

Colchester County High School for Girls

Year 8 Essential Information

2023-2024



Year 8 Information Booklet 2023-24

Contacting us:

The Year 8 Tutor Team

8C – Ms Lawson	klawson@cchsg.com
8O – Mr Fogarty	pfogarty@cchsg.com
8L – Miss Eyles	ceyles@cchsg.com
8H – Miss Picciau	spicciau@cchsg.com
8E - Mr Neacsu	aneacsu@cchsg.com
8S - Miss Mather-Hutchinson	kmatherhutchinson@cchsg.com
Miss Wilson, Year 8 Leader:	vwilson@cchsg.com
Miss Patrick, Year 8 Pastoral Assistant:	patrick@cchsg.com
Mr Kidby, Pastoral Lead Year 7,8 and 9	kkidby@cchsg.com
Mrs Frost, Associate Principal	dfrost@cchsg.com
Mrs Daniels, Designated Safeguarding Lead	kdaniels@cchsg.com

Dates for your diary:

17 October	Y8 Biology trip to Colchester Zoo
20 November	Y8 CCT Matrix Day
27 December	Progress Check 1 issued
11 January	Y8 CCT Matrix Day
16 January	Y8 MADE Training
16 January	MADE Parents Workshop (18:00-20:00)
30 January	Y8 Graphics Matrix Day COL
31 January	Y8 Graphics Matrix Day HES
4 March	Progress Check 2 issued
14 March	Y8 KS4 Information Evening (in person event)
18 - 22 March	Y8 Examination Week
18 April	Y8 Parent Consultation Evening (COL) (online)
24 April	Y8 Parent Consultation Evening (HES) (online)
24 April	Y8 Junior Maths Challenge
1 May	Y8 Exam results issued
4 June	Y8 Reports issued
11 June	Y8 Junior Kangaroo/ Junior Olympiad Maths Challenge
14 July	Y8 Electronics Matrix Day
10 July	Sports Day
17 July	Activities Day

Term Dates for Students 2023/2024

Autumn Term

Monday 4 September 2023
Wednesday 20 December 2023

Half Term

Monday 23 October 2023
Friday 27 October 2023

Spring Term

Thursday 4 January 2024
Thursday 28 March 2024

Half Term

Monday 19 February 2024
Friday 23 February 2024

Summer Term

Monday 15 April 2024
Tuesday 23 July 2024

Half Term

Monday 27 May 2024
Friday 31 May 2024

Bank Holidays

Monday 6 May 2024

Non-Pupil Days

Monday 4 September 2023
Monday 25 September 2023
Tuesday 3 October 2023
Friday 20 October 2023
Wednesday 20 December 2023
Thursday 4 January 2024
Friday 5 January 2024
Monday 22 July 2024
Tuesday 23 July 2024

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 child's online activity to ensure they are safe. These websites are useful for more information or to report any negative experiences online. We intend to run parent e-Safety sessions in the spring term.

CEOP – <https://www.ceop.police.uk>

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

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

NSPCC - <https://www.nspcc.org.uk/keeping-children-safe/online-safety/>

E-safety advice is also given each week in the Parent Weekly Bulletin

Safeguarding at CCHSG

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 influence 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 to enable students to report more freely; this can be accessed through the "Never Acceptable" link on the school website.

The Safeguarding Team

Designated Safeguarding Lead (DSL): Mrs K Daniels kdaniels@cchsg.com

Deputy DSLs:

Mrs D Frost dfrost@cchsg.com

Dr S Parrott sparrott@cchsg.com

Mrs S Hughes shughes@cchsg.com

Mr K Kidby kkidby@cchsg.com

Mrs K Sharp ksharp@cchsg.com

Miss S Torr storr@cchsg.com

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

Students are on three-week block of activities. Their curriculum outline can be found next to the PE office, near the PE noticeboard. This will show what sports the groups are on throughout the academic year.

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). Clubs are run on a "turn up and play" basis. There is no need to sign up for clubs.

Religion and World News

Students in Year 8 focus their studies on 'monotheistic worldviews'. Starting with Judaism, then the Persian traditions of Zoroastrianism and Bahaim, 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 was on the three core strands of Computer Science, Information Communications Technology and Digital Literacy & Creative Media.

