Sir William Romney's School

Curriculum and Pastoral Guide

Year 9

Academic Year 2015-2016

Notes

Teaching Staff Email Addresses

NAME	POSITION / DEPARTMENT	EMAIL ADDRESS
Barker, Mr D	Leader of Learning Science & PE	d.barker@swr.gloucs.sch.uk
Blackwood, Mr F	Second in Mathematics	f.blackwood@swr.gloucs.sch.uk
Blake, Mrs L	Curriculum Coordinator Drama / Learning Manager Y10-11	l.blake@swr.gloucs.sch.uk
Brown, Miss K	Teacher of Girls' PE	k.brown@swr.gloucs.sch.uk
Brown, Mrs S	Learning Manager Y7 / Teacher of Childcare	s.brown@swr.gloucs.sch.uk
Copcutt, Mrs S	Second in Science	s.copcutt@swr.gloucs.sch.uk
Daniels, Miss J	Assistant Headteacher	j.daniels@swr.gloucs.sch.uk
Davies, Mr C	Leader of Learning Creatives	c.davies@swr.gloucs.sch.uk
Dorber, Mr J	Learning Manager Y9 / Teacher of Mathematics	j.dorber@swr.gloucs.sch.uk
Duke, Mr M	Curriculum Coordinator ICT	m.duke@swr.gloucs.sch.uk
Fairclough, Mr J	Teacher of History	j.fairclough@swr.gloucs.sch.uk
Farr, Mr J	Curriculum Coordinator Boys PE	j.farr@swr.gloucs.sch.uk
Findlay, Miss D	Learning Manager Y8 / Teacher of English	d.findlay@swr.gloucs.sch.uk
Gibson, Mrs J	Teacher of Science / T&L Coordinator	j.gibson@swr.gloucs.sch.uk
Godwin, Mr D	Curriculum Coordinator History	d.godwin@swr.gloucs.sch.uk
Hancock, Miss R	Curriculum Coordinator Music	r.hancock@swr.gloucs.sch.uk
Harrison, Mrs C	Teacher of French	c.harrison@swr.gloucs.sch.uk
Hopson, Miss K	Assistant Headteacher / Leader of Learning Mathematics & ICT	k.hopson@swr.gloucs.sch.uk
Jones, Miss C	Teacher of DT Food	c.jones@swr.gloucs.sch.uk
Jones, Mrs J	Curriculum Coordinator Geography	j.jones@swr.gloucs.sch.uk
Lomas, Mrs I	Curriculum Coordinator RE	i.lomas@swr.gloucs.sch.uk
Lynham, Mrs T	Leader of Learning Humanities	t.lynham@swr.gloucs.sch.uk
Mackay, Mr S	Headteacher	s.mackay@swr.gloucs.sch.uk
Manser, Mrs B	Teacher of Mathematics	b.manser@swr.gloucs.sch.uk
Pullin, Dr C	Teacher of Science	c.pullin@swr.gloucs.sch.uk
Regan, Mr C	Teacher of French / German	n.randell@swr.gloucs.sch.uk
Rogers, Mrs N	Teacher of Art / DT	n.rogers@swr.gloucs.sch.uk
Skipp, Mr R	Leader of Learning English with Drama & MFL	r.skipp@swr.gloucs.sch.uk
Smith, Mrs C	Teacher of Science	c.smith@swr.gloucs.sch.uk
Staynings, Mr J	Teacher of English	j.staynings@swr.gloucs.sch.uk
Wagner, Mr M	Curriculum Coordinator DT	m.wagner@swr.gloucs.sch.uk
Williams, Mrs K	Teacher of English and Drama	k.williams@swr.gloucs.sch.uk

Dear Parent/Carer

Year 9 is an important year for students. It is a year in which they continue to build on the foundations of their first two years in the school and further develop their skills and experiences in a broad range of subjects. It is also the year in which they will be making their options choices for Key Stage 4.

Throughout Year 9 students will slowly become more focused on subjects that they want to continue through to GCSE and their options process. As part of the tutor programme, specific tutor periods will be aimed at providing our students with the knowledge of how their choices will affect them in Year 10 and 11. These sessions will also enlighten the students on colleges, apprenticeships and further study once they have left SWR.

The tutor programme will also give students the time to reflect on their successes throughout each week. This time allows the students to take ownership of their learning and become more independent. There is also opportunity for students to work together as a team and receive any social/pastoral support.

