

Colchester County High School for Girls

Year 8 Essential Information

2021-2022



Please be aware all information in this booklet is subject to change in accordance with government guidance and school policy.

Year 8 Information Booklet 2021-22

Contacting us:

The Year 8 Tutor Team

| | |
|------------------|---------------------|
| 8C- Mr Glease | eglease@cchsg.com |
| 8O- Miss Neacsu | aneacsu@cchsg.com |
| 8L- Mr Snow | ssnow@cchsg.com |
| 8H- Mr White | mwhite@cchsg.com |
| 8E- Mr Williams | dwilliams@cchsg.com |
| 8S- Miss Wiseman | nwiseman@cchsg.com |

Mr Bartlett, Year 8 Leader: sbartlett@cchsg.com

Mrs Tarrier, Year 8 Pastoral Assistant: Itarrier@cchsg.com

Dr Parrott, Vice Principal: sparrott@cchsg.com

Mrs Jackson, Associate to the Principal & CEO: wjackson@cchsg.com

Dates for your diary:

| | |
|-------------|--|
| 29 November | Progress Check 1 issued |
| 13 January | MADE Study Skills Workshop (within the school day) |
| 7 March | Progress Check 2 issued |
| 17 March | Year 8 KS4 Curriculum Evening |
| 21-25 March | Year 8 Examinations Week |
| 21 April | Year 8 Parent Consultation Evening (8C, 8O and 8L) |
| 27 April | Year 8 Exam Results issued |
| 28 April | Year 8 Parent Consultation Evening (8H, 8E and 8S) |
| 6 May | KS4 Preferences deadline 09:00 |
| 14 July | Sports Day |
| 18 July | Activities Day |
| 18 July | Progress Check 3 issued |

Safeguarding

Safeguarding the students is of utmost importance for all members of the CCHSG community.

Our Designated Safeguarding Lead is Mrs Willa Jackson, Mrs Daniels from January 2022

The Deputy Safeguarding Leads are Mrs Kath Daniels, Dr Suzanne Parrott, Mrs Dawn Frost and Mrs Sinead Hughes.

Please do not hesitate to contact the school if you have a safeguarding concern.

CCHSG believes in supporting all aspects of children and young people's development and learning, including keeping children safe. We understand that children and young people can and do experience social, personal and emotional barriers to their learning, over differing periods of time and at different stages of their development, which can have an effect on their academic learning. We recognise that education staff play a crucial role in helping to identify welfare concerns and indicators of possible abuse or neglect at an early stage.

Safeguarding depends on staff being made aware of issues by students. Form Tutors have the role of "First Responders" and work closely with the Pastoral Team to help identify issues and support students. Students are aware of the Pastoral Team and Safeguarding Team with posters around the school to help them identify those members of staff and how to contact them.

The student planner also provides advice and gives details of support organisations and useful contacts; The Student Voice Team work with the Safeguarding Team to help ensure the content and advice is appropriate and updated annually.

We understand that some students may find reporting difficult, especially communicating worries and concerns to members of staff for a variety of reasons and as such CCHSG have introduced an online reporting system in 2021-22 to enable students to report more freely; this can be accessed through the "Never Acceptable" link on the school website.

E-Safety - Who you can turn to

All students receive e-safety guidance both in lessons and assemblies; however, we strongly encourage parents to take an active role in monitoring their daughter's online activity to ensure they are safe. These websites are useful for more information or to report any negative experiences online. There is an important e-Safety event being scheduled for the spring term.

CEOP – <https://www.ceop.police.uk>

Share Aware - <https://www.nspcc.org.uk/preventing-abuse/keeping-childrensafe/share-aware/>

Common Sense Media - <https://www.common sense media.org/>

Think U Know - <https://www.thinkuknow.co.uk/>

Curriculum Information

Careers (delivered through PSHCE lessons)

In the Spring and Summer terms of Year 8, students receive a series of Careers lessons, as part of the PSHCE programme.

- The opportunity to investigate different career opportunities and to consolidate their awareness of the myriad opportunities ahead of them in life.
- An overview of the opportunities ahead at 14+, 16+, 18+ and post-degree. □ A detailed exploration of the GCSE preferences available to students.
- An examination of each student's choices and how it affects their future pathway.

Physical Education

Club timetables are updated every half term and fixtures are updated weekly on school bulletins.

Extra-curricular clubs are for all students to attend, not just team players (unless specified). All PE activities are being constantly reviewed under COVID-19 guidelines.

Religion and World News

Students in Year 8 focus their studies on 'monotheistic worldviews'. Starting with Judaism, then the Persian traditions of Zoroastrianism and Bahaism, students find convergent links surrounding ideas of 'the one God'. This provides a platform to understand Islamic Beliefs & Teachings, where students will then be introduced to their GCSE studies. In the Spring term, all students start the OCR J625 Religious Studies course of a full GCSE, with examinations in May/June of Year 10. The first two modules focus on Islamic Teaching and Practices (GCSE Paper 2 of 3). All resources, including the specification, Sources of Wisdom Booklets, Key terminology, can be found on Microsoft SharePoint and Microsoft Teams.

