section you will learn about the computer system and the principles of programming. You will cover:

- How a computer functions - it’s hardware, the processor (CPU), memory and storage requirements.
- Networking and the use of web applications
- The software development life cycle and prototyping
- Database concepts
- Programming concepts - structures, program controls, testing, error handling, algorithms and use of external source codes

### **What resources could I buy or borrow that will help my child?**

To support your child’s learning you could purchase a number of different textbooks as resources:

**THREE TEXTBOOKS** supporting our GCSE Computer Science qualification are now available:

- GCSE Computer Science for the AQA Specification  
Author: Susan Robson  
Publisher: Susan Robson on lulu.com
- AQA GCSE Computer Science Student's Book  
Author: Steve Cushing  
Publisher: Hodder  
ISBN: 978-1-4441-8226-2
- AQA GCSE Computer Science  
Author: Alison Page  
Publisher: Oxford University Press  
ISBN: 978-1408521618

## USEFUL RESOURCES: WEBSITES

You may find these websites valuable for further resources (this is not an exhaustive list): „ BYOB (Build Your Own Blocks), a visual programming language primarily for children, <http://byob.berkeley.edu/> „, Codecademy, a web-based learning environment currently supporting JavaScript and web programming, Ruby and Python, <http://www.codecademy.com/> „, Computer Science For Fun, shows how computer science is also about people, solving puzzles, creativity, changing the future and having fun, <http://www.cs4fn.org/> „ „ Scratch, a programming language that makes it easy to create interactive stories, animations, games, music, and art, <http://scratch.mit.edu/> „, W3Schools, a reference and tutorial for HTML, CSS and JavaScript and other languages for the web, <http://www.w3schools.com/> „, Young Rewired State, offers support to under 18s who are learning how to program, <http://youngrewiredstate.org/>

### What can I do to encourage my child to take further interest in Computer Science?

To develop a greater interest within the subject encourage your child to watch a variety of different ICT programmes on TV (e.g. Click). This will help students gain a greater knowledge of the ICT including the latest devices. It will also mean these activities will enable them to be up to date with current affairs within the ICT world. In order to take further interests in other topics within Computer Science, talk to them about the lessons in detail and encourage them to talk you through the learning process that they have experienced.

### What type of homework will my child have and how long should they spend on homework?

Homework tasks will vary throughout the year. Homework may be in many forms: revision for an assessment (either an end of unit test or Mock Exam); exam style questions; consolidation questions; preparing a presentation; producing a personalised revision guide; researching new technology and explaining it. The homework will vary on time and how long a student has to complete it, but may vary between 20 minutes to a couple of hours.

Teachers may set homework which could require internet access, but alternative ways of completing homework are always offered e.g. school ICT club/ teacher support/ library.

### When will my child be doing coursework, Controlled Assessments, assignments or other important assessments and how long will these take?

Internal assessment of the e-portfolio is undertaken by the teacher delivering the units.

- Assessment takes place in the classroom
- Judgments are made against a clear standard, which sets out the expected level of performance
- Overall judgments of candidates' progress is continually updated as he/she completes more of his/her programme
- Candidates can track their own progress under clear guidance.

### What after school or other extracurricular activities are available in Computer Science and when are they?

Students are encouraged to see members of staff if they need to ask for support or assistance at any stage; suitable notice will need to be given if a child requires intensive support.

After any assessment, students are always invited to attend intervention/ support sessions; they are expected to attend these sessions so that they can understand how to improve their grades.

Individual revision and support lessons take place on a needs basis.

### Is there anything else I can do to help my child succeed in Computer Science?

It is important that you encourage your child to try and work independently yet when they seek advice assist them where possible. Also allow your child to take responsibility for their work and show you examples of work that they are proud of.

Encouraging your child to revise their theory work on a regular basis will help students prepare of exams.

### How do you celebrate success in Computer Science?

Comments in the journal can also be used in order to warrant a quick response. Teachers may also use stickers on good pieces of work and give Vivos as part of the whole school reward system.

### If I need to speak to someone about my Child's progress in Computer Science who should I contact and how?

Please contact Mr M Sidell Head of Computer Science.