Year 9 is an exciting year in which students have the opportunity to form positive study and work habits which will set them up for success throughout life. As Learning Manager, I will be supporting and encouraging them to develop these skills and look forward to helping your child achieve their potential.

I hope this handbook is helpful in giving you information and in guiding you to the correct point of contact in the school. If you have any other concerns, please do not hesitate to contact me. I look forward to meeting many of you in the future.

Mr J Dorber
Years 9 Learning Manager

Curriculum

English

In English at Key Stage 3 students develop their skills in Reading, Writing and Speaking and Listening. They will follow wide ranging, engaging schemes of work aimed at preparing them for the new style GCSEs. Units studied will include - "Modern Issues in Literature" in which students will consider how issues are presented in texts such as "Of Mice and Men", "To Kill a Mockingbird" or "Stone Cold"; "Shakespeare, Power and Control", in which students will study Macbeth in depth as well as a range of poetry; "Writing for a purpose" in which students will explore a range of writing types and a unit on 19th Century Adventure Stories. Each unit culminates in a formal assessment in timed conditions to prepare students for the demands of the GCSE course. To help support them in preparing for this, students will regularly reflect on their progress, setting targets with their peers and class teacher on how to improve and revisiting these at regular intervals to ensure progress is being made, Throughout all units there will be regular development of technical accuracy in written and oral communication. Students also have one lesson per fortnight in the school library; during this lesson they will develop library skills, research skills and read both fiction and non-fiction texts.

Mathematics

In Year 9 students are set in four groups. All students will be working on the four main strands of Mathematics: Numeracy, Algebra, Geometry and Statistics. Homework is set once each week and will be a variety of tasks to support and consolidate learning. We have very high expectations in the department and expect that all students arrive to lessons prepared to work and fully equipped. All students should have: green pen, black pen, pencil, ruler and scientific calculator (which can be purchased from the department for £5.50).

Science

In Science students initially continue to follow the KS3 Exploring Science programme which incorporates Biology, Chemistry and Physics. The integrated learning continues to develop students' scientific knowledge and investigative skills that help relate science to the real world. Assessment will occur typically every four weeks, at the end of the each block of learning, until a final end of KS3 exam, just before Christmas. After Christmas students will begin to follow the KS4 AQA Core Science specification. The additional time given to KS4 will allow for greater development of investigation skills and provide more time for preparation before their first Science GCSE exam at the end of Year 10. Students have seven one hour lessons over the two week timetable which is divided between two teachers teaching different topics concurrently. Students are given specific targets and levelled objectives for every lesson to ensure they can take ownership of their own learning. This also means staff and students can easily monitor progression throughout the topic.

Extra-Curricular Activities

There is a wide range of clubs and activities available to students throughout the Year. The majority of these take place either at lunchtime or at the end of the school day. There are sometimes visits organised by the school in the evening and you will be informed about these as they occur.

LUNCHTIME CLUBS			
DAY	**YEAR**	**WHAT**	**WHERE**
Monday	All 10 & 11 All	SEN Club Multi Gym Cross Country Club	Sports Hall Sports Hall Outside
Tuesday	All 7 All	Netball Shooting Rugby Help with school work	Sports Hall Outside Library (from 1.30pm)
Wednesday	10 & 11 All All All	Multi Gym Ukulele Club Freeball Design Technology	Sports Hall Music Sports Hall DT
Thursday	All	Badminton	Sports Hall
Friday	All 10 & 11 10 & 11 All	Gymnastics Multi Gym Indoor Football Recorder Club	Gym Sports Hall Sports Hall Music
AFTER SCHOOL CLUBS			
Monday	11	Photography*	AR1 (finish 4.40pm)
Tuesday	7 to 9 7 to 9 All 10 & 11 All	Netball Rugby Choir ICT Japanese	Tennis Court Outside Music IT HU2 (finish 4.30pm)
Wednesday	10 & 11 10 & 11 7 10 & 11	Netball Rugby Pottery* Music GCSE Composition	Tennis Court Outside AR2 (finish 4.40pm) Music
Thursday	All 10 & 11	Design Technology Music GCSE Composition	DT Music

KS3 Future Tech & Coding Club - tba

*Please see Mr Davies, Leader of Learning Creatives, if interested in Pottery or Photography Clubs

Remember there is a minibus service to Avening, Nailsworth and Horsley every Tuesday and Wednesday at 4.40pm

Trips and Visits

The following trips involving Year 9 students are planned for this year. In addition, trips planned for other year groups are included to give you an overview of the experiences offered in later years in the school. This may be subject to change. An estimate of the cost of each trip is provided.

