

**Year 9
Curriculum Booklet
2011/2012**



CROFTON

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Crofton School Values

Members of the Crofton community are expected to show consideration for others whatever their age, size, background, faith or gender. This means actively looking for ways in which we can brighten the days of those around us.

Given that we only have one opportunity to get our secondary education right, every student must have every chance to achieve as much as they are capable of and to become the best people they can be – as such, we expect concentration and focus on learning.

Mutual respect underpins the way we behave – knowing that all human beings are equally and infinitely valuable and that they have equal rights and equal dignity, we listen to each other and we are polite and tolerant of difference.

Enthusiasm is important to us – we want everyone at the school to enjoy their time here and to get as much as they can from it.

Be Kind; Be Curious; Try Your Best

Dear Parents and Guardians

This booklet provides information for parents about the courses our students follow. It is vital that parents are well-informed – the success of your child depends to a great extent on the strength of the partnership between you and school staff, and on the level of support that you are able to offer.

Year 9 is a highly significant year. Students will choose their options – in doing so, they will start to commit themselves to some career possibilities and to close off others. They will sit end of Key Stage 3 Examinations and this will affect their self-esteem at the start of their GCSE courses and help to determine the teaching groups they will be in. They will need your support more than ever, but they may not always show that they appreciate it!

In Year 9, some of the good habits that students have acquired can start to slip. We do what we can at school to keep student focused but we rely heavily on parents' support. We hope that you will emphasise the importance of:

a) Being organised – we find that some students in Year 9 are less reliable about equipment than the used to be. Please support your child and make sure they have:

- Sensible school bag – big enough for a ring-binder
- Planner
- Pen and spare pen
- Pencil and spare pencils
- Coloured pencils
- Ruler, rubber and sharpener
- Calculator
- The books they need for the day

The demands of school work will gradually become more complex. Students will need varying levels of support in prioritising and meeting deadlines – the principle that they should try to do homework on the night that it is set remains valid.

However, we also need to acknowledge that they are growing up and so should be trusted to plan their own schedules and set their own priorities to an increasing extent.

b) Concentrating on homework – please insist that your son/daughter does their homework on a table in a quiet space in which they can concentrate. Opinion is divided about work and music; work and television simply do not mix. Access to a computer is increasingly useful of course, but books and paper have a continuing value too!

c) Healthy habits – 13 and 14 year olds are going through all sorts of physical and emotional changes. They need more sleep than adults; they need to be encouraged to eat a balanced diet and to drink enough water.

d) Attendance and punctuality – we need to see students at school punctually at 8.40am; we would like to see every student every day. PLEASE do not take holidays in term-time.

Finally, I would like to encourage you to talk to your child about their work and to help them to see the wonder of what they are learning. We want students to remain excited about the world around them and to value learning for its own sake – as adults, we can model these ideals and communicate them to our children.

Matthew Leeming
Headteacher

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Our Vision for the Future

We want to become an outstanding school, at which:

- ❖ There is no bullying or unkindness; people are allowed to be themselves
- ❖ Learning is genuinely valued and genuinely fun; students and staff are expert at it
- ❖ Students become autonomous, independent learners
- ❖ Students make impressive progress, whatever their ability
- ❖ Students' individual needs are carefully identified, understood and catered for
- ❖ The curriculum is relevant, ambitious, varied and stimulating; science has a special place in it and permeates the whole life of the school
- ❖ Students become good citizens, aware of their responsibilities and rights
- ❖ Everyone (student, staff, parents and friends) feels valued and included
- ❖ Students are well-prepared for adult life in a time of rapid and unpredictable change

The Crofton Curriculum

At Crofton school we are striving to develop a curriculum which:

- Challenges all our students
- Meets the needs of all our students
- Promotes independent learning
- Allows flexibility and variety in pace and differentiation by time
- Exploits alternative methods of teaching and technology
- Promotes non examined enrichment extension activities
- Is reasonable and manageable for both staff and students
- Offers guided choice at both key stages
- Considers progression from primary school to college and the world of work
- Values and promotes equality of provision for all.
- Works within the spirit and guidance of the National Curriculum

June 2011

LEARNING AND TEACHING AT CROFTON SCHOOL

Staff at Crofton have identified clearly the types of learner they wish to promote as follows:

When students leave Crofton School at 16 we want them to be:

