



Sawston Village College

Parent Handbook

Year 7 2021



Sawston
Village College

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Safeguarding statement for parents



Sawston
Village College

Safeguarding children

The College is committed to safeguarding all young people. It achieves this through high quality pastoral care; a PSHE programme that provides appropriate guidance to being safe as a young adult; signposting to agencies and adults who can provide appropriate support; being vigilant for signs that a young person may be experiencing difficulties that may require further help and support.

There are occasions when members of the Designated Safeguarding team may be required to discuss concerns with parents that may be related to safeguarding and child protection. The College has a legal requirement to ensure the safety of all its pupils and communication between the College and parents is a key part of this process.

If you have any concerns about any young person then please do contact a member of the Designated Safeguarding team, however, if you feel a young person is at immediate risk of harm then please do contact the Multi-Agency Safeguarding Hub (MASH) on **0345 045 5203**

One area of focus for the College under the safeguarding remit is to promote positive mental health in all our young people. We have a team consisting of both trained staff and outside agencies that help support the day to day issues around young people's mental health. We also work very closely with the Child and Adolescent Mental Health service (CAMH) in supporting those young people who present with more long term mental health concerns that require specialist intervention. Please see below for some useful sites and potential support if you have any concerns regarding your child's mental health.

keep-your-head.com

Kooth

mind.org.uk

centre33.org.uk

[Emotional Wellbeing Services](#)

[Chums](#)

Parent Information Booklet

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.

Message from Mr Sutton

Dear Parent/Guardian

I am delighted to welcome your child to Year 7. A new school and a new year make for exciting times and exciting opportunities. We are very much looking to working with you, in partnership, to ensure your child benefits from everything that college life has to offer.

As an important first step, every pupil has been assigned to a House and a mentor group. Their two mentors will remain your child's first port of call for both academic and any other support they may require in and out of the classroom. This partnership work also extends, of course, to parents at home, and I would encourage you to get in touch with your child's mentor should you have a query or comment. We all share a common commitment to seeing each individual pupil reach their potential and to be happy in their learning and personal development.

There will still be an opportunity for pupils to meet with staff and their peers each morning to review progress, get set up for the day and to discuss current affairs, issues and events. Similarly, it is hoped that in time, pupils will be offered opportunities to get involved in events and activities outside of the classroom. It is our intention to provide as rich and as varied an educational experience as possible and we encourage all pupils to make the most of the opportunities on offer.

Yours sincerely

Mr Sutton
Assistant Principal / Year 7 Lead

How to contact school:

Email contact for school office: office@sawstonvc.org

Telephone contact via the school reception: 01223 712777

We endeavour to provide an initial response to emails within 24 working hours, with more detailed responses within 5 working days.

To report your child's absence from school, please contact Mrs Chapman on 01223 712623 or by email attendance@sawstonvc.org ; or school reception on 01223 712777

MENTOR GROUPS 2021 – 22

DA VINCI

HEAD OF HOUSE: Miss L Hunt

Group	Base	Mentors	Group	Base	Mentors
DH01	T1	Mr N Dawson	DH07	HSC	Mrs S Shaw
DH02	S6	Mrs E Philpott	DH08	A2	Mrs S Faux
DH03	S4	Miss M Rhodes	DH09	L6	Mrs N Andersen
DH04	M5	Mrs C Shearn	DH10	L5	Miss A Hobourn
DH05	D1	Ms J Russ	DH11	S8	Mrs J Friesner / Mr P Koria
DH06	E4	Miss L Berrisford	DH12	S9	Ms N Page / Mr P Koria

Email address format for mentors [initial][surname]@sawstonvc.org e.g. Mr A Brown = abrown@sawstonvc.org

EARHART

Head of House: Mr J Stuart

Group	Base	Mentors	Group	Base	Mentors
EH01	M6	Miss C Cook	EH07	E1	Mrs J Carman
EH02	L1	Mrs J Harvey	EH08	T3	Mr J Bannister
EH03	S7	Mr R Barnett	EH09	CS1	Mr A Phoenix Holland
EH04	S1	Miss J Grogan	EH10	H1	Miss J Phillips
EH05	M7	Mr C Mannall	EH11	CS2	Miss T Field
EH06	G1	Ms L Folan	EH12	E2	Miss C Harriss

Email address format for mentors [initial][surname]@sawstonvc.org e.g. Mr A Brown = abrown@sawstonvc.org

MANDELA

Head of HOUSE: Mrs C WOMBWELL

Group	Base	Mentors	Group	Base	Mentors
MH01	G4	Mr F Walsh	MH07	S2	Mrs C Lloyd
MH02	SC2	Mrs H Meikle	MH08	L3	Ms A McIntyre
MH03	E7	Mr M Gaw	MH09	E5	Mrs C Anderson
MH04	S3	Miss S Armsby	MH10	A1	Mrs H Day
MH05	S5	Mrs V Kerr	MH11	M3	Mr M Slade
MH06	M4	Dr L Tunna	MH12	E3	Miss M Tuckwood