Year 9:

Xmas Science Festival	December	£21
WW1 Battlefields	July	£325

Foreign Trips:

Ski tour Austria 2016 (Years 7 to 11)	April	£865
Ardeche 2017 (Years 8 to 11)	July	£760
Iceland 2016	July	£900

Curriculum Trips:

There are a number of curriculum based trips during the year and parents will be informed of these as they occur. In general these are relatively low cost (£10-£25). These include drama, art and sports trips and are often open to all year groups.

The Year 9 'Experience'

The best way to give parents an overview of Year 9 is to tell the story of the year…

Month	Date	Event
October	15th	Information Evening, 6.15pm to 7.30pm
January	19th	Parents' Evening, 5pm to 7.30pm
February	2nd	Options Evening, 6pm to 7.30pm
March	21st - 24th	School Production
July	4th - 7th 4th - 8th	Battlefields Trip Enrichment Week

Contact Details - Who's Who

Mr J Dorber - Year 9 Learning Manager
j.dorber@swr.gloucs.sch.uk

Mr J Courtice - Tutor for 9JC
j.courtice@swr.gloucs.sch.uk

Mr F Blackwood - Tutor for 9FB
f.blackwood@swr.gloucs.sch.uk

Mrs C Smith - Tutor for 9CS
c.smith@swr.gloucs.sch.uk

Mr D Godwin - Tutor for 9DG
d.godwin@swr.gloucs.sch.uk

Miss K Hopson - Assistant Headteacher
k.hopson@swr.gloucs.sch.uk

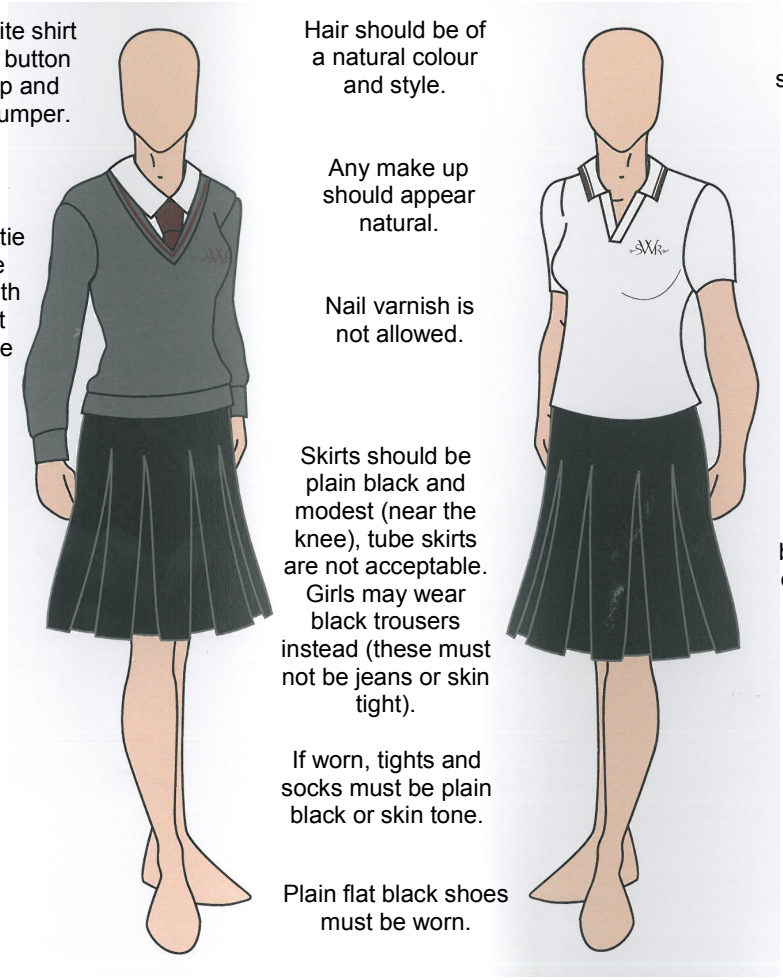
Miss L Scourfield - SENCO
l.scourfield@swr.gloucs.sch.uk

