

Secondary Section Handbook



VIJAY
INTERNATIONAL
SCHOOL
PRASLIN SEYCHELLES

Key Stage 3
Years 7, 8 & 9

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Key Stage 3

Key stage 3 is the lower secondary sections; years 7, 8 and 9.

Although the majority of our key stage 3 students have spent their primary education with us at VISP, the start of secondary can be daunting as well as exciting! There are a number of significant differences and new challenges with which the students have to try to cope. The most common of these are:

- Having many different subjects and teachers.
- Moving to different classrooms between lessons.
- Keeping up to date with homework.
- Organisation of bag and books.

The skills learnt during KS3 are vital for successful progression into KS4 and the start of IGCSE examinations.

In KS3 one of our priorities is to ensure that students work well and make good progress. They must become an independent, motivated learner who always take advantage of every opportunity that comes their way. We have many creative and sporting challenges for students to be involved in.

It is very important for parents/guardians and staff to work together in providing the best possible learning environment and we value the support and encouragement you can provide. To assist you in this supportive role, we have produced this handbook to offer a simple guide to the section expectations and type of work your child will be doing during the current academic year at school.

We hope you find the information in this booklet useful and we thank you for your continued support.

The School Day

08:00 – 08:15	Registration
08:15 – 10:05	Periods 1 - 3
10:05 – 10:25	Break Time
10:25 – 12:25	Periods 4 - 6
12:25 – 13:05	Lunch Time
12:35 – 13:05	Lunch Clubs
13:05 – 14:20	Periods 7 & 8
14:30 – 15:00	After school clubs

The bell will ring at 07:55 as a warning for Secondary students to make their way to registration, it will ring again at 08:00.

At the end of break and lunch time a warning bell will be rung 3 minutes before the end of break, students should use this time to get water, go the bathroom, gather their belongings, when the bell rings again at 10:25 or 13:05, students should be on the way to their next lesson.

Dress Code

Secondary section uniform comprises of: white polo shirt, navy blue shorts or skirt. Colourful t-shirts should not be worn underneath the polo shirt. Hoodies/jumpers and head wear may be worn to/from school and at break/lunch time only, they should not be worn between or during lessons.

The correct house t-shirt is required for PE and games.

In the secondary section, students can accessorise their uniforms with discrete jewellery for example; a simple chain, a small number of discrete bracelets, studded earrings.

Uniforms will be checked by tutors during registration and reported on during each report period. Ongoing issues with incorrect uniform may result in parents being contacted. If for some reason a student must attend school without the correct uniform, a note must be presented in the morning to the tutor.

Personal Information

It is vital that we have up to date information about all of our students. Please ensure you have given us main contact details; name, email, phone number. From time to time we may send you information via text or email.

Up to date health information is also extremely important for example allergies or medication needed. If you feel you need to update this information about your son/daughter, please contact the front office.

Communication

To communicate with the school, we ask that all parents/guardians either call or email to set up a meeting. You can do this by calling the front office or emailing the staff member directly.

Year 7 tutor – Mr Baker abaker@visp-sey.com

Year 8 tutor – Mrs Sam sramasamy@visp-sey.com

Year 9 tutor – Mr Bell dbell@visp-sey.com

We encourage parents/guardians to first meet with the tutor for general issues or subject teacher for subject specific issues. Tutors/class teacher will be able to deal with any issues effectively and they will inform the Head of Section if needed. Any serious issues or concerns will be raised with the Head of Section and Head Teacher by the tutor.

If you would like to talk to the Head of Section directly please email smcbride@visp-sey.com to set up a meeting.

Attendance and Punctuality

Attendance and punctuality to school have a direct impact on students learning.

If your son/daughter is going to be absent from school please call the school as soon as you can so that we are aware, upon returning to school they must give a note with a reason for their absence to their tutor who will mark this in the register for our records. We discourage all holidays during term time.

Students should be in their tutor rooms for registration at 8:00am, if a student arrives later they will be given a late mark in the register and two or more lates during the week will mean the student is given community service.

If a student arrives to school after 8:15 they must sign in at the front desk. If a student needs to leave during the school day they must first speak to their tutor or the HoS and sign out at the front desk. If a student is leaving school for an appointment please give the tutor a note in the morning confirming the time of the appointment.