Email address format for mentors [initial][surname]@sawstonvc.org e.g. Mr A Brown = abrown@sawstonvc.org

TURING

HEAD OF HOUSE: Mrs J FINK

Group	Base	Mentors	Group	Base	Mentors
TH01	H2	Miss S Jackson	TH07	AD1	Miss C Irwin
TH02	SC1	Mrs N Morris	TH08	M2	Mrs E Wagstaff
TH03	L4	Mr J Bailey	TH09	RS1	Miss A Harvey
TH04	G2	Mr M Cragg	TH10	E6	Ms L Farrow
TH05	G5	Miss N Evans	TH11	RS2	Mrs V Clover
TH06	L2	Mrs A Deleplanque	TH12	H3	Mr J Reed

Email address format for mentors [initial][surname]@sawstonvc.org e.g. Mr A Brown = abrown@sawstonvc.org

School Terms and Holiday Dates

2021

Voluntary Covid-19 testing for Year 7 pupils	Thursday 2 September
Autumn term begins for Year 7 and 11	Friday 3 September
Autumn term begins for Years 8, 9 and 10	Monday 6 September
Staff Training days (school closed to pupils)	Thursday 7 and Friday 8 October
Half Term	Monday 25 – Friday 29 October
Staff Training Day (school closed to pupils)	Friday 19 November
Autumn Term ends	Wednesday 17 December

2022

Staff Training day (school closed to pupils)	Tuesday 4 January
Spring Term begins	Wednesday 5 January
Half Term	Monday 14 – Friday 18 February
Spring Term ends	Friday 1 April
Summer Term begins	Tuesday 19 April
May Day Bank Holiday	Monday 2 May
Half Term	Monday 30 May – Friday 3 June
Summer Term ends	Thursday 21 July

Other Key Dates for Year 7 Parents

23 September 2021	Meet the Mentor Evening (by appointment: 3.20pm to 6pm)
16 November 2021	Assessment, Recording and Reporting information evening for new parents
18 November 2021	Year 7 Report 1 issued to parents
16 December 2021	Great St Mary's Carol Service (evening event)
11 March 2022	Year 7 Report 2 issued to parents
15 March 2022	West Road Music Concert (evening event)
24 March 2022	Year 7 Parent Consultation Evening (by appointment: 4pm to 7.30pm)
13 -17 June 2022	Activities Week (in-school event with residential visits tbc)
24 June 2022	Year 7 Report 3 issued to parents
28 June 2022	Key Stage 3 Music Concert (after-school event)
8 July 2022	'Outdoor Gig' (after-school music event)
12 & 14 July	House Prize Giving Evening (tbc)



Getting organised

Timetables, equipment and homework

Following the school timetable

Your child will receive their timetable on the first day of term. It will be written or stuck into their planner. Year 7 pupils are taken through the school day and the location of the rooms by their mentor and co-mentor.

Tips for parents:

- the school timetable runs on a fortnightly cycle (week A and week B); if in doubt, use the calendar on the school website to confirm which week it is;
- display a copy of your child's timetable at home so that you and your child can refer to it;
- encourage your child to check the timetable and Satchel:one (see section on homework below) 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;
- provide your child with a watch.

Bringing the right equipment

Your child is responsible for bringing the correct equipment each day. This will include their planner, relevant exercise books and textbooks, homework tasks that are due, appropriate PE kit on days when they have PE and a well stocked pencil case*.

**As a bare minimum, your child must have a working blue or black pen with them each day. Beyond this, other useful equipment in approximate order of importance would include: spare blue or black pens; a glue stick; a green pen; a calculator; highlighters; a dictionary; pencils, sharpener and a rubber; maths equipment (protractor, compass, set square); colouring pens or pencils.*

Tips for parents

- encourage your child to empty their school bag each evening and repack it for the next day;
- designate a box or undisturbed space where they can store all of their exercise books and textbooks when not in use;
- remind them to double check the equipment needed against the timetable, their planner and on satchel:**one**.

Managing homework

The homework expectations are on the next page. We regard homework as an essential part of the planned learning and an important part of pupils' development as an independent learner. You can keep informed about the homework that your child has to complete by accessing the satchel:one system. Please email office@sawstonvc.org if you are unsure of how to do this.

Suggestions on how to help your child prepare for homework:

- check satchel:one with your child every day after school;
- agree a routine for homework with your child. e.g. 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 it is set to prevent build up;
- look at the planner / satchel:one each week to check homework and messages;
- know how long your child should be spending on homework each night (see below).

Homework frequency

There is no set homework timetable. Instead, the typical duration and frequency information below will give you a sense of the volume of homework your child can expect to receive.

Duration: Homework is typically expected to take approximately the following amount of time, per subject, per homework:

- Year 7: 15-45 minutes
- Year 8 and 9: 30-60 minutes
- Years 10 and 11: 30-90 minutes

Frequency: Your child should expect to receive homework from subjects as follows:

Years 7, 8 and 9:

- English & Maths: weekly
- PE and ASPIRE: no homework
- Art, Music, Drama and Computer Science: at the teacher's discretion
- All other subjects: fortnightly (KS3 Science counts as one single subject).

