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

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A GUIDE FOR PARENTS OF  
YEAR 8 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 8 students or subsequent booklets for other year groups.

Thank you

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## 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.

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

English:

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

[www.bbc.co.uk/schools/ks3bitesize](http://www.bbc.co.uk/schools/ks3bitesize) (also covers maths.)

[www.woodlands-junior.kent.sch.uk/literacy/index.htm](http://www.woodlands-junior.kent.sch.uk/literacy/index.htm)

Maths:

- <http://www.bbc.co.uk/education>
- <http://www.mathswatch.vle.com>
- <http://mathsapp.pixl.org.uk>

### What after school or other extracurricular activities are available from the IGLU and when are they?

We have a very limited number of one-to-one (or very small group) sessions available to be booked at lunchtimes or after school. These individually tailored 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. Sessions can be booked by speaking to Miss Bartlett or Mrs Burman. 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 have missed some work through illness and would like to catch up.

### 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 greater interest?

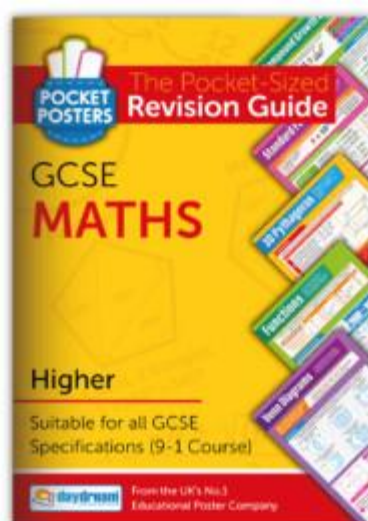
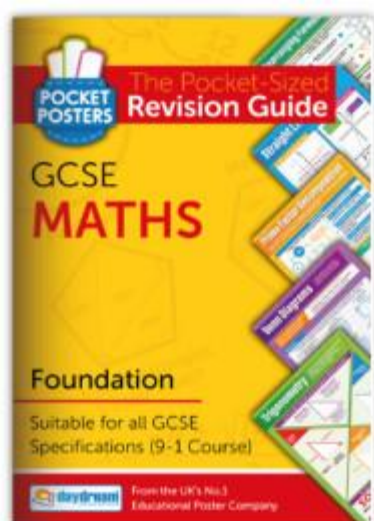
Throughout Year 8, students will be consolidating and extending their knowledge of the following topics. This is a continuation of our 5 year GCSE course from Year 7 to Year 11.

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)

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

Throughout Year 8 students will be studying three components: Reading, Writing and Spoken Language. Each half term will have a 'Writing' or 'Reading' focus. Three Spoken Language assessments will take place at relevant points throughout the duration of Year 8; these will be determined by the class teacher.

Reading texts will vary from teacher to teacher but students can expect to read any of the following texts:

### Novels

- Goodnight Mr. Tom
- Flour Babies
- Holes
- Tealeaf on the Roof
- Sherlock

### Plays

- Twisted
- Kick off
- Dracula
- The Diary of Anne Frank
- Much Ado about Clubbing

### Shakespeare

- Othello
- Much ado about Nothing
- Hamlet

### Poetry

- A selection of contemporary and pre-1914 poems

### Seminal World Literature

- Of Mice and Men
- Noughts and Crosses
- Daz 4 Zoe
- To Kill a Mockingbird
- Gangsta Rap

### Short Stories

- Swap and other short stories
- Don't make me laugh
- War

During the course of Year 8, pupils can expect to write in a variety of styles. This will include diary writing; writing to inform and explain; writing to argue and persuade; report writing; script writing; narrative writing and poetry writing.

Alongside the work conducted in class, half-termly tests will take place to assess your child's grammar and punctuation. Spelling tests will also take place every week in order to enhance and develop your child's spelling and vocabulary. Please encourage pupils to learn their weekly spellings.

At the end of the year, pupils will sit an exam which will assess all of the skills they have been developing over the course of the year. It would be helpful if you encourage your child to revise for these tests by using the revision materials provided by the teacher, along with reading through their work produced over the course of Year 8.

Students will have one 'Library' lesson a week where they will have access to a range of fiction. They will continue with the reading scheme started in Year 7. It would be helpful if you encourage your child to read and discuss the book with them to show their understanding of the text. Reading a wide range of genres and authors will help your child to develop their literacy and their writing skills.

