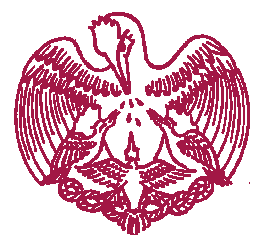




**Sawston Village College**  
**P**arent **H**andbook  
**Year 8 2009**



# 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

It seems like only yesterday since we were welcoming your child into Sawston Village College, however, as a new school year begins we reflect on the year gone by and realise just how much they have achieved in such a short time.

During the course of Year 7, I have seen the pupils mature into a conscientious, considerate and caring year group. The fears they felt on the first day seem like a memory of a distant past as they have formed many new positive relationships with staff and pupils alike. The pupils have been a credit to the school, consistently demonstrating their enthusiasm and excellent work ethic to both their academic studies as well as the wider school community. It has given me great pleasure to present over 435 certificates in recognition of this.

It has also been particularly pleasing to see how much the pupils have embraced life at Sawston Village College throwing themselves into the extra-curricular activities on offer, as well as significantly contributing to the ethos of the school through the numerous funds raised by those who took part in the annual Sawston Fun Run and Comic Relief Day.

As we move into Year 8 I am confident that the year group will continue to flourish as they gain further knowledge and experience many new opportunities; I am convinced we will have much more to celebrate over the next academic year.

Thank you for your continued support.

Miss Joanna Levison  
Year 8 Manager

## Introducing the Year 8 team:

Year Manager: Miss J Levison

Assistant Headteacher: Mrs F Street

### North Band

8JS tutor	Mr J Stavrou
8LG tutor	Miss L Gibbs
8SP tutor	Miss S Perkins
8BT	Mr B Tanner

### South Band

8KB tutor	Miss K Bell
8CB tutor	Mrs C Banu
8DO tutor	Mr D Osborne
8JE tutor	Miss J Edwards

## How to contact school:

Email contact for school office: [office@sawstonvc.org](mailto:office@sawstonvc.org)  
Email contact for Miss Levison: [jlevison@sawstonvc.org](mailto:jlevison@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 8:

4 September 2009	Year 8 start of term
1 October 2009	Open Evening
13 November 2009	Year 8 Reports issued
20 November 2009	Annual Review Day
18 December 2009	Great St Mary's Carol Concert
1 – 5 March 2010	Year 8 exams
19 March 2010	Year 8 Reports issued
25 March 2010	Parents' Evening
29 April 2010	Junior Maths Challenge
24 – 29 May 2010	SCAW; residential visits
12 July 2010	North v South Athletics competition
13 July 2010	Year 8 Reports issued

### Year 8 residential opportunities:

During SCAW week pupils will have opportunity to participate in residential visits to the Rhineland or to Barcelona.

The estimated costs of these trips are:

Rhineland	£324
Barcelona	£480

### 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 8 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 8 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 8 (North) Homework Timetable

## North (8N)

	<b>Mon</b>	<b>Tue</b>	<b>Wed</b>	<b>Thu</b>	<b>Fri</b>
<b>Week A</b>	<b>English Geography 4</b>  IT 1 (d) History 3 (d)	<b>Maths Geography 2 RE 4</b>  Science (d) History 1 (d)	<b>French Geography 1</b>  RE 1 (d) History 2 (d) IT 2 (d) IT 3 (d) L2L 3 (d) Citizenship 4 (d)	<b>DT RE 2 RE 3</b>  Maths (d) L2L 1 (d) Citizenship 2 (d) History 4 (d)	<b>Science German/Sp. Geography 3</b>  IT 4 (d)
<b>Week B</b>	<b>DT English</b>  Art 2 (d) RE 3 (d)	<b>French RE 1</b>  Citizenship 1 (d) Geography 2 (d) Art 3 (d) L2L 4 (d) RE 4 (d)	<b>Maths History 1 History 4</b>  Geography 1 (d) Geography 3 (d) Geography 4 (d)	<b>German/Sp. History 3</b>  Art 1 (d) L2L 2 (d) RE 2 (d) Art 4 (d)	<b>Science History 2</b>  English (d) Citizenship 3 (d)

## South (8S)

	<b>Mon</b>	<b>Tue</b>	<b>Wed</b>	<b>Thu</b>	<b>Fri</b>
<b>Week A</b>	<b>Science RE 4</b>  Geography 1 (d) L2L 1 (d) L2L 2 (d) Art 2 (d)	<b>French History 1 RE 3</b>  Geography 2 (d) Art 4 (d)	<b>English RE 2</b>  Science (d) Geography 4 (d) Geography 3 (d)	<b>German/Sp. DT RE 1 History 3 History 4</b>  Maths (d) History 2 (d) RE 4 (d)	<b>Maths History 2</b>  English (d) L2L 3 (d) Citizenship 4 (d)
<b>Week B</b>	<b>Science Geography 1</b>  History 1 (d) IT 2 (d) RE 2 (d) Citizenship 3 (d)	<b>DT English</b>  IT 1 (d) History 4 (d) Art 3 (d)	<b>French Geography 2 Geography 3</b>  Art 1 (d) RE 1 (d) Citizenship 2 (d) History 3 (d) L2L 4 (d)	<b>German/Sp.</b>  Maths (d) History 2 (d) RE 4 (d)	<b>Maths Geography 4</b>  Citizenship 1 (d) RE 3 (d) IT 3 (d) IT 4 (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