Students will study courses in:

- Modelling data using spreadsheets
- Mobile App development
- Computational Logic
- Python Programming
- The Impact of ICT: Past, Present, Future and Beyond
- Robotics
- Animation

These courses are designed to create a strong skill set, alongside a love for learning about technology. Each course combined provides the ideal stepping-stone for those wishing to take their computing education further and choose GCSE Computer Science.

Almost all lessons will be delivered from a computing suite and will involve the use of the school platforms such as Microsoft Teams and Office 365. Any additional software required will be available across all computer suites in the school or instructions will be provided about how these can be accessed using a school BYOD laptop or personally owned device.

Latin

In Year 8 students will study Latin for one hour a week. During this time they will study the basics of Latin grammar and become proficient at translating short passages at this level from Latin into English. Focus will also be given to Roman mythology and religion, the use of Latin in English and the derivation from Latin of many English words, thus increasing their English language skills. For further information please contact Miss Hodgkinson via bhodgkinson@cchsg.com

Year 8 Drama

Year 8 students are encouraged to attend drama club and get involved with school productions. This year we are delighted to be producing "Les Misérables". 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 2023-24

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.

The Attitude to Learning descriptors are as follows:

<p>Outstanding</p> <p>1</p>	<p>The student shows very high levels of engagement, especially in focused verbal articulation during lessons, is courteous, collaborates and cooperates in all lessons. An excellent, enthusiastic attitude to learning is shown through an exemplary behaviour for learning; all classwork and homework are completed to the highest standard, often going above and beyond expectations. They meet all deadlines and always have the correct equipment, including books/folders and art/science overalls.</p>
<p>Good</p> <p>2</p>	<p>The student is engaged in lessons, considerate, respectful and courteous to staff and other students. A good and positive attitude to learning is shown through good behaviour for learning; classwork and homework are completed to a good standard, most deadlines are met and the correct equipment, including books/folders and art/science overalls are regularly brought to lessons.</p>
<p>Requires improvement</p> <p>3</p>	<p>The student can respond promptly to teachers' direction and work co-operatively with others. Any issues with behaviour for learning are low level; classwork and/or homework may not always be completed to the students' level of ability, deadlines may be missed and the correct equipment and books/folders and art/science overalls are sometimes not brought to lessons.</p>
<p>Poor</p> <p>4</p>	<p>The student can lack engagement and their lack of self-discipline can, more than occasionally, reduce learning. Any issues with behaviour for learning are more noticeable; classwork and/or homework is often incomplete, deadlines are frequently missed and the correct equipment and books/folders and art/science overalls are not brought to lessons.</p>

Year 8 Curriculum Outline 2023/24

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, (Henry Moore, Paul Nash, Christopher Nevison) • 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 	<p>TOPIC: FASHION ILLUSTRATION EXPLORED THROUGH DADA & SURREALISM</p> <p>Key Skills: working from imagination/design/illustration/marketing and branding</p> <ul style="list-style-type: none"> • Social, political & economic demographics • fashion drawing • creating new relationships by unexpected juxtapositions • design development and branding • opportunities for making, using traditional & or found materials • Presenting and marketing <p>(Challenge task - Exhibition leaflet, Poster Design/Graphic's marketing advertisement challenge task)</p>

		<ul style="list-style-type: none"> • fashion drawing/design • V&A Fashion Design • (Design and Making challenge task) 	
Biology	<ul style="list-style-type: none"> • Genetics • Natural and artificial selection • Microorganisms 	<ul style="list-style-type: none"> • Microorganisms (cont'd) • Enzymes and nutrition 	<ul style="list-style-type: none"> • Enzymes and nutrition (continued) • The digestive system
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 • exam revision 	<ul style="list-style-type: none"> • rates of reaction • rates of reaction
Computing	<ul style="list-style-type: none"> • Spreadsheets (NCCE) • Mobile App Development (NCCE) • Computational Logic 	<ul style="list-style-type: none"> • The Impact of ICT • Year 8 Examination • Python Programming Refresher • 	<ul style="list-style-type: none"> • Vex Robotics • Animation – <p>One day visit to Bletchley Park Museum*</p>
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 	<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