- fully independent, self-motivated learners
- enquiring, inquisitive and tenacious
- courteous
- organised and resourceful
- responsible
- confident
- enthusiastic and ambitious
- prepared academically and socially for life outside school
- willing to get involved in the community and be ready to be a full citizen

to have:

- a positive attitude to themselves and others
- attended school regularly and punctually
- achieved their best
- enjoyed school
- respect for themselves and others
- a sense of community

To promote this ideal throughout Key Stages 3 and 4 we will encourage and develop the ability of all students to:

- work co-operatively
- strive for the best but realise that everyone has different strengths and potential
- value academic and non-academic achievement
- learn autonomously
- be pro-active in catching up and seeking help when necessary
- respect others
- meet deadlines and understand time management
- to attend school and lessons punctually
- take pride in their work
- understand their own capabilities in a realistic way
- accept constructive criticism
- take pride in presentation
- confidently express their ideas and thoughts orally and on paper
- value all subjects
- be inquisitive and challenging through developing their opinions
- be self disciplined
- make sensible and informed decisions
- take responsibility

LEARNER GRADES

Active Learner Grades. These grades are for attitude and effort. They should be discussed with and awarded to students regularly. They are formally reported once per term.

AL1	Are you?	<ul style="list-style-type: none"> Keen/enthusiastic and interested in learning Willing to work: on your own, in pairs or in a group Actively seeking opportunities to extend your learning independently
	Do you?	<ul style="list-style-type: none"> Aim to do the best you can Welcome new challenges Ask questions as well as answer them Take pride in your work

AL2	Are you?	<ul style="list-style-type: none"> Willing to learn Able to work on your own, in pairs or in a group Using teacher feedback/help to try to improve your work
	Do you?	<ul style="list-style-type: none"> Join in with lesson activities Try hard

AL3	Are you?	<ul style="list-style-type: none"> Willing to improve with teacher guidance Co-operative but sometimes not actively involved in the lesson
	Do you?	<ul style="list-style-type: none"> Sometimes have to be guided to stay on task and concentrate fully Sometimes come to lessons unprepared for learning

AL4	Are you?	<ul style="list-style-type: none"> Lacking enthusiasm or willingness to try hard Unwilling to work co-operatively
	Do you?	<ul style="list-style-type: none"> Often have to be guided to stay on task Often come without the right books and equipment

Deadline Grades. These grades are to encourage greater attention to meeting deadlines as well as being prepared for lessons.

D1	Do you always or nearly always meet deadlines and come to lessons with the correct equipment?
D2	Do you usually meet deadlines and come to lessons with the correct equipment?
D3	Do you find it difficult to meet deadlines and bring the right equipment but will make an effort with support?
D4	Do you rarely meet deadlines and often forget your correct equipment?

Quality Grades. These should be awarded for particular pieces of work at KS3 and KS4 (though sometimes it may be more applicable to award 'levels' at KS3 for certain pieces of work).

Q1	Exceptional quality
Q2	Good quality in line with ability
Q3	Satisfactory quality, slightly below ability. Student should improve the piece of work
Q4	Unsatisfactory quality, well below ability. Student must resubmit improved version of work

REWARD AND RECOGNITION

Students who perform well or have good attitudes to their learning are rewarded through the merit system. Merits and tokens are awarded by individual teachers to their students and collecting these merits and tokens will lead to certificates for students and house points.

In addition we formally recognise academic achievement through subject awards.

SUBJECT PRIZES YEARS 7, 8, 9 AND 10

Each year, prizes are awarded to students for attainment in subjects. Each department nominates one boy and one girl from each year group. Prizes are announced in the final year assembly.

ENRICHMENT

In addition to the National Curriculum we also offer an enrichment programme. We do this to develop the breadth and excitement of our curriculum in Years 8 and 9. The purpose of this programme is to provide extra opportunities for our students to work in depth in areas of strength or interest, or to work outside the confines of the National Curriculum. Students have some choice in what they might do for their enrichment period and will either see a course through for a year or choose something different for each academic term.

Principles.

At Crofton School we believe that:

- All work should be acknowledged by the teacher
- Marking is more effective when
 - some pieces of work are marked in depth for detailed formative assessment
 - feedback is focussed and informs future work
 - students share the assessment criteria
- Not every piece of work needs to be marked in depth
- Sometimes grading can prevent students from taking notice of written comments
- Developing literacy skills is the responsibility of all teachers.
- Grading systems should be shared with the students/parents and made as simple as possible

Practice:

There are different types of marking/assessment used at Crofton School.