Computing

In Year 8 students will be following a scheme of work based on the Computing National Curriculum. This will follow on from the learning in Year 7 where the focus is on the three core strands of Computer Science, Information Communications Technology and Digital Literacy & Creative Media.

As part of mapping the Digital Literacy skills to the National Curriculum requirements we will be continuing to offer students the opportunity to achieve the Microsoft Office Specialist (MOS) certificate based qualifications. In Year 7 students were given the opportunity to achieve the MOS PowerPoint qualification.

The training for the MOS qualification over the available lessons will be rigorous and students will be expected to keep up with the targets set for them. Doing so will ultimately be less time consuming. Failure to meet their targets will result in detentions being set, which may need to be after-school.

The MOS qualifications are assessed by practical examination. If a student has not reached an appropriate standard before the examination date then they will not be

allowed to take the exam that day. Any such student will need to then use their own time to prove that they have reached the required standard and then discuss alternative test date which will be after school on an agreed date. The above requirements are to reduce the likelihood of students failing the exam.

Year 8 Drama

Year eight students are encouraged to attend drama club and get involved with school productions. This year we are delighted to be producing "Schools Will Rock You". After the autumn half term we hope to offer Year 8 the opportunity of participating in a Year 8 drama club; students should look out for notices about this nearer the time. All students that might be interested in this club need to ensure that they are also involved with the school production. In addition, in the summer term the drama department produces our annual Summer Fundraising production.

GCSE Drama is also extremely successful at CCHSG. Any student interested in finding out more should see Mrs Cudmore-Rice who will be happy to discuss the course content and offer advice.

Recording Progress in Year 8 2021-22

In the autumn term each student will be issued with a School Target Measure for each subject. The School Target Measure for each subject is generated for each student using Key Stage 2 data (if available), CAT test results, Fischer Family Trust Aspire estimates from KS2 and teacher assessment. The School Target Measure provides an indication of the most likely Level or Step the student should achieve by the end of the current school year in that subject. The steps are based on the Reformed Curriculum Assessment requirements linking to GCSE grades (9-1).

There is an expectation that students will make a minimum of two steps of progress from entry at the end of KS2 to the end of KS3.

Each **Step** is divided into sub-steps .3, .6 or .9

- .9 is working at the top of the step
- .6 is working in the middle of the step
- .3 is working at the bottom of the step

Progress Checks and School Reports issued during Year 8 will provide a Working at Measure (Step) for each subject which will indicate where the teacher considers the student to be achieving at that point in time.

School Examination Results will provide the Progress Measure (Step) the student achieved in the assessment set by the subject. All students in the year group will sit the same assessment during the Year 8 School Examination Week later in the school year.

N.B. Creative and Critical Thinking and Latin are non-National Curriculum subjects. Creative and Critical Thinking uses a Progress Measure of Pass/ Merit/ Distinction. This is reflective of the current assessment criteria used for the Thinking and Reasoning Level 2 qualification. Latin uses a Progress Measure of Below/At/Above. This ensures students reach the appropriate skills and language development for their group.

Year 8 Curriculum Outline 2021/22

The table below provides an outline of which topics/modules are planned to be taught in each of the three terms across the year. The topics/modules may not be taught in the order listed, but should be taught during the term outlined.

| Subject | Autumn Term | Spring Term | Summer Term |
|----------------|--|---|--|
| Art and Design | <p>TOPIC: WAR ART</p> <p>Key Skills: printing, painting, collage drawing/digital art</p> <ul style="list-style-type: none"> • symbolism • war artists • contextual development and understanding • exploration of the role that visual images and words play in expressing issues and ideas is critical to developing "visual media literacy" • Commemorative work linked to history • The role of the war artist • (Careers in Art challenge task) | <p>TOPIC: INSECTS /PATTERN STRUCTURE DESIGN</p> <p>(LOWER SCHOOL EXAM)</p> <p>Key Skills: creative design/ working to a brief/ fashion /media</p> <ul style="list-style-type: none"> • generating ideas / exploring materials • mark making • creating thumbnail sketches • examination preparation and development • effective planning • examination final piece • fashion drawing/design • V&A Fashion Design • (Design and Making | <p>TOPIC: DADA & SURREALISM</p> <p>Key Skills: working from imagination/design/illustration</p> <ul style="list-style-type: none"> • social, political & scientific contexts • objective drawing and painting • creating new relationships by unexpected juxtapositions • development of compositions using Photoshop or other digital image manipulation software • opportunities for 3D work using traditional &/or found materials • (Exhibition leaflet, Poster Design/Graphic's marketing advertisement challenge task) |