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

CGP make a range of revision guides targeting specific levels which are suitable for students in Year 8 ([www.cgpbooks.co.uk](http://www.cgpbooks.co.uk)). However, it is important to remember that students in Year 8 will not be expected to have covered everything in these guides as the guides cover all work in Key Stage 3 (Years 7 to 9).

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

There are no specific websites that are used with students although for revision purposes they are directed to sites such as:

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

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

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

Students will be asked to also use the internet as a research tool on websites that are relevant to the current area of study.

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

Spoken Language:

- Find opportunities for them to talk at length about increasingly complicated ideas and situations.
- Help them take more account of the listener's reaction when speaking, e.g. changing intonation.
- Encourage them to listen and express their opinions about local and national issues in the news.
- Encourage discussions and debates about issues portrayed in the media.

Reading:

- Give them regular opportunities to make their own choices in what they read at home, e.g. visits to the library or magazines that cover out-of-school interests.
- Encourage them to develop their response to a text in more detail.
- Talk with them about the writer's choice of language, e.g. ask them to choose a section they think is good and explain why they think it works well.

Writing:

- Encourage their personal writing, e.g. a journal or diary.
- Talk through their ideas with them before they start to write, prompting them to think about how they intend to tackle a subject.
- Encourage them to read through their work, shaping their sentences for clarity and impact and checking their accuracy.

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

Homework tasks will vary throughout the year. However, homework may be in many forms: classwork style questions or even consolidation homework sheets; researching areas of study to acquire new knowledge or consolidate learning. During group based projects, students will be required to set their own homework tasks. Teachers will set homework which will require internet access, but alternative ways of completing homework are always offered.

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

Students will complete tasks which will feed into the APP (Assessing Student Progress) assessments which are carried out each half-term for Reading and Writing. Students will also be assessed once a term for Speaking and Listening. This could be as an individual presentation, a drama-based presentation or a group discussion. There will be a final exam at the end of the school year.

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

Students are encouraged to see members of staff if they need to ask for support or assistance at any stage. Individual teaching staff will offer further support at break time or lunchtime for those students who need extra support to help them make progress - students are expected to attend if requested by the class teacher.

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

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 read regularly will help to improve their vocabulary and their style of writing, not only in English but across the curriculum.

## How do you celebrate success in English?

Students are given positive comments in their exercise books where a teacher identifies when the student has been successful. Comments in the journal can also be used in order to give a response. Teachers will give Vivos as part of the whole school reward system.

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

All teachers within the department are happy to speak to parents if there are any concerns. Alternatively, you may contact Mrs B Martin (Head of Department) through the main school office.

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

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

Your child will be covering topics such as staying healthy, atoms and elements, space, forces and energy during the course of the year.

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

Key Stage 3 revision guides available from CGP are excellent resources. There are many excellent resources available from companies such as Amazon and W H Smith which universally support learning in Year 8.

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

[www.bbc.co.uk/schools/ks3bitesize](http://www.bbc.co.uk/schools/ks3bitesize)

[www.emaths.co.uk](http://www.emaths.co.uk) (good for past exam papers in Maths and Science)

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

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

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

[phet.colorado.edu](http://phet.colorado.edu)

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

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

### 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 watch topical science programmes. (There are many really good programmes from different scientific perspectives, such as Myth-Busters, National Geographic, Wonders of the Solar System, Walking with the Dinosaurs, Life - David Attenborough, forensic programmes, engineering programmes - allow your child to select those that interest them.) All of these programmes can be used from age 11 up to and including GCSE.

### 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 (an end of unit test); exam-style SATS questions; consolidation questions; preparing a presentation; group discussion; producing a personalised revision guide; researching new technology and explaining it.

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/ on-line in school.

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

At the end of each topic students will be assessed. They will be given the opportunity to improve their learning in each specific area following the assessments. There will be an end of year test in June which will be used to set students in Year 9.

### 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 if underperforming so that they can understand how to improve their levels.

### 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 their exams. There are many excellent on-line resources, but these should not exclude personal revision.

Discuss interesting topics with your child, and encourage them to form opinions about new technology, and to consider the wider impact of new developments.

Using the internet can be very helpful, but only if used in the right way. Encourage your child to select appropriate resources for KS3 and not complete a random search for key words. Information found should always be processed and condensed into a usable format.

### How do you celebrate success in Science?

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. 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. We are looking to extend our praise and support of good work by using assemblies to celebrate the progress and success of individual students.