		effect of the writers' methods	
French (Allez 1) New Course	<p>Revision, consolidation and extension of grammar from Year 7</p> <p>Baseline Assessment</p> <p>Unit 4 – L'école pour tous!</p> <p>Vocabulary tests, Phonics Practice, Dictation, End of Topic Assessment</p> <p>Cultural Capital:</p> <ul style="list-style-type: none"> • Videos on Stream • La musique Francophone • Tv5.org, Netflix and YouTube <p>Language, Culture and Diversity Week</p>	<p>Unit 5 – Moi et mon avenir</p> <p>Consolidation of Year 8 Course for End of Year Exam</p> <p>Vocabulary tests, Phonics Practice, Dictation, End of Topic Assessment</p> <p>Cultural Capital:</p> <ul style="list-style-type: none"> • Videos on Stream • La littérature Francophone • Tv5.org, Netflix and YouTube <p>Language, Culture and Diversity Week</p>	<p>Unit 6- Le monde francophone</p> <p>Vocabulary tests, Phonics Practice, Dictation, End of Topic Assessment</p> <p>Cultural Capital:</p> <ul style="list-style-type: none"> • Videos on Stream • Le Cinéma Francophone • Tv5.org, Netflix and YouTube <p>Language, Culture and Diversity Week</p>

<p>Geography</p>	<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 <ul style="list-style-type: none"> Coastal management Flood risk and management 	<p>Africa Misconceptions (Madagascar)</p> <ul style="list-style-type: none"> Landscape and Climate Ecosystems and Biomes (Tropical Rainforests) Sustainability Issues (Deforestation) Resource Exploitation <p>School Based Fieldwork</p>
<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	Healthy Living will be delivered through breakout sessions which will take		
History	How has the twentieth century shaped the lives of the people?		
	<ul style="list-style-type: none"> • The fight for rights: • Extension of the Franchise • The fight for rights: Slavery 	<ul style="list-style-type: none"> • The fight for rights: Civil Rights Movement • Britain in 1900. Causes of World War One 	<ul style="list-style-type: none"> • Trench warfare and the Battle of the Somme • Persecution of the Jews: The Holocaust
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 • the apprentice challenge

<p>Mathematics</p> <p>KS3</p>	<ul style="list-style-type: none"> • Real-life graphs (Delta 2 Unit 4) • 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) • Probability (Delta 2 Unit 8) 	<ul style="list-style-type: none"> • Scale drawings and measures (Delta 2 Unit 9) • Graphs (Delta 2 Unit 10) <p>DELTA 3 topics</p> <p style="text-align: center;">Unit Powers and Roots</p> <ul style="list-style-type: none"> - Reciprocal - Indices - Standard form - Calculating with standard form - Fractional Indices - Surds <p style="text-align: center;">Unit 2 Quadratics</p> <ul style="list-style-type: none"> - Sequences - Expanding - Factorising - Solving quadratic equations 	<p>Finishing unit 2</p> <p>Unit 3 Inequalities, equations and formulae</p> <ul style="list-style-type: none"> - Inequalities - Using index laws - Solving equations - Changing the subject - Algebraic fractions <p>Unit 4 Collecting and Analysing Data</p> <ul style="list-style-type: none"> - Data Collection - Presenting and comparing data - Estimating Statistics - Box Plots - Cumulative frequency graphs - Histograms <p>Unit 5 Multiplicative reasoning</p> <ul style="list-style-type: none"> - Direct proportion - Solving problems using direct proportion - Non-linear proportion <p>Arcs and sectors of circles</p>
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<p>Music</p>	<p>Pop Through the Ages</p> <ul style="list-style-type: none"> - Listening, analysing, performing and composing popular music from the 1950s to present day - Developing knowledge of chord sequences, drumming patterns, bass lines, and vocal technique - Sequencing an authentic EDM piece using a DAW 	<p>Film and Television</p> <ul style="list-style-type: none"> - Listening and analysing film and television scores and their composers - Exploring and performing leitmotifs - Understanding the importance of music in films to heighten the drama and convey emotion - Composing to a moving picture whilst exploring 20th century minimalist techniques in film music 	<p>Rhythms of the World</p> <ul style="list-style-type: none"> - Exploring and respecting different musical cultures, traditions, conventions, and history - Class Djembe drumming and singing and musical fusions such as Bhangra - Understanding rhythmic features, improvisation, and notation <p>Choral Competition</p>
<p>Physics</p>	<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
<p>PSHCE</p>	<ul style="list-style-type: none"> • What does success mean to you? • Friendship/understanding others • WARMS – introduction to team and confidence and self-esteem • Self-awareness – Emotional Literacy 	<ul style="list-style-type: none"> • Risks – E-safety 1 • Risks – E-safety 2 • Personal Safety and First Aid • GCSEs - Choices, Choices 	<ul style="list-style-type: none"> • Stereotypes Religious prejudice • Talk from JUST LIKE US LGBTQ+ • Careers library treasure hunt 2 • Drugs 1 • Drugs 2 • Smoking and Alcohol 1 • Smoking and Alcohol 2 • British Values 1 • British Values 2 • Activities and competencies bingo

