YEAR 8

CURRICULUM EVENING

2016/2017

Dear Parent/Carer

Welcome to Park High School and the continuing partnership between you as parents, your child and the teaching staff.

This curriculum guide outlines the course content of each subject your child will study during Year 8 of the National Curriculum. Your child will have a broad and balanced curriculum consisting of English, Mathematics, Science, MFL, Geography, History, Philosophy & Ethics, Art, Music, Dance, Drama, Design & Technology, ICT, Physical Education, PSCHEE (Personal, Social, Citizenship, Health & Economic wellbeing Education).

Please remember that this is the current curriculum provision for your child in Year 8. At Park High students begin their Key Stage 4 journey at the beginning of Year 9. In response to the revised GCSE courses, GCSE / BTEC courses will be completed over three years. Your child will express preferences for GCSE / BTEC subjects in the Spring term of Year 8 for teaching in September 2017. You will receive an invitation to attend a "Preferences Evening" before your child has to express their preferences for the courses they wish to study from the start of Year 9. Please note that progress data will be carefully monitored and that for some pathways there will be a mathematics entry requirement.

Progress is monitored during Year 8 by individual subject teachers and the Year Team. There will be 3 Review Days this year on 17 November 2016, 8 February 2017 and 13 July 2017, when your child will be able to discuss their progress with his/her tutor based on progress checks completed by all subject staff. You will be able to access further progress checks throughout the year (see Key Dates for more details). Do feel free to contact your child's tutor if you require further information about his/her progress or if problems arise.

Please encourage your son/daughter to maintain good working habits and come fully equipped for lessons with the basic equipment needed (pen, pencil, ruler and rubber). It is also important that you provide suitable conditions for home learning. The contact book is an essential document which you should check and sign regularly. This will also be checked and signed on a regular basis by your son's/daughter's tutor. It is designed for students to record details of home learning and any other essential information. It also contains useful information on teaching and learning. If you have any concerns about homework or other matters please contact your son's/daughter's tutor.

The school provides many opportunities for students to get involved in extra-curricular activities and a wide range of school visits. We hope that your child will get fully involved in these, because we believe they make an invaluable contribution to students' personal development.

At Park High School we value hard work, take pride in academic and enrichment activities and good discipline. We expect all students to give of their best.

We look forward to a rewarding and supportive partnership between your child and you as parents and the staff of this school.

This booklet will be available on our school website:
www.parkhighstanmore.org.uk<http://www.parkhighstanmore.org.uk>

Any feedback on the contents of this booklet will be gratefully received.

Yours faithfully

Mrs C O'Dwyer
Deputy Headteacher

Contents

Key Dates

7 November 2016	Year 8 Curriculum Evening (6 – 6.45pm)
17 November 2016	Student Review Day 1
14 December 2016	PC1 Data available
20 December 2016	Year 8 Celebration Assembly (9 – 10am)
w/b 9 January 2017	Transition to Examination
7 February 2017	Year 8 Preferences
8 February 2017	Review Day 2
22 February 2017	Year 8 Parents' Consultation (f-i)
2 March 2017	Year 8 Parents' Consultation (a-e)
23 March 2017	Options Deadline for Choices Today
8 March 2017	PC2 Data available on line
27 April 2017	UK Maths Challenge (Year 8)
20-23 June 2017	Activity Days for KS3 students
5 July 2017	PC3 Data available on line
13 July 2017	Review Day 3

Term & Holiday Dates 2016/17

AUTUMN TERM 2016

Thursday 1 September	Staff Development Day*
Friday 2 September	First day of term for New Y7, Y11 & 13 students only
Monday 5 September	First day of term for Year 8 to 10 students
Friday 23 September	Staff Development Day*
Monday 17 October	Staff Development Day*
Tuesday 18 October	Staff Development Day*
Monday 24 October-Friday 28 October	Half Term Holiday (dates inclusive)
Friday 25 November	Staff Development Day*
Wednesday 21 December	Last day of the Autumn Term

SPRING TERM 2017

Thursday 5 January	First day of the Spring Term
Wednesday 1 February	Staff Development Day*
Monday 13 - Friday 17 February	Half Term Holiday (dates inclusive)
Friday 31 March	Last day of the Spring Term

SUMMER TERM 2017

Tuesday 18 April	First day of the Summer Term
Monday 1 May	May Day Bank Holiday
Monday 29 May – Friday 2 June	Half Term Holiday (dates inclusive)
Friday 21 July	Last day of the Summer Term

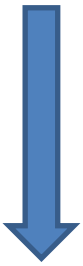
***Students are not in school on these days**

Protocols for Contacting the School

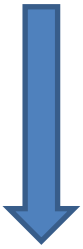
What to do if you have concerns about a subject

If you have a concern about a lesson or, your child's progress within a particular subject, then you should contact the subject teacher. After that, next step is to contact the curriculum leader and then the Head of Department. You may also wish to involve the tutor in discussions about issues regarding a particular subject, as they will have a clear over view of your child's progress.

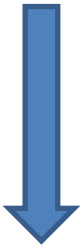
SUBJECT CONCERN



CONTACT SUBJECT TEACHER



CURRICULUM LEADER



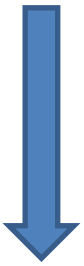
HEAD OF DEPARTMENT

Protocols for Contacting the School

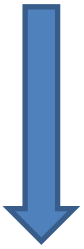
What to do if you have concerns that relate to outside of the classroom:

If you have any concerns the tutor should be your first point of contact. They will deal with all initial concerns.

CONTACT TUTOR



DEPUTY HEAD OF YEAR / HEAD OF YEAR



ASSISTANT HEAD LINKED TO THE YEAR GROUP

Contact details

It is very important to us as a school that we always have on-going contact between home and school whenever issues arise which might affect your child's learning at school.

In the first instance, we ask you to contact your child's tutor. Their details are shown below:

Year 8 - Head of Year: Mrs Becker

Tutor		Contact Details
8BE (h)	Miss A Bartle Mrs Martin-Garcia (co-tutor)	A.Bartle@parkhighstanmore.org.uk cmartingarcia.310@parkhighstanmore.org.uk
8JA (c)	Ms Adams	jadams1.310@parkhighstanmore.org.uk
8JR (i)	Mr Rhee Mr Khalil (co-tutor)	jrhee7.310@parkhighstanmore.org.uk akhalil1.310@parkhighstanmore.org.uk
8LW (a)	Mr Wright	lwright52.310@parkhighstanmore.org.uk
8AO (d)	Mr Abaidoo	jabaidoo2.310@parkhighstanmore.org.uk
8OB (b)	Mr Obbeng Mrs Tafilaku (co-tutor)	eobbeng.310@parkhighstanmore.org.uk dtafilaku2.310@parkhighstanmore.org.uk
8NB (e)	Miss Bagoandas Miss Hazeldine (co-tutor)	nbagoandas3.310@parkhighstanmore.org.uk mhazeldine.310@parkhighstanmore.co.uk
8SB (f)	Ms Brumsack Mr Sellar	S.Brumsack@parkhighstanmore.org.uk nsellar2.310@parkhighstanmore.org.uk
8TO (g)	Ms Tozeva	atozeva2.310@parkhighstanmore.org.uk

Mrs Becker, Head of Year 8 (jbecker.310@parkhighstanmore.org.uk) may also be contacted at school to discuss wider issues across the year group.