| | | challenge task) | |
|-------------------|--|--|---|
| Biology | <ul style="list-style-type: none"> • Variation and genetics • Selective breeding and cloning • Microorganisms | <ul style="list-style-type: none"> • Microorganisms (cont'd) • Enzymes and digestion | <ul style="list-style-type: none"> • Food and the digestive system • Ecological relationships |
| Chemistry | <ul style="list-style-type: none"> • the three states of matter • elements and compounds | <ul style="list-style-type: none"> • the reactivity series • rusting • reactions and energy change | <ul style="list-style-type: none"> • rates of reaction |
| Computing | <ul style="list-style-type: none"> • Microsoft Office Specialist: Excel – (10/12 lessons) • Python Programming – Project – (4/5 lessons) • Robot wars – (1 lesson) | <ul style="list-style-type: none"> • Computational Logic – (3 lessons) • The Impact of ICT – (4 lessons) • Year 8 Examination process – (2 lessons) • Escape room – (1 lesson) | <ul style="list-style-type: none"> • Microsoft Office Specialist: Word – (10/12 lessons) • Computer Systems – build a paper computer – 2/4 lessons) • One day visit to Bletchley Park Museum |
| Critical Thinking | <ul style="list-style-type: none"> • argument elements and structure • argument writing • assessing credibility using CRAVEN • Identifying arguments, rants, quarrels, lists and explanations • analogies • corroborating & conflicting evidence • assumptions • alternative & generating explanations | <ul style="list-style-type: none"> • problem solving • exploring who was responsible for the sinking of Titanic • argument writing • weaknesses in arguments: flaws and false appeals • evaluating evidence and | <ul style="list-style-type: none"> • British criminal justice system • re-enacting a magistrates court case |

| | | weaknesses of evidence | |
|-----------------------------|---|--|--|
| English | <ul style="list-style-type: none"> • <i>Lord of the Flies</i> by William Golding • <i>Much Ado About Nothing</i> by William Shakespeare | <ul style="list-style-type: none"> • Modern Poetry – 21st century poet – range of poems • Reading and Writing Non-Fiction – Reading and writing a variety of non-fiction texts and analysing the effect of the writers' methods | <ul style="list-style-type: none"> • 19th century novel – for example, <i>The Time Machine</i> by H.G. Wells or <i>Wuthering Heights</i> by Emily Brontë • Writing descriptions – Analysing the methods used in novel studied to influence own creative writing |
| French (Allez 1) New Course | <ul style="list-style-type: none"> • Revision of basic tenses and grammar points • Baseline Assessment • Introduction to La Francophonie • Introduction to French Literature: Le Petit Nicolas • Unit 4 – A table <p>Vocabulary tests, translation and speaking practice for each unit</p> | <ul style="list-style-type: none"> • Unit 5- Mon quartier • French Literature: Le Petit Nicolas • La Francophonie • Consolidation of Year 8 Course for End of Year Exam <p>Vocabulary tests, translation and speaking practice for each unit</p> | <ul style="list-style-type: none"> • Unit 7- Destination vacances • Consolidate the present tense (regular and irregular verbs) and the near future tense. • End of Year Activities (Film, Quizzes, Cultural studies etc...) <p>Vocabulary tests, translation and speaking practice for each unit</p> |
| Geography | <p>Brazil</p> <ul style="list-style-type: none"> • Physical and Human Geography of Brazil • Urban Issues and Challenges • Development issues • Inequality | <p>Rivers & The Coastal Zone</p> <ul style="list-style-type: none"> • Hydrological Cycle and Drainage Basin • River processes and geomorphology • Coastal processes and geomorphology | <p>Africa Misconceptions</p> <ul style="list-style-type: none"> • Landscape and Climate • Ecosystems and Biomes (Tropical Rainforests) • Sustainability Issues (Deforestation) <p>School Based Fieldwork</p> |

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| | | <ul style="list-style-type: none"> Coastal management Flood risk and management | |
| <p>German (Zoom Deutsch 1)</p> | <p>Further development of the 4 skills of listening, speaking, reading and writing</p> <p>Revision, consolidation and extension of grammar from Year 7.</p> <ul style="list-style-type: none"> Unit 2B Home Unit 3A Food and drink <p>(Regular vocabulary tests and translation practice throughout)</p> | <ul style="list-style-type: none"> 3B Local area Year 8 exam 4A Fashion and shopping <p>(Regular vocabulary tests and translation practice throughout)</p> | <ul style="list-style-type: none"> 4A Finish fashion and shopping 4B Going on a trip <p>(Regular vocabulary tests and translation practice throughout)</p> |
| Healthy Living | <p>Healthy Living will be delivered through breakout sessions which will take place across the school year.</p> | | |
| History | <p>How has the twentieth century shaped the lives of the people?</p> <ul style="list-style-type: none"> Britain in 1900. Causes of World War One Trench warfare and the Battle of the Somme | <ul style="list-style-type: none"> Persecution of the Jews: The Holocaust The fight for rights: Extension of the Franchise | <ul style="list-style-type: none"> The fight for rights: Slavery The fight for rights: Civil Rights Movement |