	<ul style="list-style-type: none"> • Talk from BROOK Introduction to RSE-Hall • SRE 1 Communication, Relationships and Sex – discussing the issues • SRE 2 Consent • SRE 3 A question of new relationships and diversity in sexual orientation • Contraception Check • Sexting and the Law • Forced Marriage • Body Image 1 • Body Image 2 <p>Mindfulness</p>	<ul style="list-style-type: none"> • The Real Game in ICT rooms • Careers Talk from Julie Kee and Career terminology • Curriculum Talk with SPA (options) • WARMS presentation on Exam Stress and anxiety • Organisation and Revision • Exam Week • Mindfulness 	<ul style="list-style-type: none"> • Year 9 Tutor groups • End of Year activities
Religion & Worldviews	<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><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 	<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

	<p>Middle-Eastern Religion</p> <ul style="list-style-type: none"> • Zoroastrianism • Bahaim <p>Inquiry:</p> <p>Importance of Prophets</p>	<ul style="list-style-type: none"> • Eschatological Beliefs & Teachings • Life After Death 	
Spanish (Claro 1)	<p>Unit 1- Me presento</p> <p>Vocabulary tests, Phonics Practice, Dictation, End of Topic Assessment</p> <p>Unit 2- Mi burbuja</p> <p>Vocabulary tests, Phonics Practice, Dictation, End of Topic Assessment</p>	<p>Unit 3 – Mis pasatiempos</p> <p>Vocabulary tests, Phonics Practice, Dictation, End of Topic Assessment</p> <p>Unit 4 – Mi casa</p> <p>Vocabulary tests, Phonics Practice, Dictation, End of Topic Assessment</p>	<p>Unit 5 – En mi ciudad</p> <p>Vocabulary tests, Phonics Practice, Dictation, End of Topic Assessment</p> <p>Unit 6 – Mi insti</p> <p>Vocabulary tests, Phonics Practice, Dictation, End of Topic Assessment</p>

Subject	Autumn Term	Spring Term	Summer Term
Physical Education (Core)	<ul style="list-style-type: none"> • Netball • Personal Survival (Swimming) • Gym/ Dance • Basketball • Football/ Rugby • Table Tennis <p>Theory focus:</p> <ul style="list-style-type: none"> • Recapping basic muscles and bones • Recapping Importance of the warm up • Axis of rotation (gymnastics) 	<ul style="list-style-type: none"> • Cross Country • Personal Survival (Swimming) • Gym/ Dance • Basketball • Fitness • Football/ Rugby • OAA (Set 3) <p>Theory focus:</p> <ul style="list-style-type: none"> • Applying components of fitness to sports (fitness testing) • Revisit GOAL Setting • Revisit Motivation • Revisit Heart Rate and Training Zones 	<ul style="list-style-type: none"> • Athletics • Cricket • Rounders <p>Theory focus:</p> <ul style="list-style-type: none"> • Revisit basic muscles and bones and importance of the warm up and cool down

8C Homework Timetable 2023

Week A			
Monday	English (writing)	Physics	
Tuesday	Mathematics	Languages	English (reading)
Wednesday	Chemistry	Languages	Chinese
Thursday	Music	Art	Latin
Friday	RE	Mathematics	

Week B			
Monday	Biology		
Tuesday	English (writing)	Mathematics	
Wednesday	Languages	Geography	Mathematics
Thursday	Computing	Languages	Mathematics
Friday	English (reading)	History	

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

Mathematics – 2 x 25 mins homework per week

French, German, Spanish (Languages) – 1 homework per week; 25 mins written one week and 15 mins vocab the other