School telephone number: 020 8952 2803

School email address: info@parkhighstanmore.org.uk

School website: www.parkhighstanmore.org.uk

Heads of Departments

Department	Contact	Contact Details
English	Ms Hubbard	m.hubbard@parkhighstanmore.org.uk
Maths	Mrs. Bayar	m.bayar@parkhighstanmore.org.uk
Science	Mr Scott	c.scott@parkhighstanmore.org.uk
Expressive ARTS *including* Art Dance & Drama Music	 Ms Emin Ms Leigh Ms Harris	 l.emin@parkhighstanmore.org.uk lleigh2.310@parkhighstanmore.org.uk l.harris@parkhighstanmore.org.uk
Design & Technology	Ms Attfield	aattfield.310@parkhighstanmore.org.uk
Geography	Miss Lee	v.lee@parkhighstanmore.org.uk
History	Mr Boniface	aboniface1.310@parkhighstanmore.org.uk
ICT	Mrs S Kerai	s.kerai@parkhighstanmore.org.uk
Learning Development	Miss S Chamberlain	schamberlain4.310@parkhighstanmore.org.uk
Modern Foreign Languages	Miss Gorman	l.gorman@parkhighstanmore.org.uk
Philosophy and Ethics	Miss Shah	s.shah@parkhighstanmore.org.uk
Physical Education	Miss Tompsett	c.tompsett@parkhighstanmore.org.uk
PSHCEe	Miss Barker	nbarker7.310@parkhighstanmore.org.uk

Year 8 Curriculum

The curriculum focuses on explicitly developing six personal, learning and thinking skills (PLTS).

Effective Participators

Learners actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

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Independent Enquirer

Learners process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Creative Thinker

Learners think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

Reflective Learner

Learners evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

Team Worker

Learners work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

Self-Manager

Learners organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

These skills are taught through content appropriate to the key stage and which builds on learning in KS2 and Year 7. Students are encouraged to see the links between subjects, and to look for different ways to answer questions, solve problems and to think outside of subject boxes.

This does not mean that we do not value subject specific skills and knowledge– we're just coming at it from a different angle.

All of our learning is supported by the HOM (Habits of Mind) programme (see muscle map page 16). Our Year 8 students reflect on their learning habits both in lesson times and with their tutor using reflective diaries which we refer to as 'learning logs'.

Engaged Learning at Park High School

Engaging — ... going above and beyond.

A

YOU ARE AN 'ACTIVELY ENGAGED LEARNER'

- You are always eager to learn new things and keen to take risks, even if it means failing or making mistakes. You always learn something from such failures, mistakes and experiences and it helps you to move forward.
- You are resilient, determined and you enjoy persevering at challenging tasks and situations. You have an inner motivation that drives you to be the best that you can be and beyond that.
- You have a curious and enquiring mind, asking questions of things and situations which takes you beyond the tasks that have been set. You plan your learning logically yet, you are highly reflective and flexible and you revise your learning as necessary.
- You can learn independently and you are also an effective leader and team player. You can make links between diverse situations and can easily transfer and apply your learning skills across them.
- You see opportunities where other people might see threats and you can think creatively to solve problems when necessary.
- You always try to take your learning to new horizons and you habitually set your own targets for self improvement.

*Tip for progress: **Ask yourself** how you can take your learning further and deeper. Can you go beyond the boundaries of a task? Can you be more reflective? How? Can you be even more determined? Can you afford your work even more effort? How can you become a better learner? Can you set yourself some personal learning challenges? Can you push yourself to work more outside of your comfort zone?*

Getting Involved — .... expectation and....

B

YOU ARE A 'GOOD STUDENT' (Often involved)

- You complete all class learning and home learning on time and to the best of your ability.
- You are willing to take risks and learn new things when you are directed.
- You accept responsibility and willingly complete everything that is asked of you. You are prepared to make the effort needed in all situations.
- You create a pleasant learning atmosphere. You can learn equally well on your own and in a group.

Tips for progress: Put more effort into your learning. Have a go at things more often - you can do it! Reflect on your learning and try to improve it. Try really hard to participate more in class and in group learning tasks. ***ASK for support or guidance!***

Participating — Working towards the ....

C

YOU ARE A 'COASTING or CAUTIOUS STUDENT' (Usually participating)

- You do just enough to get by. You take part in class learning and home learning but do the bare minimum or leave it incomplete.
- You probably see failure or making mistakes as a bad thing and, as a result, you do not take many risks or try to learn new things for yourself.
- You often need support, guidance or encouragement to learn, and without this you might give up easily.
- You are content to go along with things. You are usually a follower in group learning situations.

Tips for progress: It is acceptable not to be able to do things. The challenge is to have a go! That is the first step in learning. ***ASK for help!*** *(Behave yourself. Allow other people to learn without your disruptions and focus more on trying to do your own work.)*

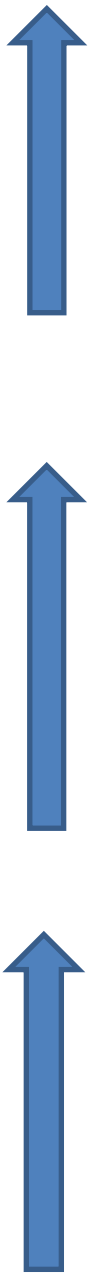
D

YOU ARE AN 'ACTIVELY NEGATIVE STUDENT' (Occasionally participating)

- You are reluctant to take part in class learning and you often fail to attempt or complete home learning tasks.
- You give up quickly when you find things challenging. You might even pretend, disguise the truth or blame others in learning situations when you go wrong or cannot do something.
- You usually need pressure to learn and you might even disrupt the learning of others.
- You really struggle to be constructive or cooperative in group learning situations.

Home Learning Engagement Criteria

At Park High School we expect all students to engage with their learning outside of the classroom to develop as independent and well organised young people.



Code	Criteria
A	**You are actively engaged in your home learning** • You take great pride in the effort you put in to your home learning. • Your home learning always supports your progress in class. • You always reflect on the feedback you receive and regularly use it to improve your work. • You have an enquiring mind and research deeper into or around the topics you are studying. • You are very well organised so that home learning is never late.
B	**You are engaged in your home learning** • You put effort in to your home learning. • Your home learning is usually completed to the best of your ability. • You take note of the feedback you receive and often use it to improve your work. • You take responsibility for using your Contact Book effectively to ensure that home learning is handed in on time.
Top tips	*Think of questions you have about the subject and previous feedback. Do some research to help you take your learning further and deeper. Set yourself some personal challenges and push yourself to work beyond your comfort zone.*
C	**You are sometimes engaged in your home learning. You are 'coasting or cautious' with regards to home learning** • You put just enough effort in to home learning to get by. • You often rush to complete home learning just to get it done. • You occasionally see feedback and comments on your home learning as something that is connected to your progress. • You don't always complete home learning on time.
Top tips	*Take responsibility for putting more effort into your home learning. Set aside time to focus on feedback and learn from it. Engage with your teacher if you have questions. Use your Contact Book in a more organised way to plan for each home learning task.*
D	**You do not engage with your home learning to help you make progress** • You are reluctant to complete home learning either in or outside school. • You give up quickly when working outside of the classroom and do not ask for help. • You sometimes need to have sanctions applied because your home learning is not handed in on time. • You do not respond regularly to feedback. • You do not willingly use your Contact Book to record tasks.
Top tips	*Accept that home learning is part of the school expectations. Ask your teachers for help and support. Attend home learning club regularly. Write each home learning task into your Contact Book and check it every day. Hand your work in on time.*

Exercise your Learning Muscles!!