Enquiry Guidance

For most enquiries the first point of contact should be the member of staff best able to deal with the issue in the first instance:

- Single subject related - subject teacher then Head of Subject
- Multi-subject/general progress issues - Form Tutor then Learning Manager
- Tutor group related - Form Tutor then Learning Manager
- Concerns about relationships/well-being - Form Tutor then Learning Manager
- Support for Learning - Miss Scourfield
- Attendance - Mrs Lomas
- Behaviour - Mrs Andrews

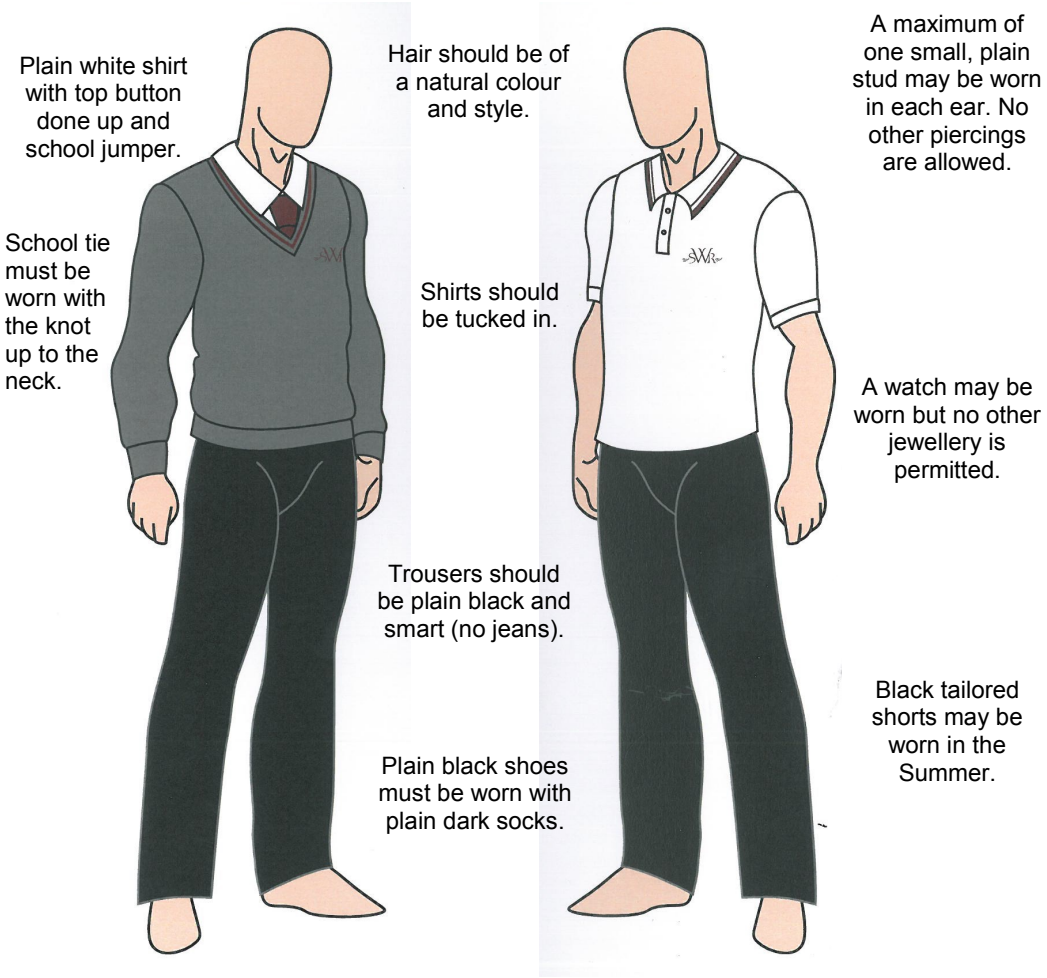
Any other enquiries - school office for advice



Winter Uniform **Summer Uniform**

School Uniform

The winter and summer school uniforms are represented below. The winter uniform is worn from October until the end of Term 4 (usually April). The summer uniform is worn in Terms 5 and 6 until the end of September in Term 1. Sweaters, ties, polo shirts and PE kit are sold through the school.



