



**GLEBELANDS**

**School and  
Curriculum  
Information  
For  
Year 7  
Students  
and  
Parents  
2017/2018**

Name:..... Tutor Group:.....

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Dear Parent and Student

I am looking forward to meeting and getting to know you all over the years to come.

The Glebelands Experience was a huge success, the majority of students expressed that the two days made them feel less nervous about coming to Secondary School and I believe that this year group will be very successful. The feedback from all staff involved was extremely positive and hopefully the students will have found the transition from Primary to Secondary school much easier than they might have expected.

The Year 7 tutor team and myself were pleased to greet an enthusiastic, smartly dressed and focused Year 7 on their first day, ready to start learning to the best of their ability.

If you have any queries please do not hesitate to contact your son or daughter's form tutor or myself. The partnership between the school and home is vitally important in ensuring the students' progression is positive in all aspects of their lives. The greater the level of communication the better for all concerned. You can contact us by either a note in the student journal, which is checked regularly by tutors, or by telephone, leaving a message at reception. It is our policy to respond to any communication within 48 hours.

The tutor team for Year 7 is as follows:

Head of Achievement:	Mr R Hepburn
7JDT	Mrs J Tompkins
7KJS	Ms K Smith
7LAM	Ms L McMahan
7PJL	Mrs P Laughton

In this booklet you will find a list of dates for the year and you should find the answers to all your curriculum queries. The booklet contains a guide to all the subjects on offer this academic year, including the main topic areas that will be covered and information on how students will be assessed. There are also tips on useful websites and helpful reading material, as well as places to visit in order to help extend the learning for each child.

During the course of the year, we will invite you to attend a Progress Day with your son or daughter, when you will have the opportunity to discuss their progress with their tutor and help your child to agree on future targets. Further to this, there will be an opportunity to meet individual subject teachers at the Subject Evening on Thursday 3rd May.

**Please be aware that the school accepts no responsibility for any personal belongings brought onto the site.**

In the meantime, may I wish you all a happy and productive year at Glebelands and look forward to meeting you all at the Year 7 Information Evening on 19th September.



**Mr N Hepburn**  
**Head of Achievement Year 7**

## THE STAFF

### Senior Leadership Team

<b>RUM</b>	Mr Russell Mitchell	Head of School (Mathematics)
<b>CGS</b>	Mr Christopher Smitheram	Deputy Headteacher (Geography)
<b>MFK</b>	Mr Matthew Kerry	Deputy Headteacher (Geography)
<b>SDJ</b>	Mr Stephen Jones	Assistant Headteacher (P.E.)
<b>SLH</b>	Mrs Sandra Hearn	Senior Teacher, SENCo
<b>SPR</b>	Mr Stefan Radwanski	Senior Teacher, Head of Science
<b>FRC</b>	Mrs Frances Crawley	Business Manager

### Department of English

<b>MPR</b>	Mr Mike Ransom	Head of English
<b>JCR</b>	Mrs Jennifer Riley	English, Second in Department
<b>MJH</b>	Mr Mike Haydon	English
<b>SJG</b>	Mrs Sarah Green	English, Head of Achievement Year 9

### Department of Creative Arts

<b>JDT</b>	Mrs Jennifer Tompkins	Head of Art/Drama
<b>MHL</b>	Mrs Margaret Lawrence	Head of Music

### Department of Mathematics

<b>HSH</b>	Mr Howard Hoare	Head of Mathematics
<b>GUB</b>	Mr Gurnham Bahra	Mathematics, Second in Department
<b>RCG</b>	Mrs Richelle Gridale	Mathematics
<b>SAS</b>	Mr Stuart Singleton	Mathematics
<b>TRW</b>	Mr Tom White	Mathematics Student Teacher

### Department of Design & Technology

<b>KAD</b>	Miss Katherine Door	Head of Design & Technology, Resistant Materials
<b>OTJ</b>	Miss Olivia Treverton-Jones	Graphics, Head of Achievement Year 10
<b>PJL</b>	Mrs Phillippa Laughton	Lead Teacher of Food
<b>KJS</b>	Ms Karen Smith	Textiles

### Department of Science

<b>SPR</b>	Mr Stephan Radwanski	Head of Science
<b>HEC</b>	Miss Hannah Campbell	Science, Second in Department
<b>PSC</b>	Mr Peter Childs	Science
<b>CIC</b>	Miss Ciara Corrigan	Science
<b>AGW</b>	Mr Adam Wyllie	Science
<b>LAM</b>	Ms Leighanne McMahon	Science
<b>AJW</b>	Mr Anthony Wallace	Science Student Teacher

### Department of IT

<b>RDA</b>	Mr Russell Allen	Head of IT
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### Department of Physical Education

<b>RMW</b>	Mr Robert Whistler	Head of P.E. / Healthy Schools
<b>RNH</b>	Mr Rhoads Hepburn	P.E, Head of Achievement Year 7
<b>NTB</b>	Mrs Nadine Boniface	P.E, Head of Achievement Year 8

### Department of Humanities

<b>MJK</b>	Mr Mike Kett	Head of Humanities
<b>CAM</b>	Ms Catherine McAulay	Head of History & Sociology, Head of Achievement Year 11
<b>HCH</b>	Ms Hollie Hansford	History and Sociology, Lead Teacher
<b>KLM</b>	Mrs Kate Martin	Geography, Lead Teacher

### Department of Modern Languages

<b>NJC</b>	Mrs Natalie Clark	Head of Languages
<b>CMW</b>	Miss Claire Withers	Languages
<b>CED</b>	Miss Chantal Dufour	Languages

### Department of Learning for Life

<b>LMK</b>	Ms Laetitia Rys-Kent	Head of Learning for Life, Acting Head of Achievement Year 11
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### Department of Learning Support

<b>SLH</b>	Mrs Sandra Hearn	SENCo
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Mr David Burr  
davidnburr@btinternet.com

Chair of Governors

### Administration Support Team

<b>ACB</b>	Mrs Annie Booker	Finance Officer
<b>PSG</b>	Mrs Polly Gould	Attendance and Admissions Officer
<b>FIH</b>	Mrs Fiona Heard	Data Officer
<b>MLT</b>	Mrs Meriem Trollope	P.A. to Head of School
<b>SUV</b>	Mrs Susie Voisey	Finance Assistant
<b>WAB</b>	Mrs Wendy Booker	Receptionist - Student Services
<b>SOK</b>	Mrs Sally O'Kane	Receptionist - Main Reception
<b>LSF</b>	Mrs Lorraine Felmer	Receptionist - Main Reception
<b>LJS</b>	Ms Linda Sieber	Admin and Resource Technician
<b>JAW</b>	Mrs Janie Watson	Admin and Resource Technician

### Teaching Support Team

<b>AND</b>	Mrs Angela Dawson	Exams Officer / Data Manager / Team Leader
<b>MAB</b>	Mrs Madeline Bradley	Cover Supervisor
<b>KSM</b>	Mr Kevin Milligan	Cover Supervisor
<b>VAC</b>	Mr Victor Coughtrey	Cover Supervisor
<b>KLO</b>	Mrs Kate O'Neill	Inclusion Room Supervisor
<b>LJS</b>	Ms Linda Sieber	Inclusion Room Supervisor
<b>JAW</b>	Mrs Janie Watson	Inclusion Room Supervisor
<b>AMT</b>	Mrs Ana Trayling	Learning Resource Assistant
<b>IEK</b>	Ms Isabel Knights	Learning Resource Assistant
<b>AMC</b>	Miss Angie Chandler	Information Advice & Guidance Assistant

### IT Support Team

Mr Tom Gill  
Mr Jack Johnson

### Technical Support Team

<b>CAW</b>	Mrs Cathy Wilson	Senior Science Technician
<b>FHH</b>	Mr Feargus Hearn	Science Technician

### Learning Support Team

<b>KLO</b>	Mrs Kate O'Neill	Home-School Link Worker / Admin
<b>KNC</b>	Mrs Katharine Coode	Learning Support Assistant
<b>JMV</b>	Mrs Jill Vodden	Learning Support Assistant
<b>RDJ</b>	Mrs Rachel Jackson	Learning Support Assistant
<b>SSC</b>	Miss Samantha Cornwell	Learning Support Assistant
<b>SJD</b>	Miss Sarah Dolman	Learning Support Assistant
<b>RAS</b>	Mrs Rebecca Swallow	Learning Support Assistant

### Premises Support Team

<b>JHW</b>	Mr Jim Wright	Premises Supervisor
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### Catering Team

Mr Kurt Maxwell	Catering Manager
Ms Emma McConaghey	Catering Assistant
Ms Lucy Pritchard	Catering Assistant
Ms Andrea Murphy	Catering Assistant
Mrs Fahmida Choudhury	Catering Assistant
Mrs Anita Gains	Catering Assistant

### Invigilators

Invigilators are employed for supervision of examinations, list available from Mrs Angela Dawson.