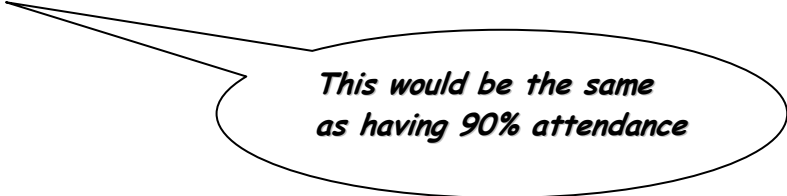
# What you need to know about attendance and punctuality

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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 8 pupils will be taught in a mixed ability group based on their form. During the course of the year 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 from Year 7. 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.

# 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	Central Government and Parliament, how is the UK governed? Who's who in the House of Commons and what does an MP do? How does Parliament make laws?
Spring Term	Local Government and Community, who is running the area you live in? Community projects and what makes a good citizen?
Summer Term	Pressure Groups – pupils will explore how to take action in a society that encourages participation in the democratic process.

## 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 8 pupils work within 3 different areas of Design and Technology:

Resistant Materials, Food and Textiles.

Project themes will include:

*Rose Vase, Automata, Mama Pasta, Licence to Cook (2), Decorative Cushion*

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

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 towards the cost of materials/ingredients provided.

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 8 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 for 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 8 curriculum is practical and aims to build on and extend the basic skills taught in Year Seven. There is now more of an emphasis on styles of Theatre and acting in order to place Drama in context as a performing art-form. We look at movie genres, Commedia dell'arte, Physical Theatre and Melodrama, as well as textual drama in the summer term.

## 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 Eight Drama Club which meets once a week. The Drama department aims to run at least one major trip for Key Stage Three pupils in an academic year. 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 8.

### Year 8 Schemes of Work

(Autumn)

- Appreciation of two poems by Walter de la Mare (Reading) (\*)
- Poems based around the theme of NIGHT
- Two Fables (for different audiences) (\*)

(Spring)

- Rose Cottage – Two letters (different purposes and audience) (\*)
- Persuasive speech – 'Growmore' Shopping Mall (\*)

(Summer)

- Tabloid article based on 'Taming of the Shrew'
- The 'Dragon Hunter's Handbook' (revision of text types).

(\*) Indicate 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:

- i) summative feedback is based on the pupil's achievement in relation to the key learning objectives for that scheme of work.
- ii) 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	Weather and climate Microclimate enquiry Our coastline
Term 2	Ecosystems People and energy The London 2012 Olympics
Term 3	Enquiry work on climate change The geography of crime

## ASSESSMENT

Assessment will be by means of classwork, coursework, tests and examination. The coursework will be based on a microclimate survey of the school site and an enquiry about climate change. We hope to run a trip to The London Olympic Site and coursework to follow.

## 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.2' and an exercise book.

## VISITS / EXTRA CURRICULAR OPPORTUNITIES

The internet is an extremely useful resource for information about the subject. We will do some work on microclimates around the school site that can be extended by work at home, similarly, work on climate change and the London Olympics

# 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 Making of the United Kingdom 1500-1700

- *Wars of the Roses*
- *Tudor Monarchy (Henry VII, Henry VIII, Edward VI, Mary, Elizabeth)*
- *Developments in Parliament, Monarchy, Religion*
- *Stuart Monarchy (James VI and I, Charles I, Charles II)*
- *English Civil War*
- *Cromwell's Protectorate*

Britain 1750-1900

- *Agricultural Revolution*
- *Industrial Revolution*
- *King Cholera*

## 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 (*Working Conditions in the Factories and Mills*)
2. reaching a substantiated conclusion (*How Protestant was Henry VIII?*)
3. constructing an argument (*Does Bloody Mary deserve her reputation?*)
4. interpretations of history (*Why did the Victorians build a statue of Cromwell outside Parliament?*).

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 9 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 8 pupils are taught in mixed ability groups for ICT.

## **CONTENT**

The full calendar for the Year 8 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 5 Units of work which offer a balanced coverage of the National Curriculum at Key Stage 3. The Units cover skills in the following area: Web Design, Information Reliability and Bias, Modelling (spreadsheets), Data Use and Misuse and Musicfare – this unit covers all the skills that the pupils have gained since Year 7 and 8.