Winter Uniform **Summer Uniform**

Aim High and Achieve' Action Planning for Year 9

In Year 9 students work through a process of target setting called 'Aim High and Achieve' - AHA.

"The ability of a student to self-monitor his or her performance is a natural step towards becoming independent, which can only happen when students take responsibility for their own behaviour and essentially become "agents of change" (Malcolm Hanson 1996)

Aim High and Achieve is a system which:

- Empowers students to take responsibility for their own progress
- Allows tutors to have effective and powerful learning conversations with each tutee
- Builds a partnership between home and school to support students in progressing and achieving
- Teaches the students skills that they will need in the workplace

This process will involve students reviewing their current achievements and then setting themselves targets. Students will be guided to ensure that these targets are specific and appropriate; have a clear timescale; and success is able to be measured clearly. They will then work out a plan of the steps they need to take in order to achieve their targets. This plan will include actions they need to take both at school and also at home. These targets and plans will be discussed with tutors.

SMART Targets

The targets students set will be SMART targets. This means that they will be:

- **S***pecific*
- **M***easureable*
- **A***chievable*
- **R***ealistic*
- **T***ime bonded*

For example:

I want to achieve a Level 6 in English by the end of Term 2.

I want to get over 80% in each of my next three maths tests.

I want to get all 1s and 2s for resilience on my next report.

I want to put my hand up and contribute in at least three lessons per day.

I want to complete all homework on time by the end of Term 2.

Homework

Homework is seen as being an integral part of the curriculum and gives students an opportunity to do research, practice skills and to work with a wide range of media. Some subjects, Mathematics, Languages, Science, English and Drama, require regular consolidation and opportunities for practising processes and so these subjects are set for students every week. All other curricular subjects set extended learning pieces on a carousel basis throughout the term. Students will be given a timetable for their extended learning pieces at the start of each term. In Year 9 these extended learning pieces take approximately two hours to complete. All homework is recorded by the student in her/his planner. Planners are checked regularly by tutors and parents are asked to sign student planners once each week. There is an afterschool homework club called 'Explore' to support students in completing their homework.

Academic Targets

All students are given end of year and end of Key Stage targets. These targets are based on a students attainment on entry to school (Key Stage 2 SAT results) and on the results of the CAT tests which are taken in Year 7. It is expected that Year 7 students will make at least 2 levels of progress, for example: from level 4A at the start of Year 7 to Level 6A at the end of Year 9. Each year a student would be expected to make at least 2 sub-levels progress eg: 4C to 4A. The interim and full reports have the end of year targets and current attainment indicated on them.

Some practical subjects (Art, Drama, Music, DT) do not have accurate data on levels of attainment in these subjects from primary schools and these subjects therefore assess students at the start of Year 7 to determine the start point for target setting purposes. These subjects then set targets based on the same principles explained above.

For comparative purposes the average attainment in most subjects at the end of Year 9 is a high level 5 (5A) or low level 6 (6C).

Academic Monitoring and Mentoring

The progress of students towards their targets is closely monitored by Learning Managers and students who are working below their expected level in a number of subjects may be identified for some additional support and this will involve mentoring by their tutor and/or another member of staff. Parents will be informed of arrangements for supporting students who are in need of additional support to achieve their potential.

Marking & Feedback

Students will have their work marked on a regular basis. Marking will be formative and students will be told why they have succeeded (What Went Well) and how to improve (Even Better If). All marking will require students to improve their work based on their EBI comments. This will be done in a green pen. You are encouraged to check their work and to track their progress in their books.

Absence

Attendance at SWR is good and individual records of attendance appear as a percentage on a student's report. Students should aim for 100% attendance. If a child is absent from school, parents/carers are asked to phone the:

SCHOOL ABSENCE LINE 01666 501099

On each day of the absence, please leave a short message giving a reason and an indication of how long the student may be absent. If no explanation has been received for an absence, this may trigger an automatic absence alert call to home or mobile number.

Family holidays should be arranged during school holidays in order to ensure continuity of education for students. Please do not ask for leave of absence for a family holiday in term time. It is only in exceptional circumstances that the Headteacher has the legal authority to grant leave of absence in term-time.

Lates

If a student arrives late at school, they must sign in at Reception. If a student is late twice in a week, without good explanation, we will require them to attend an after school SLT detention.

