



Sawston Village College

Parent Handbook

Year 9 2021



Sawston
Village College

Sawston Village College

Safeguarding statement for parents

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 Mrs Wombwell

Dear Parent/Guardian

I am delighted to welcome your child to Year 9. As in Years 7 and 8 your child will remain in the same House and return to being able to feel part of their mentor group. With the return to pre-pandemic schooling, mentees will be able to meet physically each morning and 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.

Mentor time is 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. Key dates highlighted later in the booklet give a sense of the sorts of things that this might include. We are hopeful that we can continue to provide as rich and as varied an educational experience as possible.

A key element of Year 9, of course, is the chance for pupils to consider their future study and career pathways. The process for pupils engaging in this Options process will be outlined in further depth at the start of 2022, with much of the work on this and the final decisions on subject choices for Years 10 and 11 being made during the Spring term. As always, there will be plenty of opportunity for individual consultation and support, both for pupils and parents.

I am looking forward to 2021-22 being a successful and rewarding year.

Yours sincerely

Mrs C Wombwell
Year 9 Lead/Head of House

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	Mrs E Neesam	DH07	HSC	Mrs S Shaw	Mrs M Minett
DH02	S6	Mrs E Philpott	Mrs L Wright	DH08	A2	Mrs S Faux	Mr S Timms
DH03	S4	Miss M Rhodes	Mrs L Wright	DH09	L6	Mrs N Andersen	Miss B Fontana
DH04	M5	Mrs C Shearn	Miss K Fowden	DH10	L5	Miss A Hobourn	Mrs M Dumas-Baker
DH05	D1	Ms J Russ	Mr P Wallace	DH11	S8	Mrs J Friesner / Mr P Koria	Ms K Valistar
DH06	E4	Miss L Berrisford	Mrs K Arnold	DH12	S9	Ms N Page / Mr P Koria	Miss F Harrower

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	Mrs N Cooper	EH07	E1	Mrs J Carman	Mr S Burke
EH02	L1	Mrs J Harvey	Mr A Sutton	EH08	T3	Mr J Bannister	Miss A Eaton
EH03	S7	Mr R Barnett	Mrs G Robinson	EH09	CS1	Mr A Phoenix Holland	Mrs A Martin
EH04	S1	Miss J Grogan	Mrs J Judges	EH10	H1	Miss J Phillips	Mrs A Vincent
EH05	M7	Mr C Mannall	Mrs K Ellis	EH11	CS2	Miss T Field	Mrs K Ginger
EH06	G1	Ms L Folan	Mrs J Custins	EH12	E2	Miss C Harriss	Mr D Hunt

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MANDELA							
Head of HOUSE: Mrs C WOMBWELL							
Group	Base	Mentors		Group	Base	Mentors	
MH01	G4	Mr F Walsh	Mrs A Page	MH07	S2	Mrs C Lloyd	Dr D Davis
MH02	SC2	Mrs H Meikle	Mrs L Wheeler	MH08	L3	Ms A McIntyre	Mrs S Bär
MH03	E7	Mr M Gaw	Mrs D Finch	MH09	E5	Mrs C Anderson	Mrs D Finch
MH04	S3	Miss S Armsby	Mrs A Orton	MH10	A1	Mrs H Day	Mrs H Finch
MH05	S5	Mrs V Kerr	Ms S Gelder	MH11	M3	Mr M Slade	Mrs H Finch
MH06	M4	Dr L Tunna	Mr D Burgess	MH12	E3	Miss M Tuckwood	Mrs L Lipscomb

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TURING							
HEAD OF HOUSE: Mrs J FINK							
Group	Base	Mentors		Group	Base	Mentors	
TH01	H2	Miss S Jackson	Miss V Linzell	TH07	AD1	Miss C Irwin	Mr J West
TH02	SC1	Mrs N Morris	Mrs E Olivier	TH08	M2	Mrs E Wagstaff	Mrs M Hussain
TH03	L4	Mr J Bailey	Mrs A Evans	TH09	RS1	Miss A Harvey	Mrs W Swinburne
TH04	G2	Mr M Cragg	Mr J Woodcock	TH10	E6	Ms L Farrow	Mr J Russell
TH05	G5	Miss N Evans	Ms L Milne	TH11	RS2	Mrs V Clover	Miss M Gregg
TH06	L2	Mrs A Deleplanque	Mrs E Tolchard	TH12	H3	Mr J Reed	Mr H Bubb