**Co-Ordinator STAR Project (fedn)** Mrs Georgina Knights

**Uniform Shop:** Direct Clothing Company Mrs Sharon Erricker

# AUTUMN TERM 2017

## Autumn 1st Half

## Autumn 2nd Half

Mon	04-Sep	<b>Inset Day 1</b>	30-Oct	
Tues	05-Sep	Students Start	31-Oct	
Weds	06-Sep		01-Nov	
Thurs	07-Sep		02-Nov	
Fri	08-Sep		03-Nov	
Mon	11-Sep	Y7 Midyis test week	06-Nov	
Tues	12-Sep		07-Nov	
Weds	13-Sep		08-Nov	
Thurs	14-Sep		09-Nov	
Fri	15-Sep		10-Nov	2 minutes silence (11:00am)
Mon	18-Sep	School Photographs	13-Nov	Anti-Bullying Week
Tues	19-Sep	Y7 Info Eve 6:30	14-Nov	
Weds	20-Sep		15-Nov	
Thurs	21-Sep		16-Nov	
Fri	22-Sep		17-Nov	Mufti Day (Children in Need) Y7 reports issued
Mon	25-Sep		20-Nov	
Tues	26-Sep		21-Nov	Parents Forum
Weds	27-Sep	National Poetry Day	22-Nov	
Thurs	28-Sep	<b>Focus Day 1</b>	23-Nov	<b>Progress Day</b>
Fri	29-Sep	Macmillian Coffee Day	24-Nov	<b>Inset Day 2</b>
Mon	02-Oct		27-Nov	
Tues	03-Oct		28-Nov	
Weds	04-Oct		29-Nov	
Thurs	05-Oct	School finishes @ 2:00pm Open Evening	30-Nov	
Fri	06-Oct	Students start @ 9:45am	01-Dec	
Mon	09-Oct	Author Visit week	04-Dec	
Tues	10-Oct		05-Dec	
Weds	11-Oct		06-Dec	
Thurs	12-Oct	Community Maths Show	07-Dec	
Fri	13-Oct		08-Dec	
Mon	16-Oct		11-Dec	Carol Service
Tues	17-Oct		12-Dec	
Weds	18-Oct		13-Dec	
Thurs	19-Oct	Y7 Concert 6:30	14-Dec	Christmas Dinner Save the Children Xmas Jumper Day
Fri	20-Oct	Half term begins	15-Dec	
Mon			18-Dec	
Tues			19-Dec	
Weds			20-Dec	
Thurs			21-Dec	CYE Assembly <b>End of Term 12:30pm</b>
Fri				

# SPRINGTERM 2018

## Spring 1st Half

## Spring 2nd Half

Mon			19-Feb	
Tues			20-Feb	
Weds			21-Feb	
Thurs	04-Jan	<b>Inset Day 3</b>	22-Feb	
Fri	05-Jan	Students Start	23-Feb	
Mon	08-Jan		26-Feb	
Tues	09-Jan		27-Feb	
Weds	10-Jan		28-Feb	
Thurs	11-Jan		01-Mar	World Book Day
Fri	12-Jan		02-Mar	Women's World Day of Prayer
Mon	15-Jan		05-Mar	
Tues	16-Jan	<b>Focus Day 2</b>	06-Mar	
Weds	17-Jan		07-Mar	
Thurs	18-Jan		08-Mar	
Fri	19-Jan		09-Mar	
Mon	22-Jan		12-Mar	
Tues	23-Jan		13-Mar	Y7 reports issued Parents Forum
Weds	24-Jan		14-Mar	
Thurs	25-Jan		15-Mar	
Fri	26-Jan	Y7&8 Science Community Challenge	16-Mar	
Mon	29-Jan		19-Mar	
Tues	30-Jan		20-Mar	
Weds	31-Jan		21-Mar	
Thurs	01-Feb	Intermediate Maths Challenge Science Community Show	22-Mar	
Fri	02-Feb		23-Mar	Mufti Day (Sports Relief)
Mon	05-Feb		26-Mar	
Tues	06-Feb		27-Mar	Musication 6.30
Weds	07-Feb		28-Mar	
Thurs	08-Feb		29-Mar	CYE Assembly <b>End of Term 12:30pm</b>
Fri	09-Feb	Half term begins		

# SUMMERTERM 2018

## Summer 1st Half

## Summer 2nd Half

Mon	16-Apr	Students Start	04-Jun	Y7 Test Week
Tues	17-Apr		05-Jun	
Weds	18-Apr		06-Jun	Guildford County Relays
Thurs	19-Apr		07-Jun	
Fri	20-Apr		08-Jun	
Mon	23-Apr		11-Jun	
Tues	24-Apr		12-Jun	
Weds	25-Apr	Focus Day 3	13-Jun	
Thurs	26-Apr	Junior Maths Challenge Community Science Show	14-Jun	
Fri	27-Apr		15-Jun	
Mon	30-Apr		18-Jun	
Tues	01-May		19-Jun	Parents Forum
Weds	02-May		20-Jun	
Thurs	03-May	Y7 Subject Eve 4:30	21-Jun	District Sports (prov)
Fri	04-May		22-Jun	
Mon	07-May		25-Jun	
Tues	08-May		26-Jun	
Weds	09-May		27-Jun	
Thurs	10-May		28-Jun	
Fri	11-May		29-Jun	<b>Inset Day 4</b>
Mon	14-May	Y7 revision grid issued	02-Jul	
Tues	15-May		03-Jul	
Weds	16-May	Christian Aid Coffee Morning	04-Jul	Sports Day
Thurs	17-May		05-Jul	
Fri	18-May		06-Jul	
Mon	21-May		09-Jul	STEAM Day (prov)
Tues	22-May		10-Jul	School Production (prov)
Weds	23-May		11-Jul	Y7 reports issued
Thurs	24-May		12-Jul	Focus Day 4
Fri	25-May	Half Term begins	13-Jul	Mufti Day
Mon			16-Jul	
Tues			17-Jul	Celebration Eve 7:00
Weds			18-Jul	Reserve Sports Day
Thurs			19-Jul	
Fri			20-Jul	End of term 12.30pm
			23-Jul	<b>Inset Day 5</b>



## UNIFORM

Pride in uniform is really important to us and the public judge the school partly on the style of uniform they observe as students travel to and from school. Students who attend school in incorrect uniform must see their HOA with a letter from home and will be presented with a time bonded **yellow card** to resolve the issue. Persistent offenders will be addressed by; confiscation of jewellery, the removal of social time and/or time in the Inclusion Room. Glebelands' skirts, girls trousers, sweaters, polo shirts, ties and sportswear can **only** be obtained from the School Shop. This is supplied and staffed by The Direct Clothing Company. In addition to these specific items of uniform they offer all other items at very reasonable prices because they do not have the overheads of a High Street shop. The school uniform shop is open every Monday & Thursday from 3:00pm-4:30pm.