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| Latin | <p>Introduction to the Latin language:</p> <ul style="list-style-type: none"> • usefulness of Latin in the modern society • acquisition of basic vocabulary • grammar • introduction to basic translating skills • background work on Mythology, Gods and Goddesses • regular grammar and translation exercises | <ul style="list-style-type: none"> • increasing competence in translation skills and familiarisation with the language itself • increased vocabulary knowledge • new grammar • vocabulary tests • regular translation • assessment of project | <ul style="list-style-type: none"> • new grammar • regular translation work |
| Mathematics KS3 | <ul style="list-style-type: none"> • Factors and powers (Delta 2 Unit 1) • Working with powers (Delta 2 Unit 2) • 2D shapes and 3D solids (Delta 2 Unit 3) • Real-life graphs (Delta 2 Unit 4) | <ul style="list-style-type: none"> • Transformations (Delta 2 Unit 5) • Fractions, decimals and percentages (Delta 2 Unit 6) – include use of Essential Maths Bk 9 • Constructions and loci (Delta 2 Unit 7) | <ul style="list-style-type: none"> • Probability (Delta 2 Unit 8) • Scale drawings and measures (Delta 2 Unit 9) • Graphs (Delta 2 Unit 10) <p>DELTA 3 topics (if time):</p> <p>Unit : 1.1, 1.3, 1.4</p> <p>Unit 2: 2.1, 2.2, 2.3</p> |
| Music | <p>Pop Through the Ages</p> <ul style="list-style-type: none"> • Listening and analysing popular music from the 1950s to present day • Exploring popular song structure (Verse/Chorus, Pre-Chorus, Middle 8) | <p>Film and Television</p> <ul style="list-style-type: none"> • Listening and analysing film, video games and television scores and their composers • Exploring leitmotifs and performing <i>Hedwig's Theme</i> from | <p>Rhythms of the World</p> <ul style="list-style-type: none"> • Exploring and respecting different musical cultures, traditions, conventions and history • Performing together as a class music from Africa through singing and drumming • Understanding rhythmic features, notation and dictation |

| | | | |
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| | <ul style="list-style-type: none"> • Performing a chord sequence using ukulele and/or guitar • Understanding drumming notation and patterns including four on the floor • Developing individual singing technique | <p>Harry Potter on the keyboard</p> <ul style="list-style-type: none"> • Understanding the importance of music in films to heighten the drama and convey emotion • Composing to a moving picture • Exploring 20th century minimalist techniques in film music | <ul style="list-style-type: none"> • Whole class Samba • Listening and appraising the musical fusion, Bhangra <p>Class Concert</p> |
| Physics | <ul style="list-style-type: none"> • light • sound | <ul style="list-style-type: none"> • sound • heat and temperature | <ul style="list-style-type: none"> • electromagnetic spectrum |
| PSHCE | <ul style="list-style-type: none"> • What kind of person am I? • Friendship/understanding others • Confidence and Self-esteem • Fire Safety Talk • RSE 1 – Communication, Relationships and Sex – discussing the issues • RSE 2 – Consent • RSE 3 – A question of new relationships and diversity in sexual orientation • RSE 4 – Contraception Check • RSE 5 – Sexting and the Law • RSE 6 - Pornography • RSE 7 – Forced Marriage • PC1 • Drugs • Mindfulness | <ul style="list-style-type: none"> • Risks – E-safety 1 • Risks – E-safety 2 • Body Image • Careers Talk • Kudos in ICT rooms • The Real Game in ICT rooms • PC2 • Organisation and Revision • Exam Week • Mindfulness | <ul style="list-style-type: none"> • Coaching for Success • Smoking and Alcohol • British Values • Year 9 Tutor Groups • PC3 and of term review |

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| <p>Religion & Worldviews</p> | <p>Abrahamic Religion</p> <p>Jewish Beliefs, Teachings & Practices</p> <ul style="list-style-type: none"> • Covenants • Prophets • Mitzvot • Jewish Rites of Passage • Jewish Festivals <p>Inquiry:</p> <p>Importance of Laws.</p> <p>Middle-Eastern Religion</p> <ul style="list-style-type: none"> • Zoroastrianism • Bahaim <p>Inquiry:</p> <p>Importance of Prophets</p> | <p><i>Begin study for OCR Religious Studies GCSE J625</i></p> <p>Paper 2</p> <p>Islam Beliefs and Teachings</p> <ul style="list-style-type: none"> • Core beliefs • Nature of Allah • Prophethood • Books • Angels • Eschatological Beliefs & Teachings • Life After Death | <p>Paper 2</p> <p>Islam Practices</p> <p>The importance of practices</p> <p>Public & private acts of worship</p> <ul style="list-style-type: none"> • Hajj • Zakah • Sawm • Festivals • Jihad |
|----------------------------------|--|--|--|