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School Terms and Holiday Dates

2021

Voluntary Covid-19 testing for Year 9 pupils	Thursday 2 & Friday 3 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 9 Parents

12 November 2021	Year 9 Report 1 issued to parents
16 November 2021	Assessment, Recording and Reporting information evening for new parents
16 December 2021	Great St Mary's Carol Service (evening event)
18 - 20 January 2022	Year 9 Exams (Core Subjects)
27 January 2022	Year 9 Options Information Evening for parents
4 February 2022	Year 9 Report 2 issued to parents
24 February 2022	Year 9 Parent Consultation Evening (by appointment: 4pm to 7.30pm)
25 Feb - 10 March	Options Interviews (day-time event by appointment)
11 March 2022	Deadline for Options submission form
15 March 2022	West Road Music Concert (evening event)
13 -17 June 2022	Activities Week (in-school event with residential visits tbc)
01 July 2022	Year 9 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.

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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

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 build on their drawing, painting and three-dimensional skills learnt in Year 7 and 8.

Year 9 pupils will be taught in mixed ability groups

CURRICULUM

Project 1	Project 2	Project 3
Still –Life – ‘Identity’	Graphic Design - Issues Based Art	Portraiture – Half Human/ Half Machine

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 their classwork, homework, 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, peer and self-assessment. The level achieved will be based upon coursework projects completed during the year.

VISITS / EXTRA CURRICULAR ACTIVITIES

The Art and Design department currently runs an ‘open door’ policy and pupils are encouraged to come into the studios in their own time to work on new or current work. Pupils wishing to take Art and Design at GCSE will be given a small drawing task to complete during the Summer break.

COMPUTER SCIENCE

SETTING

Year 9 pupils are taught in mixed ability groups, and pupils will be in these same groups for other subjects such as Music, DT, Art and the Humanities.

CONTENT

We start the year with a paired-programming text adventure in JavaScript which is themed around hacking into a computer system, and explores ethical hacking, encryption and cybersecurity. This is followed by the first image editing unit which introduces pupils to the Serif Affinity Photo product. We then move on to games design and development using GDevelop, creating a top-down game. Further image editing techniques are then explored with our InHuman/Dispersion unit before returning to GDevelop to create a platform game.

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

In Year 9 pupils will cover a range of modules which may include:

Investigating Timbers, Food Choices and the Science of Baking

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

In food pupils will look at the factors that can influence food choices and how this can affect health and wellbeing. They will develop an appreciation of the importance of science in cookery.

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

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

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

DRAMA

CONTENT

The Year 9 curriculum is practical and aims to help pupils to develop a greater understanding of Theatre and themselves through imaginative rehearsal and performance. Power, Status, Image, and Gender. We explore the above with a published GCSE Verbatim play-text and from this pupils use a range of dramatic conventions, both naturalistic and non-naturalistic, in order to develop acting skills. Then, there is also a strong emphasis on textual work in Year 9 as a Shakespeare unit is taught in the Spring term. We explore and play with Shakespeare from a contemporary perspective, with a focus on the human and emotional connection whilst learning and appreciating Shakespeare's language. In the Summer term, we explore texts with a view to re-introducing Naturalism with a closer more psychological approach to more intimate, psychological work. We build a set with furniture and props to explore Pinter's observations of human behaviour, both dark and absurdly funny, to devise and write original scenes.

ASSESSMENT

We have a formal assessment scheme in place as well as an formative peer- 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 on slides, which contain subject specific vocabulary for each unit and a section for writing 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 9 Drama Club which meets once a week and the drama department looks for opportunities for them to perform publicly and/or in House assemblies. Year 9s are also often invited on to some of the GCSE Theatre trips, nationally and locally. There are also some opportunities to audition for theatre parts in school productions and festivals as they occur in the year.