## HOW DO I HELP MY CHILD SUCCEED IN MUSIC?

What topics are you covering and when, so I can encourage my child to take a greater interest?

During Year 10 students will study the following:

Areas of Study	Development of Skills
<ul style="list-style-type: none"> <li>The Western Classical tradition 1650-1910</li> <li>Popular Music of the 20<sup>th</sup> and 21<sup>st</sup> centuries</li> <li>Traditional music</li> <li>The Western Classical tradition since 1910</li> </ul>	<ul style="list-style-type: none"> <li>Performing</li> <li>Composing</li> <li>Listening &amp; Appraising (including contextual analysis)</li> </ul>

What resources could I buy or borrow that will help my child?

GCSE AQA Music for the 9-1 Exams (CGP Publication) ISBN:978-1-78294-614-4

What are the key websites that my child could use?

[www.bbc.co.uk/schools/gcsebitesize/music](http://www.bbc.co.uk/schools/gcsebitesize/music)

[www.soundjunction.org](http://www.soundjunction.org)

What can I do to encourage my child to take further interest in Music?

Any opportunity you can provide for your son/daughter to listen to live music (amateur or professional) will be beneficial. I would also encourage you to talk to your son/daughter about their learning and the work they are undertaking in lessons. Students will build up a portfolio of compositional ideas during Year 10 and so you will be able to listen to examples of their creativity.

What type of homework will my child have and how long should they spend on homework?

Homework can take one of many forms: revision for unit tests; research into a specific style or genre; preparation for a solo/ensemble performance; extension of classwork; theory questions; notation of musical ideas. The amount of time to be spent on homework will vary according to the nature of the task.

When will my child be doing coursework, Controlled Assessments, assignments or other important assessments and how long will these take?

Composing		Performing		Listening	
Form of assessment	When?	Form of assessment	When?	Form of assessment	When?
Free composing (own choice)	April 2018 - October 2018	Solo performance	Half termly	Unit tests	Half-termly
		Ensemble performance	Half termly	Year 10 Mock Exam	Spring term

## What after school or other extra-curricular activities are available in Music and when are they?

There is a wide range of lunchtime activities which students are encouraged to support. Performance accounts for 30% of the GCSE and so it is essential that your son/daughter attends either the vocal or instrumental groups as this undoubtedly provides valuable experience with regard to sight-reading, aural perception and the development of ensemble skills. A list of activities is displayed on the Music Department notice board. Extra revision sessions are arranged throughout Year 10 and 11. In addition, any student who needs extra support is welcome to `drop in` at breaks or lunchtimes.

## Is there anything else I can do to help my child succeed in Music?

GCSE Music covers a wide range of musical styles and genres from The Western Classical Tradition, Popular Music and World Music and these are introduced and explored in class. It would be beneficial, however, if students could also be encouraged to broaden their listening habits at home (to include listening to Classic FM occasionally!) In addition, encouraging your child to practise regularly should guarantee success in the performance component.

## How do you celebrate success in Music?

Teachers will give Vivos as part of the whole school reward system which will be used to convey instances of good/outstanding progress. In addition, subject prizes and Music Merit Certificates are awarded in the school`s annual prize-giving ceremony.

## If I need to speak to someone about my child`s progress in Music who should I contact and how?

Please contact Mrs J Watson (Subject Leader - Music and Musical Performance) via the school office

## HOW DO I HELP MY CHILD SUCCEED IN MODERN FOREIGN LANGUAGES?

What topics are you covering and when, so I can encourage my child to take a greater interest?

<b>Identity and Culture</b>
Me, my family and friends
Technology in everyday life
Free-time activities
Customs and festivals in French speaking countries
<b>Local, National, International and Global Areas of Interest</b>
Home, town, neighbourhood and region
Social issues
Global issues
Travel and tourism
<b>Current and Future Study and Employment</b>
My studies
Life at school/college
Education Post-16
Jobs, career choices and ambitions

### What resources could I buy or borrow that will help my child?

Students would greatly benefit from having a bi-lingual dictionary and a French revision guide and workbook. These will be available to buy at the start of the year.

