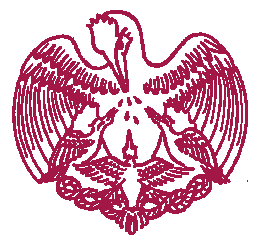




Sawston Village College

Parent Handbook

Year 9 2009



Parent Information Booklet

Dear Parent

The aim of this booklet is to provide you with the information you need to help your child achieve independence, whilst supporting them to make the progress they are capable of. The booklet contains a mixture of information and tips to guide you and your child through the academic year.

Personal Message from Year Manager

As we approach another academic year we can reflect on the success of Year 8. I have had the privilege, as their new Year Manager of getting to know all the Year 8 pupils in the year group. Year 8 pupils have proved themselves to be worthy advocates of the school's shared values where individuals are encouraged to do their best academically and personally. Their welcoming friendly approach extended to me when I joined the school, continues to their peers, staff and visitors. They create an encouraging and positive community in which to learn and where we can look forward with enthusiasm to the forthcoming challenges in Year 9.

One of the key foci for Year 9 will be the Options process where each Year 9 pupil will need to choose the subjects, in addition to the core subjects of English, Mathematics and Science they wish to take at Key Stage 4. The far reaching implications of this decision can be a daunting time for both parents and pupils. We, therefore, take great care in preparing our pupils for this.

The deadline for Option choices will be in the Spring Term. Preparation will begin in September where pupils will develop an Individual Learning Plan via a new online system called Plan-it. Pupils will be supported by key members of staff who will provide information, advice and guidance via individual tutorials. Pupils consider their strength, skills, qualities and interests to help prepare them for their discussions with teachers and parents about their option choices.

If you have any aspect of your child's education or well-being, please do not hesitate to contact me, Sue Maltby, or your child's form tutor.

Mrs S Maltby
Year 9 Manager

Introducing the Year 9 team:

Year Manager: Mrs S Maltby

Assistant Headteacher Mrs F Street

North Band

9AS tutor Mr A Sutton
9SG tutor Miss S Gelder
9TB tutor Miss T Bennett

South Band

9CF tutor Miss C Francey
9AT tutor Mr A Stewart
9RW tutor Miss R Haworth
9SY tutor Dr S Young

How to contact school:

Email contact for school office: office@sawstonvc.org
Email contact for Mrs Maltby: smaltby@sawstonvc.org
Telephone contact via the school reception: 01223 712777
We endeavour to respond within 24 hours of receipt of parental contact.

To report your child's absence from school, please contact Mrs Chapman on 01223 712623 or school reception on 01223 712777

School Terms and Holiday Dates

2009

Staff Training day (school closed to pupils)	2 September
Autumn term begins for Year 7	3 September
Autumn term begins for all other pupils	4 September
Staff Training day (school closed to pupils)	1 October
Half Term	26 - 30 October
Staff Training day (school closed to pupils)	2 November
Autumn Term ends	18 December

2010

Staff Training day (school closed to pupils)	4 and 5 January
Spring Term begins	6 January
Half Term	15 – 19 February
Spring Term ends	1 April
Summer Term begins	19 April
May Day	3 May
Half Term	31 May – 4 June
Summer Term ends	22 July

Key dates for Year 9:

4 September 2009	Year 9 start of term
1 October 2009	Open Evening
22 October 2009	Diploma Evening
16 – 19 November 2009	Diploma Open Day
20 November 2009	ILP Day
27 November 2009	Year 9 Reports issued
11 – 15 January 2010	Year 9 exams
4 February 2010	Year 9 Options Evening
5 – 12 February 2010	Options Assembly
12 February 2010	Year 9 Reports issued
25 February 2010	Year 9 Parents' Evening
26 February – 9 March 2010	Year 9 Option Interviews
12 March 2010	Option deadline
24 – 28 May 2010	SCAW; residential visits
12 July 2010	North v South Athletics competition
16 July 2010	Year 9 Reports issued

Year 9 residential opportunities

During SCAW week pupils will have the opportunity to participate in an outdoor adventure activities residential visit to the Ardèche, France or a non-residential outdoor adventure activities at Ferry Meadows.

Estimated cost Ardèche £500

Key tips for pupils:

- get up on time;
- pack your bag the night before and make sure you have everything you need for the day;
- leave at the right time to get to school or the bus stop on time;
- go straight home unless you have made arrangements with your parents/carers;
- know what to do if you are delayed for any reason;



The new timetable, organising equipment and managing homework!