Years 10 and 11:

- English & Maths: weekly
- Science: one Physics, Chemistry and Biology homework a fortnight (so 3 science homeworks per fortnight in total)

- CEIAG (Careers and Post-16 guidance) and Core PE: no homework
- All other subjects: fortnightly

Pupils will typically be given at least two clear school days between the day homework is set and the day it is due in.

Unless pupils with good reason request an extension before the deadline, no extensions for homework will be permitted without a legitimate note from a parent.

Teachers may refuse to accept sub-standard homework that shows a lack of effort – e.g. work that is brief, incomplete or messy. Such unsatisfactory homework may be treated the same as though a pupil had not done the work at all.

Absence from the lesson when homework was set is not an excuse for non-submission on time, unless pupils genuinely could not do the work without having been in the lesson. Pupils are expected to check satchel: **one**, speak with peers and speak with their teachers to catch-up.

What you need to know about attendance and punctuality

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

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

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

This is the same as half a day every week or **4 WHOLE WEEKS** in a school year!

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.

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, Attendance Officer, on each day of your child's non-attendance by email: attendance@sawstonvc.org ; or 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 mentor. 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.

Requests for absence:

- Should parents have to take their children away from school during term time, a request for absence form must be completed in advance and forwarded to the Year Lead. The Year Lead will inform the parents whether their request has been authorised or not.
- The pupil must complete an absence form (KS3 or KS4) so that their teachers are aware and can identify work to be done during the absence.
- The request for absence form is available on the school web site under the sector attendance within the parents' section, or from your child's Year Lead.
- 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 7 pupils are taught in mixed ability groups, and pupils will be in these groups for other subjects such as Music, DT and Computing.

The aim of the Art department is to engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress through the course, they are encouraged to think critically and develop a more rigorous understanding of art and design.

All projects will be practical, with written critical elements, and will enable the pupils to develop basic drawing, painting and three dimensional skills using a variety of materials.

CURRICULUM

Project 1	Project 2	Project 3	Project 4
Understanding the language of Art	Cultural Unit	Portraiture	3D Masks

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 be given their own sketchbook in which to complete classwork, their homework, record their observations and develop ideas.

ASSESSMENT

The pupil's 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 allotted time to work on new or current work.

COMPUTER SCIENCE

SETTING

Year 7 pupils are taught in mixed ability groups, and pupils will be in these groups for other subjects such as Music, DT and Art and the Humanities.

CONTENT

After establishing what constitutes acceptable use of the College computer systems and network, we hit the ground running coding in C#, a programming language similar to Java. We then create a yearbook of our Computing Heroes using Google Docs, and this unit covers core ICT skills as well as giving context to the subject. Digital Ethics is the next topic, and pupils use Google Sites to create a website and Serif Publisher to create posters that are aimed at increasing e-safety awareness for pupils in Years 5 and 6. We finish the year with a unit entitled "Computing", which covers binary and hexadecimal, logic, algorithms and computer hardware.

ASSESSMENT

Each of the main topics contains a milestone assessment which will typically be built up over the course of a number of weeks, and will be an opportunity to display skills learned. Additionally, most topics have an end-of-unit test. These two aspects contribute to the overall level, and these levels combine to give an overall fine grade using the 9-1(+W) system. In addition, formative assessment practices are used in every topic to inform pupils of what is working well, and what needs improvement.

Homework in Computer Science, at Key Stage 3, is discretionary: we do not normally set CS homework, but, when it is set, it is a requirement that it is completed.

EQUIPMENT

Computer Science lessons are taught in the two CS suites, with one computer per pupil. Pupils will be given a notebook to record their observations, notes and rough work, but all assessment is done online (and uploaded to a central, secure, area) or as paper tests. Pupils must bring a black pen, HB pencil and 30cm ruler to lessons, as is required by the College. Pupils must not bring any personal computing equipment into school. The CS suites are open most lunchtimes for pupils to do work.

EXTRA CURRICULAR OPPORTUNITIES

We will be relaunching our lunchtime and after school clubs over the course of the first term, and these include Digital Imaginings (where we explore creating images with code and with the Affinity software family), Coding clubs, First Lego League and GameMaker. All clubs are free to attend.

DESIGN AND TECHNOLOGY

CONTENT

Throughout Key Stage 3 pupils work within 3 different areas of Design and Technology:

Resistant Materials and Food.

Project themes in Year 7 will include:

In Resistant materials the projects will be - The Cake stand.

In Food the topics are entitled - Cooking with confidence and The Eat Well Guide

Pupils will demonstrate team working and creative thinking skills within Design and Technology, which are part of 'personal learning and thinking skills'. Pupils will be given the opportunity to develop the skills and confidence required to use a wide range of tools and equipment within the practical rooms.