	ACCEPTABLE	UNACCEPTABLE
<b>Blazer</b>	Black with Glebelands' school crest. Blazers must be worn at all times in the school buildings.	Ill-fitting blazers or sleeves rolled up. Unofficial school badges or blazers with no crest.
<b>Pullover</b>	A maroon V-necked pullover with school crest. <b>(Black school jumper for Year 11 prefects only)</b>	Ill-fitting pullovers. Cardigans and hoodies.
<b>Shirt</b>	A white standard shirt. The Glebelands' maroon polo shirt may be worn in the Summer Term. Blazers must still be worn.	Collarless shirts. Any colour other than white. Sports shirts, T-shirts and fashion shirts. Shirts without a top button at the neck. T-shirts showing under shirts.
<b>Ties</b>	A correctly tied Glebelands tie of appropriate length. Year 11 students may wear the Year 11 tie.	Any tie other than the official school tie. Defaced school ties. Ties worn shorter than 30cms.
<b>Skirt (Girls) Trousers (Boys/Girls)</b>	Standard school skirt/trousers for girls Skirts must be knee length. Boys to wear black school trousers. Belts and buckles must be plain and black.	Any skirt purchased from other retailers. Skirts must not be rolled up. No 'skinny-fit' trousers, jeans or chinos. No big or branded belt buckles or other colour belts.
<b>Shoes</b>	Black school shoes that are sensible, safe and serviceable. They should be of polishable material.	Any colour other than black. Heels above 5 cm. Trainers or boots of any kind. Steel toe-capped boots or shoes. Canvas or trainer type shoes.
<b>Socks Tights</b>	Plain dark socks. Girls may wear plain black or flesh-coloured tights.	Any colour other than dark/flesh for tights or dark socks.
<b>Outer Coats</b>	Outer coats should be a plain colour in a style suitable for school (navy blue or black is ideal).	Denim, leather, leather-look, studded or patterned coats. Inappropriate logos. Coats made from knitted material or sweatshirts / hoodies. Coats not to be worn in school buildings.
<b>Scarves</b>	Plain colours only.	Football/sports scarves. Scarves, gloves and hats must not be worn in school buildings.
<b>Bags</b>	It is essential that pupils have a strong, sensible holdall, briefcase or satchel in which to carry books and equipment. Plastic carrier bags for sports kit and footballs.	Plastic or paper carrier bags used for school books. Inappropriate branded bags.
<b>Jewellery</b>	One plain ring, one wrist watch and plain ear studs (gold or silver based). One piercing per lobe. A simple chain/necklace may be worn inside the shirt.	Earrings of any other kind including 'sleepers & stretchers'. Chokers, bead necklaces, bracelets, brooches, badges not concerned with school. Piercing elsewhere than the ear lobes. Jewellery must be removed for some lessons such as P.E.
<b>Cosmetics</b>	Discrete make-up - blemish concealer and light mascara only.	Coloured nail varnish, gel or acrylic nails or heavy make-up (other than described). No lip -stick.
<b>Hair</b>	Hair should be cut in a style suitable for school and kept clean, neat and tidy. Boys hair must be grade 3 or longer.	Extremes of hairstyle (inc. shaved lines and contrasting length) or colour. No unnatural hair colour (inc. dip dye & ombre). If there is any doubt please contact the school before going to the hairdresser. Ribbons, bows, hair bands and grips that are too big or in a colour or style not complementary to school uniform.

# PHYSICAL EDUCATION KIT

Our PE kit is specially designed to minimise the differentiation for boys and girls. All kit must be clearly named.

Clean trainers are essential for the Sports Hall, the outdoor multi-sports area and all indoor lessons. A change of socks is essential, socks worn to school are not acceptable. Towels are necessary for every lesson in case a shower is needed.

Vest tops, tight fitting white tops or kit with large motifs or slogans are not acceptable.

**Jewellery of any sort must be removed before PE**, as directed by the Surrey County Council's Inspector for Physical Education.

Students are asked to have piercings done during holidays and not during term time.

Changing rooms are locked at the start of lessons. However, any valuables should be handed in and collected after each lesson. The PE Department do not accept responsibility if the valuables are not collected after the lesson.

Students are reminded that shin pads are compulsory for hockey, football and rugby activities. We do provide these but encourage students to bring their own.

Mouth guards are recommended for rugby and hockey practice and compulsory for competitive play.

<b>Outdoor / Winter</b>	White reversible acrylic rugby shirt with red hoop with logo. Red shorts (girls are permitted red skorts) Red and white hooped socks White socks Black tracksuit bottoms Glebelands logo or plain. No lycra or tight cotton tracksuit bottoms (girls are permitted black leggings of reasonable thickness)
<b>Indoor / Summer</b>	White Glebelands polo shirt. Red shorts Plain white socks
<b>Outdoor / Indoor</b>	Grey sweatshirt with logo (no hooded or zip up tops) Black tracksuit bottoms Glebelands logo or plain.
<b>Dance</b>	Plain black jazz pants or school tracksuit bottoms Black round necked t-shirt

Students are asked to have training shoes. Canvas shoes are not allowed.

## **LOCAL VISITS**

As you will be aware, we sometimes take students on local visits. Examples of these include visiting Cranleigh to do surveys or other work during a lesson or travelling to local sports fixtures.

Students are always told beforehand when they will be involved in a local visit and are expected to tell their parents. However, as such visits are part of the curriculum and the regular life of the school we do not, for obvious reasons, ask for written permission from parents for each activity.

These visits are either on foot, by school minibus, by free coach or sometimes by staff or parent car and always have the correct level of staffing and supervision.

The school assumes that parents give their consent to local visits but if you have any concerns and would like to discuss your consent to such visits, please contact the school.

We will, of course, continue to inform you and require your written permission when visits involve any cost or travel outside the local area. On those occasions you will receive a letter with details and the consent form as usual.

We would like to take this opportunity to remind you of the importance of informing the school of any medical condition about which we should be aware and request that you ensure we have up-to-date home and work contact telephone numbers so that you can be contacted during the school day should the need arise.

## **MEDICAL INFORMATION**

The **only** medication students are allowed to carry around the school on their person are Asthma Inhalers and EpiPens. As these are prescribed drugs, it is important that they are clearly labelled with the students name and tutor group in case it is accidentally mislaid during the day.

The only medications we are allowed to administer in school are prescribed medications and Paracetamol. These **must** be in the original container and kept in the school office, we **cannot** accept loose tablets in envelopes. A Student Health Plan **must** be signed by a parent, when the medication is given to the office, stating the dosage and giving the school permission to administer the medication.

It is the responsibility of the parents to ensure that all medication kept in school for their child has not exceeded its expiry date.

### **ASTHMA**

Please make sure you have informed the school of your child's treatment for Asthma and what the likely triggers for an attack are.

If your child carries reliever medication, we would suggest that a spare set be kept in the office for use in an emergency. **BOTH** sets should be clearly labelled with your child's name and tutor group and the dosage.

### **EPIPENS**

If your child has an EpiPen for treatment of an allergy, please make sure there are two available in school at all times - one, which they should carry on their person/in their school bag and then a spare should be kept in the school office. **BOTH** must be clearly labelled with the child's name and tutor group.

It is important you tell the school office about your child's allergy and its treatment.

### **DIABETES**

Inform the school office of the treatment for the Diabetes. Emergency rations (drinks, biscuits etc) should be kept in the office for any student with Diabetes, please make sure these are checked on a regular basis to make sure goods are not out of date.

### **INJURED STUDENTS**

Students returning to school with a physical injury needing a sling or crutches will be required to have a Risk Assessment before being allowed to return to school. Parents should ring the school to arrange for a Risk Assessment to be done on the day the student plans to return to school.

# ATTENDANCE

- Each student **must** be registered twice a day
- If a student is late into school or misses morning/afternoon registration for some reason they must sign in at Student Services.
- Arrival at school after 9.15am without good reason will be marked as an unauthorised absence (code U).
- The school should be notified by telephone each day **(01483 542408)** of any absence. Parents who do not inform the school will be contacted by an automated telephone system to ask the reason for the absence.
- If students have to leave school at any time during the day e.g. for a doctor's appointment, a letter or note in student journal must be shown to their tutor, signed by the tutor and then handed into the office when the student signs out.
- Current law does not give any entitlement to parents to remove their child from school during term time for the purpose of a holiday. Headteachers may only grant leave of absence where an application has been made in advance and consider that there are exceptional circumstances relating to the application.