Your child will be given their timetable on the first day of term. It will be written into their planner. Year 9 pupils are taken through the school day and the location of the rooms by their form tutor. These are some tips to help to ease your child into this routine:

- make a copy of your child's timetable, keep it on display so that you and your child can refer to it;
- encourage your child to check the timetable each evening to prepare for the next day. It is also a good idea to check the timetable at the weekend to plan ahead for equipment etc;
- help your child to remember which week they are in as we operate a week A and week B system;
- get your child a watch.

Your child will be using a greater range of books and equipment. Help your child organise their work space so they have access to a desk, good light and storage for books. Equip them with the tools they need for school and home for example:

pencils, pens, rubber, sharpener, crayons, felt pens, ruler, maths equipment (protractor, compass, set-square and calculator), dictionary, sellotape, glue, paper, plastic wallets, folders.

Tips for pupils:

- have a good system for organising books and equipment;
- know what lessons you have each day and what equipment is needed for each lesson;
- use your planner to write down all homework and important messages;
- Have your bag packed with everything you need.

The homework timetable for Year 9 is on the next page. We regard homework as an essential part of the planned learning and are an important part of their development as an independent learner. To help your child prepare for homework try some of these suggestions:

- agree a routine for homework with your child. You might agree to start homework after a short break on return from school so that the evening is left free or you might agree the other activities/TV that will need to be planned around homework;
- be available to help establish routines and to support but don't 'do it for them';
- try to ensure that homework is done on the night to prevent build up!
- look at the planner each week to check homework and messages and sign it;
- know how long your child should be spending on homework each night;
- take an interest in the comments. The booklet will help you know the aspect studied in each subject during the year.

Year 9 Homework Timetable

North (9N)

	Mon	Tue	Wed	Thu	Fri
Week A	DT RE 1 Art 2 (d) Geography 3 (d)	German/Sp. Science IT 3 (d)	French History 1 History 2 Art 3 (d)	English History 3 Science (d) Geography 1 (d) IT 2 (d)	Maths RE 2 RE 3 Art 1 (d) Geography 2 (d) Citizenship 2 (d) Citizenship 3 (d)
Week B	English History 1 (d) RE 1 (d) Citizenship 1 (d) History 2 (d)	DT Science Maths (d)	French IT 1 (d) History 3 (d)	German/Sp. RE 3 (d)	Maths Geography 1 Geography 2 Geography 3 English (d) RE 2 (d)

South (9S)

	Mon	Tue	Wed	Thu	Fri
Week A	Maths History 2 History 4 Citizenship 1 (d) RE 2 (d) Citizenship 3 (d)	DT English IT 1 (d)	French German/Sp. History 1 History 3 RE 1 (d) IT 3 (d)	Geography 1 Geography 2 Geography 3 Geography 4 Citizenship 2 (d) RE 3 (d) IT 4 (d)	Science English (d) IT 2 (d) RE 4 (d)
Week B	DT English Maths (d)	Science RE 2 Geography 1 (d) History 2 (d) Geography 3 (d) Citizenship 4 (d) Art 4 (d)	German/Sp. RE 1 Science (d)	Maths RE 3 History 1 (d) Art 1 (d) Geography 2 (d) Art 2 (d) Art 3 (d) Geography 4 (d) History 4 (d)	French RE 4 History 3 (d)

Key

(d) = discretionary - homework set at the teacher's discretion

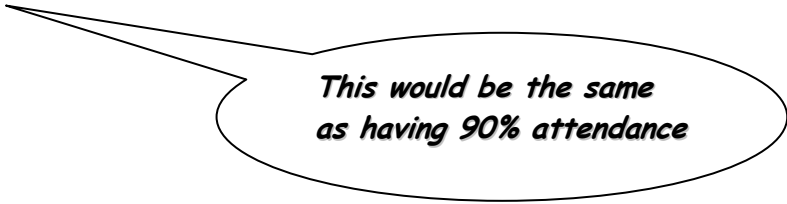
If a subject is followed by a number (e.g. RE 2), this indicates homework for a particular group only

What you need to know about attendance and punctuality

Research has found out that pupils who attend school regularly and are on time have a much higher chance of doing well at school. So what is 'good' attendance?