Tutors

The Secondary section consists of five tutor groups, each year group is linked with a tutor. The tutor is the main point of contact for the student in their class. Students will register with tutors of a morning where messages or letters will be passed on, they will complete activities or discussions, create and present assemblies for the rest of the section once a term etc. Tutors oversee their students learning and general well-being across school and intervene when necessary. If any issues arise, the tutor will be the first point of reference.

Tutors will check student diaries to ensure they are being used effectively and diaries may also be used as a method for communication with home.

Each year group will follow a rota for use of the library, all groups will have silent reading and have the change to choose and change library books. Any library books that go unreturned will be invoiced to the student.

Monday -Year 7

Tuesday – Year 8

Wednesday- Year 9

Houses

We have three house groups; Aldabra, Desroches and Fregate. Each house is allocated a staff House Coordinator, as well as two KS4 students; Head of House and also a Deputy, they are voted by staff and students and this changes each year.

There will be house meetings/assemblies each term. This may be to plan new events, organise the house for an upcoming event etc. It will be led by the head of house, the deputy and the house coordinator.

House Challenges

Overseen by the house coordinators and the head of houses. The challenges may be linked to assemblies, special events or be a traditional event that is continued. Each term we will have at least one Creative challenge and at least one sporting challenge. Deadlines for creative challenges will be given ahead and all entries must be given to house coordinators who will collate and organise entries.

Commendations

Commendations are collected by students and recorded by staff online. Commendations are displayed on the secondary notice board and also summarised to staff/students at the end of each month. The student with the 'most improved' number of commendations in each year group between each month will be rewarded a certificate. At the end of the year the winning house will be rewarded with a trip.

School Council

There will be school council meetings half termly. Overseen by a staff representative, two student representatives from each year group can discuss any issues or upcoming events in meetings. Reps will be given notice, as to plan and discuss ideas/issues first as a tutor group. The school council should plan events to raise funds for any events they wish to plan.

Extra-Curricular

Staff offer lunch or after school clubs. We have a variety from sporting to creative clubs. Clubs will continue for at least one term. Clubs run at lunch time 12:35-1:05 and after school 2:30-3:00. The updated list of clubs will be on the secondary noticeboard and school website.

Expectations

Students in all sections at VISP are expected to be

***READY** – On-time, equipped for lessons, on-task, ready to learn.

***RESPECTFUL** – Attitude, manner, respecting others right to learn and using the correct language at all times.

***SAFE** – Act in a safe manner at all times, contribute to a safe and inclusive learning environment for all.

Students must behave courteously and appropriately at all times. Their behaviour must bring credit upon themselves and the school. These standards must be maintained in lessons, at breaks/lunch and during the journey to and from school.

Inappropriate physical contact between students is not allowed at any time.

Parents will always be informed if there are concerns about their child's behaviour in school.

Secondary students will be given commendations, certificates, positive calls/emails home as rewards for following expectations.

Secondary pupils may be given a detention served at break/lunchtime or after school. Students may also be given community service which consists of litter picking or assisting in cleaning the dining areas after lunch. Secondary students may also be monitored through a report book or in extreme cases, a behaviour contract. Detentions of more than 20 minutes after school require 24 hour parental notice.

Please see secondary behavior policy for more information.

Use of Spoken English

English should be used in all Secondary lessons, except French. This is to encourage students to practise correct English as much as possible as examinations will be conducted in English. It is also courteous to all school users to conduct all conversations in English.

Mobile Telephones

Secondary and sixth form pupils may have a phone but again it must be switched off and in a bag during lessons. Secondary students may use their phones at break and lunch time in order to listen to music or play games, they cannot use them between lessons.

Students may only use their phones in class if directed to do so by the teacher, for example to research or to use the calculator function. Students are not permitted to listen to music from their phone during lessons. Students are not allowed to access the school Wi-Fi.

Mobile phones can be confiscated by any staff member if required.

Please see secondary behavior policy for more information.

Equipment

Students are expected to have basic equipment for school. Basic equipment would contain: Pens, pencils, ruler, eraser, sharpener.