8C – Homework Timetable (Sept 2021)

| WEEK A | | | |
|------------------|---------|-----------|--------|
| Monday | Latin | English | German |
| Tuesday | Maths | French | |
| Wednesday | Art | Chemistry | |
| Thursday | English | Biology | |
| Friday | Maths | Computing | |

| WEEK B | | | |
|------------------|-----------|---------|---------|
| Monday | CCT | Maths | |
| Tuesday | Geography | Physics | |
| Wednesday | R.S | English | Music |
| Thursday | French | Maths | |
| Friday | History | German | English |

English – 1 reading homework per week (20 mins), 1 writing homework per week (30 mins)

Mathematics – 2 x 25mins homework per week

French, German – 1 homework per week; 25 mins written one week and 15 mins vocab the next

Latin, Art, Biology, Chemistry, Physics, Geography, History, Religious Studies, Music, Computing – 1 homework per fortnight (25 mins)

Creative and Critical Thinking – 1 homework per fortnight (20 mins)

(Timings are only a guideline as students may work at different rates)

80 – Homework Timetable (Sept 2021)

| WEEK A | | | |
|------------------|---------|-----------|-----------|
| Monday | German | English | |
| Tuesday | Maths | Geography | |
| Wednesday | French | Biology | Chemistry |
| Thursday | English | Latin | |
| Friday | Maths | Computing | |

| WEEK B | | | |
|------------------|---------|---------|---------|
| Monday | CCT | Maths | R.S |
| Tuesday | Music | Art | |
| Wednesday | History | English | |
| Thursday | Physics | Maths | |
| Friday | French | German | English |

English – 1 reading homework per week (20 mins), 1 writing homework per week (30 mins)

Mathematics – 2 x 25mins homework per week

French, German – 1 homework per week; 25 mins written one week and 15 mins vocab the next

Latin, Art, Biology, Chemistry, Physics, Geography, History, Religious Studies, Music, Computing – 1 homework per fortnight (25 mins)

Creative and Critical Thinking – 1 homework per fortnight (20 mins)

(Timings are only a guideline as students may work at different rates)

8L – Homework Timetable (Sept 2021)

| WEEK A | | | |
|------------------|---------|---------|-----------|
| Monday | Music | English | Computing |
| Tuesday | Maths | R.S | |
| Wednesday | German | Art | |
| Thursday | English | French | |
| Friday | Maths | Biology | |

| WEEK B | | | |
|------------------|-----------|-----------|---------|
| Monday | Latin | Maths | |
| Tuesday | Chemistry | Geography | French |
| Wednesday | History | English | |
| Thursday | German | Maths | Physics |
| Friday | CCT | English | |

English – 1 reading homework per week (20 mins), 1 writing homework per week (30 mins)

Mathematics – 2 x 25mins homework per week

French, German – 1 homework per week; 25 mins written one week and 15 mins vocab the next

Latin, Art, Biology, Chemistry, Physics, Geography, History, Religious Studies, Music, Computing – 1 homework per fortnight (25 mins)

Creative and Critical Thinking – 1 homework per fortnight (20 mins)

(Timings are only a guideline as students may work at different rates)

8H – Homework Timetable (Sept 2021)

| WEEK A | | | |
|------------------|-----------|---------|-----|
| Monday | English | Maths | |
| Tuesday | Music | French | R.S |
| Wednesday | Art | History | |
| Thursday | English | Maths | |
| Friday | Geography | German | |

| WEEK B | | | |
|------------------|-----------|-----------|---------|
| Monday | English | Maths | |
| Tuesday | Biology | Latin | |
| Wednesday | Computing | German | |
| Thursday | English | Maths | CCT |
| Friday | French | Chemistry | Physics |

English – 1 reading homework per week (20 mins), 1 writing homework per week (30 mins)

Mathematics – 2 x 25mins homework per week

French, German – 1 homework per week; 25 mins written one week and 15 mins vocab the next

Latin, Art, Biology, Chemistry, Physics, Geography, History, Religious Studies, Music, Computing – 1 homework per fortnight (25 mins)

Creative and Critical Thinking – 1 homework per fortnight (20 mins)

(Timings are only a guideline as students may work at different rates)

8E – Homework Timetable (Sept 2021)

| WEEK A | | | |
|------------------|---------|--------|-----------|
| Monday | English | Maths | |
| Tuesday | History | German | Computing |
| Wednesday | Music | R.S | |
| Thursday | English | Maths | French |
| Friday | Physics | Latin | |

| WEEK B | | | |
|------------------|---------|-----------|---------|
| Monday | English | Maths | |
| Tuesday | CCT | French | |
| Wednesday | Art | Chemistry | |
| Thursday | English | Maths | Biology |
| Friday | German | Geography | |

English – 1 reading homework per week (20 mins), 1 writing homework per week (30 mins)

Mathematics – 2 x 25mins homework per week

French, German – 1 homework per week; 25 mins written one week and 15 mins vocab the next