Would you be satisfied with your child attending school for 90% of the time?
What would this mean?

That your child might miss school for:
1 day every two weeks – would that be ok?



*This would be the same
as having 90% attendance*

This is the same as half a day every week or **4 WHOLE WEEKS** in a school year!!
What could this mean for your child?



*17 days missed at school could
result in up to a drop in a grade at
GCSE!!*

Sometimes we miss school because we are ill, this can't be helped. However it is very important that your child attends school as regularly as possible.

If your child is ill and/or unable to attend school:

- **contact Mrs Chapman on each day of your child's non-attendance on 01223 712623 or school reception on 01223 712777;**
- **once your child is able to return to school ensure they have a note to explain the reason for absence. This is given to their form tutor. A phone call is not sufficient; we need to receive written confirmation of reason for absence;**
- **absence without an explanation is regarded as unauthorised absence and is followed up by the attendance officer.**

Term time holidays:

We are increasingly concerned by the rate of pupil absence due to holidays being taken during term as this disrupts the educational progress of individual children. Parents do not have any entitlement to expect term time leave for their child. All leave is granted at the discretion of the Principal and will only be granted in exceptional circumstances. The school's attendance policy explains the criteria in greater detail.

If you wish to apply for term time holiday:

- put your application in writing to your child's Year Manager;
- following the processing of your application you will be notified whether your request has been successful by your child's Year Manager;
- should you take your child on term time holiday when a request has not been granted it will be recorded as unauthorised absence and referred to the Educational Welfare Officer.

Art and Design

CONTENT

Year 9 pupils will be taught in mixed ability groups. During the year's course they will work on a minimum of 3 projects, maximum of four. All projects will be practical and will enable the pupils to continue developing their drawing, painting and three dimensional skills. Pupils will also be introduced to work by other artists, periods and cultures.

EQUIPMENT

Pupils will be expected to attend every lesson with their own basic equipment such as pencil, ruler, eraser and sharpener. All specialist items of equipment will be provided for them during lessons. They will also be given their own sketchbook in which to record their observations and develop ideas.

ASSESSMENT

The pupils' achievements and progress will be continuously assessed in the form of formative, one to one feedback and peer and self assessment. The level achieved will be based upon coursework projects completed during the year.

VISITS / EXTRA CURRICULAR ACTIVITIES

The Art and Design department currently runs an 'open door' policy and pupils are encouraged to come into the studios in their own time to work on new or current work. Pupils wishing to take Art and Design at GCSE will also be given the opportunity of going on a trip to the National Portrait Gallery as a part of a project.

CITIZENSHIP

CONTENT

This year we intend to teach and enquire into aspects of Citizenship through activities such as internet searches, the use of articles, newspaper stories, photos, cartoons, discussion and debate.

Autumn Term Britain – a nation of nationalities. Migration from Britain, immigration to Britain and the difference between refugees and asylum seekers.

Spring Term Human Rights and Wrongs – what difference can I make to someone being abused on the other side of the world?

Summer Term Political Parties – What do they stand for? Who do they appeal to? Pupils will design their own party with politics, costings, a logo, slogan and political broadcast.

ASSESSMENT

There is one lesson per cycle and the assessment is based on written work, verbal participation and pupils' ability to work well with others. We will also, over time take account of pupils' extra curricular achievements in the subject.

EQUIPMENT

Pupils are expected to be able to organise themselves with basic equipment. They will need to bring a blue or black writing pen, a pencil and a ruler. It is a requirement of the subject that pupils participate in their lessons in as positive a manner as possible, as the subject is by its very nature inclusive of all pupils. We are particularly looking for active help by pupils for others.

VISITS AND EXTRA CURRICULAR OPPORTUNITIES

There are endless opportunities for these as we are asking pupils to participate as fully as they can in a range of activities. It is important that pupils do try to participate in out of school clubs, music activities, language activities, helping other pupils, staff and other members of the local community. Pupils can also involve themselves in charitable events and become interested in the workings of local and national democracy.

DESIGN AND TECHNOLOGY

CONTENT

In Year 9 pupils will cover five modules:

Decorative Metalwork, Graphics, Village Bakery, Sensors, Eco-bags.

Pupils will demonstrate team working and creative thinking skills within Design and Technology, which are part of 'personal learning and thinking skills'.