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.

Homework will be set as required. 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 7 pupils are continually assessed during their coursework and will complete a 'milestone piece' in all modules. Teachers will give comments and help which will enable all pupils to produce their best possible work.

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. All special materials will be provided by the department.

Research and Design work is carried out on paper or booklets and each project will have an associated number of information/ resource sheets.

For food it is essential to have a named container with a tightly fitting lid to carry home products. A cotton apron would also be useful for food lessons.

DRAMA

CONTENT

The Year Seven curriculum is practical and aims to introduce basic skills in Drama in order to build on these in further years in Key Stage Three and Four. We concentrate on Mime and Physical Theatre in term one and move on to Classic Narrative in term two with a focus on the parody of a chosen Folk or Fairy Tale. Finally, in term three, we use new techniques and devices to build characters for situation comedy. The objective is to develop and refine spontaneous action with the foundation of a consistent character; using a range of stimuli to experiment with new concepts and push the boundaries of convention.

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 studios and slides, which contain subject specific vocabulary for each unit and a bespoke Drama sticker for formative and summative feedback. Pupils are given numerical levels for Milestone pieces and any questions and queries are welcome via email.

EQUIPMENT

Pupils should provide light-soled, clean trainers for Drama lessons or participate in bare feet. Black tops are a requirement for the Milestone assessment lesson. Wearing socks is dangerous in the Drama Studio because the floor is slippery. For specific, extenuating circumstances, the teacher will require a note from a parent.

VISITS AND EXTRA CURRICULAR OPPORTUNITIES

There is a Year Seven Drama Club which is frequented by as many as 80 pupils in 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, a school production or festival and other drama activities as they occur in the year.

ENGLISH

Throughout Year 7, pupils are taught in mixed ability groups using schemes of learning that, in the first instance, consolidate and extend the skills acquired at KS2. Over the course of the year, pupils are exposed to a range of diverse reading texts and are encouraged to develop empathy in their reading while honing their analytical and evaluative capabilities. They study both literary heritage texts and the work of contemporary authors. Pupils are encouraged to explore the social and historical influences on a text. Additionally, they are provided with many rich opportunities to develop and craft their writing.

CONTENT

All pupils follow set schemes of learning, including a series of half- termly milestone tasks, which cover the core skills needed and ensure that pupils access the breadth, depth and challenge that will see effective progression of key skills and literacy.

Pupils will study a range of Literature texts and extracts from both Literary Heritage and contemporary writers as well as various forms of non-fiction writing. Topics include: 19th Century Literature, poetry, Shakespeare and short stories. In this year, there is also a particular focus on how writers shape and craft characters.

ASSESSMENT

Written assessments are marked by the class teacher using the new GCSE number grading system. 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 make notes, draft and edit their writing and complete written assignments. Pupils are required to bring their exercise book to every lesson plus a blue/black pen, a ruler and a pencil. Pupils are also encouraged to bring their own dictionaries to lessons (the Collins Pocket Dictionary is recommended.)

VISITS / EXTRA CURRICULAR OPPORTUNITIES

The department looks to provide a host of opportunities for pupils to enjoy English outside of the classroom, including writing and poetry competitions. There are close links with the school library and the department actively encourages pupils to read for pleasure.

GEOGRAPHY

Pupils studying Geography at Sawston Village College will gain an understanding of the key concepts and processes in the ever changing world around them. Pupils will learn about the interactions between human and physical/natural processes. A main theme within Geography looks at current issues e.g. climate change and the impact of these issues on society, the economy, the environment and current/future political policy. They will engage with the latest academic thinking, learn about geographical processes first hand and have the opportunity to engage with fieldwork on a local, national and international scale.

CONTENT

Geography is taught in mixed ability groups throughout the College.

Term 1 Our Island Home, with map skills / Fantastic Places

Term 2 Spoiling Our Space

Term 3 Flooding, including a practical fieldwork element based at SVC on Infiltration

Each unit comprises a range of geographical skills, literacy skills and learning competencies which include organisation and team work.

ASSESSMENT

Your child will be assessed in a range of formats including shorter and longer written tasks and a mini fieldwork project. In-class assessment will take account of speaking and listening skills, practical skills and written work. End of unit assessments will help your child to recognise where their personal weaknesses lie with personalised learning targets set and time provided to allow your child to respond and improve their work.

EQUIPMENT

- Pupils will need a blue or black writing pen, a HB pencil and a 30cm ruler, these are basic requirements at all times. Ideally, pupils should have a glue stick and highlighters.
- Coloured pencils (not felt tip pens) and a calculator are very useful.

VISITS / EXTRA CURRICULAR OPPORTUNITIES

All Year 7 pupils will take part in a fieldwork based element around the site of Sawston Village College where they will collect, present, interpret and analyse data.

Sawston Village College competes annually in the Geographical Association World Wise Quiz, winning the quiz in 2011, 2012 and 2014 and coming runners up in 2013, 2015 and 2017. The Geography department will be looking for new recruits to the Geography Quiz club in the Autumn Term.