We also encourage students to have their own geometric instruments (pair of compasses and protractor) as well as a scientific calculator. These items are needed for examinations during KS3 and KS4 within a range of subjects and therefore at time, will be needed for homework and revision. It is good for students to have their own equipment so they can practice using this and be familiar with it.

It would benefit students to have their own glue, scissors and coloured pens/pencils.

All basic equipment is supplied in school, school supplies are shared between classes and therefore we cannot give students individual equipment. Due to overseas shipment of stock, at times stock levels can run low.

During certain times of the year, we order stock from the UK or South Africa, at times we will give students letters where they can order specialist materials e.g. calculators or art supplies. If you need help with any school supplies please contact the HoS.

Curriculum

Staff

Sophie McBride	: Head of Secondary, Maths (9), English (8) and ICT (9)
Shanthy Ramasamy	: Maths (7, 8), Cooking (KS3)
Marie-Helene Dione	: French (KS3)
David Rafferty	: English (7, 9)
David Bell	: Geography (KS3)
Emma Dye	: Science (8), History (9), ICT (KS3)
Adam Baker	: PE (KS3), Careers (KS3)
Miriam Baker	: English (7), PSD (KS3), Drama (KS3)
Gayatri Perla	: Science (7, 8)
Kes James	: History (7, 8), Global Perspectives (KS3)
Jodie Cross	: English (8)
Arlene Jean-Louis	: Art (KS3)

The following pages contain information about the content, expectations and examination information for each subject. You will also find some information regarding recommended texts and websites.

English

Description

The KS3 English courses have been designed to instill a love of literature and language across a wide range of forms whilst ensuring students are robustly prepared for the rigors of English Language and Literature study at iGCSE level. Students in Years 7, 8 and 9 follow the Cambridge Secondary 1 course for English. The objectives followed by the Cambridge framework provide the ideal foundations of knowledge to lead students on smoothly to the iGCSE English as a Second Language and Literature in English courses.

Content covered

Year 7	Year 8	Year 9
<ul style="list-style-type: none">• Novel study: John Boyne's 'The Boy in the Striped Pajamas'• Poetry: Family and Relationships• Short Stories and Creative Writing: Traditional Tales and Cultural Classics• Drama: Shakespeare's 'A Midsummer Night's Dream'• Relevant Issues Unit: Migration, Asylum and Human Rights	<ul style="list-style-type: none">• Drama: Shakespeare's 'Romeo and Juliet'• Short Stories and Creative Writing: Suspense, Horror and The Gothic• Novel study: Annabel Pitcher's 'My Sister Lives on the Mantelpiece'• Poetry: Poetry of different cultures• Relevant Issues Unit: Disability and 'Otherness'	<ul style="list-style-type: none">• Novel study: Dystopian Fiction• Short Stories and Creative Writing: Contemporary Form and Structure for Effect• Drama: Shakespeare's 'The Tempest'• Relevant Issues Unit: Family (poetry and non-fiction extracts)

Assessment

Assessments will be completed at the end of each half term; students are given notice of these and are encouraged to revise for them throughout the term.

At the end of each year, students will complete the Cambridge Lower Secondary English as a Second Language progression tests. They provide evidence of readiness for the next stage of education, assessing skills, knowledge and understanding at the end of stages 7-9. These end of year exams will assess reading and writing skills developed throughout the modules covered in the course of a year. It is therefore vital that students regularly refresh key skills across these units. Pupils will also sit a Literature assessment at the end of the year to assess those specific skills developed through the unit studies of poetry, prose and drama. Students are made aware of the level they are achieving after each assessment and exams will be sent home to inform parents/guardians.

Useful Websites

www.quizlet.com

www.cambridgesecsecondary1.cie.org.uk

<https://www.educationquizzes.com/ks3/english/>

www.bbc.co.uk/bitesize

Recommended Books

Workbook / Revision Guide: KS3 English Study Guide

Author: CGP

ISBN: 9781847622570

Please also see the extensive English reading lists published for each year group at KS3.

Mathematics

Description

Students in Years 7, 8 and 9 follow the Cambridge Secondary 1 course for Mathematics. The objectives followed by the Cambridge Secondary 1 framework provide the ideal foundations of knowledge to lead students on smoothly to the IGCSE course.