Sometimes teachers do a quick check to see that students are attempting the work and completing homework. All work undertaken by students is regularly acknowledged by the teacher or self assessed by the student under teacher guidance. Teacher acknowledgement might be a verbal check or a tick, signature or brief comment on written work.

Some pieces of work are marked in more depth and the teacher will give detailed feedback on certain pieces of key work to allow students to see strengths and areas for improvement. This sort of detailed assessment takes place at least once per half term in each subject at a minimum. Summative marking/assessment takes place at least once per term and students are awarded a National Curriculum level.

We believe the importance of good literacy for our students and on a regular basis some student written work is marked for common literacy errors, grammar, spelling and punctuation.

- **The coding used for literacy marking is as follows:**
 - **Spelling** – Words spelt incorrectly have **SP** in the margin and the word circled or underlined
 - **Punctuation** – Incorrect capital letters or punctuation has **P** in the margin and the error underlined or circled
 - **Grammar** – Homophones used incorrectly e.g. “their and there” have **GR** in the margin and the error underlines or circled
- Students are expected to do some corrections on the basis of this literacy marking.

Practice: Grading

Key Stage 3. Work is graded at KS3 **in the following ways only.** The type described in (1) is used at least once a term to inform reporting and monitoring of attainment.

(1)

National Curriculum

- At least once a term in each subject or half termly for core subjects (English, Mathematics or Science) the students are required to do a piece of work which will be graded using National Curriculum level (and sub-level) criteria. Those criteria are explained to the student as part of the process.
- There is no restriction on the National Curriculum level marking be used more than once a term/half term.

(2)

Numerical marking
Out of a given total

Where the answers are obviously right or wrong a numerical mark can be given: e.g. 6/10

(3)

Learner Grades

These may be used alongside attainment grading to reinforce good study habits and attitudes

A summary of the Crofton School Homework policy

We believe that work done outside the classroom and independently of the teacher has a vital role to play, not only in the academic development of our students, but also in the development of their self reliance, self motivation and personal responsibility. At Key Stage 3 we aim to 'train' students through homework and setting work to be completed outside lessons to plan their own time and learning at Key Stage 4. We aim for students to become increasingly independent learners and believe that work completed outside the classroom environment contributes to this.

Homework principles

At Crofton School we believe that setting work to be completed outside the classroom will:

- encourage students to develop the practice of independent study;
- develop perseverance and self discipline;
- allow practice, when it is needed, of skills learned in the classroom;
- permit more ground to be covered and more rapid progress to be made;
- enable class work to concentrate on those activities requiring the teacher's presence;
- open up areas of study and make possible the use of materials and sources of information that are not accessible in the classroom;
- involve parents (and other adults) in students' work.

Practice

What type of Homework Activities do we set?

- Homework and independent learning is varied in style and should match the needs of the student. It may include:
 - project-style homework which may be undertaken over a period of weeks,
 - reading,
 - learning for a test,
 - exercises to develop skills learnt in the classroom,
 - research-type activities,
 - collection of data and materials,
 - exploration in libraries,
 - preparation for the subject's next lesson,
 - completion of coursework at KS4,
 - substantial completion of work begun in the classroom.
- Work set is work that can be completed independently in the absence of a teacher and is relevant to ongoing class work.
- Students with Special Educational Needs or whose first language is not English are given special consideration when Homework is set to ensure that they are being set work appropriate to their needs.

How do teachers, students and parents keep track of Homework and Deadlines?

- All students are issued with a planner/journal that is used to record homework set, together with other important deadlines and reminders.
- Homework is always acknowledged by teachers - either by written or verbal marking, checking to see it has been completed, testing or by using some other appropriate form of recognition.
- Staff encourage students to make good use of their planners by insisting that all homework set, coursework deadlines and other reminders are entered into the planners at the appropriate time. Many subjects set homework assignments which are placed on our VLE (Moodle). All project-based Year 7 and 8 homework is on the VLE
- Homework that is part of a longer project and therefore spans several weeks is written down each week by the student often with interim deadlines set.
- All Tutors check that homework is written in the planner each week. Parents of Year 7, 8 and 9 students are requested to sign it each week. Parents of older students are only asked to sign it if tutors perceive that it is necessary to do so.
- Heads of Year monitor the use of planners.
- Individual staff keep homework records for their classes to monitor quantity and quality of homework completed and to be able to give a deadline grade termly for each student.