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

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

80 Homework Timetable 2023

Week A			
Monday	English (writing)	Chemistry	
Tuesday	Languages	Mathematics	
Wednesday	Computing	RE	
Thursday	Latin	Mathematics	Physics
Friday	English (reading)	Geography	Languages

Week B			
Monday	Mathematics	Biology	
Tuesday	English (writing)	Mathematics	Music
Wednesday	Languages		
Thursday	History	Art	
Friday	English (reading)	Chinese	Languages

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

Mathematics – 2 x 25 mins homework per week

French, German, Spanish (Languages) – 1 homework per week; 25 mins written one week and 15 mins vocab the other

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

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

8L Homework Timetable 2023

Week A			
Monday	English (writing)	Latin	
Tuesday	Mathematics	Languages	
Wednesday	Art	RE	Physics
Thursday	Mathematics	Chinese	Music
Friday	English (reading)	Languages	

Week B			
Monday	Mathematics	Geography	
Tuesday	Mathematics	English (writing)	
Wednesday	Languages	Computing	
Thursday	Chemistry	English (reading)	
Friday	Languages	History	

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

Mathematics – 2 x 25 mins homework per week

French, German, Spanish (Languages) – 1 homework per week; 25 mins written one week and 15 mins vocab the other

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

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

8H Homework Timetable 2023

Week A			
Monday	Computing	Biology	
Tuesday	English (writing)	Languages	Latin
Wednesday	Mathematics	English (reading)	
Thursday	Mathematics	Physics	Music
Friday	Languages	Geography	Mathematics

Week B			
Monday	English (writing)	Mathematics	RE
Tuesday	Mathematics	Chinese	
Wednesday	Languages	Art	
Thursday	English (reading)	Languages	
Friday	Chemistry	History	

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

Mathematics – 2 x 25 mins homework per week

French, German, Spanish (Languages) – 1 homework per week; 25 mins written one week and 15 mins vocab the other

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

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

8E Homework Timetable 2023

Week A			
Monday	Art	Physics	
Tuesday	English (writing)	Languages	
Wednesday	Mathematics	Languages	
Thursday	Mathematics	Geography	Chinese
Friday	English (reading)	Computing	Mathematics

Week B			
Monday	English (writing)	Mathematics	
Tuesday	Latin	Biology	
Wednesday	RE	History	Languages
Thursday	Languages	Mathematics	Chemistry
Friday	English (reading)	Music	

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

Mathematics – 2 x 25 mins homework per week

French, German, Spanish (Languages) – 1 homework per week; 25 mins written one week and 15 mins vocab the other

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

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

8S Homework Timetable 2023

Week A			
Monday	Chemistry	RE	
Tuesday	English (writing)	Languages	Biology
Wednesday	Mathematics	Languages	
Thursday	Mathematics	Geography	Art
Friday	English (reading)	History	Mathematics

Week B			
Monday	English (writing)	Mathematics	
Tuesday	Mathematics	Languages	
Wednesday	Physics	Computing	
Thursday	English (reading)	Languages	
Friday	Latin	Chinese	

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

Mathematics – 2 x 25 mins homework per week

French, German, Spanish (Languages) – 1 homework per week; 25 mins written one week and 15 mins vocab the other