ENGLISH

Pupils are taught in ability sets in Year 9 based on academic potential and achievement in Year 8. All groups follow the same schemes of learning but the pace of learning is set according to the needs of all individuals in the group, developing their reading and writing skills through a mix of Literary Heritage and diverse contemporary authors.

CONTENT

All pupils follow set schemes of learning, including a series of 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: 'Of Mice and Men', poetry, 'A View from the Bridge' and argument writing.

ASSESSMENT

Written coursework is 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 provides a host of opportunities for pupils to enjoy English outside of the classroom, including poetry and writing 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 Uncertain Futures - Changing populations / Risky World - Climate Change

Term 2 Uncertain Futures - Development

Term 3 AQA GCSE Coasts (Physical Landscapes in the UK unit of work)

Each of these units 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, an HB pencil and a 30cm ruler, these are basic requirements at all times. Ideally, they should also have a glue stick and highlighters.
- Coloured pencils (not felt tip pens) and a calculator are very useful.

VISITS / EXTRA CURRICULAR OPPORTUNITIES

Year 9 pupils who opt for GCSE will have the opportunity to attend a field trip to Hunstanton. The trip will take place in the Summer term of Year 9 and will focus on fieldwork techniques that pupils need to demonstrate at GCSE.

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
- <http://www.aqa.org.uk/subjects/geography/gcse/geography-8035>
- GCSE Bitesize – KS3 and KS4
<https://www.bbc.com/bitesize/examspecs/zy3ptyc>
- Pupildrive.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

Student will be focussing on American History 1789-present day and 20th century world History in Year 9

The questions that pupils will cover are as follows:

Enquiry 1: Why would a slave choose not to run away?

Enquiry 2: How far did black American rights improve 1900-1960s?

Enquiry 3: What's the story of the women's suffrage movement?

Enquiry 4: How typical was Sawston's experience of the First World War?

Enquiry 5: Why did the light of democracy fade under the 'long shadow' of the Great War?

Enquiry 6: How should we tell the History of the Holocaust?

Enquiry 7: Who belonged in post-war Britain?

Enquiry 8: What was the legacy of the British Empire?

ASSESSMENT

During the course of the year, each pupil will complete up to 4 or 5 milestone pieces in class based on the units studied. These will take the form of extended essay or source questions 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.

Assessment data will be used to inform report writing and passed onto their new teachers at the beginning of Year 10 to inform them of each pupil's progress.

MARKING

All written work, completed in the form of milestone pieces, will be marked with formative comments helping the pupil to understand what he did well and how he 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

Pupils who were selected to do Core Literacy in Year 8 continue to do so in Year 9, continuing to have five lessons over a fortnight. Within these lessons we prepare and develop strategies to approach the challenges of the KS4 curriculum.

As in Year 7 and 8 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 9 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

In year 9, pupils benefit from smaller maths groups as we increase the number of classes; 5 in the North band and 4 in the South band. Pupils are placed in a group based on their performance in year 8. 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.

In the autumn term, we complete coverage of the National Curriculum at Key Stage 3. The programme of study is based on the MEP scheme from The Centre for Innovation in Mathematics Teaching. In the spring term, following the January Exams, pupils start GCSE content from the Pearson Edexcel (9-1) specification.

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.

There are 2 formal exam periods in Year 9, the January exams and summer assessment in June. In January, pupils sit two written exam papers under formal exam conditions (not in the classroom), assessing skills taught across Years 7, 8 and 9. Each paper is one hour long, the first being a non-calculator paper.

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. Calculators, KS3/GCSE revision guides and workbooks are available to purchase through WisePay.

MODERN LANGUAGES

FRENCH, GERMAN, SPANISH

CONTENT

Pupils will continue to learn the same language or languages as those they have studied in Year 7 and 8. Pupils continue to learn vocabulary and grammar through a range of topics which build upon learning from Years 7 and 8. Pupils will expand and consolidate cross context vocabulary, such as core verbs, connectives and adjectives, which have been progressively incorporated into teaching and learning throughout Key Stage 3. Further emphasis will be placed upon the use of verb tenses, notably the past and the future tenses, in order to prepare pupils for further study at GCSE. As in Years 7 and 8, pupils develop the four language skills of Listening, Reading, Writing and Speaking through a variety of pair and independent work. Pupils are also introduced to more culture and customs of French, German or Spanish speaking countries, through a range of texts, including those produced for native speakers. The main language of instruction is the target language. Pupils will increasingly be encouraged to use it throughout lessons.