Latin, Art, Biology, Chemistry, Physics, Geography, History, Religious Studies, Music, Computing – 1 homework per fortnight (25 mins)

Creative and Critical Thinking – 1 homework per fortnight (20 mins)

(Timings are only a guideline as students may work at different rates)

8S – Homework Timetable (Sept 2021)

| WEEK A | | | |
|------------------|---------|-----------|---------|
| Monday | English | Maths | |
| Tuesday | German | Art | History |
| Wednesday | Latin | R.S | |
| Thursday | English | Maths | French |
| Friday | Music | Geography | |

| WEEK B | | | |
|------------------|-----------|-----------|--------|
| Monday | English | Maths | German |
| Tuesday | Biology | CCT | |
| Wednesday | French | Physics | |
| Thursday | English | Maths | |
| Friday | Chemistry | Computing | |

English – 1 reading homework per week (20 mins), 1 writing homework per week (30 mins)

Mathematics – 2 x 25mins homework per week

French, German – 1 homework per week; 25 mins written one week and 15 mins vocab the next

Latin, Art, Biology, Chemistry, Physics, Geography, History, Religious Studies, Music, Computing – 1 homework per fortnight (25 mins)

Creative and Critical Thinking – 1 homework per fortnight (20 mins)

(Timings are only a guideline as students may work at different rates)

Year 8 Core PE Programme of Study 2021-2022

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| | 8COL SET 1 | 8COL SET 2 | 8COL SET 3 | 8HE SET 1 | 8HE SET 2 |
|------------------------|----------------------------|---------------------|---------------------|-----------------------|---------------------|
| 2 Weeks | Rounders | Rounders | Rounders | Rounders | Rounders |
| 4 Weeks | Netball | Table Tennis | Badminton | Netball | Table Tennis |
| Half Term | | | | | |
| 3 Weeks | Tag Rugby/ Football | Netball | Personal Survival | Tag Rugby/ Football | Netball |
| 4 Weeks | Personal Survival | Gymnastics/ Dance | Netball | Personal Survival | Gymnastics/ Dance |
| Christmas Break | | | | | |
| 3 Weeks | Gymnastics/ Dance | Football/ Tag Rugby | OAA | Gymnastics/ Dance | Football/ Tag Rugby |
| 3 Weeks | Badminton/ Basketball | Personal Survival | Table Tennis | Badminton/ Basketball | Personal Survival |
| Half Term | | | | | |
| 3 Weeks | X-Country | X-Country | X-Country | X-Country | X-Country |
| 1 Week | Fitness | Fitness | Fitness | Fitness | Fitness |
| 1 Week | Year 8 Examinations | | | | |
| 1 Week | Fitness | Fitness | Fitness | Fitness | Fitness |
| Easter | | | | | |
| 4 Weeks | Cricket | Athletics/ Rounders | Athletics/ Rounders | Cricket | Athletics/ Rounders |
| 2 Weeks | Athletics/ Rounders | Cricket | Athletics/ Rounders | Athletics/ Rounders | Cricket |
| Half Term | | | | | |
| 2 Weeks | Athletics/ Rounders | Cricket | Athletics/ Rounders | Athletics/ Rounders | Cricket |
| 4 Week | Athletics/ Rounders | Athletics/ Rounders | Cricket | Athletics/ Rounders | Athletics/ Rounders |

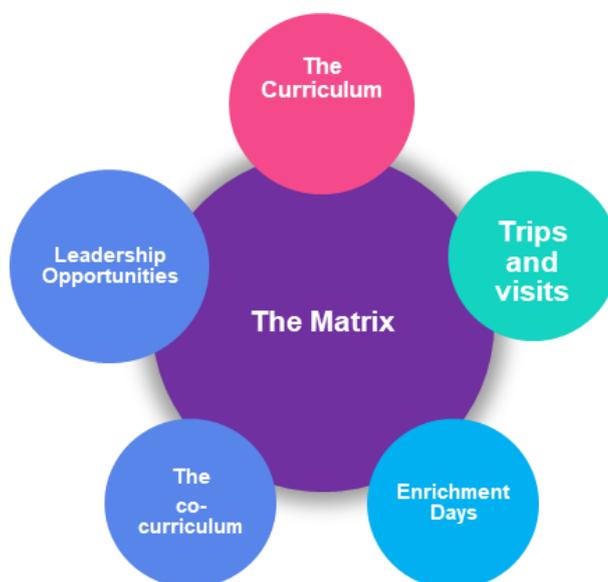
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Looking ahead to the Y9 Curriculum

The Matrix

The Year 9 Matrix blends the transition between the accelerated two year Key Stage 3 programme and the three year Key Stage 4 programme. The Key Stage 3 programme has been designed to provide students with a broad base of knowledge and skills on which to build. The curriculum in Year 9 is “fluid” with the opportunity to explore a different GCSE option if required. The three year Key Stage 4 curriculum enables students time to develop subject mastery, commit knowledge to long term memory, develop connections to new knowledge in order to use this knowledge fluently.