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

Initially, speak to your child's teacher and discuss any questions you may have. Otherwise, please contact Miss K Hough or Mr K Hagerup.

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

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

The main emphasis throughout Year 8 is to build on the student's knowledge and understanding of the formal elements studied in Year 7 and to introduce the formal elements of Line, Form, Pattern and Texture, looking at how these elements have been used in a variety of art forms.

Building up your skills which were introduced in Year 7. Students will be expected to develop their drawing and 3D graphic skills further. Continued studies will play a large part in this by studying and improving their knowledge by understanding the artist work.

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

If your child wishes to take their work home, an A3 plastic folder will help keep the work dry and in good condition.

A visit to the local library to borrow research information.

A range of art materials (e.g. soft pencils, water soluble crayons, water paints, brushes).

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

Most artists, museums and galleries have their own websites which can be accessed via Google, etc. (e.g. Gaudi, Lichtenstein, Warhol, Paolozzi, Tate Modern, Victoria and Albert Museum...)

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

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

Any opportunity you can provide for your son/daughter to visit any art gallery or museums to view original artwork would be beneficial. The nearest include Ropewalk in Barton on Humber, 20/21 Gallery in Scunthorpe, Usher Gallery in Lincoln, Ferens Gallery in Hull.

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

Homework is set once every two weeks to consolidate and develop the skills and knowledge gained in class. This may take the form of researching a particular artist or subject matter, or observational drawing in their sketchbooks.

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

All students during Key Stage 3 are continually assessed throughout each project. These levels are fed back to the students on a regular basis so they can improve on levels as the topic progresses.

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

Both Art rooms operate `drop-in` sessions every lunchtime for students to do extra work and receive additional help where required.

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

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.



### How do you celebrate success in Art?

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. Your child`s teacher will use Vivos as part of the whole school reward system. 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, who should I contact and how?

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

## HOW DO I HELP MY CHILD SUCCEED IN DESIGN AND TECHNOLOGY?

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

Throughout the year students will cover a variety of projects. Each student will spend one lesson in either Food or Textiles (on a 6 month rotation) and one lesson in Resistant Materials. All students will use a marking/booster sheet on their project work where students will receive direct individual targets relating to what they need to do to improve and focus on.

#### The projects that will be covered in Resistant Materials are:-

Steady Hand Game - Students will be introduced to electronics and will be expected to design and make an electronic steady hand game that will raise money for a charity of their choice.

Computer Control - Students will focus on learning about flow diagrams and how products use computer control sequences.

Wind Turbine Project - Students will focus on researching the design and manufacture of wind turbines, and look at where they are located.

#### The projects that will be covered in Food are:-

Development of basic food hygiene/equipment and techniques. In Year 8 this also includes food storage, the environment, and food modification.

Burgers / Meatballs

Fishcakes

Pastry dishes

Dough boxed products eg Pizza

Scones

Cookies

Students will progress in Year 8 to produce an independent project which is “formed foods”. Students will be expected to investigate ingredients and re-develop a basic recipe and design a package suitable for their product.

#### The projects that will be covered in Textiles are:-

Students will be expected to develop their range of practical skills when producing textile/fabric products. Students will then consolidate these skills into the research, design and manufacture a cartoon character as a themed tote bag using skills on a machine as well as hand embroidery stitches.

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

There are no books directly related to the projects that we will cover during the Design and Technology programme. However, there are many books available that will help students during Key Stage 3 Technology.

Some of the books available are-

#### Resistant Materials -

Design and Technology Foundations Resistant Materials - Author, Paul Anderson/Jeff Draisey.

Key Stage 3 Design and Technology: Resistant Materials (Design in the Making) - Author, Steve Cushing.

Skills in Resistant Materials Technology Student Book - Author, Peter Gale.

#### Food Technology -

Design and Make It! Student's Book: Food Technology for Key Stage 3 - Author, Hazel King.

All About Food - Author, Helen McGrath.

#### Textiles -

Design and Make it: Textiles Technology for Key Stage 3 (Design & Make It!) - Author, Alex Mcgarthur

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

Some of the recommended websites are:-

The school's own web portal which is available from the main intranet page -

[www.school-portal.co.uk/GroupHomepage.asp?GroupID=42534](http://www.school-portal.co.uk/GroupHomepage.asp?GroupID=42534)

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

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

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

[http://en.wikipedia.org/wiki/Design\\_and\\_Technology](http://en.wikipedia.org/wiki/Design_and_Technology)

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

We would appreciate it if you could encourage your child to be open to new design ideas and research methods and be adventurous with their designs and look for areas for improvement in designs that already exist.