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, Spanish or German. 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 have one exercise book and a vocabulary booklet, which include topic vocabulary, core language and grammar. Both must be brought to every language lesson. Pupils are expected to look after both books 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

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

CONTENT

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

Areas covered in Year 9 include:

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

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

ASSESSMENT

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

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 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 which focus on PSHE specifically and one focusing 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 – Consent, Healthy romantic relationships, Sexual health, Dangers of taking explicit images**
- 2. Health and Wellbeing – Alcohol misuse, Addiction, Eating Disorders, Online Safety**
- 3. Citizenship – Role of the national government, Voting, Human & legal rights**

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.

CONTENT

In Year 9 pupils begin to study ethical and philosophical questions and dilemmas and consider possible responses from religious and non-religious perspectives. This course helps to prepare pupils for GCSE Religious Studies. In Year 10 pupils will either prepare for the short course Certificate in Philosophy (completed in Year 10) or opt to study and prepare for the full course GCSE examination (taken at the end of Year 11).

This year we will study two philosophical and ethical topics from a Christian and non-religious perspective:

- Religious Belief – why do people believe or disbelieve in God?
- Marriage and the Family – exploring religious attitudes to relationships

We follow the Edexcel/ Pearson – Religious Studies B, Short Course Syllabus

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. In Year 10 pupils will complete a final examined project, unless they have chosen to study the full-course GCSE which is examined at the end of Year 11. There is no GCSE coursework or controlled assessment in RE.

MARKING

Assessments 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.

EQUIPMENT

Pupils will be expected to bring to each lesson: a pen, pencil, rubber and ruler. Pupils will be issued with an exercise book which must be brought to every lesson.

SCIENCE

SETTING

Year 9 pupils will be taught in nine classes (five in North band and four in South band), where there are two/three parallel Higher classes and two parallel Foundation classes. Pupils' placement in sets is informed by their potential, attainment and attitude for learning throughout Year 8. Setting is reviewed each term, so that pupils may move to a different set during the year. Each pupil will have two science teachers, who will teach a variety of topics as outlined below. All pupils will be taught the same content in Year 9.

CONTENT

Pupils will commence the AQA Science GCSE (9-1) course from the start of Year 9 and follow a common curriculum. Decisions regarding which pupils will take the Separate Sciences and which will pursue Trilogy Science (Combined) will not be made until the beginning of Year 10.

For some pupils, studying Science at KS4 will be their last formal experience of subjects that provide the foundations for understanding the natural world and will enhance their lives in an increasingly technological society. Whilst for others, it provides a platform for more advanced studies, establishing the basis for a wide range of careers, where demand for skilled technicians, engineers and scientists is accelerating. Pupils will be taught units that are outlined in the table below.

Biology	Chemistry	Physics
Cell Biology	Bonding, Structure & the Properties of Matter	Energy
Organisation	Atomic Structure & the Periodic Table	Particle Model of Matter

Further information about the content being taught can be found at <https://www.aqa.org.uk/subjects/science/gcse>

ASSESSMENT

There are no controlled assessments or coursework which contribute to the GCSE grade. Pupils will, instead, complete a series of required practical experiments provided by the exam board, which will enable them to develop and demonstrate mastery of particular scientific techniques. The knowledge of these skills will be examined in the GCSE examinations in Year 11.

Pupils will be formally assessed at half-term intervals. Their performance in assessments will be available on the Go4Schools website. The grades obtained in tests are combined to produce a current grade in Go4schools. Half-termly tests have a higher weighting than any other assessments.

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 Separate Science or Combined Science: Trilogy revision guide and workbook from the department via WisePay.

LEARNING SUPPORT AT SAWSTON VILLAGE COLLEGE

The SENCo (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.

The TAs also support literacy groups, work with individual pupils and read and scribe for exams. Paired reading and spelling club are also run during form time.

Every lunchtime the Student Centre has a homework club supervised by TAs and Boys' and Girls' clubs. 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.