Behaviour

Mrs L Andrews
Tel: 01666 502378 Ext 283
Email: l.andrews@swr.gloucs.sch.uk

The great majority of our students behave very well and are a credit to the school. However there are instances when the behaviour of individual students can affect the learning of others. If this is the case and a student does not follow staff instructions, the student may be relocated. On rare occasions this may result in isolation of the student in the Focus Room and this may include break and/or lunchtime, and parents are informed by letter. Students who behave in an unsafe, inappropriate or disrespectful manner at break or lunchtime are placed in the "Sin Bin".

Learning Resources Centre

The Learning Resources Centre is open at break and lunchtime for quiet reading, newspapers, and board games including chess and draughts. It is also open after school on Tuesday and Thursday to complete homework, do coursework and for revision.

The Learning Resource Centre lends fiction books which all students should have in their bags for registration and English. There is also a wide selection of non-fiction books, both curriculum-based and for hobbies.

Setting Arrangements

In Key Stage 3 students are set in English, Mathematics, Science and MFL. Students are in mixed ability groups for the remainder of their lessons. Some students may be withdrawn from German to ensure they receive the extra support necessary in either Literacy or Numeracy.

It is very important that students are placed in an appropriate group in the areas that are set by ability to ensure that they are challenged and engage with their learning. As students can make progress at different rates, at each reporting interval the progress and achievement of all students in the year is evaluated by the Learning Manager and decisions about movements between sets are made in discussion with Leaders of Learning. Parents will be informed of any such decisions as soon as possible, usually by phone call and then by letter.

Resilience

At Sir William Romney's School we value resilience highly. We encourage students to develop this skill and we report on students' level of resilience in every report.

Resilience is seen through perseverance; being on task in lessons; avoiding distractions; working to the best of one's ability and bouncing back quickly from disappointments. It can be viewed as a combination of effort and attitude.

Resilience is a vital skill for succeeding in life – in education, in employment and in all other areas of society.

Reporting

Reports on students' progress are called Interims and are issued at key points during the year.

Interims include:

- current working levels/grades for each subject
- the students' target grades in each subject
- homework
- attitude to learning
  (both on a scale of 1-4, with 1 being high and 4 being low)
- attendance percentages
- behaviour report

The interims indicate through colour coding, whether the achievement has increased from last report and whether they have reached their target grade.

There are opportunities following every interim to contact school with any questions you may have via staff email addresses or by contacting the school office.

Phoenix Room

Mrs F Phillips & Mrs M Bannatyne
Tel: 01666 502378 Extension 267/260
Email: f.phillips@swr.gloucs.sch.uk
Email: m.bannatyne@swr.gloucs.sch.uk

The Phoenix Room is staffed by Mrs Phillips and Mrs Bannatyne. The Phoenix Room is the Inclusion Centre for SWR and caters for students with emotional, social or behavioural problems. In short any student experiencing any issues whether at home or school, which impact upon their ability to learn, can be supported. This support may take the form of 1:1 sessions, small group work or in-class support. Referrals to the Phoenix Room are made by the relevant Learning Manager.

Inclusion Room

Miss M Gatley & Miss L Kimber
Tel: 01666 502378 Extension 280
Email: m.gatley@swr.gloucs.sch.uk l.kimber@swr.gloucs.sch.uk

We offer tailored support to referred individuals and groups in the following areas:

- Academic mentoring (all key stages) in class and in the inclusion room
- KS4 GCSE coursework catch-up and academic success plans
- Behaviour for learning 1:1/group work
- Enrichment for behaviour and learning
- Transition support/mentoring.

Attendance

Mrs V Lomas
Tel: 01666 502378 Ext 227
Email: v.lomas@swr.gloucs.sch.uk

Students are expected to:

- Be punctual and maintain a high level of attendance
- Attend registration at 8.55am and 2.05pm
- If arriving late, to sign in at the School Office and collect a late slip
- Not leave the school grounds without permission. Prior notice is required from parents for all medical/dental appointments where possible. For emergency appointments, parents should contact school on the morning of that day
- Make every effort to catch up with any work missed when returning to school following any absence
- Report to their tutor, Learning Manager or Mrs Lomas any issues or problems they are having within the school that may affect their learning and attendance

Persistent Absence

A student becomes a "persistent absentee" (PA) when they miss 10% or more schooling across the school year **for whatever reason**. Absence at this level does considerable damage to a student's educational prospects. All PA students (and those close to PA) are tracked and monitored very carefully.