All students are challenged in mathematics, they are encouraged to participate in group activity work, helping each other, as well as learning to work independently on their own. Self-assessment forms a vital role in helping students to continually improve and reach their maximum potential. Students are encouraged to seek support when needed and attend the Maths club when required. Speaking English in every Mathematics lesson is important. It is vital to articulate their mathematical findings given all their examinations and assessments are in English.

Content covered

Years 7, 8 & 9
<ul style="list-style-type: none">• Integers, powers and roots• Place value, ordering and rounding• Fractions, decimals and percentages• Ratio and proportion• Calculation• Expressions, equations and formulae• Sequences, functions and graphs• Shapes and geometric reasoning• Position and movement• Length, mass and capacity• Time and rates of change• Area, perimeter and volume• Planning and collecting data• Processing and presenting data• Interpreting and discussing results• Probability• Problem solving

The content covered develops further each year and more detail is studied within each topic.

Assessment

Assessments will be completed at the end of each half term; students are given notice of these and are encouraged to revise for them throughout the term.

At the end of each year students will complete the Cambridge Lower Secondary progression tests. They provide evidence of readiness for the next stage of education, assessing skills, knowledge and understanding at the end of stages 7-9. The end of year exams will include questions from all topics covered that year. It is therefore vital that students regularly review topics previously learnt and not just those currently being studied. Students are made aware of the level they are achieving after each exam and exams will be sent home to inform parents/guardians.

Equipment

Students are expected to be responsible for bringing the correct equipment to every Maths lesson. The following are essential items:

Pen, Pencil, Ruler, Rubber, Protractor, Pair of Compasses, Scientific calculator

We recommend the Casio FX-85 range and your child's Maths teacher can advise further on this. It is particularly important that each student becomes familiar with the function of his/her own calculator.

Useful Websites

www.cambridgesecsecondary1.cie.org.uk

www.bbc.co.uk/bitesize

www.studymaths.co.uk

www.mathsrevision.net/gcse

www.s-cool.co.uk

www.corbettmaths.com

Recommended Books

Revision Guide: KS3 Maths Complete Study & Practice

Author: CGP

ISBN: 978-1841463834

Workbook: KS3 Maths Workbook (with answers)

Author: CGP

ISBN: 978-1841460383

Science

Description

Students in Years 7, 8 and term 1 of Year 9 follow the Cambridge Secondary 1 course for Science. The Cambridge Secondary 1 syllabus for Science has been developed to promote students to become confident, responsible, reflective, innovative and engaged learners. Over the two and a half years, students will cover content from four strands: 'Scientific Enquiry', 'Biology', 'Chemistry' and 'Physics'. Each year, students will build on what they have learnt previously to ensure they have mastered the fundamental foundations of Science before embarking on their iGCSE studies.

Content covered

Year 7	Year 8	Year 9
<u>Biology</u> - Living Things - Microorganisms and Disease - Habitats	<u>Biology</u> Obtaining Food Respiration and Circulation Reproduction and Growth	<u>Term 1</u> <u>Biology</u> - Photosynthesis and Plant Growth
<u>Chemistry</u> - Solids, Liquids & Gases - Putting Things into Groups - Acids and Bases	<u>Chemistry</u> Chemical Reactions Metals, Non-metals & Corrosion Elements, Mixtures and Compounds	<u>Chemistry</u> - The Periodic Table
<u>Physics</u> - Energy Transformations - Forces and their Effects - The Earth and Beyond	<u>Physics</u> Light Sound Forces & Magnets	<u>Physics</u> - Electrostatics and Electric Current
		<u>Scientific Skills</u> <u>Term 2</u> Begin iGCSE studies

Assessment

Assessments will be completed at the end of each half term; students are given notice of these and are encouraged to revise for them throughout the term. Students are assessed at the end of each topic. This alternates between a descriptive, levelled assessment in which tasks vary from presentations to written essays and a more formal written paper. This is to ensure that all skills which are required within Science are assessed throughout Key Stage 3.

At the end of the year, students will complete the Cambridge Lower Secondary progression tests. Therefore, it is important that students are regularly reviewing the topics which they have learnt over the course of the year.