Pupils will undertake a wide variety of work which will cover National Curriculum programmes of study.

It is expected that all projects will involve good quality products being completed and taken home. To help fund this, parents will be asked to make a small voluntary contribution to cover the cost of materials.

All work will be marked in accordance with the College's marking policy. Teachers' comments will enable pupils to build on their progress and help to identify where extra effort is needed or where excellent work has been produced.

Regular homework will be set. Teachers will explain the work fully and it is expected that it will be completed to the best of a pupil's ability.

Pupils are also encouraged to take an interest in design and technological issues and some of the following may be appropriate: visits to museums, reading appropriate books, using computers, developing drawing skills and making things at home.

ASSESSMENT

Year 9 pupils are continually assessed during their coursework. Teachers will give comments and help which will enable all pupils to produce their best possible work. During the year all pupils will complete a number of Design and Make Assignments which will form part of their final grade of the year.

EQUIPMENT

Pupils are expected to have their own basic items of stationery, such as pencils, erasers, a sharpener and it is helpful if they also have coloured pencils and/or pens. All special materials will be provided by the department.

Research and Design work is carried out in A4 exercise books and each project will have an associated number of information/ resource sheets.

DRAMA

CONTENT

The Year 9 curriculum is practical and aims to help pupils to develop a greater understanding of Theatre and themselves through imaginative rehearsal and performance. Power, Status, Image, and the relationships between Males and Females are all explored using role-play, tableaux, hot-seating and various other dramatic conventions in order to develop acting skills. Then, there is also a strong emphasis on textual work too in Year 9 as a Shakespeare Scheme of Work is taught in the Spring term to run alongside the preparation for English SATs and in the Summer term, we explore texts with a view to introducing new playwrights who have made a significant contribution to the development and progression of world theatre, such as Shaw, Brecht, Pinter, Ayckbourn and Beckett.

ASSESSMENT

We have a self-assessment scheme in place as well as an informal assessment based on practical skills (Voice, Physical Communication-***gesture, movement, facial expression***) Group Skills and Performance. The criteria for the various levels relating to National Curriculum attainment are clearly displayed in the Drama Studio so that the pupils can see what they have to do in order to reach a certain grade at NC.

EQUIPMENT

Pupils should provide light-soled, clean trainers for Drama lessons or participate in bare feet. Wearing socks is dangerous in the Drama Studio because the floor is slippery.

VISITS AND EXTRA CURRICULAR OPPORTUNITIES

There is a Year 9 Drama Club which meets once a week and the drama department looks for opportunities for them to perform publicly. Year 9s are also often invited on to some of the GCSE Theatre trips, nationally and locally. There are also some opportunities to audition for theatre parts in school drama activities as they occur in the year.

ENGLISH

CONTENT

All pupils follow set schemes of work, including a series of milestone tasks, which cover the Literacy Framework for Year 9. In addition, all Year 9s are expected to take the SATs exam for English in the Summer term. Consequently, a considerable amount of curriculum time is dedicated to preparation for the English papers.

Year 9 Schemes of Work

(Autumn)

- Holiday website – Persuasive Writing (*)
- Argumentative essay (*)

(Spring)

- Macbeth (Analytical essay)

(Summer)

- Fiction based on 'War of the Worlds' (*)
- Media Studies – Film Trailers.
- GCSE Oral Assessment

(*) Milestone tasks.

In the teaching time not devoted to schemes of work pupils will engage in activities devised by individual teachers.

ASSESSMENT

Written coursework is marked by the class teacher using National Curriculum assessment criteria for the milestone tasks. Regular teacher feedback, both written and verbal, allows pupils to reflect on their performance.

Milestone tasks are marked using summative and formative comments:

- summative feedback is based on the pupil's achievement in relation to the key learning objectives for that scheme of work.
- formative comments are made in the form of targets providing clear, concise advice on how the individual pupil can make progress.

Self-assessment and peer assessment are used regularly in lessons facilitated by the use of task specific 'success criteria'.

EQUIPMENT

Pupils are provided with an A4 text book in which they will do both their draft / process work in addition to the completed assignments in neat. Pupils are also encouraged to bring their own dictionaries to lessons (the Collins Pocket Dictionary is recommended.)

VISITS / EXTRA CURRICULAR OPPORTUNITIES

The department provides a host of opportunities for pupils to enjoy English outside of the classroom, ranging from theatre trips, organised competitions and workshops run by visiting writers.