### What are the key websites that my child could use?

- [www.bbc.co.uk/schools/gcsebitesize](http://www.bbc.co.uk/schools/gcsebitesize) Click on the French/German/Spanish sections. A useful revision site for practising GCSE style reading and listening skills. There are also games to practise vocabulary skills
- [www.languagesonline.org.uk](http://www.languagesonline.org.uk) A very helpful website which can help with vocabulary building, grammar practice and comprehension skills.
- [www.gcsemg.pbworks.com](http://www.gcsemg.pbworks.com) A useful website with a guide to the GCSE course and interactive revision activities on the key areas.
- [www.samlearning.com](http://www.samlearning.com) All pupils have their own username and password for this website (ask their teacher or tutor for help if they do not know theirs). Teachers often use this website to set specific homework tasks, but pupils can also browse and revise topics freely. Centre ID is DN15WC.
- [quizlet.com](http://quizlet.com) An excellent website (app also available to download) to help practise vocab. Any language available - just search "GCSE ..... exam vocab" (or by topic).

Listening to live radio, watching television and reading online magazines and newspapers are also great ways of improving listening and reading skills.

- For French radio, go to: [www.comfm.com/radio/](http://www.comfm.com/radio/)
- For German radio, go to: [www.einslive.de/musik](http://www.einslive.de/musik)
- For Spanish TV & radio, go to: <http://www.rtve.es>
- Reading authentic French /German / Spanish articles from newspapers online: [www.lemonde.fr/](http://www.lemonde.fr/) [www.liberation.fr/](http://www.liberation.fr/) [www.spiegel.de](http://www.spiegel.de) [www.welt.de](http://www.welt.de) [www.elpais.com](http://www.elpais.com) [www.todalaprensa.com](http://www.todalaprensa.com)
- Reading authentic French articles from magazines online: [www.ados.fr/](http://www.ados.fr/) [www.lesclesjunior.com/](http://www.lesclesjunior.com/) [www.vogue.fr/](http://www.vogue.fr/) [www.starflash.de](http://www.starflash.de)
- Watching television online: all major European TV channels can be watched via the Internet.
- The current top 40 charts for France, Germany & Spain (and many more) can be accessed on [top40-charts.com](http://top40-charts.com) . Here you can listen to and watch current music videos in both English from stars you know and in the target language of stars you may not know so well!



## What can I do to encourage my child to take further interest in Modern Foreign Languages?

Listening and reading languages in different contexts can help boost students' skills, so watching a film or reading a newspaper/magazine will provide some relief from the monotony of exam revision. Playing games or completing puzzles is more interesting and stimulating than learning vocabulary from a book or a sheet. The list of websites mentioned above is a good starting point.

## What type of homework will my child have and how long should they spend on homework?

Students are expected to complete all specific homework tasks as and when set by their class teacher. However, in addition to this, pupils are expected to be proactive in their independent study and revision of vocab and grammar. Students are expected to learn common verbs and be able to form past, present and future tenses accurately. Homework is varied and will come in many different shapes - website revision, samlearning, worksheets, youtube clips, news and magazine articles, reading comprehensions, past papers and extended writing and speaking tasks.

## When will my child be doing coursework, Controlled Assessments, assignments or other important assessments and how long will these take?

Students will be regularly assessed during the course of the year. Classwork is marked and assessed regularly, and your child will receive feedback on progress and guidance on how to further improve their work. It is important that students reflect on these comments and review their work accordingly.

Students will sit their Mock Exam in the spring term. There will also be a full speaking exam in the Summer term.

## What after school or other extracurricular activities are available in Modern Foreign Languages and when are they?

As students work towards examinations, teachers often provide extra revision sessions at lunchtimes and/or after school. Students will be notified by their teacher what days and times session will be happening.

The MFL film club is run on Thursday lunchtimes in ML3 12:15-12:45 where pupils can watch authentic films in French, German and Spanish.

## Is there anything else I can do to help my child succeed in Modern Foreign Languages?

Showing an interest in international film and cinema is another way in which parents can provide extra help and support to their children. There are many authentic foreign films with the choice of optional subtitles. Alternatively, English-speaking films also often have the option of changing the language. Why not watch an old favourite in French or Spanish?

## How do you celebrate success in Modern Foreign Languages?

Teachers will award Vivos as part of the whole school reward system which will be used to convey instances of good/outstanding progress.