PARENTAL SUPPORT OPPORTUNITIES

Geographical questioning is a vital starting point for Geography. It would be helpful if you could encourage your child during discussions or whilst watching the news etc. to engage in the world around them.

Following each end of unit assessment you could discuss the criteria with your child and question them on what they will need to do to achieve their target.

USEFUL RESOURCES (including websites)

- Oak National Academy
- Mapzone.co.uk
- Ordnancesurvey.co.uk
- Bitesize Geography KS3Pupildrive.sawstonvc.org OR pd.sawstonvc.org

HISTORY

Studying History is important to understand the world in which we live. It provides pupils with key reference points to make better sense of the present, by providing a sense of place and context. It teaches the contingency of beliefs and provisionality of historical understanding, so that pupils appreciate that our understanding of the world changes. It is important because it teaches pupils to critically analyse what they come across in their day-to-day life through important disciplinary knowledge, for example by learning how to support claims and making historically valid arguments.

SETTING

History is taught in mixed ability groups throughout the College.

EQUIPMENT

Pupils will need the basis for nearly every lesson – a pen (for writing), pencil (for sketching and maps), pencil sharpener, rubber and ruler. Ideally they should also have some glue, coloured pencils and a highlighter. 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 pupils' books.

STUDY UNITS

The overarching question that Year 7 will be studying is "What did identity, status and freedom mean to people in the Medieval World?"

The questions that pupils will cover are as follows:

Enquiry 1: What can studying Pompeii tell us about the work of historians?

Enquiry 2: Who were the Romans?

Enquiry 3: How was a kingdom of the English created?

Enquiry 4: Did the Normans change what it meant to be English?

Enquiry 5: What can the story of Eleanor of Aquitaine reveal about the High Middle Ages?

Enquiry 6: What was the most important impact of the Silk Roads by 1450?

Enquiry 7: Why did Timbuktu become a centre of learning?

Enquiry 8: What can the story of Denny Abbey tell us about life in Medieval England?

Enquiry 9: Why have historians disagreed so much about the Peasants' Revolt?

Enquiry 10: How did ideas change in the Medieval World?

ASSESSMENT

During the course of the year, each pupil will complete up 4 or 5 milestone pieces in class based on the units studied. These will take the form of extended writing that pupils have had preparation for and additionally a knowledge-based test which they will need to revise for in advance. To support pupils with this, teachers will regularly assess a pupil's subject knowledge through short informal tests and quizzes. Towards the end of the year, pupils will sit an exam which will assess them on their knowledge from across the different units studied.

Assessment data will be used to inform report writing and passed onto their new teachers at the beginning of Year 8 to inform them of each pupil's progress.

MARKING

All written work, completed in the form of milestone pieces, will be marked with formative comments helping the pupil to understand what he/she did well and how he/she can improve. An agreed mark scheme exists for each piece of work and is used by the whole Department. Work completed during lessons will be marked where appropriate. Feedback to pupils will take a variety of forms: sometimes the teacher speaking to the pupil one-to-one in a lesson; written comments in books offering advice about what the pupil has done well and, where appropriate, targets for improvement; whole class discussions where pupils will have their contributions assessed by the teacher.

CORE LITERACY

SETTING

In liaison with primary schools, certain pupils with specific needs are selected to do Core Literacy in addition to English lessons.

Pupils are selected to join a Core Literacy group and have 5 sessions a fortnight, reinforcing the work from the Key Stage 2 curriculum.

Short term literacy interventions are also arranged for pupils who need extra support and will be identified and arranged by liaison between SEN, English and MFL departments. We currently use a programme called Lexonik. This literacy programme based on decades of research and experience in phonology, literacy and dyslexia, supports improvements in reading, spelling and vocabulary.

CONTENT

The content and teaching of the Literacy course is based on the constant diagnosis of pupils' work in order to target their individual needs. However, the key areas of focus are as follows:

Spelling: Lexonik Sound Training teaches new spelling strategies; spelling of key words from a cross-curricular list; recognition of letter combinations; prefixes and suffixes; silent letters; unusual spellings; homophones.

Vocabulary: Selection and exploration of vocabulary with pupil friendly definitions. Increasing and consolidating their word knowledge through exploration of etymology, root words, suffixes and prefixes.

Sentence construction: using different types of sentences; correct punctuation in complex sentences; using detail and description in sentences.

Planning: this extends from planning individual sentences to paragraphs to more substantial texts.

Reading: reading aloud; correct pronunciation of words; information retrieval; inference and deduction.

Building confidence with speaking aloud in all classes and developing listening skills.

ASSESSMENT

Pupils are given a Reading and Spelling test at the beginning of Year 7 to ascertain their reading and spelling ages. They are tested again in the summer term to determine what progress has been made and to inform further lesson planning.

EQUIPMENT

All pupils will be expected to have standard school equipment: pen, pencil, ruler and rubber.