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

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

Please contact the Head of Department for subject specific queries

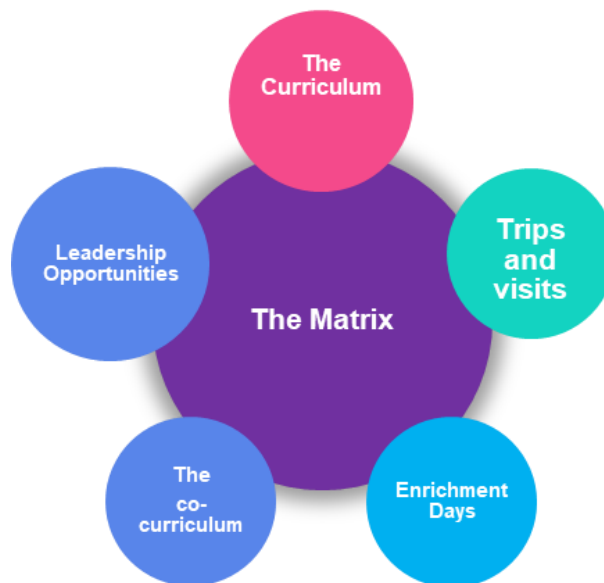
Department	Head of Department	Email address
Art	Mrs Saunders	msaunders@cchsg.com
Biology	Mrs Ukwatte	mukwatte@cchsg.com
Chemistry	Mrs Batcher-Clark	aBatcherClark@cchsg@cchsg.com
Computer Science	Mr Nachman	cnachman@cchsg.com
Drama	Mrs Cudmore-Rice	mcudmore@cchsg.com
English	Mrs Laughlin	blaughlin@cchsg.com
French	Mme Ollite	kollite@cchsg.com
Geography	Mr King	jking@cchsg.com
German	Mr Page	spage@cchsg.com
History	Mrs Sanderson	ssanderson@cchsg.com
Latin	Miss Hodgkinson	bhodgkinson@cchsg.com
Mathematics	Mrs Roshen	broshen@cchsg.com
Music	Mrs Jefferies	fjefferies@cchsg.com
Physical Education	Miss Mather-Huchinson and Mrs Styan (Acting)	kmatherhutchinson@cchsg.com pstyan@cchsg.com
Physics	Mrs Swannell	aswannell@cchsg.com
Religious Studies	Mr Summers	msummers@cchsg.com
Head of Science	Mrs Clayton	aclayton@cchsg.com

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 and Punctuality

Expectations

- ▶ It is the responsibility of everyone to ensure good attendance. The school target for attendance is 97%.
- ▶ We expect students to attend every day that 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 child 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 poor attendance is important.
- ▶ If your child is ill, work will not be set by the school. Your child needs to recover from their illness. Help your child 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 timetabled activities. In addition, students might also miss any announcements of importance to them.

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.

Practical Stress Busters for Teenagers

DIET	<p>Eat healthily – make sure you have a balanced diet. Remember your 5 a day (full of antioxidants which can help reduce stress-driven unstable free radicals). Complex carbohydrates sustain long term energy levels and brain power. Eat breakfast. If you eat late, then eat light – no heavy meals before bed. 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. Carry a small bottle of water with you and refill when empty.</p>
SLEEP	<p>Your body needs rest. 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: Your body is your best friend, treat it well – treat it with respect.</p>
SHARE	<p>Talk. 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. Take time for yourself – reading, seeing friends, hobbies, etc. Watch a funny show or crack a joke with a friend and notice how a little laughter can improve your entire mood. 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:
 - o Kooth: <https://kooth.com/>
 - o Childline: www.childline.org.uk
 - o 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, Year Leader or Pastoral Assistant.
- Young people can also self-refer to EWMHS or Y.E.S. if 14 or over

CCHSG AWARDS merit system

As a school we recognise that a key part of developing the potential of our young people is giving encouragement and praise. Praise is a key component of good teaching and good staff/student relationships. Staff at Colchester County High School for Girls are encouraged to actively look for opportunities to praise students both within and beyond lessons. Our system of rewards allows us to celebrate achievement, excellence, and student contribution in all aspects of school life.

Aim –To consistently acknowledge students’ effort and achievements in the classroom and whole school environment. To be quick and easy for staff to award merits and ensures that everything is logged and recorded. To promote our school values beyond the classroom, which also allows all members of school staff to acknowledge our students’ achievements. Students are to be rewarded with merits through the AWARDS system. This consists of the following:

<u>C</u>ategories
<u>A</u>cademic.
<u>W</u>ider school and extra-curricular activities.
<u>A</u>ttendance of school clubs.
<u>R</u>ole model – Doing the right thing.
<u>D</u>etermination - Showing resilience and effort.
<u>S</u>ocial – Helping others in the community.

All merits are to be awarded on SIMs. Students will receive these awards through their whole school journey **Y7-Y13** to ensure continuity and clear expectations. Teachers to aim to award 2-3 merits a lesson.

Students will be acknowledged for their merits in each term and the end of year assembly. Merit totals to be reset each academic year. Total of AWARDS merits achieved also to be included in progress checks and signposted in end of year tutor reports. If students achieve Gold or Platinum Awards in the academic year, they will be entered in a draw for a ‘special prize’.

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AWARDS total	To be awarded:
50	Bronze award
100	Silver award
150	Gold award
200	Platinum award