We also run many extracurricular clubs in Design Technology that are both beneficial to their technology work as well as being enjoyable. Take time out to see when your next club is on.

Some of the clubs we run are listed in the extracurricular section below.

Games are also a very useful addition to this subject too. Students are particularly enthusiastic in games, particularly ones that mean they are playing on a computer. There are many websites (e.g. engineering.com) where playing games can actually build and promote a student's skill and knowledge.

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

Homework tasks will vary throughout the year but students will typically receive one piece of technology homework per lesson per week. Homeworks in general will be research or design based and can be either handwritten or computer processed (inc. access to the internet), but other methods of completing homework are always offered. The Technology suite of rooms is available for use by all students completing homework during lunchtimes (Monday - Friday).

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

All students during Key Stage 3 are continually assessed throughout each project. The grades are then recorded and fed back to the students regularly on their individual making/booster sheet. Students are then allowed to improve these levels as the project progresses.

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

We regularly run extracurricular events/projects throughout the year. We also often take part in technology-related competitions when they are offered.

Some of the clubs we run in Technology are-

Scalextric Club - Design, make, build and race your own scalextric car.

Electronics - Develop and build on your knowledge of electronics by constructing your own electronic project.

Wind Turbine Project - Develop your skill on the design and make project to achieve a STEM award.

Master Chef - Develop your skills and compete to become the best chef in Year 8.

Textiles - Develop and progress your skills in Design and Technology Textiles.

### Is there anything else I can do to help my child succeed in Design and Technology?

It is important that we encourage your child to try and work independently, yet when they seek advice to assist them when and where possible. It is important that students take responsibility for their own work and show you examples of their work (both written and practical) that they are proud of.

To help support your child to make improvements to their work, please encourage them to revise and revisit areas of work covered on a regular basis to look for areas of improvement.

Please also ensure your child brings to lessons food ingredients, textiles, etc. where necessary.

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

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. Comments are also recorded in the student's journal and can also be used in order to give a response. On particular tasks we will also give out prizes or certificates. The students will be awarded any prizes by the Head Teacher or Head of Year in assemblies or prize-giving occasions.

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

If you need to speak to someone regarding your child's progress you can contact either-  
Head of Department - Mr P Singleton & Mrs C Johnson.

Or if it is a specific question relating to a particular query/lesson ask to speak to your child's subject teacher.

## 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?**

Autumn 1 - Crumbling Coasts

Autumn 2 - Awakening Africa

Spring 1 - Changing China

Spring 2 - Mardy Middle East

Summer 1 - Raw Resources

Summer 2 - Gorgeous Geology

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

An atlas, a globe, KS3 studies guide, compass, weather station, wall map of world/UK for bedroom and a local OS map.

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

The BBC website. YouTube has many clips explaining natural processes. Most web searches will return information on places when researching.

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

Encourage your child to take an interest in BBC travel, nature and current affairs documentaries, all current affairs programming 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 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.
- Geographical investigations will require extensive research and note making to support classwork and will take place over several weeks.
- On average Geography homework should take ½ an hour a week.

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

An assessment will be taken once each half term for a topic.

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

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

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

Encourage your child to be open-minded and develop mature arguments that support their point of view.

**How do you celebrate success in Geography?**

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, Mr M Florence and Mr R Wharton are available via 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?

- Why should we remember the English Civil War? (Term 1)
- How United was the Kingdom? From the Glorious Revolution to the Jacobite Rebellion. (Term 1)
- The causes and key events of the Great War, 1914-18. (Term 2)
- The experiences of soldiers and civilians during the Great War. (Term 2)
- The consequences of the Great War and the causes of the Second World War. (Term 3)
- How did the Allies defeat Germany? (Term 3)

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

It is not necessary to buy any specific resources for the subject. We do not teach to one specific textbook and use a variety of sources within lessons. You can encourage your child to research different topics studied in class by visiting their local library to find books on specific topics as well as internet-based research. YouTube contains lots of clips and compilations about different historical periods and original footage in the form of documentaries and news clips of 20<sup>th</sup> century historical events.