The Matrix consists of a flexible and balanced curriculum, the co-curriculum, STEM opportunities, trips and visits, optional instrument lessons and a programme of enrichment days. The Matrix provides opportunities for students to access subject areas they may no longer be formally studying as part of their GCSE preferences. The enrichment days will focus on Computer Science, Creative Arts, Geography, History, the environment, well-being and Enterprise Education. Selected students will also complete the AQA Level 2 Project Qualification. Some elements of The Matrix may lead to opportunities to take additional qualifications, for example the Level 1 Young Learners Chinese Test.



ATTENDANCE & PUNCTUALITY Expectations

- ▶ It is the responsibility of everyone to ensure good attendance.
- ▶ Students are expected to attend every day the school is open.
- ▶ Attendance for most students is actually between 98% -100%
- ▶ We monitor and review the attendance of all students constantly and will involve parents when attendance falls below expectations.

Supporting Good Attendance

- ▶ **Phone** us as soon as possible to tell us why your daughter is absent, and when you expect her to return.
- ▶ Only grant days at home for **genuine** illness (please see the guide overleaf)
- ▶ If you notice a problem, contact us so that we can work together to resolve the issue. Pursuing the reason for non-attendance is important.
- ▶ Help your daughter to catch up with missed work

Please note that holidays taken in term time cannot be authorised.

Punctuality

Daily lateness adds up:

- ▶ 5 minutes late 3 days lost per school year
- ▶ 10 minutes late 6.5 days lost per school year
- ▶ 15 minutes late 10 days lost per school year
- ▶ 20 minutes late 13 days lost per school year
- ▶ 30 minutes late 19 days lost per school year

Good punctuality is as important as good attendance.

A student who is late disrupts the tutor group at an important part of the day; morning tutor time is filled with planned activities. Students might also miss any announcements which are important.

What to do

NHS Advice on childhood illnesses

Go to school; get treatment if needed

Can be catching; some restrictions for school attendance

Don't go to school; see the GP

| What it's called | What it's like | Going to school | Getting treatment | More advice |
|----------------------------|---|-----------------|-------------------|--|
| Chicken Pox | Rash begins as small, red, flat spots; develop into itchy fluid-filled blisters | Yellow | Pharmacy | Back to school 5 days after onset of rash |
| Common Cold | Runny nose, sneezing, sore throat | Green | Pharmacy | Ensure good hand hygiene |
| Conjunctivitis | Teary, red, itchy, painful eye(s) | Green | Pharmacy | Try not to touch eye to avoid spreading |
| Flu | Fever, cough, sneezing, runny nose, headache, body aches & pain, exhaustion, sore throat | Yellow | Pharmacy | Ensure good hand hygiene |
| German Measles | Fever, tiredness. Raised, red, rash that starts on the face and spreads downwards | Red | GP | Back to school 6 days from onset of rash |
| Glandular Fever | High temperature, sore throat; usually more painful than any before, swollen glands | Green | GP | Child needs to be able to concentrate |
| Hand, Foot & Mouth Disease | Fever, sore throat, headache, small painful blisters inside the mouth on the tongue and gums (may appear on hands and feet) | Green | GP | Only need to stay off school if feeling too ill |
| Head Lice | Itchy scalp (may be worse at night) | Green | Pharmacy | No need to be off school, but please tell the school |
| Impetigo | Clusters of red bumps or blisters surrounded by area of redness. | Red | GP | Back to school when lesions crust or 48 hours after start of antibiotics |
| Measles | Fever, cough, runny nose and watery, inflamed eyes. Small red spots with white or bluish white centres in the mouth. Red, blotchy rash. | Red | GP | Back to school 4 days from onset of rash. |
| Ringworm | Red ring-shaped rash; may be itchy. May be dry and scaly or wet and crusty. | Green | GP | Back to school once treatment started |
| Scabies | Intense itching; pimple-like rash – all over body or, more commonly, between the fingers, wrists, elbows and arms. | Green | GP | Back to school after first treatment |
| Shingles | Pain, itching or tingling along the affected nerve pathway. Blister-type rash | Yellow | GP | Only stay off school if rash is weeping and cannot be covered |
| Sickness Bug/Diarrhoea | Stomach cramps, nausea, vomiting and diarrhoea. | Yellow | Pharmacy | See GP if symptoms persist after 48 hours. |
| Threadworms | Intense itchiness around anus. | Green | Pharmacy | Ensure good hand hygiene. |
| Tonsillitis | Intense sore throat | Green | Pharmacy | See GP if temperature lasts more than 48 hours or cannot swallow. |
| Whooping Cough | Violent cough, over and over, until child inhales with 'whooping' sound to get air into lungs. | Red | GP | Back to school after 5 days of antibiotics or 21 days from onset of illness. |

See www.patient.co.uk for further information on each of these conditions.