Equipment

Students are expected to be responsible for bringing the correct equipment to every lesson. The following are essential items:

- Pens
- Pencil
- Rule
- Calculator
- Protractor

Useful Websites

<https://www.bbc.co.uk/education/subjects/zng4d2p>
<https://www.educationquizzes.com/ks3/science/>
https://www.cgpbooks.co.uk/interactive_ks3_science
<https://quizlet.com/subject/ks3-science/>

Recommended Books

Revision Guide: Cambridge Checkpoint Science Revision Guide for the Cambridge Secondary 1 Test

Author: Peter Riley, Mike Cole

ISBN: 1444180738

Workbook: Cambridge Checkpoint Science Workbook 7

Author: Mary Jones

ISBN: 1316637190

Workbook: Cambridge Checkpoint Science Workbook 8

Author: Mary Jones

ISBN: 1316637239

Workbook: Cambridge Checkpoint Science Workbook 9

Author: Mary Jones

ISBN: 1316637263

French

Description

French is taught with a termly theme and is designed to encompass the four key skill areas of language learning; speaking, listening, reading and writing along with both grammatical and cultural focuses. Lessons are delivered in an active and engaging way with a high emphasis on the spoken and written language and learning about the countries where the language is spoken through the variety of topics covered. We aim to enrich our study of French through a variety of activities.

At **KS3** we study a variety of topics that help develop and prepare the pupils to study the language at IGCSE as well as giving pupils plenty of opportunity to develop their knowledge and understanding of the culture and traditions of France and French speaking countries. Key language structures are revisited and vocabulary is recycled regularly to reinforce language acquisition.

Content covered

Years 7, 8 & 9	
<ul style="list-style-type: none">• My weekends at home• Sport activities• Family outings• The present tense• Adjectival agreement• France• Francophonie• Holidays• Future plans• The near future tense• Home life and daily routine• School life• Possessive pronouns• Eating and drinking	<ul style="list-style-type: none">• Health and Fitness• The past tense• Self, family, personal relationships, pets• House and home• Leisure, entertainments, invitations• Home town and geographical surroundings• Finding the way & Meeting people• Shopping & Public services issues• Further education and training• Future career plans and Employment

The content covered develops further each year and more detail is studied within each topic.

Assessment

Assessments will be completed at the end of each half term; students are given notice of these and are encouraged to revise for them throughout the term.

At the end of each year students will complete Assessments in line with the Cambridge Lower Secondary progression tests. They provide evidence of readiness for the next stage of education, assessing skills, knowledge and understanding at the end of stages 7-9. The end of year exams will include questions from all topics covered that year. It is therefore vital that students regularly review topics previously learnt and not just those currently being studied. Students are made aware of the level they are achieving after each exam and exams will be sent home to inform parents/guardians.

Equipment

Students are expected to be responsible for bringing the correct equipment to every French lesson. The following are essential items:

A black or blue pen, a green pen for peer assessment, a pencil, a ruler, a rubber, a glue stick and highlighters.

We recommend a French/English dictionary as it will support students' ability to widen their vocabulary.

Useful Websites

Secondary students can visit the following websites to access a variety of games and tasks. This will help learn and revise for their daily lessons and assessments:

<http://www.language-gym.com/#/>

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

<https://quizlet.com/subject/french/>

We also **recommend** 10mn of daily language practice on **quizlet** or **Duolingo**

<https://www.duolingo.com/course/fr/en/Learn-French-Online> As it is proven to **strongly** accelerate learning acquisition.

For **more able students and native speakers**, these will be useful:

- <http://www.bonjourdefrance.com/index/indexmisesit.html>
- https://www.francaisfacile.com/cours_francais/exercices-francais-primaire
- <http://www.teteamodeler.com/soutienscolaire/francais/sommaire-francais.asp#>
- <https://www.clicmaclasse.fr/>

Also, to develop reading skills, encourage your child to borrow a French book or French comics from Mrs Dione' classroom.

Lastly, the following websites are excellent for **grammar practice**:

www.s-cool.co.uk/gcse/french good site, lots of resources.

www.s-cool.co.uk/a-level/french good site with lots of materials (need to register but free)

<http://french.about.com> lots of grammar notes but no exercises

www.verb2verbe.com site which translates any verb in any form (F>E & E>F)

www.laits.utexas.edu/fi/ from beginners to advanced (grammar) & KS3/4 topics

[/http://www.igcsecentre.com/cambridge-igcse-past-exam-papers/](http://www.igcsecentre.com/cambridge-igcse-past-exam-papers/) Look for "French - Foreign Language (0520) to access a google drive with all IGCSE past papers.