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

[www.bbc.co.uk/history/forkids/](http://www.bbc.co.uk/history/forkids/)  
[www.schoolhistory.co.uk/lessons/](http://www.schoolhistory.co.uk/lessons/)  
[www.historyonthenet.com/](http://www.historyonthenet.com/)

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

- Historical films.
- Visits to sites of interest such as the Royal Armouries in Leeds
- Visits to museums such as Wilberforce House Museum in Hull.
- Historical books.
- Local history groups.
- Discussion.

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

Homework may involve analysing and evaluating a historical 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.

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

Assessments are usually held every half-term and they focus upon key historical skills such as source skills, significance, cause and consequence.

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

There are opportunities for pupils to attend IT and homework clubs throughout the year. There is also a visit to the Royal Armouries in Leeds.

### How do you celebrate success in History?

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, letters of praise are sent to parents to inform them when students make outstanding progress or have high levels of achievement.

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

In the first instance contact your child's class teacher or Mr P Davies (Subject Leader).

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

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

Students will have timetabled one ICT / Computing lesson per fortnight. As well as teaching traditional ICT study skills (presentations, word processing, etc.) students will have the opportunity to learn more about coding and computational thinking. In year 8 students will study:

- Programming using the BBC Microbit
- How to count in binary and its importance in computer languages and data storage.
- Hardware and software components of computer systems
- The basics of computer networks
- Ethical use of ICT
- How to use Microsoft Excel spreadsheets to manage data.

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

The most common computer programs used in school are the *Microsoft Office* programs.

It is always worth checking the Android and iPhone 'apps market' for useful tools and revision guides that can be used.

The following websites contain valuable resources:

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

[www.teach-ict.com](http://www.teach-ict.com)

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

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

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

There are many internet resources that can be accessed to help students with their ICT development. Many of these are free or have a small charge. These include:

- Audacity: A free sound recording and editing program
- Microsoft Movie Maker: Create movies from photos or video
- Microsoft storyboard: Present your photos more creatively
- Scratch: A free computer programming interface
- The BBC Microbit site: <http://microbit.org/>

There are many more useful tools out there that can be found with creative searching. Further useful tools that we find will be updated regularly.

**In addition, all students have access to all the Microsoft Office programs through Office 365.**

It is worth taking time to read advanced search techniques on websites like Google. If used correctly it may help students from relying too much on *Wikipedia* for information.

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

ICT is in itself a motivational tool to support learning in all subjects. Please check information given by other subject areas to see what they recommend.

Some of the programs mentioned in the useful websites section are much more interesting to use than the standard presentation programs. Please encourage your children to try them; you may enjoy them yourself.



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

Homework tasks will vary throughout the year but students will typically receive one per week. The time on homework may vary depending on individual projects/tasks. Homeworks in general will be research or design based and can be either handwritten or computer processed (inc. access to the internet), but other methods of completing homework are always offered. The ICT suite of rooms is available for use of all students completing homework during lunchtimes (Monday - Friday).

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

Students will continually be assessed through classwork and homework. Students will also complete an ICT assessment every term.

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

Access to the ICT suites is available every lunchtime Monday to Friday -12:20 - 12:55 in IT 1.

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

It is important that we encourage your child to try and work independently yet when they seek advice to assist them when and where possible. It is important that students take responsibility for their own work and show you examples of their work (both written and practical) that they are proud of.

To help support your child to make improvements to their work please encourage them to revise and revisit areas of work covered on a regular basis to look for areas of improvement.

## How do you celebrate success in ICT?

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, letters of praise are sent to parents to inform them when students make outstanding progress or have high levels of achievement.

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

Mr M Sidell

Head of ICT

## 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?

Autumn Term	Spring Term	Summer Term
Unit 6: Film Music Unit 7: Samba	Unit 8: Theme & Variations Unit 9: Ground Bass	Unit 10: Reggae Unit 11: Music from India

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

It is not necessary to buy any specific resources for the subject. Lessons are practical in nature and so students learn through participating. Some students practise their keyboard skills on a keyboard at home, but it is not necessary to purchase an instrument as departmental keyboards are available for use at breaks and lunchtimes.