Pupils have also enjoyed the hugely successful Creative Writing Club held weekly at lunchtime. Moreover, to encourage reading, a recommended reading list is provided for all pupils, which caters for the more sophisticated readers to those who find reading demanding. In addition, they can write book reviews and give their own reading recommendations to other pupils on the 'Book Bricks' found on the pupils' shared drive. The 'Book Bricks' are displayed in the Spicer Wing for general viewing.

GEOGRAPHY

CONTENT

Term 1	Development Ghana
Term 2	France Personal enquiry on the local area
Term 3	Local actions / global effects Tourism / citizens of the world

ASSESSMENT

Assessment will be by means of classwork, coursework, tests and examination. Coursework will be a geographical enquiry that will show the level of attainment of the pupil towards the end of Key Stage Three.

EQUIPMENT

Pupils will need a blue or black writing pen, an HB pencil and a 30cm ruler; these are absolutely basic requirements at all times. Coloured pencils and a calculator are very useful. Felt tip pens are not suitable for use on maps and diagrams. Pupils will be supplied with a copy of the text 'Geog.3' and an exercise book.

VISITS / EXTRA CURRICULAR OPPORTUNITIES

The internet is an extremely useful resource for information about the subject. We do include a charity event for an aspect of life in Ghana in the Year 9 course, in the last two years pupils have raised over £4.000 for Water Aid – the provision of wells for the poorest communities and for the education of girls in the country through CAMFED.

HISTORY

SETTING

Pupils are taught in mixed ability groups.

EQUIPMENT

Pupils will need a pen, pencil, ruler and coloured pencils. Exercise books are provided by the Department and should be brought to each lesson. Some work will be done on paper and will sometimes be kept in pupils' books or displayed in the classroom.

STUDY UNITS

The British Empire

The Black Peoples of the Americas

- *The European Slave Trade*
- *Plantation Life*
- *Resistance and Rebellion*
- *Emancipation*
- *Civil Rights Movement in the USA*
- *Abolition of the Slave Trade in the British Empire*

The Twentieth Century World

- *Why did the Allies win the Second World War?*
- *The Blitz Spirit*
- *The Holocaust*

ASSESSMENT

During the course of the year, each pupil will complete four assignments that assess the key skills identified by the Department. Examples of some of the assignments are in brackets.

1. source enquiry (*Was Dunkirk a success or disaster?*)
2. reaching a substantiated conclusion (*Why did the Allies win the Second World War?*)
3. constructing an argument (*Was Abraham Lincoln a great supporter of black rights?*)
4. interpretations of history (*How has the British Empire been remembered?*)

These can be completed in a variety of formats (e.g. written, diagrammatic, group presentations). Time for planning and research is scheduled into the course and when preparing and presenting written work, pupils will be encouraged to make use of the Colleges' I.T. facilities. The data will be passed onto their new teachers at the beginning of Year 10 to inform them of each pupil's progress.

MARKING

All written work completed in the form of assignments, will be marked. An agreed mark scheme exists for each and is used by the whole Department. Written comments will offer advice about what the pupil has done well and, where appropriate, targets for improvement.

Other work will be marked taking in account effort and achievement.

Pupils are encouraged to develop their own ideas, based on sound enquiry and investigation – and to communicate these not only in writing, but through role play, drama, discussion and group presentations.

INFORMATION COMMUNICATION TECHNOLOGY

SETTING

Year 9 pupils are taught in mixed ability groups in ICT.

CONTENT

The full calendar for the Year 9 Programme of Study can be found on the College website and the pupils can access it through the College's Pupil Shared drive on the Network. The Programme of Study consists of 4 Units of work which offer a balanced coverage of the National Curriculum at Key Stage 3. The Units cover skills in the following areas:

- Adventure Quest (pupils develop a portfolio of ICT work that allows them to progress their ICT skills while beginning to understand the role of ICT in a business context);
- Outdoor Leisure (develop a portfolio of ICT work that allows them to progress their ICT skills from Adventure Quest while improving their understanding of the role of ICT in a business context).
- Control (in this section of work pupils will learn about the use of control systems and how to design those using flowcharts and computer programming Flowol).
- ICT in a theme park (this unit will look at how technology is used within a theme park).