MATHEMATICS

SETTING

Pupils are not formally set for maths in year 7. Instead we reorganise teaching groups where possible to reduce the range of mathematical ability in each class. All pupils are taught the same curriculum. Movement between groups is fluid and is determined by an individual's needs, as identified by the class teacher.

CONTENT

The mathematics curriculum is designed to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, so that they develop **conceptual understanding** and the ability to recall and apply knowledge;
- can **reason mathematically** by following a line of enquiry, conjecturing relationships, and developing an argument or proof using mathematical language;
- are able to **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication.

The Year 7 programme of study offers a balanced coverage of the National Curriculum at Key Stage 3 and is based on the MEP scheme from The Centre for Innovation in Mathematics Teaching. It is organised into distinct topics, but pupils will develop and consolidate connections across mathematical ideas.

ASSESSMENT

Pupils complete a diagnostic numeracy test at the beginning of each year, which provides teachers with a detailed understanding of pupils' strengths and areas for improvement. At various points during the year, pupils also complete milestone assessments in some of the other key strands of the mathematics curriculum, such as algebra, shape, and ratio. Similarly to the numeracy test, these milestone assessments provide teachers with detailed information regarding pupils' strengths and weaknesses in these areas which can be used to inform future teaching and identify individual targets for pupils.

In addition to these milestone assessments, pupils sit a formal test at the end of each term. In terms 1 and 2 these papers are completed in test conditions during a normal maths lesson, and cover the content pupils have been taught during that term. In term 3, pupils sit their end of year maths exam, which comprises two 1-hour long papers sat in the exam hall. The end of year exam covers all the content pupils have been taught during the academic year, including the topics assessed at the end of terms 1 and 2. These tests are marked by the teacher and pupils receive a grade as well as a breakdown of which of the key objectives are secure or still need to be worked on.

Pupils are encouraged to take a proactive approach to their learning. Following any assessment they are given an opportunity to identify and record key targets which they need to focus on to improve their understanding of a particular topic. They are expected to use mathswatch and other resources to work on these areas, and should contact their teacher if they need further advice or guidance.

EQUIPMENT

In addition to basic equipment, pupils are required to bring a scientific calculator (CASIO fx-83GT) to all lessons. A Maths Shop operates within the Department, selling rulers, protractors and compasses. KS3 revision guides, workbooks and calculators are available to purchase through WisePay.

MODERN LANGUAGES

SETTING

Most Year 7 pupils study either French or Spanish and are taught in mixed ability groups. At the end of Year 7 we use pupils' current levels and an End of Year assessment to help us decide whether or not pupils will continue with French or Spanish only or go on to study a second language (German).

CONTENT

Pupils develop their knowledge of vocabulary and understanding of grammar and linguistic structures, through the study of a range of topics. Examples of topics included in the Spanish and French curriculum include: 'Self, family and friends', 'School,' and 'Free Time'. Cross context vocabulary, such as core verbs, connectives and adjectives, are continually revisited throughout the year in order to progressively build up confidence of core language. Pupils develop the four language skills of Listening, Reading, Writing and Speaking every lesson through a variety of pair and independent work. Pupils are also introduced to some culture and customs of French or Spanish speaking countries, through a range of texts, including those produced for native speakers.

ASSESSMENT

Progress through the school 1-9 grading system will be monitored by the completion of 'milestone' pieces in all four skills of Listening, Reading, Speaking and Writing, for which pupils will be given a grade. Milestone tasks incorporate a variety of activities which reflect the exercises pupils will be required to complete at GCSE. These may include role plays, description and reactions to photos and pictures, written translation and extended pieces of writing in French or Spanish. Teachers regularly mark pupils' work giving strengths and areas to improve, which require action from pupils. Pupils are also expected to carry out peer and self-assessment tasks to help with the process of drafting and re-drafting.

EQUIPMENT

Pupils are supplied with an exercise book and we encourage parents to look at these books regularly. Pupils are also given a vocabulary booklet which sets out the vocabulary and grammar for each of the topics covered in class to support independent learning in school and at home. Graffiti on the cover of either the exercise book or vocabulary booklet is not allowed. Pupils are expected to supply normal classroom equipment, such as a pen, pencil, rubber, colours, ruler. In addition, pupils should have a bilingual dictionary for homework.

VISITS AND EXTRA CURRICULAR OPPORTUNITIES

Normandy trip: At the time of writing, we await final guidance on the status of overseas educational visits for 2021-22. In previous years, we have run a visit to Normandy for five days in the summer term. This is something that we will review in the autumn term.

Italian: there are two weekly twilight classes (beginners and intermediate/advanced) for those who wish to study this language. Pupils can be entered for Italian GCSE.

MUSIC

SETTING

Pupils are taught in mixed-ability groups throughout KS3.

CONTENT

The Year 7 curriculum is essentially practical and aims, through a series of integrated projects, to introduce pupils to the central activities outlined in the National Curriculum, namely performing, composing, listening and appraising. Projects may involve small group composition and performances, whole class performances, including singing, and related listening.