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

[www.kenbrashear.com/](http://www.kenbrashear.com/) - virtual drum kit

[worldmusic.miningco.com/](http://worldmusic.miningco.com/) - information on world music and downloadable music clips

[www.pianoworld.com/fun/javapiano/javapiano.htm](http://www.pianoworld.com/fun/javapiano/javapiano.htm) - interactive keyboard

### 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' practical work is recorded at the end of each unit 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 is set when appropriate every two weeks to consolidate the skills and knowledge gained in class. This may take the form of researching a particular style or genre, evaluating a practical activity, revising keywords, etc. The amount of time to be spent on homework will vary according to the nature of the task.

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

Assessments are usually held every half-term. Composing, performing or listening skills may be the focus of the assessment.

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

MONDAY 12.00pm-12.30pm	TUESDAY 12.00pm-12.30pm	WEDNESDAY 12.00pm-12.30pm	THURSDAY 12.00pm-12.30pm	FRIDAY 12.00pm-12.30pm
ORCHESTRA	JUNIOR CHOIR (Years 7 & 8)	SENIOR CHOIR (Years 9 - 11, staff)	WIND BAND	STRING BAND

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

Encourage your child to listen critically to the music they listen to every day. Also, you may want your child to have the opportunity to learn a musical instrument in school. Tuition is provided by the Music Support Service and covers string, woodwind, brass and percussion instruments.

### 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?

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

September - October: talking about self, family, jobs, where people live, the weather

November - December: weekend activities, sports, television programmes, the past tense

January - February: making & reacting to invitations, excuses, clothes, shopping

March: food, drink & meals, shopping, arranging a party

April - May: different countries & languages, holidays, travel & tourism

June - July: friends, pocket money, gadgets, plans for holidays, future plans & future tense

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

- Students use the Expo 2 textbook, which is published by Heinemann. Our N / T / E groups use the 'Vert' textbook and our I / W groups use the 'Rouge' textbooks. Pupils in W and I will also study German using Echo Express 1. Due to our books being required for use in school, we are unable to give our books to students for use at home.
- It will be useful for your child to have access to a French-English dictionary at home. A small, simple dictionary is appropriate for Year 8.
- Pupils in W and I who study two languages would also benefit from a German-English dictionary.
- Bookshops and local libraries often stock copies of Key Stage 3 Study or Homework guides for French.

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

- [www.bbc.co.uk/schools](http://www.bbc.co.uk/schools) The site includes interactive games on a variety of the Year 8 topics.
- [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.momes.net](http://www.momes.net) A French website designed for younger students, includes film reviews, songs, and stories.
- [www.zut.org.uk](http://www.zut.org.uk) This website is free after 4pm and has lots of games and interactive quizzes to build vocabulary skills.
- [www.quizlet.com](http://www.quizlet.com) This website is excellent for revision of topic based vocab - just search the topic by name (e.g. pets in French, "Ma famille") or by book and module number (e.g. Expo 1 Module 1) for different exercises. This is also useful for other subjects. Available as a free app too.
- [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.

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

A lot of parents find it difficult to support and encourage their children in MFL. Maybe they did not learn a language themselves at school or even learnt a different one. This sometimes leads to misunderstandings and misconceptions about learning a language. Try to encourage a positive approach:

- When learning a language, you develop valuable skills, such as increased memory power and the ability to learn and apply rules. The skills picked up in languages help with other subjects, such as communication skills, creativity and the development of independent learning skills.
- Learning about another country, even if they never visit that country, will broaden minds and allow students to see their country as part of the wider world.
- Why not watch a favourite film in a foreign language? Most DVDs have language audio options, have French audio, with English subtitles.
- As France is our closest neighbour, there are always opportunities to practise with native speakers and make the language seem more 'real'.
- Think ahead to future careers: a recent government report has shown that people with language skills have more opportunities in the job market.
- Think ahead to future studies: many universities now require their applicants to have a qualification in a language.
- Have a go at learning (or revising!) French with your child. Alternatively, why not try out a new language together, for example, learning some Spanish together before a family holiday?

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

Along with other departments we set homework regularly. Your child will usually be set homework once a week. The guiding principle in learning a language is “little and often”, therefore don’t expect your child to be completing long, written tasks in French! It is good practice to encourage your child to regularly revise new vocab and grammar points in order to develop their linguistic ability. In addition, your child may be asked to complete short reading exercises, some grammar tasks or short pieces of writing. We often ask students to do a learning homework where they are expected to learn and remember some key vocabulary, or a research homework to find out some new vocabulary. If your child completes tasks quickly, you could encourage them to do some tasks on the Quizlet or Samlearning websites. Every piece of homework is rooted in points that have been covered during lessons and will have been described thoroughly. Students also have their own vocabulary book to use in school and at home to help them with homework.