Geography

Description

Students will expand their knowledge and understanding of both natural and human environments, and the many interactions that take place between the two. The subject includes a wide range of topics, as outlined below, and whenever possible, current global events are incorporated into lessons to help students to recognize the contemporary aspect of the subject. As a result, the order of topics taught may change for students to learn about current global matters.

Geography encourages students to identify the changes being made to the world through natural processes and by humans. Students will consider how certain events may affect locations differently, according to time (short term or long term), nature (positive or negative) and economic conditions.

Students will develop their ability to use geographical tools and skills, including analysing and interpreting different data sources (including maps, graphs, statistics, article extracts, photographs), and so continue to enrich their locational knowledge and spatial awareness.

Content covered

Year 7	Year 8	Year 9
<ul style="list-style-type: none">• What is Geography?• Map skills• Shaping the World• Global Population• Impossible Places• Hazards• Weather Investigation	<ul style="list-style-type: none">• Development• Coasts• Natural Environments• Climate Change• Geography of the Seychelles	<ul style="list-style-type: none">• Health & Disease• Tourism• Tectonics• Water• Energy• Development

Assessment

Assessments will be completed at the end of each half term; students are given notice of these and are encouraged to revise for them throughout the term.

Students will be assessed through a range of mediums that include formal exam questions, decision making exercises, individual and group presentations, and extended writing pieces.

The end of year exams will include questions from all topics covered that year. It is therefore vital that students regularly review topics previously learnt and not just those currently being studied. Students are made aware of the level they are achieving after each exam and exams will be sent home to inform parents/guardians.

Useful Websites

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

<http://www.geography.learnontheinternet.co.uk/ks3/index.html>

<http://geogalong.wixsite.com/geogalong/igcse> (Year 9)

<http://greenfieldgeography.wikispaces.com/Geography%20IGCSE> (Year 9)

Recommended Books

KS3 Geography Complete Study and Practice

Author: CGP

ISBN: 978 1 84146 392 6

History

Description

Across KS3 students will develop a firm grasp of key concepts like: chronology, interpretation, significance, change and continuity and causation. Students will refine key skills like forming an argument, using evidence to support their viewpoint and understanding the diversity that exists across the globe.

Content covered

Year 7	Year 8	Year 9
<ul style="list-style-type: none">• Roman Empire• Medieval Britain• Colonialism• British Empire• Slave Trade• Early USA• Wild west	<ul style="list-style-type: none">• French Revolution• Industrial Revolution• Crime and Punishment• World War 1• Civil Rights	<ul style="list-style-type: none">• World war 2• Holocaust• USA 1900-1940• Gulf War

Assessment

Assessments will be completed at the end of each half term; students are given notice of these and are encouraged to revise for them throughout the term.

Students will be assessed through a range of mediums that include formal exam questions, decision making exercises, individual and group presentations, and extended writing pieces.

The end of year exams will include questions from all topics covered that year. It is therefore vital that students regularly review topics previously learnt and not just those currently being studied. Students are made aware of the level they are achieving after each exam and exams will be sent home to inform parents/guardians.

Useful Websites

www.bbc.co.uk/bitesize

www.ks3historygames.co.uk

Physical Education

Description

The curriculum for KS3 Physical Education is designed to allow pupils to succeed and excel in competitive sport and other physically-demanding activities, whilst also giving pupils opportunities to become physically confident in a way which supports their health and fitness. Pupils are given the chance to compete in sport and other activities that help build character and embed values such as fairness and respect. It also provides pupils with the skills and knowledge needed to continue to study physical Education at IGCSE should they wish to do so in KS4.

Content covered

Pupils are taught to use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. They develop their technique and improve their performance in other competitive sports and are encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group. They are required to analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best. Pupils are encouraged to take part in competitive sports and activities outside school through community links or sports clubs.