How is Homework set?

- During KS3, the homework timetable is based on a setting day on which students complete their homework for each subject. This helps students organize their time, parents to check homework is being done and teachers to set or take in homework at their own discretion, as long as the setting and handing in days span the doing day on the student's timetable.
- Time is planned into the lesson to explain what the homework is and for the students to record it fully in their planner.
- The expectation is that for the subjects below homework is set every week although much set at KS3 takes the form of longer term projects.
- The norm for Homework setting is that Year 7 staff set at least 20 minutes as a minimum per subject and 30 minutes in the core subjects per week. This increases in Year 8.
- The amount of homework set over Key Stage 3 increases to a maximum indicated below.
- The amount of homework set is related to the demands of the schemes of work, the ability of the student and their age. Students will be set more homework as they move through the key stage in preparation for the demands of KS4.

Subject

Years 7 - 9

(maximum minutes per week by the end of KS3)

English	50
Mathematics	50
Science	50
Technology	40
Modern foreign languages	40
Geography	40
History	40
Religious Education	40
ICT	40
Art	30
Drama	30
Music	30
Learning Support	15

Total maximum by the end of KS3

What happens if students do not complete the Homework to the deadline set or to the quality expected?

- Should students not hand Homework in on time they will be required to attend support sessions or detentions. At the discretion of the teacher students may be allowed 24 hours to retrieve late homework. If they fail to do so, they are given a Homework Detention.
- Subject Leaders/Heads of Year inform parents if there is a persistent issue with non-completion of homework. This will be reflected in the deadline grade awarded at the end of each term
- Students who have not completed homework to a satisfactory standard (Q4 grade) will, with guidance and support, be expected to complete the task again. If the work is still well below expectations, the student will be required to attend an SLT detention for one hour to complete the work

How does Crofton School Support Students in completing Homework and becoming more independent learners?

- The school offers support for students in their independent learning through:
 - a regular Homework club which meets after school on a Monday and a Thursday
 - individual or group support sessions run by subject teachers
 - an accessible Learning Resource Centre which is also open every day both during the whole school day and after school. Students have access to ICT facilities there.
 - publicising study support web sites e.g.: BBC Bitesize and SAM learning.

What are our expectations of students?

We expect students to do their best as they move through the school, trying to become more independent learners. Students should write their homework down clearly in their planners and make every effort to meet the deadlines set. If they are unable to meet the deadline for a legitimate reason then we expect them to bring in a note from home on paper or in their planner. If they are unable to attempt the homework because they find it too difficult or do not understand it then we expect them to talk to their tutor, their subject teacher or their parents to get help, preferably before the homework is due in.

How do we encourage our parents to contribute to this process?

Parents can help students by:

- Providing a quiet, environment at home where homework can be attempted.
- Talking to their son/daughter and monitoring that Homework is being attempted and completed on time. This is particularly important with project-style homework. Some students need to have their work regularly checked to ensure their independent learning skills are developing well. For example, it is vital that students use the internet as a tool to locate, evaluate and use information with skill and care. Students should always use their own words and not simply 'copy and paste' the work of another as their own. Students work will not be accepted in most cases if this is done
- Providing encouragement and help.
- Encouraging students to use external sources of help – the internet, the library, museums, videos etc.
- Providing a note of support to explain to the teacher if there has been a 'homework crisis'!
- Becoming familiar with our VLE (Moodle). Increasingly, teachers are setting work that is accessible by computer at school and at home. Parents are encouraged to look at their son or daughter's learning on Moodle.