Self Manage

- Persevere
- Try even harder
- Notice details
- 'Stick at it'
- Get focused
- Manage yourself

Enquire

- Be curious
- Ask questions
- Be resourceful
- Solve problems
- Make links
- Try it out
- Think logically
- Take a risk

Think Creatively

- Look back
- Learn from experience
- Look at reality
- Ask for feedback
- Plan ahead
- Talk about learning
- Set targets

Work Together

- Collaborate
- Cooperate
- Compromise
- Empathise
- Learn together
- Listen to others

Participate

- Manage yourself

PARK HIGH SCHOOL YEAR 8 CURRICULUM

English - Possible Outline for a 2 year course: Year 8						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Language	Analysis of **advertising** texts, including public information adverts			**News** - Print news - TV news - Online news - News values		
Literature		**C19th novel – *Great Expectations*** Including 'reading'/ analysis and comparison of film versions Possible alternative text: *Oliver Twist*			**Poetry from other Cultures**	**Modern Short Stories**
Spoken Language/Literacy						

Reading for Pleasure: Planning your Journey

P.R.I.D.E

PARK HIGH SCHOOL
Technology College & Leading Edge School

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In association with Kingsbury High

WHERE WILL YOUR IMAGINATION TAKE YOU?

Year 8 Mathematics Scheme of Learning

Week	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Week 1 & 2 N1 - Calculating with whole numbers	N3 – Calculating with decimals (x ÷ powers of ten)	N5 – Calculating with negative numbers N6 – Using our Number System (Bodmas)	N7 - Fractions	A6 – Functions and Graphs – real life graphs A7 - Functions and Graphs – equation of a straight line	SSM 7– Properties of Shapes - Transformations
2	SSM 1 – Measuring Shapes (Area and Perimeter)	N4 - Accuracy	A4 – Starting Algebra – Substitution	N7 - Fractions	A7 - Functions and Graphs – equation of a straight line	SSM 7 – Properties of Shapes - Transformations
3	A1 - Sequences	SSM 2 – Units and Scales (Length, Mass, Time) SSM3 – 3D-shapes (volume)	A5 – Starting Algebra - Expanding	Stats 3 - Probability	N8 - Percentages	Activity Week N9 – Ratio and Proportion
4	A1 – Sequences Stats 1 – Statistical Diagrams 1 (tables and charts)	A3 – Starting Algebra - Expressions	SSM 4 – Properties of Shapes - Angles	Stats 2 – Probability SSM 5 - Construction	A8 – Starting Algebra – Solving Equations (inc Trial & Improvement)	N9 – Ratio and Proportion
5	A2 – Algebraic methods - Index notation N2 – Number properties	A3 – Starting Algebra - Expressions	SSM 4 – Properties of Shapes - Angles	SSM 6 – 3D Shapes – Nets and Surface area	Stats 4 – Statistical Diagram Stats 5 – Statistical Measures	Revisit topics your class requires more practise with.
6	N2 – Number properties	INVESTIGATION - HURDLES	TEST		EOY ASSESSMENT	INVESTIGATION – USED CARS
7	N3 – Calculating with decimals	INVESTIGATION - HURDLES			Analysis Stats 3 – Data	INVESTIGATION – USED CARS

Science Introduction

Why should young people study science?

The scientific method fosters thinking skills. The very basis of science is a system of thought and experiment called the scientific method. It's where you start with an idea, create a concrete way to prove or disprove your idea, and objectively show what you learned. Learning to follow this process helps you think logically. Seeing the relationship between empirical evidence and your theory helps you think critically. These important thinking skills can be applied in many areas of study. To give a child practice with these thinking skills nourishes a developing mind.

Science feeds a natural love for learning. One of the greatest things we can teach our children is to love learning. Science is a great medium to do so. Children are inquisitive explorers by nature and science offers lots to explore. Because much of science is hands-on, it appeals readily to most children. Nothing makes a child sit up and take notice like the "WOW!" of a great science experiment. Science can encourage a love for learning that will spill over into other subjects.

Science opens doors to many disciplines. Building an aptitude for science can be helpful in other areas of study; science encourages math. An interest in science is an interest in how things were once understood compared to how they are understood now. Thus studying science lends itself easily to studying history. And hand-in-hand with every lab experiment is the lab report – thus writing becomes a crucial part of science. Even the study of language itself is a part of science; its specialist terminology can be traced back to Latin or Ancient Greek.

Science prepares for the future. Science is the basis for much of our life. Agricultural science dictates how our food is produced, biomedical science keeps us healthy, physics and mechanical science takes from place to place, even our beds are constructed according to scientific principles. We almost literally eat, sleep and breathe science! As we prepare the next generation of consumers, voters, creators, and policy makers it is critical to ensure they are not only comfortable in science but that they are adept.

Autumn	Spring	Summer
Working scientifically *How do we investigate scientific questions?* Students learn how to plan an investigation, record their data and use graphs to tell a story.	**Ecosystem processes** *Why do organisms need food to survive?* Students look at why organisms need energy to survive.	**The Earth** *What is our universe made of?* Students study the structure of the Earth and the rocks in the crust.
Health and Lifestyle *What is a healthy diet?* Students examine the effect of healthy and unhealthy lifestyles on the body.	**Separation Techniques** *How do we obtain the materials that we use?* Students discover how to separate mixtures and how to use chemical reactions to obtain the materials that we need from the Earth and its atmosphere.	**Metals and Acids** *What are the patterns in the properties of metals?* Students explore patterns in chemical reactions.
The Periodic Table *How does the Periodic Table help us to predict element properties?* Students identify patterns in the properties of elements, and learn how to use the Periodic Table to predict properties.	**Energy** *What happens in a power station?* Students learn why it is important to insulate your house and what you are paying for when you pay your electricity bill.	**Motion and Pressure** *Why are aircraft cabins pressurised?* Students learn how forces explain gas and air pressure.
Electricity and magnetism *What happens in an electric circuit?* Students discover how circuits work and how the electricity they use at home is generated.	**Adaptation and inheritance** *Why don't we all look the same?* Students investigate the differences that exist between organisms and why they are important for their survival.	

Students learn via a mix of theory and practical lessons. Assessment takes place through a variety of means including homelearning, with detailed written feedback, and termly end of topic tests. "Engage" class debates and discussions provide opportunities for students to progress in their knowledge from simpler details to more complex ideas, encouraging students to achieve mastery of their science.

The curriculum concentrates on the students' skills; literacy, numeracy and working scientifically are practiced and developed throughout.

A digital version of the textbook [Activate 2] can be accessed via www.kerboodle.com. Each student has been issued with a login. Students are also able to check their understanding of topics by completing auto marked assessments found here.