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

Your child will be assessed at the end of each half-term. Their assessments are based on the topics covered that term and will assess their Reading and Listening skills and either their Writing or Speaking skill. These are formal assessments and your child’s teacher will record their results/levels. Students also record the results from their assessments in their exercise books.

All Year 8 students complete an IT assignment in the summer term. They are required to produce a Publisher brochure detailing a possible French-speaking holiday destination.

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

As a department, we offer a MFL Film Club during lunch once a week (for details see the Languages display boards). This club is open to any student in KS3 and KS4 who would like to watch foreign films.

The Languages Department also runs a trip to France for pupils in year 8 during the last week of the Summer term. Pupils stay in a real French Château and do a host of day trips to local towns, museums and farms, as well as a wide range of exciting activities like fencing and archery. More details to follow in the autumn term.

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

We appreciate that many parents find it difficult to help their child with their French studies, but even with limited or no knowledge of French, you can make a difference:

- For vocabulary learning, you can be really helpful by testing your child. You can do this by taking their exercise books and asking for the words, one at a time.
- Encourage your child to teach you some of the language they are currently learning. Of course your child will only be able to teach you something as they learn it themselves, so you could get them to tell you what they have been learning recently and to show you their book when they bring it home for homework. This is a good review for them and it keeps you up to date too.
- If your child is stuck with a piece of homework (and if you have time!) ask them to explain what they are supposed to do and see if you can move them on. It is quite common for children to get stuck on one part of a homework and then give up rather than leaving that part and trying the next bit. Please encourage them to speak to their teacher if they are totally unclear about what to do.
- Help your child to practise saying the alphabet in French so that they can pronounce the language more accurately.
- Help your child to read and understand written texts. Different sound-spelling rules apply in French (e.g. the silent ‘s’ at the end of words, the nasal sounds of ‘en’, ‘an’, etc.) and careful reading and repeating of written texts will reinforce correct pronunciation.
- Singing in French can help to develop self-confidence, as children focus on the music and rhythm rather than worrying about the pronunciation.

Children enjoy the challenge of learning and practising new language on their own. Although they need support and encouragement initially, they progress to become independent, autonomous learners. Soon they are able to work alone with a computer and dictionary, developing their French skills and knowledge in the same way they do for other subjects.

### How do you celebrate success in French?

- 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.
- 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 French, 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:

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

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

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

Students cover 2 different activities each half-term. They participate in team sports including Netball, Handball, Hockey, Rugby, Basketball, Rounders, Cricket and Badminton. They also undertake a number of individual activities including Gymnastics, Fitness, Athletics and Cross-country.

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

Books that cover the rules and regulations of the different activities will always benefit your child's knowledge and understanding of the activities. However, participating in these activities alongside your child at a local club or leisure centre will enable their skill levels to develop at a much faster rate.

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

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

There are many clips available on YouTube to watch particular skills or matches.

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

Encourage your child to be active and to spend time 'playing' rather than sitting inside in front of a computer! Visit the leisure centre with your child and get involved in activities with them or, if possible, take them to watch live sports events as and when they are available.

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

Students may get set 1 piece of homework for each unit of work that will be research based.

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

Your child will participate in ongoing weekly assessments and will receive oral feedback in lessons. However, during week 4 students will undertake a short written evaluation and set themselves a specific target. They will in turn receive teacher feedback in order to help them achieve their target. Again on week 8: the final lesson within the unit students will review their progress and their participation within the unit as a whole.

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

The extracurricular timetable changes every half-term and offers all students the opportunity to practice and develop new skills taught in lessons. The activities also enable student to try new sports and recreational activities that differ from those taught in lessons. Alongside this, students get the opportunity to join teams and represent the school in fixtures and tournaments against other schools.

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

Encourage regular participation in all PE lessons.

**How do you celebrate success in Physical Education?**

Postcards/letters are sent home by class teachers every six weeks, also Vivos are awarded weekly.

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

Mrs A Dalowsky - via the school office.

## 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 8 students will be completing four separate units of work. Two units will be based on Citizenship and two units will cover PSHCE topics.