Teachers may also write a message in their journal or send a praise postcard home.

## If I need to speak to someone about my Child's progress in Modern Foreign Languages who should I contact and how?

Everyone in the Languages department wants students to feel confident about learning languages and to be enthusiastic and keen to speak a language. If you pick up from your child that all is not well and they are unsure of what they are doing, please contact us. Often the problems are small ones which can be easily solved. We may not be able to speak to you immediately if we have a full teaching day, but if you leave a message with the school reception we will get back to you as soon as we can.

People to contact:

- child's language teacher in the first instance
- child's form tutor, who can pass on the message
- Mrs E Wadge, Subject Leader for MFL.

## HOW DO I HELP MY CHILD SUCCEED IN PHYSICAL EDUCATION?

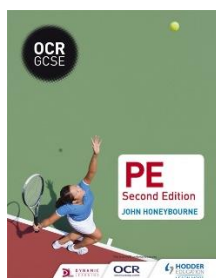
What topics are you covering and when, so I can encourage my child to take a greater interest?

Throughout Year 10, students will be studying the following topics.

THEORY (Topics) (60%)	PRACTICAL (40%)
<ul style="list-style-type: none"> <li>• Paper 01: Physical factors affecting performance</li> <li>• 1.1 Applied anatomy and physiology</li> <li>• 1.2 Physical training</li> <li>• Paper 02: Socio-cultural issues and sports psychology</li> <li>• 2.1 Socio-cultural influences</li> <li>• 2.2 Sports psychology</li> <li>• 2.3 Health, fitness and well-being</li> </ul>	<ul style="list-style-type: none"> <li>• Performance within Physical Education</li> </ul> <p>Learners will be required to undertake both parts within this component:</p> <p>Part 1: Performance of three sports or activities, one team, one individual and one free choice from either list on DfE list.</p> <p>Part 2: Performance analysis of a sport or activity of their choice.</p>

What resources could I buy or borrow that will help my child?

To support your child's learning you could purchase a textbook in order to assist them with independent learning and homework.



John Honeybourne

ISBN : 9781471851728

What are the key websites that my child could use?

Websites that are used depend on the topics that are being delivered. However, main websites that will be used include:

[www.bbc.co.uk/education](http://www.bbc.co.uk/education)

[www.brianmac.co.uk](http://www.brianmac.co.uk)

[www.topendsports.com](http://www.topendsports.com)

What can I do to encourage my child to take further interest in Physical Education?

To develop a greater interest within the subject, encourage your child to watch a variety of different sports both live and on TV, also read the sports pages of the newspaper. This will help students gain a greater knowledge of the sport including the rules/regulations of it and tactics. It will also mean these activities will enable them to be up to date with current affairs within the sports world. In order to take further interests in other topics within GCSE PE, talk to them about the lessons in detail and encourage them to talk you through the learning process that they have experienced.

## What type of homework will my child have and how long should they spend on homework?

Homework tasks will vary throughout the year. Homework may be in many forms: revision for an exam (either an end of unit test or Mock Exam); exam style questions; preparing a presentation; research into a particular sport (rules / regulations); or an extension of the classwork to be completed. The homework will vary on time and how long a student has to complete it.

## When will my child be doing coursework, Controlled Assessments, assignments or other important assessments and how long will these take?

Students will have an assessment session on each practical unit they are participating in. This will be graded out on 20 based on the assessment criteria for that sport. This information will build up over the year to give both students and staff a clear idea what the student's top three sports are.

Students will have an end of unit theory test which will help identify strengths and weak areas for that unit.

Students will sit their Mock Exam in the spring term.

## What after school or other extracurricular activities are available in Physical Education and when are they?

Lunchtimes are set aside for support, catch up and HITT sessions. This is a classroom / IT based session that can be attended by individuals or as a group. A timetable of revision sessions will be shared with students and these will help prepare students for their theory exam.

Alongside this, extra-curricular clubs run on a daily basis in order to engage students in different forms of physical activity and help them improve on their practical grades (students are encouraged to attend these).

## Is there anything else I can do to help my child succeed in Physical Education?

It is important that you encourage your child to try and work independently yet when they seek advice assist them where possible. Also allow your child to take responsibility for their work and show you examples of work that they are proud of.