Art & Design

EXPRESSIVE ARTS

Term	Title & Cross curricular theme	Theme Overview	Material learning objectives	Core skill/ Formal Elements:
Autumn 1	**Portraits**	Traditional primary observation using proportion and tone. Photography options	Pencil portrait (t weeks) leading to portrait in media of teacher's choice (4 weeks): • Ink/Fine liner wash • Chalk/charcoal • Paint	Core skills: Drawing: line, proportion, use of detail, tone, shape & composition
Autumn 2	**Skulls**	Short 3D project to develop understanding and technical ability with clay/3D. Students develop a 3D design for a 'fantasy' skull and make it.	Students research Day of the Dead over half term. Sculpture: clay, slip & score, slab, pinch, moulding & carving.	Core skills: Extended Development of Modelling skills (carving, scoring, using slip etc..) Use of Alternative materials for 3d work Development of Painting skills: control and Mixing Drawing – Proportion Main Formal elements used: form, Shape, Texture, Tone, Proportion.
Spring 1	**Architecture** Sculpture Building design An urban landscape is developed using different materials for each depth and layer.	2D - The piece demonstrates perspective skills as well as mixed-media and the illusion of space and depth. 3D - Sculpture: teacher selection: card, wire, plaster, clay, architectural design. IT – Digital alien landscape	Core skills: 3D and perspective skills Main Formal elements used: Form, shape, texture, space.	• perspective skills • mixed-media and • space and depth. • 3D – creativity with materials, structural forms and their strength/balance, design for purpose.
Summer There is pre-planned cover for the exam/moderation period	**Noise: CD Design**	The students develop a range of designs for a circular CD. ICT design work – digital imaging Photography	Painting applying colour mixing, blending, layering and texture techniques. Advance mixed media composition and use of ICT	Core skills: Painting and Drawing Use of digital Media Colour Mixing Main Formal elements used: Colour, Line, Shape. Composition

EXPRESSIVE ARTS

	Autumn	Autumn	Spring
Dance	**Urban Dance** • This unit introduces the many dance styles found under the umbrella of Urban Dance such as: popping/locking, street dance, breakdance and tutting. • The scheme allows students to further develop their performance skills enhancing their energy, focus, timing, musicality and projection. • Students also gain choreographic experiences and learn how to use costume to enhance a performance. • Music choice is introduced to the students – giving them opportunity to select and edit their music choices in order to enhance their choreography and performance. • Students further develop their evaluative and analytical skills through the appreciation of professional performance as well as peer reflection and assessment.	**Contemporary Dance** • Students are introduced to a more challenging dance style and we develop their technical performance skills. • Students begin to consider the emotional effects of dance and how we can choreograph and perform to represent feeling. • The concept of originality in choreography is introduced and students are pushed to reach a higher level within this aspect of the assessment. • Safe practice is introduced through lifts and contact work – challenging the students.	**GCSE Taster Sessions** • GCSE Taster Sessions allow the students to catch a glimpse of a GCSE Dance lesson, in order to sufficiently prepare the students for their options choices; • The scheme is very physically based, looking at high-level contact work; • Students develop more advance physical skills through rigorous warm-ups and challenging movement sequences; • Students also develop as a collaborative, reflective, evaluative and respectful class member.

EXPRESSIVE ARTS

	Autumn	Autumn	Spring
Drama	**Practitioners** • This challenging scheme introduces students to the different working practices of different drama practitioners including Butoh, Stanislavsky, Artaud and Brecht; • Students then apply their skills to create a final performance in the style of a chosen practitioner.	**Shakespeare** • Students are introduced to the greatest playwright of all time – William Shakespeare; • Through drama practical activities, we explore the story of a Shakespearian play and consider the key themes and ideas Shakespeare's was trying to communicate; • Students develop their understanding of Shakespearian language, linking to their literacy lessons; • Students continue to develop their social, evaluative, confidence and reflective skills.	**GCSE Taster Sessions** • GCSE Taster Sessions allow the students to catch a glimpse of a GCSE Dance lesson, in order to sufficiently prepare the students for their options choices; • The scheme explores the story 'Blood Brothers' by William Russell and the dramatic events that unfold in the play. • In GCSE Drama, play texts make up the foundation of learning and development. Students are exposed to GCSE ways of working as they develop as an artist.

EXPRESSIVE ARTS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music	**Film Music.** Pupils will explore what makes a great soundtrack and how music is used to enhance tension, atmosphere and emotion in a film. Students will compose a soundscape to accompany a scene from a Harry Potter film. They will use keyboards, percussion and voices and explore the use of musical elements pitch, tempo, dynamics and timbre, Students will develop their listening and creative skills during this project.	**Junk Band.** Pupils will be looking at how junk and recyclable objects can be used as percussion instruments and explore different timbres available from non-conventional sources. Pupils will listen to and watch performances by percussion groups such as Stomp or Weapons of Sound. They will be able to observe how the groups construct percussive pieces using musical elements such as rhythm, ostinato and how a rhythm piece is constructed. Pupils will use the knowledge learnt to create their own 'junk' piece called 'The Kitchen'.	**Rap** **Development of Rap Music 1970 – present Explores topical social/cultural issues** This is a scheme of learning designed to develop collaborative and individual composition and performance skills. It builds upon their knowledge and understanding the musical style Rap and techniques through practical class workshops and appropriate listening material and visual stimuli. This scheme of learning lasts a term.	**X Factor.** This is a scheme of learning aimed at developing vocal skills within the wider context of a fully integrated performing arts project. The scheme is based on the media production X Factor. The progression of expectation is that the use of the voice has come from abstract use (This is me), using it rhythmically (Rap), onto proper singing with detailed attention to intonation, phrasing, tone control and expressiveness.	**Podcast Project.** Students will choose their favourite arts heroine and complete a research project on them. They will do this in the form of a radio interview, where they will interview their artist. Students will complete this in Logic in the style of a podcast to save on the school website. Students will learn the difference between audio and MIDI and how to edit both types.	**World Music.** This unit explores the main rhythmic musical features and devices used in African music, particularly West African. Pupils will learn to perform different drum strokes before composing, performing and improvising simple rhythms. Pupils explore the effect of syncopation on rhythms. Pupils will briefly look at African musical instruments before combining all the learning into an African inspired piece.

In Design and Technology in year 8, students spend one term in each of the three specialisms: Food Technology, Textiles Technology and Product Design. The PD projects are also linked to developing skills in engineering and electronics.