The range of sports covered at KS3 are:

- Badminton
- Basketball
- Cricket
- Football
- Netball
- Rounders
- Softball
- Athletics
- Volleyball

Year 9 pupils who wish to study Physical Education at IGCSE will undertake a short course in the last half term covering key theoretical and practical concepts from the IGCSE course to provide them with a solid foundation to build on in KS4.

Assessment

Practical assessments will be completed at the end of each half term. Students are made aware of the level they are achieving and working towards throughout the year and attainment levels will be sent home to inform parents/guardians.

Equipment

Students are expected to be responsible for bringing the correct school P.E kit to each lesson.

Useful Websites

Youtube – sporting clips

BBC- Sport

Carousel

Students have the opportunity to cover a range of subjects within our carousel slots. Students rotate between subjects each term.

Subjects

Our carousel subjects vary each year depending on what we feel students need, teaching resources and staffing. This means that throughout KS3 students will have had the opportunity to try a variety of areas within art, technology and humanities.

This year, 2018/19, students will follow the following carousels:

Carousel 1

Students will study ICT, Art, PSD & Drama for two doubles a week.

Carousel 2

Students will study Global perspectives, Careers and Cooking for a double a week.

Assessment

Students will still be assessed within their carousel subjects, usually at the end of the term. Students may be asked to present, complete a practical activity, complete research.

On the following two pages you will find key information about PSD and Art, these are two of our consistent carousel subjects.

PSD – Personal and Social Development

Description

PSD (Personal and Social Development) aims to develop pupils' knowledge, skills and attributes needed to keep themselves healthy and safe and prepare for life and work in the modern world. The course aims to develop skills and attributes such as resilience, self-esteem, risk-management, teamworking and critical thinking in the context of learning grouped into three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education). It is taught on a carousel for one term for each year group.

Content covered

Year 7	Year 8	Year 9
<ul style="list-style-type: none">• Teamwork• Friendships• Feelings and relationships• Making compromises• Online safety• Personal hygiene• Exercise• Religion• Racism• Dealing with family conflict• Improving communities• Emotional intelligence	<ul style="list-style-type: none">• Teamwork session• Healthy lifestyle and diet• Body image and the media• Peer pressure• Bullying• Healthy relationships• Mental and emotional health• Managing anger and strong emotions• Managing loss and separation• Online safety• Improving communities• Emotional intelligence	<ul style="list-style-type: none">• Teamwork session• Responsible use of social media• Body image and eating disorders• Dealing with stress and depression• Gender identity and sexual orientation• Sex, intimacy and consent• Contraception and STIs• Implications of young parenthood• Drugs and alcohol• Budgeting• Emotional intelligence

Assessment

PSD is assessed through group work and presentation skills at the end of each half term. Students are made aware of the level they are achieving and working towards throughout the term and attainment levels will be sent home to inform parents/guardians.

Useful Websites

www.bbc.co.uk/bitesize

www.educationquizzes.com/ks3/citizenship/

Art

Description

Students will be introduced to the basic skills of using line, tone and colour. Students will begin the course by completing some observational drawing exercises that will then develop into a final piece completed each half term. They will learn to use a variety of media such as; pencils, watercolours, acrylic paints, charcoal, paper mache and pencil crayons. Students will be introduced to a range of artists and designer for them to learn from and inspire their own creativity. The majority of their research and preparation work will be completed in sketch books with the final outcome produced on paper or three dimensionally.

Content covered

Year 7	Year 8	Year 9
<ul style="list-style-type: none">• Colour wheel theory• Use of line• Tonal drawings• Pop art research• A3 acrylic painting• Observational drawings of nature• Paper mache sculpture	<ul style="list-style-type: none">• Colour wheel theory• Use of line• Tonal drawings• Hunderwasser research• A3 acrylic painting• Observational drawings of mechanics• Three dimensional sculpture	<ul style="list-style-type: none">• Colour wheel theory• Use of line• Tonal drawings• Michael Craig Martin research• A3 acrylic painting and collage• Architecture research• Observational drawings of buildings• Three dimensional model of building

Assessment

Assessments will be completed at the end of each half term; students are given guidance about how to achieve each level based on the work they are developing. Assessment sheets will be attached to their sketchbooks.