Areas covered in Year 7 include *Pulse and Metre, Drones and Ostinati, Pentatonic Scale, Steel Pans, Programmatic Composition*.

ASSESSMENT

During Year 7 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.

Pupils complete three Milestone pieces during the year which assess more formally pupils' progress in performance, composition and listening.

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

CONTENT

Physical Education provides an opportunity for all pupils to develop the physical skills, knowledge and character required to enable them to lead a healthy, active lifestyle, both now and in the future.

Pupils will:

- Experience a range of activities to develop their physical skill and areas of personal interest.
 - Be able to understand the technical, tactical and conceptual content across the range of activities.
 - Know how to participate safely in their learning environment.
 - Understand how physical activity impacts on their health and wellbeing.
 - Develop confidence in their ability and resilience to challenge.
 - Be exposed to situations which require a broad range of social skills.
 - Have the knowledge and confidence to further study PE at an examination level.
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- At KS3, key activities run through the curriculum on a carousel. They include: Athletics, Dance, Fitness, Games (invasion games, net games, strike and field games), Gymnastics and Swimming.
 - At KS4, we introduce an element of choice into the curriculum. Our aim is to prepare pupils' for their leisure time, developing good habits and taking more responsibility for their health and fitness.

ASSESSMENT

Assessment of pupils is undertaken in line with the school assessment policy.

- At KS3 the department assesses pupils under the following strands: Range of skills, quality of skills, physical attributes, decision making.
- At KS4 the department assesses pupils' personal skills.

SETTING

In years 7-10, pupils are taught in ability groups. Some activities are taught in single sex groups and some in mixed-sex groups. In year 11, groupings vary to reflect pupil choice.

CLOTHING AND EQUIPMENT

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

- Maroon polo shirt.
- Maroon Rugby shirt or fleece (advisable for colder weather).
- Black shorts / black skirt / black sports leggings or black tracksuit bottoms. (Leg wear should be suitable and conventional for the particular sport being undertaken).
- Long rugby socks / white ankle socks.
- Trainers / studded footwear for activities on the field (Rugby and Football).
- One piece Swimming costume / trunks or shorts and a towel for Swimming activities.

SAFETY

- Shin pads and gum shields are **very strongly recommended** for Hockey and Rugby.
- Hair tie to tie back long hair for safety reasons; not to be worn as bracelets when not in hair.
- All jewellery will need to be removed.
- If a pupil is unable to participate in a lesson for whatever 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

PSHE fosters the awareness, ability and agency required to be part of an evolving world. It equips pupils with skills and knowledge to thrive in school, in the work environment and in their unique ambitions. For all pupils this will involve building their resilience, enabling them to assess and manage opportunity and risk, as well as encouraging them to explore all that they could be and do.

Through this subject they will develop a deeper understanding of their own emotional, physical and economic wellbeing; enabling them to identify and deal with risks in a wide range of situations. They will understand the importance of effective communication in developing successful relationships with others, both personally and professionally. Pupils will be prepared for the world of work, and have an awareness of the opportunities available to them in education and employment.

Our PSHE curriculum is delivered through a combination of curriculum enrichment days, targeted assemblies, structured mentor time activities and themes picked up by subject areas. There are currently four curriculum enrichment days each year. Three of which focus on PSHE specifically and one with a focus on careers. On these days, normal lessons are suspended. This allows pupils time to focus in depth on a particular issue or topic. Typically, pupils are taught in mixed ability groups with the content delivered by teachers in combination with visiting guest speakers.

CONTENT

There are three core strands to the programme: Relationships Education and Relationships & Sex Education (RSE), Health and Wellbeing and Citizenship. On each PSHE day pupils will have at least 1 lesson in each of the core strands.

- 1. RSE – Trust, Managing Friendships, Bullying, The family unit, Personal safety**
- 2. Health and Wellbeing - Resilience, Communicating emotions, Diet and exercise, Managing puberty**
- 3. Citizenship - Rights and responsibility, Contributing to society, Community project**

ASSESSMENT

In keeping with the personalised nature of this course, pupils are encouraged to reflect on their learning and understanding and to identify next steps and areas of particular interest. Pupils will also have PSHE books, kept by their mentor, in which lesson notes can be recorded. Pupils will also be expected to complete a PSHE quiz at the end of the day to demonstrate their understanding or topics covered.

VISITS AND EXTRA CURRICULAR OPPORTUNITIES

Pupils are encouraged to explore the issues raised in their own time. Appropriate guidance and support will always be signposted and there is a careers library open to pupils seeking careers guidance and advice.

RELIGIOUS EDUCATION

SETTING

RE is taught in mixed ability teaching groups.

EQUIPMENT

Pupils will be expected to bring to each lesson: a pen, pencil, rubber and ruler. Exercise books are provided by the Department and are usually kept by the Teacher. Homework should be completed on paper and submitted in class.