Food Technology Themes: culture, health, environment, agriculture	**Textiles** Themes: culture, environment, fashion	**Product Design** Themes: the home, construction, energy
Design and development	**Design and development**	**Design and development**
• Consider the social and moral aspects of food • Consider the environmental aspects of food and packaging • Adapt existing recipes to be suitable for target groups • Evaluate my ideas against my specification and decide how they could be improved • Sensory test existing products in order to inform own design ideas • Communicate ideas orally or with sketches	• Use research and analyse products and to identify and understand the needs of others including target groups • Develop specifications that cover aesthetics and function • Review and improve specifications that are given to me • Use a variety of approaches to generate creative ideas (e.g. bio mimicry) • Develop innovative designs rather than what already exists • Identify problems in my designs and solve them • Evaluate my ideas against my specification and decide how they could be improved • Develop ideas using modelling and sketches	• Use research and analyse products and to identify and understand the needs of others including target groups • Develop specifications that cover aesthetics and function • Use a variety of approaches to generate creative ideas (e.g. bio mimicry) • Develop innovative designs rather than what already exists • Identify problems in my designs and solve them • Evaluate my ideas against my specification and decide how they could be improved • Develop ideas using modelling and sketches • Communicate ideas orally or with digital presentations
Make	**Make**	**Make**
• Make a wide range of different savoury dishes that offer a healthy and varied diet • Make a small range of healthier desserts to support a balanced diet • Combine ingredients with precision • Use heat sources and cooking methods safely and with control • Use machinery such as the electric whisks and food processors with precision • Taste food during the making and apply seasoning other than salt	• Select appropriate tools • Use hand tools with precision • Use the sewing machine with precision • Apply decorative techniques with precision • Use CAM with accuracy	• Select appropriate tools • Use hand tools safely and with precision • Use machinery such as the belt sander, pillar drill and scroll saw with precision • Use CAM with accuracy

Technical Knowledge	Technical Knowledge	Technical Knowledge
• Apply the principles of nutrition to dishes • Understand the characteristics of a broad range of ingredients • Understand the different types of cooking methods and their advantages and disadvantages • Understand how ingredients and dishes should be stored to ensure hygiene and safety • Understand the source of ingredients • Understand the seasonality of ingredients	• Understand and apply knowledge of technical construction of textiles products • Understand electronics can be used in textiles	• Understand and apply knowledge of structures • Understand mechanisms and forces • Understand electrical and electronic systems can be powered and used in products with a range of inputs and outputs • Understand how computing and electronics can embed intelligence that respond to inputs and control outputs
Evaluate	**Evaluate**	**Evaluate**
• Sensory test products to analyse nutritional content • Ask the target market or other interested groups to evaluate the final idea or product	• Analyse the work of past or present designers • Investigate new technologies in textile design • Test and evaluate the final idea or product against the specification and suggest improvements • Ask the target market or other interested groups to evaluate the final idea or product • Consider the social, moral and environmental impact of my product	• Analyse the work of past or present designers • Investigate new technologies in product design • Test and evaluate the final idea or product against the specification and suggest improvements • Ask the target market or other interested groups to evaluate the final idea or product • Consider the social, moral and environmental impact of my product

Geography	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Globalisation and Fairtrade •Global production and supply of goods •Case study of Nike •Case study of the Fairtrade foundation	**Investigating Extreme Environments** • Animal adaptations • Survival in extreme environments (hot and cold) • Case study of Baffin Island	• **Climate Change** • What causes climate change? • What are the effects of climate change? • How can we adapt to a changing climate?	**Investigating Tropical rainforests** • The tropical rainforest ecosystem • Deforestation in the rainforest • Case study of Chico Mendes	**Exploring China** • What are China's links with the rest of the world? • How developed is China? • Case study of the Three Gorges Dam	**You be the Teacher** • Student led group activity developing leadership skills through a Geographical medium

History	Topic	The British Empire	The First World War	The Holocaust	The Napoleonic Wars	Overview Project
	Key Questions	• Why did Roanoke fail? • Why did the Slave Trade come to an end? • How should we remember the British Empire?	· Did one man's death cause WW1? · Why was the First World War not over by Christmas? · What was life like in the trenches?	· Why did the German people let the Holocaust happen? · Did the Nuremberg trials give a fair punishment?	· What was the impact of the French Revolution?	· The Impact of War on Society

Year 8 ICT

Autumn 1	Autumn 2	Winter 1	Winter 2	Summer 1	Summer 2
Flowol – Smart systems In this unit pupils will be covering the principles of producing control systems using a flowchart-based interface (Flowol 4). Pupils will start by producing systems that use simple loops and basic outputs, and then move on to look at systems that have multiple inputs and outputs. They will refine their solutions using subroutines and variables.	**Spreadsheet Modelling unit** The unit is centred on creating a financial model for a client. Pupils start by looking at different types of model and then use basic spreadsheet techniques to create and format a simple financial model to calculate expected income, expenses and loss. The model is then extended to include sales from merchandising, with the introduction of "what if" scenarios.	**Spreadsheet & HTML** Students will continue developing their Spreadsheet modelling skills for further two weeks in Winter 1 half term. Then they will be introduced to HTML (see Winter 2), which will continue into Winter 2 half term.	**HTML & Website development** In this unit pupils will learn the basics of HTML and CSS, and how to create a responsive design which adapts to any size of screen for viewing on, for example, a mobile phone or a PC. They will learn how to create text styles and add content, including text and graphics, in a specified position on a page, as well as navigation links to other pages on their website and to external websites.	**Legal & Ethical systems** Students will build on their knowledge of hacking, Online security, health & safety and data protection. They will learn the legal and ethical online procedures and the consequences of data misuse.	**Games programming Scratch** In this unit pupils will be introduced to the Scratch programming environment and begin by reverse-engineering some existing games. They will then progress to planning and developing their own games, learning to incorporate variables, procedures (using the Broadcast function), lists and operators. They should be able to create a fully working game with lives, scoring and some randomisation of objects. Finally, they will learn to test and debug their programs.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
MFL	• Physical and character description • Body and illness Language focus : Dialogues Grammar focus: Adjectives	• Food and drink • Mealtimes • Eating out • Daily routine Language focus: Cultural differences Grammar focus: Present tense	• Home town / countryside • Facilities/ descriptions • Directions Language focus : To develop written accuracy Grammar focus : Conditional tense	• Education and work • School-life & future plans • Work related language Language focus: Extended description Grammar focus: Future tense	• Holidays and activities • Tourist attractions Language focus: To practise speaking skills Grammar focus: Past tense of regular verbs and revision of adjectives	• TV and film • Film review • Character description Language focus : Study of a foreign language film The aim of this unit is to revise and use language structures learnt in Y8.
	1. There will be a spelling bee competition after every unit and the key 50 items of vocabulary will be provided at the start of each half term. 2. We will include elements of the new GCSE curriculum in our teaching from the beginning of year 7. This will include role-play, translation, dictation and the use of authentic material.					