Encouraging your child to revise their theory work on a regular basis will help students prepare of exams.

## How do you celebrate success in Physical Education?

Praise letters / PE postcards are sent home every half term in order to inform parents about the progress their child is making. Comments in the journal can also be used in order to warrant a quick response.

## If I need to speak to someone about my Child's progress in Physical Education who should I contact and how?

The teacher in charge of this subject is Mrs A Dalowsky. She can be contacted through the school office or via e mail [Dalowsky.a@wintertoncommunityacademy.co.uk](mailto:Dalowsky.a@wintertoncommunityacademy.co.uk)

## HOW DO I HELP MY CHILD SUCCEED IN PSHCE? (PERSONAL, SOCIAL, HEALTH, CITIZENSHIP EDUCATION)

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What topics are you covering and when, so I can encourage my child to take a greater interest?

In year 10 students will be completing four separate units of work. One unit will be based on Citizenship and three units will cover PSHCE topics.

The units that are covered in Year 10 are:

### Citizenship: PREVENT

- Exploring Britishness
- Who are the British?
- What does it mean to be British?
- Stereotyping and the media
- Identifying racism
- Extremism
- Human rights and freedom of speech
- Exploring PREVENT

### PSHE: Preparing for the real world

- Work experience
- Aspirations
- Work place rights and responsibilities
- Finance and budgeting
- Public money
- Investing
- Tax
- Trade unions
- Credit cards

### PSHCE: Relationships

- Importance of relationships
- Consent
- Respect in relationships
- Positive and negative relationships
- Sexting
- Child sexual exploitation
- Domestic abuse
- Where to find help to relationships issue
- bereavement

### PSHCE:

- Cannabis
- Legal highs
- Pornography
- When food becomes the enemy
- Cancers
- STI's and peer pressure
- Abortion
- Parenting
- Female Genital Mutilation

What resources could I buy or borrow that will help my child?

Resources are not needed to be purchased, they will be provided in lessons.

## What are the key websites that my child could use?

<http://www.bbc.co.uk/schools/>

<https://www.pshe-association.org.uk>

<https://www.thinkuknow.co.uk>

[www.ceop.police.uk](http://www.ceop.police.uk)

[www.safetynetkids.org.uk/personal-safety/staying-safe-online](http://www.safetynetkids.org.uk/personal-safety/staying-safe-online)

<https://saferinternet.org.uk>

<https://www.nspcc.org.uk>

There are many clips of PSHCE related topics available on YouTube.

## What can I do to encourage my child to take further interest in PSHCE?

Encourage your child to think critically about issues and to try and evaluate opinions and reasons for things. This will develop more in-depth and critical approaches to issues, whilst at the same time have an open mind that other people have different opinions and attitudes than their own.

Try to encourage conversations based on current issues in the news or their own lives.

## What type of homework will my child have and how long should they spend on homework?

Students should expect to receive homework in PSHCE. Due to the nature of the subject most of the learning will be covered during lessons. Homework will often consist of researching in to laws and core knowledge around different topics. Homework, will often require students to discuss their learning with parents/carers.

## When will my child be doing assignments or other important assessments?

Your child will not be levelled assessed in PSHCE. Instead we will be using Personal Learning Checklists (PLC's) to monitor the progress your child is making. Students will be self- evaluating themselves at the start of each unit and again at the end to measure the progress they have made. After each rotation their class teacher will mark their work and verify the progress made on their PLC.

## What after school or other extracurricular activities are available in PSHCE and when are they?

All students are aware that lunchtimes are available for them to improve or develop their knowledge. Throughout the year the school has a range of cross curricular days which cover many core topics within PSHCE from experts. These include, the Police, Fire brigade, Big Talk (SRE), road safety specialist, anti-bullying musicians.

## Is there anything else I can do to help my child succeed in PSHCE?

Encourage your child to be open-minded and have discussions based key issues relating to them as an individual and their own life. Allow your child to watch the news once a day to understand modern issues such as discrimination, prejudice, racism and other topical affairs.