## The Impact of Poor Attendance

% Attendance	=% Absence	= Days missed	= Weeks missed	= Years missed (over 5 years of secondary education)
100	0	0	0	0
90	10	19	4	½
80	20	38	8	1
70	30	57	12	1½
60	40	76	15	2
50	50	95	19	2½
40	60	114	23	3
30	70	133	27	3½
20	80	152	30	4
19	90	171	34	4½

Persistent lateness can also add up to a significant number of school days missed:

5 minutes late is	3 days lost each year
10 minutes late is	6.5 days lost each year
15 minutes late is	10 days lost each year
20 minutes late is	13 days lost each year
30 minutes late is	19 days lost each year

## HOMEWORK TIMETABLE

### YEAR 7

Approximately 20 - 30 minutes per subject per night

Subjects which have 1 lesson per week (in brackets below) will set homework twice each half term, at least one of which should be written work which is marked by the teacher.

	Monday	Tuesday	Wednesday	Thursday	Friday
PJL (P)	(Art) Reading Maths Science	(DT) (Music) French English	(L4L) (PE) Geography History	(IT) (RE) Maths Spanish	DT Reading Science
LAM (P)	(Music) (RE) Maths Science	Spanish (Art) Reading	(IT) Geography History (PE)	Maths English (L4L)	French DT Science Reading
JDT (Q)	(RE) (IT) Maths Science Reading	DT (L4L) Reading	Geography French Maths (PE)	History Spanish Science	DT (Art) (Music) English
KJS (Q)	French Geography Science Maths	DT (Music) English	(PE) (IT) (L4L) Maths Reading	(Art) Spanish Science Reading	DT (RE) History

## TUTOR TIME

Students spend 10 minutes every morning and 20 minutes every afternoon with their tutors. These sessions allow time to take the register and for the students to discuss and reflect on a variety of issues. Tutors will use the time to discuss any issue that have arisen and to ensure that your child is settled and happy at school, contributing to the personal and social progress of students.

During the week students will normally attend an SLT Assembly with a senior member of staff and a Year Assembly with their Head of Achievement. Activities for the rest of the week include a reading session and a weekly quiz. At the start of the year there will be 'getting to know you activities' but this will later be replaced with extra Maths activities. Tutor time is also used for tutors to monitor the completion of the journal and homework. Please make sure you sign your child's Student Journal once a week as this will be monitored by tutors on a weekly basis. Your child's tutor should be your first point of call with any concerns.

# Art

## ***What is Art?***

Art communicates visually, thoughts, ideas, feelings, observations and information by creating visual images in two dimensions and artefacts in three dimensions.

## ***What skills will I learn?***

A variety of Art, craft and design based skills, that may include drawing, painting, ceramics and graphics.

The emphasis, however, is upon working from observation and the study of artists and designers.

## ***What will I do in Art?***

You will generate ideas and develop them into practical work—acquiring technical skills in the use and control of a variety of media, tools and equipment. You will then study examples of different Artists, Designers' approaches and produce your own practical work influenced by these.

## ***How will I be assessed?***

Students are continually assessed through their practical work and will have their levels collated every half term. There is one written assessment which will form the basis of their level for that half term, this will happen in the calendared test week.

## ***Useful websites, helpful reading, places to visit***

School website contains teaching materials used in class.

## ***Particular issues for this subject***

Students are encouraged to use sketchbooks for their homework and research. These are available from the department at a cost of £1.00

# Design & Technology

## ***What is Design & Technology?***

Design & Technology is taught within discrete subject areas including Graphic Products, Resistant Materials, Textiles and Cooking & Nutrition. Students will be taught in a carousel and will study subject areas for 13 weeks at a time.

## ***What skills will I learn?***

Students will learn to design and make a selection of products in a variety of different materials. Students will combine practical skills with an understanding of aesthetical, social and environmental issues, function and industrial practices. They will learn to reflect on and evaluate the successes or weaknesses of present and past designers, existing products and be inspired by the natural world when designing.

## ***What will I do in Design & Technology?***

- In Cooking & Nutrition students learn about Healthy Eating and how to use basic equipment. The practical lessons include fruit salad, soup, fruit crumble and sponge cakes. They complete the 1 Star Chef Award by cooking scones.
- In Resistant Materials students will learn how to use hand tools and basic machinery across a variety of materials. Students will make a key-ring, toy train and coat hook, whilst learning about the properties of wood, metal and plastic.
- In Textiles students will design and make an applique pencil case. They will learn how to thread and operate a sewing machine and learn a range of embroidery techniques. They will research a variety of fibres & fabrics and properties too.
- In Graphic Products students complete a design and make task, focusing on Corporate identity. Students will look at branding and produce a race and chase board game. This project develops skills in CAD/CAM.

Within all subject areas students learn about the design and make process and they will be encouraged to use their ICT skills to enhance their project work.

## ***How will I be assessed?***

Students will be assessed at the end of each module of work and undertake a written test. They will be assessed across the core skills of Research, Design, Manufacture, Evaluating and Technical Knowledge.

## ***Useful websites, helpful reading, places to visit***

S:Drive—'Student Information' via Home Access Plus [www.glebelands.surrey.sch.uk](http://www.glebelands.surrey.sch.uk)

## ***Particular issues for this subject***

Students will be required to provide ingredients for their Food Lessons and material for their work in Textiles. Within Resistant Materials and Graphic Products students will be asked to contribute towards the cost of materials used if they wish to take projects away. Otherwise, we will recycle materials wherever possible.



# Drama

## ***What is Drama?***

Drama is a specialist arts subject. It is the study of theatre and acting, exploring issues, situations and characterisation through the medium of performance. It has its own vocabulary, conventions and methodology. It provides a valuable learning experience which develops the aesthetic, intellectual, social and emotional life of students.

## ***What skills will I learn?***

The essential characteristic of Drama is that of the individual behaving 'as if' he or she were someone else and in a different situation. This process helps students to explore any number of situations, problems or lines of enquiry, through interaction with others in role. The students will become competent and skilled in the use of the medium of drama to communicate ideas in dramatic form and find meaning through experience. Students will learn different explorative strategies and theatrical techniques in order to explore characters, issues and situations. They will develop their social and collaborative skills and build their confidence through rehearsal and performance.

## ***What will I do in Drama?***

Students study as part of the Design and Technology rotation. They will have drama for one term only in double lessons.

## ***How will I be assessed?***

Students are continually assessed through their practical work and will have their levels collated every half term. There is one written assessment which will form the basis of their level for that half term, this will happen in the calendared test week.

## ***Useful websites, helpful reading, places to visit***

There are several books of interest in the LRC and the Drama Department also has several copies of scripts and text books. Students are also encouraged to see, and possibly take part in, plays, productions and pantomimes as this extends their knowledge of the subject. It is also very useful to attend live theatre performances regularly.

## ***Particular issues for this subject***

**Safety:** To avoid accidents it is crucial that all safety instructions are followed carefully. Students must remove shoes for lessons and girls should bring shorts or leggings to wear under their skirts every lesson.

# English

## **What is *English*?**

- English teaches students to develop their communication skills, in the spoken and written word.
- Through English, students learn to interpret how writers communicate their ideas to the world around them.

## **What skills will I learn?**

- How to talk for different purposes and for different audiences.
- How to read and study novels, auto-biography, poetry, and other non-fiction and literary texts.
- How to write in a range of styles and forms.
- Consolidate and build on their knowledge of grammar and vocabulary.

## **What will I do in *English*?**

- Talk and discuss in groups, listening and responding to others.
- Read poetry written in different centuries and from different cultural backgrounds.
- Read pre-1914 texts, including Shakespeare, as well as modern novels.
- Study a selection of shorter literary fiction and non-fiction texts
- Learn how to respond appropriately when writing critically about texts
- Learn to use the Learning Resource Centre, for research and private reading.
- Develop skills in grammar, spelling, sentence construction, punctuation and paragraphing.
- Write to narrate, describe, argue and persuade.
- Take part in the Accelerated Reader programme and read regularly for pleasure.