ASSESSMENT

After each unit of work has been completed there will be a form of assessment such as peer assessment, teacher assessment or self assessment. Pupils will receive a national curriculum level and a target on how to raise their level.

All these assessments are kept in an assessment folder by the teacher, but all assessments can be shared with parents if required.

EQUIPMENT

For ICT lessons all pupils will have access to a PC. They will be expected to have standard school equipment; pen, pencil, ruler and rubber.

VISITS AND EXTRA CURRICULAR OPPORTUNITIES

For year 9 there is Gamemaker club every Friday lunchtime.

MATHEMATICS

SETTING

Year 9 pupils are taught in 4 ability bands within each half year group. There are four groups in North Band and 5 in South Band. The ability bands are as follows: Set Higher 1 (for pupils who are working at Levels 6-8), Sets Higher 2 and Higher 3 (for pupils who are working at Levels 4-7) and sets Foundation A and Foundation B (for pupils who are working at Levels 3-5).

CONTENT

The full teaching calendar for the Year 9 Programme of Study can be found on the College website and the pupils can access it through the College's Pupil Shared drive on the Network. The Programme of Study consists of 6 Units of work and revision windows in preparation for the Year 9 examination in January. After the Year 9 exam, all Year 9 pupils will complete the first, of 3, units of their Modular Mathematics GCSE and will sit this examination in June. The content of this examination is based on Data Handling and Probability.

The Department makes use of a growing number of interactive software and web-based resources in lessons. The most widely used is mymaths.co.uk which pupils can access at home to consolidate learning or catch up on missed work.

Homework will be set once a week and will be marked in accordance with the Department's Traffic Light Marking Policy. A copy of this will be on the inside cover of all Maths exercise books.

ASSESSMENT

The Programme of Study has 2 main type of assessment opportunities; tests and rich tasks. There is 1 internal test in Year 9 (the January examination) and the GCSE Unit 1 exam in June. This internal exam is marked by the classroom teacher and the pupils receive a sub-levelled National Curriculum Level (e.g. Level 5a). The GCSE examination is made up of 2 sections: there is a 20 minute non-calculator paper and a 20 minute calculator allowed paper.

In addition, the Programme of Study also includes several rich tasks. These are investigative tasks which pupils work on in class. These are assessed and pupils receive a National Curriculum Level and a formative comment which offers advice on how to achieve a higher Level.

All these assessments are kept in an assessment folder by the teacher, but all assessments can be shared with parents if required.

EQUIPMENT

The following equipment is required for all Maths lessons: a pen, a pencil, a ruler, a rubber, an angle measurer, a pair of compasses and a scientific calculator.

There is a Maths Shop which operates within the Department which allows pupils to purchase all necessary equipment at cheap prices.

We recommend a CASIO fx-83ES scientific calculator as its functions are comprehensive and simple to use.

MODERN LANGUAGES

FRENCH, GERMAN, SPANISH

CONTENT

Pupils in their third year of French will follow Expo 3. Language they learn includes the use of past and future tenses. The main language of instruction is the “target” language. Pupils will be encouraged to use it throughout lessons. Pupils doing Spanish will use the textbook Mira 2 whose topics include nationality, family, describing people jobs, shopping for food, eating out and freetime. Pupils doing German will use Logo 2 for the first sets.

ASSESSMENT

Work is assessed formally via the Year 9 examination. Progress through the National Curriculum is also monitored through milestone tasks set throughout the year in all four skills of Listening, Reading, Speaking and Writing.

EQUIPMENT

Pupils have one exercise book. The front is for class exercises and homeworks, and the back is a reference section for noting down grammar points and new vocabulary.

Pupils are expected to look after it carefully and are also expected to bring to each lesson the normal classroom equipment, such as pen, pencil, rubber, colours and a ruler. In addition, a pocket dictionary is useful.

VISITS AND EXTRA CURRICULAR OPPORTUNITIES

There is a weekly film club showing international subtitled films suitable for pupils of all ages.

Mandarin Chinese – Year 9 pupils will be offered the opportunity to study this major world language in weekly twilight classes enabling them to gain a nationally recognised accreditation (ASSET).

Italian – there is a weekly twilight class for those who wish to study this language.

Language Leaders – In the summer term of Year 9 pupils are given the opportunity to take part in this scheme which involves working with pupils in our feeder primary schools.