Type of homework	What your child does and what you could do
Learning	Here the task is to remember certain words, facts, details or rules.	Questions and/or test.
Completing	Work already started in school is to be finished at home.	Ask what the task is about. Look at the whole piece of work and perhaps make helpful comments.
Writing-up	Your child will use homework time to write about work done in school or write a finished version of rough work done in school.	Again, look at the whole piece, or even better, talk about it briefly first to jog his/her memory.
Questions	Answering questions after a lesson's work	Check the answers. Do they appear to contain the exact information wanted in the question?
Finding out/ Research	Searching for information on a given subject. Part of this homework might be done in the library in the student's own time.	Suggest where she/he might find the information rather than find it for him/her. But do encourage and help if she/he is stuck.
Reading	Usually a passage or some pages from a book.	Try to build up a general reading habit at home. If everyone reads then the homework becomes a natural activity. Why not hear your child read aloud?
Revision	Learning a section of work for a test or examination.	Get your child to explain the work to you. You can ask questions, when she/he is ready.
Reading ahead	Reading on ahead to get some idea of what work is yet to be done – and to be ready for it.	Be aware of what your child is doing in the subject at the moment; be interested in what he/she has found out.
Preparation	Preparing for a lesson, collecting ingredients and preparing for practical work.	Ask the night before if he/she is ready for school the next day.
Coursework	Researching/investigating a topic and presenting findings, conclusions & evaluations. This work will probably last several homeworks and maybe lessons too.	Initially talk through the brief and suggest starting points. Help to sift through and organize information. Ask questions to ensure work is adequately focused. Encourage clear presentation, accurate spelling and punctuation. Discuss conclusions and evaluation.
Designing	Generating a range of solutions in response to a given situation by making notes or sketching ideas on paper and annotating them and planning materials.	Suggest a starting point. Once finished, ask him/her to show the work to you. Even if it is 'rough work' the rules of spelling and punctuation still apply. Check against any lists. Monitor the quality of presentation. Act as devil's advocate – "How will that work?" "How will it join together?" Test pupil's depth of thinking.
Sketchbook	Producing 3 drawings in a variety of materials.	Discuss ideas and appropriate materials ensuring that all work produced is your child's own unaided work.



EXPRESSIVE & CREATIVE ARTS FACULTY

The Creative Arts Faculty aims to produce high standards of achievement. This is encouraged by unlocking the creativity of learners through the opportunities given in Art, Dance, Drama, Music and Physical Education both in the curriculum and extensive after school programmes.

Staff Name	Area of Responsibility
Mr P Williams	Faculty Leader/Subject Leader – P.E.
Mrs M Cope	Subject Leader – Dance
Mr E Ridley	Head of Year/P.E. Teacher
Mr B Marshall	Head of Year/P.E. Teacher
Miss H Over	P.E. Teacher
Miss H Unwin	P.E. Teacher
Mrs L Reeve	School Sports Co-ordinator
Miss S May	Subject Leader - Drama
Miss S Shipley	Drama Teacher
Miss N Howard	Subject Leader – Art
Mr H Erkam	Art Teacher
Mr J Oliver	Subject Leader - Music
Mrs J Ambler	Music Teacher

ART – YEAR 9



Grouping Policy

Students are taught in mixed ability groups.

Description of Course Content

One period per week.

Over the course of the year students will produce a number of key pieces of work supported by preparation and exploration of ideas in their sketchbook.

Drawing/working from second-hand resources
Observational Drawing – range media
Imaginative comic work
Cultural Pattern Work
Personal response to given theme

Skills Being Developed

Sculpture
Research skills
Painting
Observational drawing – pencil, biro, charcoal, colour pencil
Composition
ICT Opportunity
Individual, group and pair work

Homework Policy

Homework is project based and will be set termly. Depending on the size of the task, it will extend over a period of several weeks. Sketchbooks are provided.



Marking and Grading

Work will be marked using National Curriculum Levels of Achievement. Each unit will be marked looking at two criteria.

1. Skills demonstrated
2. Knowledge and understanding & sketchbook work

Expectation is that the majority of students achieve between levels 5-7.

Additional Equipment Required by the Student

Pencils, eraser, coloured pencils, black biro.

Useful Websites

www.artcylopedia
www.uk250.co.uk/art/
www.tate.org.uk

Ways to support your child's learning in Art

Encourage time spent on homework.
Aim to provide a range of suitable materials at home.

DRAMA – YEAR 9



Grouping Policy

Year 9 are taught in mixed ability tutor groups derived from the x and y half year groups.

Description of Course Content

Six modules: One each half term:-

Term 1	-	Drama in Movement and Sound/Physical Theatre Mime and Mask
Term 2	-	Naturalism/non-naturalism Issue based drama – Using a specific dramatic style
Term 3	-	Process of Script Work Script Devising and Shaping Drama

Skills Being Developed

In Year 9 the skills taught in Year 7 and 8 are revisited and reinforced at a higher level. In addition to this, students are encouraged to:

- i) extend their social awareness of the individual and of the individual within society.
- ii) gain some insight and practical experience concerning the dramatic styles, conventions and acting skills appropriate to theatrical presentation.
- iii) gain some understanding of how drama as an art form (Theatre) can reflect, illuminate and inform the real world.
- iv) foster a lasting interest in, and appreciation of, theatre.