Philosophy and Ethics

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Prejudice and Discrimination **Why can we learn from acts of prejudice and discrimination?** Pupils will explore different aspects of discrimination such as sexism, homophobia and racism. Pupils will be given the opportunity to reflect on the dangers of stereotypes and generalisations. We will explore ways of reducing such behaviour and attitudes in our own communities and try to grasp the origins of prejudice. Pupils will have chances to work on their extended writing skills and ability to think creatively.	**Minority Faiths** **Do religions have to believe in God?** Pupils will have the opportunity to develop their knowledge about faiths which they may be less familiar with. Pupils will be working on a collaborative project exploring the issues facing minority groups in a diverse society. They will be self-managers in terms of working to a deadline to reach a solution. This project offers pupils the chance to improve their ability to empathise with others and to think critically to solve problems.	**Sho'ah** **Why does God allow evil to happen?** We will explore a number of philosophical and ethical questions connected to the Holocaust. We will explore how such an atrocity can be represented through art and consider why humanity is capable of such treatment. Pupils will be invited to consider the issue of 'moral responsibility' by exploring the roles of perpetrators, bystanders and the wider public. We will use a variety of testimonies and pieces of evidence to help us when tackling these questions and use guidance from the Holocaust educational trust to inform our aims.	**Inspirational people** **Can one person change the world?** Pupils will examine the lives of influential people throughout history and current times such as Gandhi, Aung san suu kyi and Malcom x. They will assess the impact that these individuals have had on society and reflect on the differences that such people have made to the lives of so many. In addition, themes such as persecution, freedom of speech and methods of resistance will be considered and debated. Pupils will be able to develop their analytical skills by considering whether immoral acts affect one's ability to be 'inspirational'.	**Political Philosophy** **How should society be organised?** Political philosophy is the study of fundamental questions about the state, government, politics, liberty, justice and the enforcement of a legal code by authority. Pupils will discuss how a society should be set up and how one should act within a society. Pupils will be introduced to a range of political philosophers from thinkers such as Plato and Aristotle to John Locke and Karl Marx. They will have opportunities to analyse and reflect on the current political structure.	**Contentious Issues** **How do ethics affect our lives?** Pupils will explore a range of issues that will challenge them to express their beliefs and consider the beliefs of others. Some examples include the use of capital punishment, abortion and the use of animals in medical research. Pupils will practise their ability to formulate coherent arguments and to express their views using justifiable reasons. Students will engage in some discussions through the use of '*Philosophy for children'* techniques.

Physical Education	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Fitness: Students learn how to assess their own and others' levels of fitness. They then apply this knowledge to improve their fitness levels over the term, with the aim of creating personal success criteria and monitoring progress. **Tag Rugby**: Students will experience this exciting non-contact version of rugby. They will learn new individual skills, develop their teamwork and be able to make decisions and apply them under pressure.	**Netball:** Students will develop individual skills and the ability to make and apply decisions in small sided, competitive and non-competitive game situations. **Football:** Students will develop individual skills and the ability to make and apply decisions in small sided, competitive and non-competitive game situations.	**Gymnastics 1** (Sports Acrobatics): Students develop their individual skills from year 7 and implement them to team based, gymnastic routines. They will learn to evaluate and improve their own and others' performances. **Gymnastic 2** (Large apparatus): Students learn, using large gymnastic apparatus, how to create and perform in routines. The use of video analysis using iPads and flip cameras enables students to engage and interact with the module to their full potential.	**Badminton:** Students develop their knowledge and understanding of badminton. They develop the ability to make decisions in competitive game situations and apply them with increasing accuracy. **Fitness 2:** Students build on their knowledge and understanding from the original fitness module. They design specific training programs for themselves to use in lessons and life beyond school. Learning is supplemented utilising the school's VLE Canvas.	**Outdoor & Adventurous Activities:** Students work in teams to enhance the skills of communication, cooperation and the ability to assess and evaluate different situations, through a variety of fun games and activities. **Rounders:** Using this striking and fielding activity, students improve their understanding of the principles of the game developing and demonstrating the skills, decision making, cognitive and physical persistence needed to be successful learners.	**Athletics:** Through a range of modified Olympic style events, students learn a diverse range of skills and how to apply them as a performer and also as a coach. The use of video analysis equipment ensures there is an emphasis on team work and how to evaluate and improve performances. **Cricket:** Building upon the motor and cognitive skills during rounders, the cricket module looks specifically at thinking and acting positively under pressure.
	<u>Fitness Development</u> Embedded within the year 8 Physical Education curriculum is a fitness focus which encourages and enables all learners to understand their strengths and weaknesses whilst providing the platform for individual progress in the areas of *speed, strength, stamina, suppleness and power.*					
	<u>Inter-house competitions</u> Throughout the year students compete in a range of inter-house activities such as lineball, basketball, dodge ball, fitness, striking & fielding to accumulate points towards their house which then culminates at the major school sports day event, in the Summer term.					

PSHCEE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Building Confidence & Relationships	Topical Issues in Sport	Decision making, options and careers	Drugs education	Democracy in Action Enterprise	Money skills

The Personal Social Health Citizenship & Economic (PSHCE) curriculum is a programme of learning through which our students acquire the knowledge, understanding and skills they need to live healthy, safe, productive, capable, responsible and balanced lives now and in the future. As part of a whole-school approach, PSHCE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

PSHCE contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives. The curriculum encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHCE education is providing opportunities for students to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

Park High Preferences offer 2016-17

Students will be encouraged to express three preferences in March 2017. In the build up to this, they will receive a great deal of advice and support to ensure that they make informed decisions.

Parents/Carers and the students themselves will be encouraged to attend a "Preferences Evening" on 7 February, where staff and students currently in Year 10 or 11 will be available to receive questions and to share the challenges of the course. Parent teacher consultation evenings will follow later in February and March with the deadline for preferences falling on 23 March 2017.

It is important that throughout this process decisions are made using all the information available. Progress check data for attainment, engagement and behaviour are all equally important as is the advice and guidance offered by tutors during the Review days.

Students will be informed of their pathway based on a number of considerations which include progress, attainment, engagement, aptitude for learning and potential for success. Factors considered will include:

- End of Year 7 exam results
- Progress made whilst here at Park High School
- Aptitude for, and engagement in, learning
- Prior learning outcomes at the end of Key Stage 2

Due to the nature of the GCSE courses in Computer Science and Engineering, any student wishing to choose them will need to meet the required mathematic level. Their Progress Check reports on the 14 December and 8 March will indicate if they meet this level.

Art & Design	GCSE
Art Graphic Communication	GCSE
Business	GCSE / BTEC
Computer Science	GCSE
Dance	GCSE
Drama	GCSE
DT Engineering	GCSE / BTEC
DT Product Design	GCSE
DT Textiles Technology	GCSE
French	GCSE
Geography	GCSE
German	GCSE
History	GCSE
ICT	Cambridge National
Media	GCSE
Music	GCSE
Spanish	GCSE
Sports Science	GCSE / BTEC
Travel & Tourism	BTEC

THE PURPOSE OF REVISION

"We are or become those things which we repeatedly do. Therefore, excellence can become not just an event, but a habit."

Albert Einstein

Have you ever asked yourself why we need to revise?
Is it to annoy you?
Is it just to put you under enormous pressure?
Does it have any purpose?
Why do we have to sit exams at all?

When sitting an examination, the examiner knows that the work being assessed is entirely the student's own work and that how well a student does in an exam is entirely up to them!

In order to do yourself justice in an exam you have to undertake revision, understand revision techniques and examination strategies that you use.

Therefore revision means going over work in order to:

1. **1.** Check your understanding.
2. **2.** Make links between different topics to see how the whole subject fits together.
3. **3.** Remind yourself of material you have forgotten
4. **4.** Reinforce your learning.
5. **5.** Identify and fill gaps in your knowledge.

Revision Techniques

Where to study

Creating good conditions to study in can help you make the most of the time you spend revising. Here are some suggestions:

1. Find a quiet place to study and make sure you are sitting comfortably
2. Make sure your desk is well lit
3. Keep background noise to a minimum
4. Avoid studying in an area where there will be distractions (like television!)
5. Have everything you need to do your revision to hand before you start

How to study

There is no 'right way' to revise, as long as the method you choose enables you to gain a solid grasp of key facts and consolidate your knowledge. Some students are happy to read their classroom notes from start to finish, others prefer to simplify the information as much as possible, turning everything into skeleton notes, diagrams or mnemonics. In practice, most students find that mixing techniques suits the varied nature of the subjects being revised, and provides essential variety when studying.