## **How will I be assessed?**

- Continuous formative assessment of work produced over the year.
- Termly summative assessment of reading and writing using standardised tests.

## **Useful websites, helpful reading, places to visit**

It is vital to read as much fiction and non-fiction as possible, to develop skills.  
This website is good for reading ideas: [www.carnegiegreenaway.org.uk](http://www.carnegiegreenaway.org.uk)

Try BBC Bitesize KS3 English for revision and [www.bbc.co.uk/schools/spellits/](http://www.bbc.co.uk/schools/spellits/) for spelling help.

## **Particular issues for this subject**

In homework and class work, we encourage the use of a dictionary and thesaurus.  
Reading for pleasure at home is a vital part of a student's development in English.

# MFL - French and Spanish

## ***What is MFL?***

The study of a modern foreign language. Through your French and Spanish lessons you will develop your communication skills and an awareness of other cultures.

## ***What skills will I learn?***

You will learn how to recognise and comprehend the language through your reading and listening. You will learn to express yourself through speaking and writing. Learning vocabulary and linguistic structures off by heart will be crucial, so you will also practise a variety of learning methods. You will develop strategies to help you deal with new and unfamiliar language, therefore, also enhancing your problem solving skills.

## ***What will I do in French?***

You will talk about:

- Yourself and your family
- Your school
- Your likes and dislikes
- Sport and leisure
- Your home
- Food and drink

## ***What will I do in Spanish?***

You will talk about:

- Yourself and your pets
- Your likes and dislikes
- Leisure and sports
- School
- Family and friends
- Your town

## ***How will I be assessed?***

There are three formal sets of tests over the year plus regular vocabulary tests. Your class work and homework will also give you continual feedback on your progress.

## ***Useful websites, helpful reading, places to visit***

- [www.linguascope.com](http://www.linguascope.com)
- [www.Zut.org.uk](http://www.Zut.org.uk)
- [www.atantot.com](http://www.atantot.com)
- [www.languagesonline.org.uk](http://www.languagesonline.org.uk)

## ***Particular issues for this subject***

Ensure that you get into good learning routines to help with vocabulary homeworks in both languages.

Try to speak as much French and Spanish as possible.

Don't be afraid to have a go!

# Geography

## ***What is geography?***

Geography explores the relationship between the Earth and its people through the study of place, space and the environment.

Geographers ask the questions where and what; also how and why and in the context of problems. It forms a bridge between the physical and human sciences.

Study is done at local, regional, national, continental and global scales.

## ***What will I be doing?***

- The following topics are studied:
- Vanishing Rainforests
- Mapping my local area
- Low income developing countries
- Glaciation & Antarctica
- Settlements & Festivals
- Tourism

## ***How will I be assessed?***

You will be assessed through a series of exams over the course of the year. Comprising of one or two of the above topics. This is to ensure you develop revision skills and methods ready for KS4.

You will also be assessed on your written, oral, graphical and computer skills continually through the year.

**There are numerous websites that can enrich geographical learning, below are just a few that we regularly use.**

Google earth

[www.bbc.co.uk/news](http://www.bbc.co.uk/news)

[www.volcanoworld.com](http://www.volcanoworld.com)

[www.statistics.gov.uk](http://www.statistics.gov.uk)

[www.ens-news.com](http://www.ens-news.com)

[www.cia.gov](http://www.cia.gov)

BBC Bitesize

[www.fairtrade.org](http://www.fairtrade.org)

[www.greenpeace.org](http://www.greenpeace.org)

[www.sln.org.uk/geography/](http://www.sln.org.uk/geography/)

[www.metoffice.com](http://www.metoffice.com)

[www.environment-agency.gov.uk](http://www.environment-agency.gov.uk)

# History

## ***What is History?***

History is the study of past events, people and societies.

In Year 7 you will study a variety of topics from the early Medieval world to the Tudors as well as looking at crime and punishment through time and 'Who are the British?'

## ***What skills will I learn?***

You will learn how to apply skills such as using evidence, cause and consequences, change and continuity, diversity and significance. Studying History will develop your reading and thinking skills and you will learn to understand events from many different perspectives.

## ***What will I do in History?***

- Year 7 begin with a study of the Battle of Hastings 1066 and the Norman invasion. We then take a closer look at Medieval England looking at life and society in Medieval times.
- In the Spring Term you learn about the Crusades and 'Crime and punishment through Time.'
- In the Summer Term you will look at 'Who are the British' and a depth study on the Tudors.  
(You will also have the opportunity to take part in role plays and debate historical issues with vigour and confidence. You will use the internet and the LRC as research tools to gather and evaluate information.)

## ***How will I be assessed?***

At the end of each unit you will complete a written assessment which will focus on the key historical skills: Using evidence, chronology, change and continuity, cause and consequence, interpretation and significance as well as demonstrating knowledge and understanding. You will also be asked to self and peer assess various pieces of extended writing throughout the course.

## ***Useful websites, helpful reading, places to visit.***

Websites:

- [www.schoolhistory.co.uk](http://www.schoolhistory.co.uk)
- <http://www.channel4.com/history>
- [www.bbc.co.uk/history](http://www.bbc.co.uk/history)

Helpful reading: Horrible Histories (books and magazines)  
Places to Visit: Guildford Castle and museum/The Undercroft Guildford  
Windsor Castle  
Battle Abbey  
Hever Castle  
St Peter's and St Paul's Chalden  
The Clink Museum, London

# Information Communication Technology and Computing

## What is ICT and Computing?

- ICT teaches students to use computers to; help find things out, develop ideas and make things happen, communicate and share information and to review, and evaluate their use of ICT.
- Computing teaches students to program using algorithms to solve problems.

## What skills will I learn?

Use ICT to:

- Search for, select, organise and use information.
- Analyse information collected by creating rules in ICT models.
- Communicate information effectively taking account of purpose and audience.
- Evaluate and improve work by comparing against past tasks and agreed criteria.

## What will I do in ICT and Computing? (Main Content)

- Introduction to ICT at KS3 and safe working practices with ICT equipment and online services.
- Use a range of ICT tools to design and create and build a platform computer game.
- Design, build and test an a computer program written in both Python and Small basic.
- Research and design information to create and build an APP.
- Students will build a computer program, learn how to write HTML code to build a website.
- 

## How will I be assessed?

- Work will be marked and targeted while students are working on their projects and then a final grade will be given after the work is complete.
- A level will be given when a unit is complete.

## Useful websites, helpful reading, places to visit

- Students will be referred to many appropriate websites as part of their course.
- Students can use computers, for school work, during lunchtimes when supervision is available.

## Particular issues for this subject

- Homework will be set once a half term.
- It may be preparation for the next lesson or completion of a task stored on the network.

# Learning for Life

## ***What is Learning for Life?***

Learning for Life aims to help students acquire the knowledge and the essential life skills to maintain a healthy lifestyle and to play an effective role in society. Learning for Life incorporates the statutory citizenship's programme of study.

## ***What skills will I develop?***

- To become a reflective learner.
- Employability skills.
- Organisation skills.
- Presentation skills.
- Building confidence.
- Stress management.
- To keep safe.

## ***What will I do in Learning for Life?***

Subjects covered:

- Social Skills, including Responsibility and Respect.
- Health and Wellbeing.
- Citizenship; including British values and diversity in the UK and the need for mutual respect and understanding.
- Relationships, sex education and safeguarding.
- Careers
- Economic Wellbeing.
- The world of work and will be explored during our eventful Focus Day.

## ***How will I be assessed?***

At the end of each unit you will be asked to reflect on what you have learnt.

## ***Particular issues for this subject***

Be prepared to be a reflective learner with an open mind and the willingness to share your views and to discuss and respect the views of others.