This information is a guide and has been checked by health professionals, however, if you are unsure about your child's wellbeing we recommend you contact your Pharmacy or GP.

Student illness and absence

The school is following government guidelines with regards to student illness and potential Covid-19 symptoms. If your child is unwell for any reason please do not send them in to school. Please contact the school via the school absence line, be specific about the nature of the illness, give the symptoms rather than just saying 'unwell', and state when the symptoms started if Covid related.

If your child has Covid-19 symptoms: high temperature; new continuous cough; loss of taste/smell or has a positive LFT result, please keep them at home to self-isolate and get a PCR test. If the PCR test result is positive the student must self-isolate from the date of positive test.

Other members of the household do not need to self-isolate if double vaccinated or aged under 18 years and 6 months, unless they have a positive PCR.

Please inform us if your child and other members of the family are self-isolating, and when from. Please keep in touch regarding testing and let us know the results even if they are negative.

Should any test be positive we will follow government and NHS Test and Trace, and only contact parents when advised to do so.

If we send your child home due to illness please keep them off for at least the following day if the reason is for other than coronavirus symptoms.

Link for further information and advice:

<https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stayat-home-guidance-for-households-with-possible-coronavirus-covid-19-infection>

Teachers are placing work for students who are self-isolating on Sharepoint, and where possible and practical are inviting students in examination classes to join them for the lesson via Microsoft Teams. Student should not be joining lessons if they are unwell and should catch up on work when they have recovered.

PRACTICAL STRESS BUSTERS FOR TEENAGERS

| | |
|------------------|--|
| DIET | <p>Eat healthily – make sure you have a balanced diet.</p> <p>Remember your 5 a day (full of antioxidants which can help reduce stress-driven unstable free radicals).</p> <p>Complex carbohydrates sustain long term energy levels and brain power.</p> <p>Eat breakfast.</p> <p>If you eat late, then eat light – no heavy meals before bed.</p> <p>You get out of your body what you put into it – junk in/junk out!</p> |
| WATER | <p>Keep hydrated; drinking plenty of fluid keeps your digestion healthy and moving.</p> <p>Carry a small bottle of water with you and refill when empty.</p> |
| SLEEP | <p>Your body needs rest.</p> <p>Have a good bedtime routine:</p> <ul style="list-style-type: none"> • Avoid TV, games, Facebook, Instagram, phones, tablets etc., half an hour before bed as they are too stimulating. • TURN OFF PHONES – don't get distracted just before trying to get to sleep. • Read a book for 10 minutes or listen to quiet music. • Keep bedroom dark and quiet • Don't go to bed too late; you won't sleep if you are overtired. |
| EXERCISE | <p>Do what you enjoy – running, cycling, aerobics, football, walking, swimming, yoga, pilates, playing drums(!) – use physical exercise to work off pent up feelings of irritation, annoyance, anger, frustration, aggression, etc.</p> |
| BAD HABITS/PROPS | <p>Recognise when you are tempted to use bad coping strategies, such as controlling your eating; they are not answers for dealing with stress – they just cause more anxiety:</p> <p>Your body is your best friend, treat it well – treat it with respect.</p> |
| SHARE | <p>Talk.</p> <p>Talk to someone about your problems - don't bottle up your feelings.</p> |
| PRACTICAL | <p>Use small exercises to ease physical tension – for instance stretch your shoulders front and back to loosen tense neck muscles.</p> <p>Take time for yourself – reading, seeing friends, hobbies, etc.</p> <p>Watch a funny show or crack a joke with a friend and notice how a little laughter can improve your entire mood.</p> <p>Sit or lie quietly with eyes closed:</p> <ul style="list-style-type: none"> • Concentrate on your breathing • Breathe deeply but without force • Visualise yourself somewhere peaceful/safe/happy • Allow positive feelings to fill you from within • Use positive affirmation: 'I can' 'I am' • Open your eyes slowly, listening to external sounds, and get up gently. • YOU CAN USE THIS ANYWHERE, ANYTIME. |

VALUE YOURSELF AND DON'T BE A VICTIM OF STRESS

Emotional wellbeing and Mental Health: Sources of Support

- EWMHS: <https://www.nelft.nhs.uk/services-ewmhs>
- Young Minds also have a parent helpline: <https://youngminds.org.uk/>
- Parent advice: <http://www.theministryofparenting.com/>
- Self- help CBT approaches www.getselfhelp.co.uk
- Websites for young people: Kooth: <https://kooth.com/>
Childline: www.childline.org.uk
Samaritans: www.samaritans.org

What to do?

- Talk to the young person and let them talk – they need you to listen and to understand
- Refer to your GP who may make a referral to EWMHS/CAMHS
- Let the school know – we can offer pastoral support when they are in school e.g. Designated Safeguarding Lead, Form tutor, Head of Year or Pastoral Assistant.
- Young people can also self-refer to EWMHS or Y.E.S. if 14 or over