The units that are covered in Year 8 are:

### Citizenship: Law and Justice

- Law and justice system
- Youth Crime
- Rights and the police
- Youth Offenders
- Youth court
- Inside youth offenders
- Adult court
- Human Rights
- Capital Punishment

### Citizenship: Managing money

- Why do we use money?
- What do we do with our money?
- Ways to pay for things?
- Borrowing money
- How to keep control of my money?
- Are you a saver or a spender?
- Being a clever consumer
- Ethical consumer
- Debt

### PSHCE: All about me

- Self esteem
- Sense of self worth
- Prejudice, discrimination and stereotypes
- Body image
- Eating disorders
- Learning to relax
- Who am I?
- My values
- Tough men, sissy girls- gender stereotypes

### PSHCE: Healthy Lifestyles

- Rumours
- Cyberbullying
- Be smart online
- Social networking- safely
- Sexuality
- Anti-social behaviour
- Road safety
- Drug awareness and dangers of misusing drugs

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?

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

This year your child will cover 6 units of work; each one is planned to last approximately 6 lessons. The units that are covered in Year 8 are:

**Science vs Religion:** We look at different theories of creation. We initially look at how Christians believe the world was created, according to the book of Genesis. We then compare this to the Big Bang Theory to see which has more relevance or believable evidence. We go on to have a debate on evolution and its strengths and weaknesses. The students then have the opportunity to research a different theory of creation of their choice (it could be religious if they choose). Finally, we learn about the Pan Ku theory of creation. The students are assessed by creating a booklet or leaflet showing their understanding of the different theories, and allowing them to show their evaluation and justification skills.

**Planet Earth:** The students look at environmental issues and the religious responses and attitudes to environmental issues. They are then assessed by writing a debated answer about how we should care for the world from a personal and religious perspective.

**Multiculturalism:** In this unit the students look at the concept of multiculturalism. They consider the benefits and negatives of living in a multicultural society. We consider what makes Britain truly British and whether multiculturalism has gone a step too far. The students then consider the British Citizenship test which all immigrants have to take to gain access to Britain. The unit concludes with students creating an independent task showing their interpretation of what makes Britain British in 2015/16.

**War:** This unit looks at personal and religious attitudes towards the concept of war. We develop an understanding of when and why it is accepted and why the vast majority of people and religions disagree with war. The students are assessed on their ability to write a balanced argument for and against war.

**Challenge the issues:** In the final unit of the year students will look at core ethical issues related to modern life, these include racism, sexism and the treatment of animals. Students will have the opportunity to develop their own views on these issues as well as different religious responses. The aim is to broaden their knowledge on how different people react in different situations. They will be assessed by looking at a form of social injustice and trying to resolve the issue.

**Homework units:** students will have to select two out of Hinduism, Buddhism, Sikhism and Judaism. They will receive booklets with a range of homework and independent activities in to complete in their own time. They will be self-assessing their own progress throughout the unit and will require a parent/carer signature after completing each piece of work. At the end of each unit they will peer assess their work before a final level is awarded.

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

Students should be encouraged to read books based on issues related to ethical issues. This will help them develop their breadth of understanding around modern issues of life. Newspapers are excellent sources that give different attitudes towards world and religious issues.

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

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

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

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

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

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

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?

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, such as racism and attitudes towards different faith communities and cultures around the world.

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

Students should expect to receive three homework's for each unit of work. This is one every two lessons. Homework can range in approaches and timings to complete. They will receive homework asking for different opinions towards issues or specific topics, and will be expect to receive one written form of homework asking them to demonstrate the learning they have achieved over the past two lessons. The final piece of homework is their assessment. They will always have a week to develop and complete their homework using the success criteria. On the success criteria sheet it will ask for a parent/carer's feedback (except for presentational assessments). This should give you the opportunity to help and see the most important pieces of work your child is creating.

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

Your child will normally complete an assessment every six lessons. This works out at one every half-term. However, your child also receives a progress tracking sheet for each unit where they are responsible for tracking the quality of their own learning before assessments occur.

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

All students are aware that lunchtimes are available for them to improve or develop their knowledge. There is a debate club which students can attend one night after school. It will develop their speaking and communication skills. Students will have the opportunity to debate a range of issues and topics.

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

Encourage your child to be open-minded and have discussions based on ethical and philosophical issues. 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 Religious Studies?

Students who make exceptional progress will be sent a letter to celebrate their achievement. 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 Religious Studies, who should I contact and how?

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