# Mathematics

## ***What is Mathematics?***

Mathematics is a subject that reveals hidden patterns that help us understand the world around us. Now much more than 'sums' and 'angles', mathematics today is a variety of topics that deals with data, measurements, and observations from science; with deduction, problem solving and proof; with mathematical models of natural events, of human behaviour, and social systems.

## ***What skills will I learn?***

As well as developing your numeracy skills, other skills will also be developed. You will learn how to process information, to compare and contrast it and analyse relationships. You will develop your enquiry skills, which will enable you to ask questions, plan research, predict outcomes and draw conclusions. You will use your creative thinking skills which will help you develop ideas, apply imagination and seek different solutions to problems. Your reasoning skills will be used to make informed decisions when solving problems and your evaluation skills will be developed to enable you to judge the value of information and ideas.

## ***What will I do in Mathematics?***

- All topics covered at KS2 will be extended in Year 7
- Explore number sequences
- Use negative numbers in calculations
- Develop algebraic skills such as simplifying expressions, solving equations
- Develop knowledge of angle facts and properties of shapes
- Develop knowledge of factors, multiples and prime numbers
- Explore probability and the use of Venn diagrams
- Develop use of fractions, decimals and percentages in a wide range of contexts
- To develop their reasoning skills by applying the knowledge they have acquired
- To experience a wide range of problem-solving situations

## ***How will I be assessed?***

- Students will do a formal assessment once every term.
- Students will be regularly assessed on their numeracy skills
- Students will be assessed to track the progression of their understanding of basic skills called Learning Lighthouses.
- When homework is marked, next step targets will be identified for each pupil.
- Termly feedback will be given to indicate how pupils are performing against their target grade.

## ***Useful websites, helpful reading, places to visit***

[www.mymaths.co.uk](http://www.mymaths.co.uk)

**Login:** Glebelands

**Password:** square

[www.corbettmaths.co.uk](http://www.corbettmaths.co.uk)

[www.mrbartonmaths.com](http://www.mrbartonmaths.com)

[www.nrich.maths.org.uk](http://www.nrich.maths.org.uk)

Enrichment activities

The student drive ("S" drive) on the school network—accessible from home

The CGP numeracy workbooks and revision guides are also worth a look.

Places to visit include The Science Museum and Bletchley Park.

## ***Particular issues for this subject***

Students are set by ability. There is always the opportunity to move up, or down sets throughout the year, should the need arise.

Students are expected to bring the correct equipment to each lesson: **pen, pencil, eraser, ruler, protractor, pair of compasses and calculator.**



# Music

## ***What is Music?***

Music is the practical study of organised sound. It involves co-operation, concentration, and creativity.

## ***What skills will I learn?***

- To develop a sense of rhythm through performing enjoyable pieces of music.
- To develop an ability to sing in tune using basic techniques.
- To understand how to make up your own music in different genres using different musical devices.
- To develop your understanding of music through listening and appraising activities.

## ***What will I do in Music?***

Topics studied in Year 7 are:

- The Orchestra
- The Beat
- Ukelele chords
- Christmas singing
- Stomp
- Keyboard skills

You will have regular opportunities to perform on your own or as part of a group in class and in school concerts.

## ***How will I be assessed?***

You will be marked on all your work and given a grade at least once a term. You will agree targets based on your assessment grades and your progress will be reviewed against your targets.

## ***Useful websites, helpful reading, places to visit***

- consider joining a choir or orchestra for extra performing opportunities.
- go to as many concerts as you can.
- listen to Classic FM, Jazz FM and Radio 3 as well as pop stations.

## ***Particular issues for this subject***

For maximum progress consider:

- buying a musical instrument so that you can practise at home.
- paying for individual instrumental or singing lessons through Surrey County Arts or Open2Music.

# Physical Education (P.E.)

## **What is P.E?**

Physical Education develops students' physical competence and confidence, and their ability to use these to perform in a range of activities. It promotes physical skilfulness, physical development and a knowledge of the body in action. Physical Education provides opportunities for students to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards active and healthy lifestyles. Students learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process students discover their aptitudes, abilities and preferences,

## **What skills will I learn?**

- Students will develop and improve their co-ordination and movement skills in a range of activities. They will do this through individual practices and group practices, in both competitive and non-competitive situations.
- The students will improve their ability to select and apply their skills in different situations in all activities covered, for example their ability to make the correct decision when passing a ball or devising an appropriate routine and choosing the right movement at the right time for a group in gymnastics or dance.
- Students will also develop their ability to communicate their ideas to those around them. They will become more confident when evaluating and improving the performances of others in all activities and will be given opportunities to assess each others' performances.
- The students will also be taught the importance of preparing properly for physical activity and the need to cool down after physical activity and the significance of a healthy lifestyle for continued good health in the future.

## **What will I do in P.E?**

**The students will be taught a wide variety of activities these are outlined as follows:**

**Boys**—Football, Rugby, Basketball, Gymnastics, Dance/Co-ordinated Body Movement (CBM), Core Skills, Health Related Exercise, Athletics, Cricket, Tennis, OAA.

**Girls**—Football, Netball, Basketball, Gymnastics, Core Skills, Health Related Exercise, Dance/Co-ordinated Body Movement (CBM), Athletics, Tennis, Rounders OAA.

## **How will I be assessed?**

Students will be assessed in each activity taught and awarded a mark out of 25, using criteria from AQA GCSE PE. Students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity). Students will also be assessed on their ability to evaluate and comment on performances. They will be given opportunities to coach and comment on their own and other's performances in lessons.

The best 3 performances from the activities taught for each student will be collated and the overall mark/75 will be translated into a GCSE practical grade (approximately).

Students will also be assessed on their knowledge and understanding of key concepts and theory aspects of PE in an exam and during practical lessons. In Year 8 and 9 the exam mark will be added to the practical grade to form an overall grade /100 which will be translated into a GCSE grade (this will be an approximation).

The key skills and characteristics we are assessing are as follows-

- demonstrate skills in physical activity and sport, applying appropriate technique(s)
- demonstrate and apply appropriate decision making skills, strategies and/or compositional ideas within physical activity and sport, taking into account personal strengths and weaknesses
- demonstrate ideas and problem solving solutions in spontaneous and/or pre-determined ways whilst under pressure in physical activity and sport
- use appropriate physical characteristics/attributes (eg strength, stamina, speed, agility, flexibility, coordination) to achieve successful performance in physical activity and sport
- demonstrate psychological control (eg arousal, anxiety, aggression) to achieve successful performance (and fair play) in physical activity and sport
- adhere to 'rules', health and safety guidelines, and consider appropriate risk management strategies in physical activity and sport
- analyse and evaluate performance to bring about personal improvement in physical activity and sport
- demonstrate their ability in team sports and activities by:
  - applying team strategies and/or compositional ideas taking account of the strengths and weaknesses of fellow team member(s), as appropriate
  - showing awareness of, and responding to, the actions of other player(s)/performer(s)
  - communicating effectively with other player(s)/performer(s)
  - demonstrating their individual role in achieving the collective outcome.
- Although students will not be assessed on each of these skills individually, they are all inherent to their overall performance. They will be assessed holistically using levels of response mark schemes provided.

### ***Particular issues for this subject***

Names should be written or stitched on every item of clothing. **Shin pads are compulsory in Football** and are strongly recommended in Rugby and Hockey, as are mouth guards. Shin pads can be provided for football, but for comfort it is recommended that students purchase their own equipment.

**All valuables must be removed**, this includes earrings or studs even if ears have recently been pierced. If a student cannot participate in P.E. a note is required. **(Students will be required to change into P.E. kit even if they are not participating.)** Polo shirts are PE kit—white tight fitting tops or vest tops are not acceptable.