## **ASSESSMENT**

After each unit of work has been completed then 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 8 there is Gamemaker club every Friday lunchtime.

# MATHEMATICS

## SETTING

Year 8 pupils are taught in 4 ability bands within each half year group. The ability groups are as follows: Set 1 (for pupils who are secure at Level 6), Sets 2 and 3 (for pupils who are secure at Level 5 or just reaching Level 6) and Set 4 (for pupils who are just reaching Level 5 or below).

## CONTENT

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 21 Units of work which offer a balanced coverage of the National Curriculum at Key Stage 3. This programme is based on the MEP scheme from The Centre for Innovation in Mathematics Teaching. The accompanying 2 text books are used in class only. The Department also make use of a growing number of interactive software and web-based resources in lessons. The most widely used is [mymaths.co.uk](http://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 types of assessment opportunities: Formal written assessments (including the Year 8 exam) and rich tasks. There are three tests in Year 8 which are spaced evenly across the calendar. Tests are 1 hour long and are sat in a Mathematics classroom. Each test covers topics covered in that term, these tests are marked by the teacher and pupils receive a sub-levelled National Curriculum Level (e.g. Level 5a) as well as a breakdown of which of the key objectives are secure or still need to be worked on.

The Programme of Study also includes three rich task weeks. This will involve pupils working on investigative tasks 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 pupils' books/folders, 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

#### First Language

Pupils continue to study French as their Foundation Language and will follow Expo 2. Broadly, topics covered include directions about town, tourist language, discussing past events, medical problems, parts of the body, ordering snacks and drinks, arrangements to meet friends, travel, present buying and money changing. The main language of instruction is the "target" language. Pupils will increasingly be encouraged to use it throughout lessons.

#### Second language

Pupils starting Spanish will use the textbook Mira 1 and pupils starting German as their second language will follow a course using Logo 1. Topics in both languages include personal information, home life, directions, numbers, school and sport.

### ASSESSMENT

Work is assessed formally via the Year 8 examination. Progress through the National Curriculum will, in addition, be monitored by the completion of 'milestone' pieces 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 bilingual pocket dictionary is useful.

### VISITS AND EXTRA CURRICULAR OPPORTUNITIES

During the college's Activities week pupils have the opportunity to visit Germany or Spain for 5/6 days. These visits are always very popular and pupils are able to practice the language they have learnt and experience aspects of the culture of these countries.

There is also a weekly Foreign Film Club showing a wide range of international films for pupils of all ages.

Italian: year 8 pupils also have the opportunity to study this language in weekly twilight classes.

We also arrange visits by theatre groups offering workshops as well as productions.

# MUSIC

## SETTING

In Year 8, pupils continue to be taught in mixed ability groups.

## CONTENT

The Year 8 curriculum is essentially practical and aims, through a series of integrated projects, to extend pupils' experience in the central activities outlined in the National Curriculum, namely performing, composing, listening and appraising. Projects, typically lasting for half a term, may involve small group composition, improvisation, whole class performances, including singing, related listening and the study of some major figures in 20<sup>th</sup> century music.

Areas covered in Year 8 include *Scales, Triads and Progressions, 12 Bar Blues, Experimental Music, Graphic Scores, Timbre, Steel Pans.*

## ASSESSMENT

During Year 8 pupils are informally 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.

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

# Personal, Social, Health and Economic Education

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 the 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 PSHE 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 8, RE is taught in mixed ability groups.

## CONTENT

The first term concentrates on different creation stories. The next term focuses on studying belief and worship in Islam. The syllabus then moves to belief and worship in Christianity, followed by a project which consolidates and draws on the learning from both religions studied.

## 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.

RE is taught twice every 2 week cycle. There is constant assessment of written work, team work, contributions etc. The focus of assessment is AT1 (learning about religion) and AT2 (learning from religion). Assessments give knowledge, understanding and the ability to apply these to different contexts – for example, the Creation assessment takes the form of a written structured evaluation, and the Christianity assessment is a project studied over a number of lessons and homeworks enabling pupils to choose the way they conduct and present their work.

### 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

Year 8 pupils are taught in two mixed ability bands within each half of the year group. There are four groups in North band and 4 in South Band.

## 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:

- life support;
- keeping healthy;
- people and the environment;
- shaping life;
- the periodic table;
- inside materials;
- metal reactions;
- heating and cooling;
- light;
- sound;
- moving around.

## ASSESSMENT

**Milestones** – At points in the year pupils will complete several milestones. These pieces of work will include assessment of science content and skills. 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 examination in Term 2. This will also be graded according to the National Curriculum Level.

## 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. It is recommended that pupils purchase a Key Stage 3 revision guide. These can be purchased from the department for £4.50 (inclusive for Years 7 – 9).

## **LEARNING SUPPORT AT SAWSTON VILLAGE COLLEGE**

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

In Year 8 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.