MUSIC

CONTENT

The Year 9 curriculum aims to allow pupils to build on the skills and experience gained in Year 7 and 8 and to make use of these in tackling more extended pieces of work in the areas of composing, performing, listening and appraising. There is an emphasis on World Music and on the 20th century, its composers and major styles.

Areas covered in Year 9 include:

Music and Ritual – including a study of Stravinsky's *Rite of Spring*;

World Music – including *African drumming*, *Javanese Gamelan*, *Steel Pans* and *Brazilian Samba*.

ASSESSMENT

During Year 9 pupils are assessed on their involvement in and contribution to practical activities and on their developing listening skills. A range of procedures is used, including occasional written assessment when appropriate. Pupils' group composition work is recorded on video. Following playback and discussion, pupils undertake guided peer and self assessment at the end of each composition project. There is a greater emphasis on written responses to listening work during Year 9.

EQUIPMENT

For practical work, pupils make use of the wide range of percussion instruments available in the classroom. Those with their own instruments are encouraged to bring them to music lessons if they can, to contribute to class performances and composition projects.

PHYSICAL EDUCATION

SETTING

Pupils are taught in four ability groups (two upper and two lower) in each band. Some activities are taught in single sex groups and some in mixed-sex groups.

CONTENT

The Physical Education programme provides breadth and balance through:

- ❖ competitive and non-competitive activities;
- ❖ contact and non-contact sports;
- ❖ individual, pair and group activities.

Hockey (girls), netball (girls), rugby, football (boys), basketball (boys), gymnastics, badminton, dance (girls), swimming, athletics, tennis, rounders (girls) and cricket (boys). Gymnastics, badminton, athletics and tennis are taught in mixed groups whilst the remaining lessons will be taught in single sex groups.

All pupils, regardless of ability, will be encouraged to take part in inter form activities, which are held in school time. The emphasis is on participation!

In addition, there is a very diverse extra curricular programme and pupils will have the opportunity to join in clubs and representative teams. We will need parental co-operation, as children wanting to be involved in after school activities, will need to arrange to be collected.

ASSESSMENT

Assessment of pupils is undertaken in line with the National Curriculum levels. The department assesses pupils under the following strands:

- developing physical and mental capacity;
- developing skills/performance;
- evaluating and improving;
- making informed choices about healthy, active lifestyle;
- making and applying decisions.

All information relating to assessment of pupils for each of the activities undertaken is recorded by staff, which is then used to form the basis of reporting to parents.

CLOTHING AND EQUIPMENT

Pupils are expected to change into the correct kit for PE, as stated in the Pupil Planner.

Outdoor Kit: Rugby socks, rugby top and black shorts.

Indoor Kit: Trainers, white sports socks, black shorts and burgundy PE polo shirt.

Swimming: Swimming trunks (boys) one piece costume (girls) and towel.

Optional Extra: Plain black tracksuit bottoms.

Safety

Shin pads and gum shield (very strongly recommended for boys and girls during rugby and hockey).

Studded footwear (very strongly recommended for activities taking place on the field).

All jewellery will need to be removed and hair bands are required to tie back long hair during all activities.

If a pupil is unable to participate in a lesson for what ever reason, we ask for a parental note of explanation to be sent in with the pupil to their lesson. If the issue is a persistent problem, then an official doctor's note may be required.

PSHE

The Key Stage 3 Personal, Social, Health and Economic education curriculum is delivered through a series of 15 curriculum enrichment days; five in each year. Normal lessons are suspended on these days. This gives pupils time to focus in depth on a particular issue or topic. Pupils are usually taught in form groups and the content is delivered by the form tutor or by visiting guest speakers.

The advantage of these enrichment days is that they allow pupils to undertake activities that would not normally be possible within the confines of a regular one hour lesson. Guest speakers are used to bring outside expertise to discussions and pupils are encouraged to reflect on and share their personal views and attitudes.

CONTENT

The PSHE course is designed to enable pupils to make informed choices, develop skills and positive attitudes and to successfully complete the transition from childhood to adulthood. There are four core strands to the programme:

1. Be Healthy

This strand helps pupils understand what it means to maintain a healthy lifestyle. Pupils explore issues through sex, relationship, drugs, alcohol and health education. The health and financial implications of smoking are also considered.

2. Stay safe

These units are designed to explore the concepts of risk and loss. Pupils consider the sorts of challenges that they are likely to experience in their lives and the ways in which they can control and cope with them.