Turn your notes into revision tools;

1. Write ideas and facts on to cards to use as 'prompts'
2. Create memory aids such as diagrams or mnemonics (e.g. initial letters to make a word you need to remember or SMART objectives: Specific; Measurable; Achievable; Realistic; Targets). These will help you remember key facts write key facts/notes out and display these around the house where you will see them
3. Record yourself reading notes to listen to
4. Study with a friend and test each other's knowledge, but remember you are meeting to revise rather than to chat!
5. Work through past question papers – and use a watch to time them so that you can practise timing your answers.
6. Choose study and revision guides sensibly. It's not hard to find help with revision – as well as established published revision guides, there are hundreds of websites offering help and advice. The problem is not how to find such help, but how to judge which is the best source for your needs. Save valuable time and get recommendations from your teachers
7. Remember course notes are also a valuable source of extra help
8. Keep yourself more alert by changing revision methods during a session. For instance, try switching from note taking to memorising; from reading to asking someone to test you
9. Attend any revision classes that your teachers may be running at school and get their advice on revision methods
10. Look after yourself – Sometimes revision can become a competition – who stayed up latest, who worked longest, who's worrying the most. But the more tired you are the less efficiently you'll work. You need to rest as well as study, eat well, drink lots of water and make sure you pace yourself. Don't rush, and equally don't over-revise by doing too much too soon

Six simple revision techniques

Condense – fitting notes on one side of paper makes it easier to learn

Highlight – target key areas using colour and symbols. Visuals stimulate the brain

Record – put important points onto tape, listen to them and they will sink in

Talk – read your notes out aloud

Test – what can you remember without notes. Use spider diagrams to map out what you know

Time – in a quiet place go through past papers

Revision techniques

There are countless ways of revising. The least effective ways are those that involve just reading through notes over and over. The most effective ways are those where you interact with the material, making it meaningful to yourself, for example:

1. Using your material to answer a question or address a problem you have not previously tackled.

2. Reworking the material into a chart or diagram.

3. Summarising material under headings onto index cards.

4. Discussing the material with other people.

5. Make links, comparisons and contrasts between different areas of your programme.

6. Evaluate different theories.

A good starting point is to summarise the notes you have on each topic.
Reduce your notes to key words and phrases. This will form the basis of your revision notes. You can reduce your notes further so that information fits on one side of A4 Use diagrammatical notes if you memorise material more easily in a visual form. Use colours, highlighting or different coloured paper to make the notes distinctive.

You can try to rebuild your notes from memory. You can save time writing by using a tape recorder or speak to someone. Use your original revision notes to check where there are gaps in your notes. Check your answers by using the original notes. Fill in forgotten facts with another colour pen. Repeat the process until all the gaps have disappeared.

Another idea is to discuss the revision topic with other students on your course.
Explaining concepts to others and checking their understanding helps to reinforce the knowledge in your mind. Once the knowledge begins to sink in try to answer questions on past papers. Practise writing essay plans for past exam questions (takes less time than writing full answers). Set yourself one or two mock exams to practise writing for a set time. You can examine past exam questions with other on your course.

Think positive!

Remember Preparation + Practise = Pass!!!

SITTING THE EXAM

Exam tips – sitting the exam

Be prepared; find out what is involved in each of the examinations that you are going to sit. Organise yourself the night before and get plenty of sleep.

- Check you have the correct equipment with you before you leave the house (pens pencils, ruler, scientific calculator, etc)
- Leave for the exam in plenty of time
- Look through the paper first and mark difficult questions/initial thoughts
- Select the questions that will best enable you to demonstrate your knowledge to the examiner
- Look at the marks available and read the questions carefully, following instructions given in the paper (e.g. to show all workings, word limits etc.)
- Use the information provided on the paper (the answer's often nearly all there)
- Pace yourself and allow enough time to answer all the required questions
- Write as neatly as possible to help the examiner to mark your work. Marking untidy writing is difficult
- For longer answers, take a few minutes before you begin to produce a structured plan of what you are going to include in each section
- Allow yourself ten minutes at the end to read through your answers and correct any mistakes
- Cross out anything you do not want the examiner to read (e.g. an earlier answer to a question)

Dealing with exam nerves

It is natural to feel nervous before an examination. The more prepared you feel, the easier it will be to conquer your fears.

- Create a revision plan to help you feel in control of the process
- Plan your work carefully around the topics you need to focus on.
- Being aware of gaps in your knowledge can create nerves, but having a plan of how you will fill these will make you feel better.
- Find out what is involved in the exam:
    - where and when it will take place
    - how much time is allowed
    - how many questions you need to answer
- Think positively
- Keep the exam in context – even if you do badly, there will be other options open to you
- Allow yourself some fun-time each day to relax
- Eat sensibly – your brain cells need energy to function well.
- Make sure you drink plenty of water to avoid becoming dehydrated. Dehydration makes you tired and reduces concentration

Useful Revision Websites

http://getrevising.co.uk/
http://www.bbc.co.uk/schools/gcsebitesize/
http://www.buzzin.net/revisiontips/revtips.htm
http://revisionworld.co.uk/gcse
http://www.need2know.co.uk/learning/revision
http://s-cool.co.uk/gcse.html

Document correct at time of going to print.

Some Useful Information

THE SCHOOL DAY

08:30 School gate closes (all students should be on site)

08:40 Registration/Assembly

08:55 Period 1

09:45 Period 2

10:40 Break

11:00 Period 3

11:50 Period 4

12:45 Lunch

13:40 Registration

13:45 Period 5

14:35 Period 6

15:30 End of planned teaching day for all year groups, including Sixth Form.

LATES FLOW CHART

WHAT HAPPENS WHEN YOU ARE LATE FOR SCHOOL?

LATE AT THE GATE (after 8.30)

BREAK TIME DETENTION (in L1)

MISS BREAK TIME DETENTION – GO TO S13 THAT DAY AT LUNCHTIME

MISS S13, GO NEXT DAY OR EXPECT AN SLT DETENTION AFTER SCHOOL OR EVEN AN INTERNAL

HAVE A POOR LATE RECORD (3 LATES IN TWO WEEKS) AND GET A DETENTION FROM YOUR DHOY

CONTINUALLY POOR LATE RECORD AT THE GATE OR FOR REGISTRATION AND YOU WILL RECEIVE A HOY DETENTION AND HOME WILL BE CONTACTED

STILL NO IMPROVEMENT? PUNCTUALITY PANEL WITH YOUR CARER/PARENT

REPORTING ABSENCES FROM SCHOOL

What you as Parent/Carer need to do

- If your child is going to be absent from school, please call the office in the morning before 9.30am to inform us of the reason for the absence.
- You need to call the school on **every morning** that your child is absent.
- Messages can also be left on the answer machine which is on when the office is closed.
- When your child returns to school, please enter a note in their contact book to cover the whole period of absence.
- If your child has a pre-booked hospital, medical or dental appointment please put an advance notice into their contact book that they can show to their tutor.
- Please do not e-mail tutors directly regarding absence. You can email the school office on info@parkhighstanmore.org.uk

What we will do

- If your child is absent from school and we have not received a phone call or been previously advised of the absence, we will call you on the contact numbers you have provided us with in priority order.