## How do you celebrate success in PSHCE?

Students who make exceptional progress will be sent a letter to celebrate their achievement. Your child's teacher will use Vivos as part of the whole school reward system which will be used to convey instances of good/outstanding progress in classwork or homework. If students have done a piece of work particularly well during a lesson, then they may receive a post card home. At the end of each year they are also chosen to receive an award for either the most progress made or the highest achieving student.

## If I need to speak to someone about my child's progress in PSHCE, who should I contact and how?

Please contact Mr G Robbins (Subject Leader) via the school office.

## HOW DO I HELP MY CHILD SUCCEED IN RELIGIOUS STUDIES?

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### What topics are you covering and when, so I can encourage my child to take a greater interest?

In year 10 students will be starting the new (9-1) GCSE in Religious Studies (J625)

OCR's GCSE (9-1) in Religious Studies course has been designed to captivate learners with a coherent and engaging programme of study and to encourage them to progress to further study at A level and Higher Education. OCR's GCSE (9-1) in Religious Studies specification will encourage learners to develop knowledge, understanding and skills to engage in debate and discussion about life in a modern pluralistic society. This includes developing an understanding of non-religious beliefs.

Students will be entered for three examinations at the end of year 11; one on Christianity, a second on Hinduism and the third will be based on religion, philosophy and ethics in the modern world from a religious perspective

The core knowledge which will be taught is listed below.

#### Beliefs and teachings & Practices

Students should be able to:

- Eternal self
- The cycle of birth, life and death
- Karma
- The nature of reality
- Manifestations of the divine
- Three features of the divine
- The four aims of human life
- Human concerns
- Hindu ways of living
- Approaching deity
- Hindu special occasions
- Ethical concerns in Hinduism

The core knowledge outlined above is everything your child will need for the second of three examinations. The rest of the knowledge will be taught in year 11.

### What resources could I buy or borrow that will help my child?

- There are no accredited or published books available for the specification out yet
- Students can download the lesson material and PowerPoints with specific key knowledge on after each lesson.
- Revision PowerPoints are also available for students; they need to bring a memory stick or have access to an email account.
- Revision guides produced by the department will be available a number of weeks before the exams.

### What are the key websites that my child could use?

<http://www.bbc.co.uk/schools/gcsebitesize/rs/>

<http://www.reonline.org.uk/>

<http://www.request.org.uk/issues/issues.htm>

<http://www.revisioncentre.co.uk/gcse/re/>

<http://www.rsrevision.com/contents/index.htm>

There are many clips of religious issues available on You Tube.

### What can I do to encourage my child to take further interest in Religious Studies?

This GCSE course encourages students to be able to debate modern and relevant current affairs. Therefore, having regular debates and conversation within your household would really benefit their ability to be active participation within lessons.

### What type of homework will my child have and how long should they spend on homework?

Your child should expect one homework every two lessons. This homework will either be an enquiry homework where they will be asked to look further in to a particular subject area. The alternative homework will require students to answer a GCSE exam question to demonstrate their understanding of the knowledge learnt in the classroom. This answer will then be marked and during the next lesson.

### When will my child be doing coursework, Controlled Assessments, assignments or other important assessments and how long will these take?

GCSE Religious Studies is an exam based course. Therefore, your son/daughter will not complete any form of coursework or Controlled Assessment.

### What can I do to encourage my child in this subject?

The key skill required for this specification is the ability to evaluate and interpret key issues related to religion. It would be very helpful to focus on specific issues and try to discuss and debate opinions and Christian attitudes towards ethical concerns. The work booklet can be used to access the knowledge to prompt these debates. This will help students develop evaluation skills and the ability to raise specific and significant points.

### What after school or other extracurricular activities are available in Religious Studies and when are they?

Students have been informed that they can visit the RE room for extra support any lunchtime or any night after school and arrange a formal time where they will receive help and intervention if they require it.

### Is there anything else I can do to help my child succeed in Religious Studies?

Encourage them to be able to consider other perspectives as well as their own and respect that people view things in different ways.

### How do you celebrate success in Religious Studies?

Praise letters are sent home. Comments in the journal can also be used in order to warrant a quick response.

### If I need to speak to someone about my child's progress in Religious Studies, who should I contact and how?

Please contact: Mr G Robbins (Subject Leader) via the school office.