### ***Useful websites, helpful reading, places to visit***

[www.ncaction.org.uk/subjects/pe](http://www.ncaction.org.uk/subjects/pe)

[www.qca.org.uk](http://www.qca.org.uk)

[www.pea.uk](http://www.pea.uk)

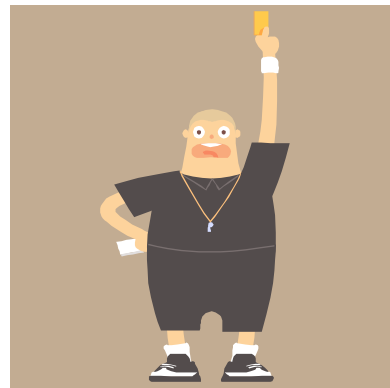
[www.sportengland.co.uk](http://www.sportengland.co.uk)

[www.bbc.co.uk/schools](http://www.bbc.co.uk/schools)

[www.schoolsnet.com](http://www.schoolsnet.com)

[www.standardsdfes.co.uk](http://www.standardsdfes.co.uk)

[www.scool.co.uk](http://www.scool.co.uk)

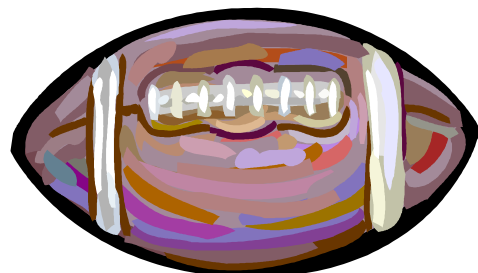
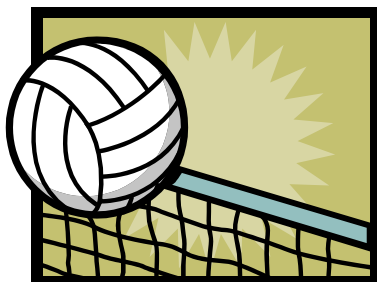


## **PE—Extra Curricular**

School clubs will meet at lunch time and after school, depending on availability of staff. A timetable of clubs will be available on the PE Twitter feed, in the PE foyer and on the school website

Team Sheets and Fixture lists will be displayed on the notice board outside the PE changing rooms, PE Twitter feed and on the school website. Team sheets on display will give all the necessary information about the fixture.

Timings of fixtures vary, but most will finish between 5-6 pm. Details will always be on display on the notice boards in the PE department.



# Religious Education (R.E.)

## ***What is R.E.?***

You will look at the concept of religion, religious symbols and images of God and Jesus. You will also look at the Bible and the church. You will study basic philosophy as well as Buddhism, Hinduism and Judaism.

## ***What skills will I learn?***

You will learn how to apply skills such as reflection, empathy, investigation and interpreting and evaluating sources. Studying RE will help you to listen to the views of others without pre-judging them, respect people who have different beliefs and develop an enquiring mind.

## ***What will I do in R.E.?***

- Year 7 begins with an introduction to basic philosophy
- We then examine who the 'real' Jesus was.
- In the Spring we will study Hinduism as a world faith and what it truly means to be a Christian.
- In the Summer term we examine Buddhism and Judaism as a world faiths and explore the nature of belief, worship and the importance of God.
- There will be discussions and group projects. You will write a Remembrance Day prayer.

## ***How will I be assessed?***

You will usually be assessed at least once a term on thinking about religion, enquiring, investigating and interpreting, reflecting, educating and communicating. These may take the form of tests or extended writing. There will be some self and peer assessment.

## ***Useful websites, helpful reading, places to visit***

Websites: [www.religiousstudies.co.uk](http://www.religiousstudies.co.uk)  
<http://www.bbc.co.uk/religion/>  
[www.sikhnet.com/](http://www.sikhnet.com/)  
<http://ks3.reonline.org.uk/>

Places to visit: a local church, Jewish synagogue.

# Science

## ***What is Science?***

Science is the study of the world around you. Through your Science lessons you learn the skills and knowledge to help you explain how things work and why things happen.

## ***What skills will I learn?***

- To think scientifically.
- To understand the applications and implications of Science.
- To scientifically communicate and collaborate.
- To use investigative approaches.
- To work critically with evidence.

## ***What will I do in Science?***

In Year 7 you will study six topics, two Biology, two Chemistry and two Physics. The key scientific ideas and key skills covered in each are:

### **Biology**

- Living Systems
- Diet and Health

### **Chemistry**

- Particles
- Atoms, elements and Compounds

### **Physics**

- Forces and Motion
- Electricity and Electromagnetism

## ***How will I be assessed?***

There are a variety of on-going assessment activities that will provide you with strategies of how to further improve your learning in Science.

There will be end of unit performance tasks and a synoptic assessment during test week.

## ***Useful websites, helpful reading, places to visit***

<http://www.bbc.co.uk/schools/ks3bitesize/science/>

<http://www.scienceyear.com/library/index.html>

<http://segfl.skool.co.uk/index.aspx>

<http://www.appinscience.com>

There are lots of Key Stage 3 Science books available in book shops. The *Horrible Science* series is excellent background reading.

The Science and Natural History Museums, Zoos and The Eden project are excellent to visit.

## ***Particular issues for this subject***

Setting: There is an upper group and two mixed ability groups in one half and a top and mixed in the other half of the year group. These are based largely on test results so it is essential that thorough revision is carried out for each test. The groups are created in January term.

Safety: To avoid accidents it is crucial that all safety instructions are followed carefully.

# Study Skills

## ***What is Study Skills?***

Study Skills is an innovative course designed to enable students to raise their achievement across the curriculum by reinforcing those skills essential to effective learning. It helps the student 'learn how to learn' and boosts their confidence.

## ***What skills will I learn?***

- Organisation
- Deduction
- Problem Solving
- Improving memory techniques
- Research Skills
- Working effectively in groups
- Revision Techniques
- Listening Skills
- Time Management
- Mind Mapping
- Reading and Spelling

## ***What will I do in Study Skills?***

- Learn how I learn—how my brain works.
- Identify my preferred learning style.
- Find out how to improve my memory.
- Find out how to improve my listening.
- Learn how to use visualisation to improve my reading.
- Understand how to get the most out of group work.
- Enjoy working in S4.

## ***How will I be assessed?***

- Continuously via participation in class and homework tasks.
- Routine testing of reading and spelling.

## ***Useful websites, helpful reading, places to visit***

[www.bbc.co.uk.science/body/humanbody](http://www.bbc.co.uk.science/body/humanbody)

[www.getgood.co.uk](http://www.getgood.co.uk)

Mind Maps for Kids, Tony Buzan ISBN 0 00 7151330

Games for Thinking, R Fisher, ISBN 1 898255

Science Museum

## ***Particular issues for this subject***

Cross curricular links with all subjects.

Pen, pencil, felt pens, highlighters, glue stick, ruler and scissors essential for Study Skills.

# **Home-School Agreement**

## **Glebelands School aims to be an outstanding school where**

- the highest standards of teaching and learning underpin excellent progress and achievement
- we value individuals by respecting and supporting each other
- a culture of high expectations encourages success and the achievement of our personal best
- we all make a positive difference to our school and the local and wider community

## **Staff have a responsibility to support parents/guardians and students by**

- ensuring that each student has the opportunity to achieve his/her potential as a valued member of the school community;
- providing a balanced curriculum that meets the individual needs of students;
- achieving high standards of work and behaviour through building good relationships and developing a sense of responsibility;
- setting and marking homework in line with the school's policies;
- caring for each student's safety and welfare;
- keeping parents informed about general school matters and about their child's progress in particular;
- contacting parents if there is a persistent problem with attendance, punctuality, uniform, behaviour or equipment;
- being open and welcoming and offering opportunities for parents to support the school and its activities.

## **Parents/Guardians have a responsibility to support the school and their child by**

- ensuring that their child attends school every day, on time and with the proper equipment;
- providing and maintaining a high standard of uniform, as specified in the journal;
- ensuring that homework is completed thoroughly, checking the school journal regularly and signing it weekly;
- making the school aware of any concerns which might affect their child's progress or behaviour;
- attending Progress Day / Subject Evening / teacher appointments;
- ensuring that the school is able to contact a responsible adult in case of emergency;
- avoiding absence from school except in the most extreme cases;
- supporting the school's policies and guidelines for behaviour.