Equipment

Students are expected to be responsible for bringing the correct equipment to every lesson. The following are essential items:

Pencil
sketchbook

Useful Websites

Studentartsguide.com

Assessment & Grading

Students will be assessed through the year. Within each subject every student will be assessed at least once per term. Students' attainment and progress will be looked at along with their effort levels and this will be reported back to parents after each term.

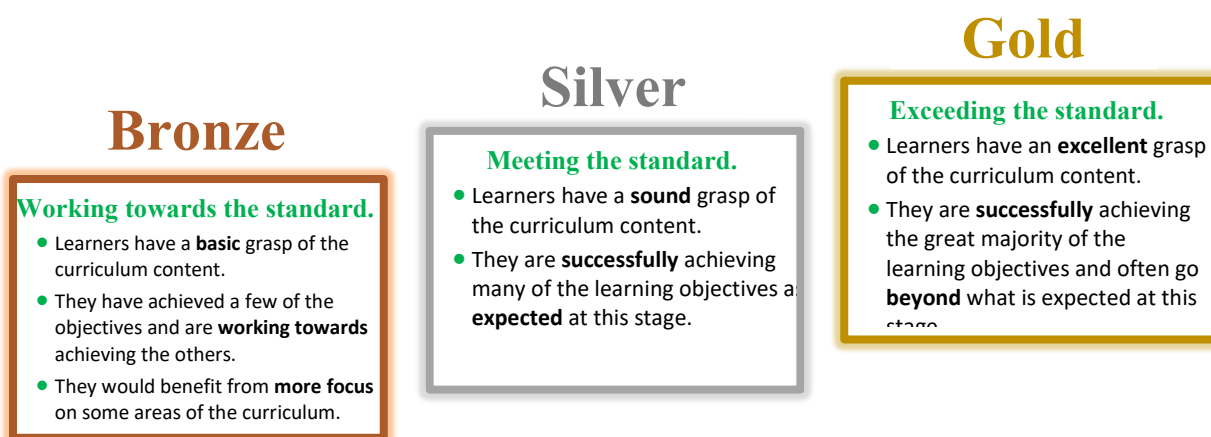
At the end of the year all students will complete final exams in the core subjects; English, Maths, Science and French under exam conditions. Other subjects will complete a final assessment, this may vary in style due to the courses and content covered.

For English, Maths and Science students will be following the Cambridge Secondary 1 course, this directly leads on to the Cambridge IGCSE course which students will follow from the end of year 9/start of year 10. Students will complete the progression tests for these subjects at the end of each year.

Effort Descriptors

Outcome	Description
Gold	Excellent effort/organisation/homework, over what is expected for this year group.
Silver	Satisfactory effort/organisation/homework of what is expected for this year group.
Bronze	Limited or low effort/organisation/homework, still developing in this area.

Outcome Descriptors in KS3



Reporting and Parents evening

You will be given feedback on your child's progress during the following reporting periods in the secondary section:

October – Interim report years 7-11

January – Full report years 7-11 and parents evening

May – Full report years 7-10 and parents evening

July – Results

Homework

The Purpose of Homework

- to help raise achievement
- to encourage students to develop the confidence and self-discipline to work on their own, an essential skill for adult life
- to consolidate and reinforce skills and understanding
- to extend school learning, for example through additional reading
- To enable students to devote time to particular demands such as GCSE coursework or project work.

In the secondary section homework will usually be set once per week in each subject at the teachers' discretion. Students should always be given at least 24 hours to complete homework. The volume of homework will generally increase from Year 7 to Year 11. Typically, we ask that teachers do not set homework in the final half term to allow students to prepare for end of year exams.

All homework tasks should be completed to the best of a student's ability and handed in at the time specified.

If homework is not handed in, is late or is sub-standard:

- Staff should use professional judgment to determine the outcome required.
- Generally, for a first offence or explanation note from a parent, a staff member would allow a student 24 hours to produce the work.
- If this happens again, staff can give students a break time detention, under their supervision, to complete the work.
- For ongoing problems staff can elect either to keep the student for a break or afterschool detention under their supervision, giving 24 hours notice if after school, or place them in the weekly after school 1 hour secondary detention with the Head of Section.
- For students with persistent issues of homework, they can be encouraged to attend one of the study support session. This could be compulsory if necessary.