Please ensure that all of the contact numbers you provide are kept up to date.

- Absence of more than 3 consecutive days, including days that go over a weekend will require confirmation of attendance at your GP surgery.
- Should your child's attendance drop below 95% we will require a medical note for 1 day of absence.

If you feel that your child is trying to avoid coming into school, please let us know and we will offer you support and help to address any issues or concerns you or your child may have.

REQUESTS FOR EXCEPTIONAL LEAVE

Parents and carers are asked not to request absence in term time for their child as this will not be authorised except in exceptional circumstances or if this is due to illness.

In January 2011 the Governing Body of Park High School determined that the school should not authorise absence for students during term time except in genuine emergency situations. Should you take your child out of school during term time this will be recorded as an unauthorised absence unless it can be proved that this is a genuine emergency situation. As a school we are duty bound to report all such absences to the Local Authority.

From September 2013 the Department of Education have informed all schools that attendance will be closely monitored and any absence categorised as unauthorised is likely to result in Harrow Local Authority issuing a penalty notice – a minimum of £60 per parent per child. Persistent unauthorised absence could lead to further fines and eventual court action.

We know that there are clear links between high levels of attendance and academic success and we do all we can to ensure that parents and carers understand this and work with us to make certain that as little schooling is missed as possible.

Unauthorised absence will also have a detrimental effect upon any individual's chances of obtaining the highest levels of rewards in our twice yearly celebration assemblies as well as, in the upper school, negatively affecting their opportunities to achieve their much prized Graduation status.

AUTHORISED ABSENCE FOR RELIGIOUS FESTIVALS

You can find on our website (www.parkhighstanmore.org.uk), under the Parents Section, a guide from the Harrow Standing Advisory Council for Religious Education (SACRE) with the dates on which it is recommended that authorised leave should be granted. These dates are set by representatives of local faith communities each year.

REVIEW DAY INFORMATION

This year there are 3 Review Days on 17 November 2016, 8 February 2017 and 13 July 2017 and will be more concerned with the learning and engagement in all curriculum areas. Your child's success will be highlighted through Progress Check Data which will allow interventions to be put in place to meet individual's needs, such as:

- Learning Conversations
- Parent Meetings
- Home Learning Club
- Differentiated Lessons
- Tutor Support
- Head of Year Interventions

Parents/Carers are **NOT EXPECTED** to attend unless they have been invited by Tutor or Head of Year. All targets will be documented in your child's contact book and will be reviewed at half term. We encourage all parents to play an active role in ensuring that their child meets their goals.

REWARDS

Recognising achievement and giving praise is an important part of our work. To do this Merit cards are awarded to individual students. Certificates and badges are awarded when a number of merits have been received.

Students who achieve certain criteria in attendance, punctuality, uniform and behaviour are awarded Gold and Supergold certificates at the end of each term at the **Celebration Assemblies**. Parents are encouraged to attend these assemblies to celebrate our children's achievements.

LEADERSHIP

This year Park High will continue on an extensive Leadership programme. Students will have many opportunities to develop their leadership skills.

DISCIPLINE

High standards of behaviour are expected. The school aims to be well organised, caring and disciplined. Where praise and reward do not manage to encourage good behaviour then sanctions are used. There are a variety of sanctions and the main one is the detention. Students can be detained for up to 15 minutes without prior notification. If a more serious sanction is required longer detentions are given and parents are notified in advance. We would appreciate your support with this.

CLUBS AND ACTIVITIES

There is a wide variety of enrichment on offer at Park High. Students can take part in any of the activities on offer each week. Students can join them in the knowledge that involvement in these activities provides an added dimension to their education. The number of clubs grows each year and if your child has a particular interest encourage them to tell us, many clubs have started this way!

Communication

Reports and parental consultation

During the year you will receive reports on your child's progress. These will identify the achievements made and give targets for the future. There will also be a parents' consultation event when you can meet key members of staff who will have an overview of your child's progress. Each term, information will be available to you about the level of attainment, engagement and the standard of behaviour for your child in each subject area.

The contact book

At the beginning of the first term each student receives a contact book. We have found this book to be an extremely useful method of communication. There are pages in the book for your child to record home learning details and there are pages for notes and messages to be written on. These pages will have information on them relating to letters sent home and we ask you to sign that you have received them. There will also be comments from teachers about your child's progress. Please feel free to write comments in the contact book and we ask you to use it to provide us with details of any absences. The contact book will be read by the tutor and by any subject staff to whom comments are addressed. It will be signed by the tutor each week and we ask parents to do the same. It is in your child's interest that you check the contact book regularly; we appreciate your support with this.

Please make sure you fill out the page in the contact book detailing the lunchtime arrangements for your child. Students who are allowed to go home for lunch will not be allowed to do so unless this page has been signed by a parent or carer. There are also other home school agreements that must be signed.

Park Life Magazine

This is the school magazine. The object is to keep you informed and through text and photographs, to celebrate the achievements of students, both inside and outside the classroom. We aim to make Park Life an entertaining read for anyone connected to Park High.

PERSONAL SOCIAL HEALTH ECONOMIC EDUCATION AND CITIZENSHIP (PSHCE) – Year 8

At Park High School your child will have one lesson a week of PSHCE taught in tutor groups by their tutor.

The Personal Social Health Citizenship & Economic (PSHCE) curriculum is a programme of learning through which our students acquire the knowledge, understanding and skills they need to live healthy, safe, productive, capable, responsible and balanced lives now and in the future. As part of a whole-school approach, PSHCE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. PSHCE brings together personal, social and health education, work related learning, careers, enterprise and financial capability. Personal Well Being includes sex and relationships education and drug education. Citizenship education aims to help young people become informed and responsible citizens with the skills and knowledge to make an effective contribution to society. Citizenship and PSHCE often consider the same issues but from different perspectives e.g. looking at personal finance in PSHCE in relation to daily lives and in citizenship the national and global implications of financial risk taking. The programmes of study for both PSHCE and citizenship are based on concepts such as risk, relationships, diversity, rights and responsibilities.

PSHCE contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives. The curriculum encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHCE education is providing opportunities for students to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

YEAR 8 PROGRAMME

- Relationships
- Citizenship: sport
- Options
- Drugs education
- Citizenship: Democracy
- Financial capability

The programme is always under review to keep up to date and meet the needs of the students and current issues and for this reason there may be some adaptations during the year. If there are any key areas/topics which you feel should be addressed and currently aren't please contact Ms Barker (Head of PSHCE) on nbarker7.310@parkhighstanmore.org.uk.

To be ready for learning students need to be well equipped so the following items are required:

English dictionary and thesaurus

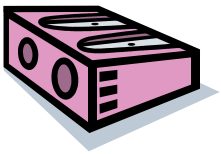
Pencil case

Blue/black pens (fountain/roller)

Pencils

Eraser

Glue



Calculator

Compass

Rough book

Pencil sharpener

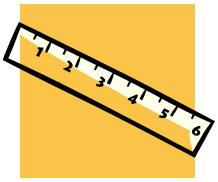
Membership of a local library

Pocket French dictionary

Pocket Spanish or German dictionary

Set square

Protractor/angle measure



Ruler

PE kit