3. Enjoy and achieve

This strand encourages pupils to reflect on their strengths and weaknesses as learners. It is focused on helping them make the right choices both in and out of school and on maintaining healthy self-esteem.

4. Make a positive contribution

This section is designed to complement the Citizenship programme delivered through lessons in years 7, 8 and 9. Pupils learn about diversity, the importance of active community participation and the impact of the media on our lives. They also explore the consequences of anti-social behaviour.

5. Achieve economic well-being

This is the newest strand of the curriculum. It introduces pupils to some of the financial demands that they will face in the future. They learn about the world of work, how to budget and what it means to be enterprising.

ASSESSMENT

In keeping with the personalised nature of this course, pupils are encouraged to use peer and self assessment to reflect on their understanding. They evaluate the impact of each day against their learning and are encouraged to identify next steps and areas of particular interest.

EQUIPMENT

Pupils record their work in a PSHEE portfolio. All other resources and equipment are provided although a well stocked pencil case will always prove beneficial.

VISITS AND EXTRA CURRICULAR OPPORTUNITIES

Pupils are encouraged to explore the issues raised in their own time. There is an Active Citizens in Schools club (ACiS) and the Connexions service and careers library are available to any pupil seeking careers advice.

RELIGIOUS EDUCATION

SETTING

During Year 9 RE is taught in mixed ability groups.

CONTENT

Pupils study marriage, divorce and death from Christian and Hindu perspectives in particular. We then take the opportunity to reflect and philosophise by taking part in the national Spirited Arts competition where pupils consider their own response to the question 'Where Is God' and explore related concepts. The final unit is centred on religion and the media.

ASSESSMENT

Each assessment is based on work pupils have completed that year, with the ability to draw on prior knowledge and reflect on personal views.

The marriage assessment takes the form of written structured evaluation, and the Spirited Arts project is structured over a number of lessons and homeworks where pupils produce an original artistic response to a key question, a written explanation of their work and a self-evaluation.

Marking

Work is regularly marked with personalised targets and comments and use of the RE decoder system. We encourage pupils to become reflective and empowered through the use of self and peer assessments.

SCIENCE

SETTING

Pupils will be taught in sets or bands matched to their ability.

CONTENT

Science is a core National Curriculum subject. Pupils will develop an understanding of key concepts from all three sciences – Biology, Chemistry and Physics. They will be introduced to 'How Science Works' and develop understanding of Science in their everyday lives. Classes will involve practical and theoretical work and these will enhance good laboratory practice, safety, organization, communication and team work.

Topics studied

Pupils will also study the following topics:

- Speeding up
- Fitness and Health
- Patterns of Reactivity
- Environmental Chemistry
- Energy and Electricity
- Using Chemistry
- Gravity and Space
- Plants for Food

ASSESSMENT

Milestones – At points in the year pupils will complete several milestones. These pieces of work will include research and investigation tasks. They will be graded according to the National Curriculum Level and marked formatively to enable the pupils to progress to a higher level.

Pupils will sit end of module tests. These will be graded according to the National Curriculum Level, including sub levels. Attainment in these tests will be compared to a pupil's yearly target level and relayed to pupils using a 'traffic light' tracking system.

Pupils will also sit an end of Key Stage school based examination.

EQUIPMENT

The following equipment is required for all Science lessons: a pen, a pencil, a ruler and a rubber. The following additional equipment is desirable but not essential: a basic calculator, protractor. CDs will be provided for end of Key Stage revision.

LEARNING SUPPORT AT SAWSTON VILLAGE COLLEGE

The SENCO (Mrs Jan Moore) and Teaching Assistants (TAs) are based in the Student Centre.

In Year 9, pupils follow the ASDAN Youth Award Diploma Course in the Literacy lessons.

The role of the TA is to support the work of the teacher and pupils in the classroom, bring information about those pupils; suggest teaching and learning strategies and liaise with the SENCO.

The TAs also cover some lessons, run literacy groups, work with individual pupils and read and scribe for exams.

Every lunchtime the Student Centre has a homework club supervised by TAs as well as thriving Chess; Boys' and Girls' clubs and Lego Club.

The aim of the Student Centre team is to enable all pupils to reach their potential by meeting their individual needs.

Jan Moore (SENCO) is always happy to meet with parents and pupils to discuss their needs.