CONTENT

At Key Stage 3 Religious Education seeks to deepen pupils' religious literacy, knowledge and understanding of six main world religions: Christianity, Islam, Judaism, Sikhism, Hinduism and Buddhism. Additionally, we consider philosophical and Humanist traditions.

Throughout the course pupils are encouraged to ask good questions and reflect on their own responses to the topics.

Some units of work are a focused enquiry into a particular faith and the variety of believers who follow it. Other units are themed so a variety of faiths will be studied through one issue or topic.

There is no National Curriculum for RE. RE has a unique position in the school curriculum in the UK in that it is locally determined by the SACRE. The Cambridgeshire Standing Advisory Council for RE is co-ordinated by the Local Authority. The new Local Agreed Syllabus was launched in 2018 and can be found here: <https://goo.gl/iYJSba>

ASSESSMENT

RE is taught over three hours every 2-week cycle. Throughout the course pupils are provided with diagnostic formative feedback which supports them to make further improvements. During KS3 pupils will complete 3 milestone tasks (assessments). The focus of assessment is AT1 (learning about religion) and AT2 (learning from religion). Assessments require knowledge, understanding and the ability to apply these to different contexts.

MARKING

Milestone tasks (assessments), projects and assignments, will be marked with formative comments helping pupils to recognise their strengths and identify how to improve their work. Work completed during lessons will be marked where appropriate. Teachers may offer feedback verbally one-to-one to complement written comments. Pupils are encouraged to become reflective and empowered through the use of self and peer assessments.

SCIENCE

SETTING

In Year 7, there are eight teaching groups, made up of a mixture of pupils from different houses. Groups who are taught Science at the same time are re-organised to reduce the range of ability in each class. All pupils are taught the same content. Movement between groups is fluid and is determined by an individual's needs, as identified by the class teacher. Pupils are not formally set until Year 8.

CONTENT

The Science curriculum is built on the principles of analysis, interpretation and evaluation and is studied over five years, divided into a two-year KS3 course and a three-year KS4 course. The KS3 curriculum enables pupils to develop an understanding of the big ideas in Forces, Electrical Circuits, Energy, Waves, Matter, Reactions, Earth, Organisms, Ecosystems and Genes and follows the programme outlined by AQA, which eventually leads to GCSE Trilogy Science. The application of mathematical skills will be taught alongside conceptual knowledge and experimental skills.

Autumn Term

- Skills 7: Developing practical and mathematical skills
- Forces 7: Gravity & Contact Forces
- Organisms 7: Cells, Tissues & Organs
- Energy 7: Energy Costs & Energy Transfer

Spring Term

- Electromagnets 7: Series Circuits & Resistance
- Ecosystem 7: Interdependence & Plant Reproduction
- Genes 7: Human Reproduction & Variation
- Waves 7: Sound

Summer Term

- Earth 7: Earth Structure, Rocks & Ores
- Matter 7: Particle Model & Separating Mixtures
- Reactions 7: Acids & Alkali
- Weather 7: Understanding Weather

ASSESSMENT

Pupils will complete a milestone assessment during each half-term. These pieces of work will either take the format of a mini-test, practical assessment or termly test and will assess pupils' knowledge of content and application of skills, which are needed as pupils progress towards the GCSE course (which starts in Year 9). The termly test papers will be synoptic and include key content from throughout the year. All assessments will be marked formatively to enable the pupils to progress. Pupils' performance in milestone assessments will be available on the Go4Schools website. The grades awarded for milestone assessments are combined to produce a current level in Go4Schools. Each assessment (apart from mini-tests) contributes to the current grade.

EQUIPMENT

The following equipment is required for all Science lessons: a pen, a pencil, a ruler, a highlighter, a scientific calculator, a rubber and a glue stick. The following additional equipment is desirable but not essential: scissors and a protractor. If you wish to support your child at home it is possible for pupils to purchase a Key Stage 3 revision guide and workbook from the department via WisePay.

LEARNING SUPPORT AT SAWSTON VILLAGE COLLEGE

The SENDCo (Mrs Morris) and Teaching Assistants (TAs) are based in the Student Centre.

The role of the TA is to support the work of the teacher and pupils in the classroom, suggest teaching and learning strategies and liaise with the SENCo. Priority for TA support is given to pupils with EHCPs.

The TAs also support additional intervention groups, details of which can be found on the school SEND Information Report on the SVC website. TAs can work with individual pupils or small groups as directed by the class teacher or SENDCo. TAs support pupils with exam access arrangements such as practical assistants, readers and scribes. Morning literacy and numeracy interventions are run by TAs for selected Key Stage 3 pupils.

Every lunchtime the Student Centre has a homework club supervised by TAs and is an allocated quiet lunch space for pupils who find busy canteens and the playground difficult. There are specialist Maths and Science homework clubs run at lunchtimes supervised by TAs.

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

Mrs Morris (SENCo) and Mrs Page (Deputy SENCo) are always happy to meet with parents and pupils to discuss their needs.