## **Students have a responsibility to support the school and their parents/guardians by**

- attending school every day, on time with the correct equipment;
- maintaining a high standard of school uniform, as specified in the journal;
- respecting learning and supporting learning in the classroom with good behaviour;
- doing all class and homework to the best of their ability;
- taking advice from teachers and parents about ways to improve their work;
- catching up on any work they have missed;
- being polite and helpful and respecting all members of the school community;
- showing letters and journals to their parents/guardians when relevant;
- taking advantage of the extra-curricular activities that the school offers;
- reading the student journal and following the school code and school expectations.

## ONLINE PAYMENTS...

In order to reduce administration costs and to ensure safe receipt of payments,

**we no longer accept cash or cheques for trips.**

Please pay for trips using our on-line payment system **sQuid**.

Caterlink, who provide our catering service will still accept cash or cheques (payable to Caterlink) for payment of school meals.

The benefits of using this secure online payment system are:

- Your child will not have to carry cash for trip or Canteen payments; no more queuing during their break/lunch times.
- No more hunting for change.
- You can easily track your payments for trips and see on a regular basis what trips are available to your son/daughter without missing deadlines.
- You can easily check your child's Canteen balance anytime and view transactions online.
- No longer will you find unpaid trip money at the bottom of your child's school bag!
- You can budget by paying money into your 'Purse' to spend as and when required.
- You can top-up your account by debit/credit card or bank transfer.
- Friends/Family can register their own accounts to 'top-up' your son/daughter's online sQuid 'Purses'.

**The Summer 2017 upgrade will allow you to manage multiple children using ONE login and change to a basket-style checkout process. There will also be a new sQuid App allowing easy access to your account.**

From the registration details provided for your child by the school, register your own sQuid account via the Glebelands website:

<http://www.glebelands.surrey.sch.uk/>

Under the 'Parent' tab, click on the sQuid icon and follow the registration instructions using the 16 digit registration number and 3 digit code provided by the school.

If you have mislaid your registration details or have any further queries, please contact our Finance Officer, Annie Booker by email to [finance@glebelands.surrey.sch.uk](mailto:finance@glebelands.surrey.sch.uk) or by phone on 01483 542400.

sQuid registration details for Year 7 students will be sent home via your child by the end of September – thank you for your patience.





Registered Trust No.  
283512

# The Glebelands Trust

## What is the Glebelands Trust?

A registered Trust established to:

- encourage parents to make a monetary donation to the school
- use this money to provide the extras that the school budget cannot afford
- give parents the facility to covenant their gift in order that a further sum can be claimed from the Inland Revenue
- use the money rapidly so that the children of those donating benefit during their school life
- use the money in line with the priorities outlined in the School Development Plan

## Why is the Trust necessary?

Glebelands manages its budget well year on year - the academic results speak for themselves. However funds are limited and the budget is never enough to provide for all of the exciting things that the staff would like to do if there was more money available. A modest level of additional funding can make all the difference.

## How had the Trust made a difference?

Over the years the Trust has supported every area of the curriculum. Every department can show you something that the Trust has purchased for them. Examples include: cooking equipment, Spanish dictionaries, stop watches, gym mats, textbooks, easels, music stands and sewing machines.

## How does the Trust decide what to spend your money on?

The Trust works very closely with the staff and all purchases are in accordance with the School development Plan which is approved by the Governors.

## How can you help?

By either:

- ◆ Setting up a payment plan via internet banking, or completing a Standing Order mandate and returning this to your bank, to make a small monthly/annual contribution. Further details are on the Glebelands Trust form.
- ◆ Making a one off donation by cash or cheque (cheques payable to 'The Glebelands Trust').
- ◆ If you are a UK taxpayer, increase your donation by a further 25% by ticking the box on the Glebelands Trust form and completing the rest of your details as required.



## Would you like to make a real difference to enhance your child's time at Glebelands School?

Registered Trust No. 283512

**Glebelands Trust** was established to help parents make a financial contribution to the school without the usual round of time consuming fundraising activities.

Parents can contribute in any of the following ways:

- Set up a payment plan via internet banking. Please quote the student's full name as the reference.  
Our account details are: Lloyds TSB Bank PLC
  - Account Name: Glebelands Trust
  - Sort Code: 77-95-02
  - Account Number: 84410068
- Complete a standing order mandate and send direct to your bank. A standing order mandate is attached.
- Send in a one off lump sum (Please make cheques payable to '**Glebelands Trust**' and hand in to the School Office, in an envelope marked "Glebelands Trust")

Parent's Name: .....

Student's Name: ..... Year Group: .....

- \* I have instructed my bank, via internet banking/standing order mandate\*, to commence the following payment plan.

Amount: £..... monthly\* / annually\* (\* delete as appropriate)

Commencing ...../...../..... (date)

- \* Please find enclosed a payment of £ ..... cash / cheque (payable to 'Glebelands Trust')

**To Gift Aid your donations so that the Trust can claim boost your donation by 25% please tick the box below and complete your details:**

I want to Gift Aid my donation of £\_\_\_\_\_ and any donations I make in the future or have made in the past 4 years to:

Name of Trust: **GLEBELANDS TRUST**

I am a UK taxpayer and understand that if I pay less Income Tax and/or Capital Gains Tax than the amount of Gift Aid claimed on all my donations in that tax year it is my responsibility to pay any difference.

Title \_\_\_\_\_ First name or initial(s) \_\_\_\_\_

Surname \_\_\_\_\_

Full Home address \_\_\_\_\_

Postcode \_\_\_\_\_ Date \_\_\_\_\_

**Please notify the Trust if you:**

- wish to cancel this declaration
- change your name or home address
- no longer pay sufficient tax on your income and/or capital gains

If you pay Income Tax at the higher or additional rate and want to receive the additional tax relief due to you, you must include all your Gift Aid donations on your Self-Assessment tax return or ask HM Revenue and Customs to adjust your tax code.



Registered Trust No.  
283512

## **STANDING ORDER MANDATE**

**Please return this completed mandate to your bank.**

Registered Trust No. 283512

To the Manager .....(name of your bank)

Address of branch .....

Please pay to Lloyds TSB Bank plc, Guildford Branch, Sort Code **77-95-02** for the credit of 'Glebelands Trust' Account number **84410068** the sum of:

<b>Monthly*</b>	£2	<input type="text"/>	£5	<input type="text"/>	£10	<input type="text"/>	Other Amount _____
<b>Annually*</b>	£20	<input type="text"/>	£50	<input type="text"/>	£100	<input type="text"/>	Other Amount _____

\*Please delete whichever is not applicable

Commencing ...../...../..... (date) and thereafter as indicated until further notice from me, and debit my account accordingly.

Please quote as the reference (insert student's full name): .....

.....

Name of account to be debited .....

Account Number ..... Sort Code .....

Signature(s) ..... Date ...../...../.....

**To the Bank: If you have any queries please contact Glebelands School (01483 542400)**

## **SCHOOL CONTACT INFORMATION:**

### **Glebelands School:**

Telephone Number: 01483 542400  
Fax Number: 01483 542401  
Absence Line: 01483 542408  
e-mail address: [info@glebelands.surrey.sch.uk](mailto:info@glebelands.surrey.sch.uk)  
Website: [www.glebelands.surrey.sch.uk](http://www.glebelands.surrey.sch.uk)

See website for school calendar, which includes details of school clubs and sports fixtures / latest school information including school closures or other important information/ links to parent information including details of menus available in the canteen / other useful sites including sQuid electronic payments.

### **Glebelands Trust:**

e-mail address: [trust@glebelands.surrey.sch.uk](mailto:trust@glebelands.surrey.sch.uk)

### **Parent's Forum:**

e-mail address: [forum@glebelands.surrey.sch.uk](mailto:forum@glebelands.surrey.sch.uk)

### **Parent's Email Addresses:**

We hope to be able to introduce electronic correspondence as a means of parent/guardian/school communication across the whole school. Hopefully, this will avoid letters being lost, damaged, or delayed in transit so improving the level of communication you receive. To help us achieve this please ensure the school has a record of a parent's email address and that this information is kept up to date.