Homework Policy

Similar to Years 7 and 8, homework will be set as appropriate to the requirements of the module. In addition, a written piece of evaluation and analysis will be required at the end of each module – i.e. every half term.

Students are often asked to bring in props and costumes. Please do not bring anything that could be construed as a weapon.



Marking and Grading

Key pieces of work will be assessed using the National Curriculum Levels of Achievement 1-8 where level 8 represents exceptional achievement. We expect the majority of our students to be working within levels 3-6.

Additional Equipment Required by the Student

Slippers/'Tote' socks (or similar)

Useful Websites

Due to the broad nature of the subject discipline there are many websites which students may wish to use for research purposes.

MUSIC – YEAR 9



Grouping Policy

All Year 9 students are taught in mixed ability classes.

Description of Course Content

Students develop their knowledge and understanding of music through performing, composing, listening and appraising in six modules of work.

Term 1	–	Jazz Riffs (in pop, rock and dance music)
Term 2	-	Rock 'n' Roll Soul Music
Term 3	-	Rap Music Music for Film, TV and Video Game

Skills Being Developed

In addition to and practicing skills taught in Year 7 and 8, students develop their skills further in the following ways:

Performing	Singing	developing style/performance technique, using the voice
	Keyboard	extending repertoire of chords including 7 th chords, improvising over a chord pattern.
Composing	Songwriting, improvising within longer structures, using more complex musical devices, using more complex rhythm and structures.	
Listening/appraising	Identifying musical devices, evaluating live and recorded performances, identifying characteristics of music from other styles, cultures and periods in history.	

**Homework Policy**

There are two or more pieces of homework set for each unit of work: this could be research or completing a piece of written work or learning key terminology. The homework plan and details of each homework can be viewed on the inside cover of music books.

Students who are receiving instrumental or singing lessons at school are set weekly homework by their teacher in the form of pieces, exercises and scales to practice between lessons. Students are expected to practice regularly each day for at least 20 minutes (not two hours the night before a lesson!)

Marking and Grading

Key pieces of work are assessed using National Curriculum Levels of Achievement. We expect the majority of our students to be working within levels 3-6.

Additional Equipment Required by the Student

Students who have instrumental lessons are encouraged to bring their instrument to class music lessons.

Useful Websites

www.sheetmusicdirect.com	(good for downloading sheet music)
www.musicroom.com	(good for buying music)
www.bobmarley.com	(reggae)
www.caribbeanmusic.com	(reggae)
www.soundtrack.net	(film music)

Ways to support your child's learning in Music

- Listen to your child practice and play music, having an audience can really encourage them to perform
- Keep a check on what your child's homework is – a yearly homework plan can be seen on the inside cover of their music book
- If your child has instrumental lessons please remind them to bring their instrument on the right day and check on what they should be practicing (scales as well as pieces!)
- Help your child have access to as many different types of music as possible – CD's, radio, live concerts etc.

P.E. – YEAR 9



Grouping Policy

Lessons are taught in single sex, mixed ability groupings.

Description of Course Content

Students follow courses which include rugby, dance, football, hockey, basketball, badminton, table tennis, volleyball, health related exercise, tennis, cricket and athletics.

Skills Being Developed

Students adapt and refine existing skills and learn more advanced techniques.
Students continue to devise tactics and strategies for appropriate games activities.
Students should now be able to adapt at working in both co-operative and competitive situations.

Further development of an understanding of the short and long term effects of exercise on the body.

Homework Policy

Some reflective and evaluative homework can take place at the end of a unit of work.

Marking and Grading

Students are given an Active Learner and Deadline grade at the end of each term. Students are also allocated a National Curriculum Level for P.E. at the end of each term.



Additional Equipment Required by the Student

A full list of the equipment required will be found in the school prospectus. Students should wear shin pads when taking part in hockey and football. Students must also wear a gum shield if they are taking part in rugby fixtures after school.

Ways to support your child's learning in P.E.

Help your child remember their correct P.E. kit for their P.E. lessons.



HUMANITIES & PERSONAL DEVELOPMENT FACULTY

The Humanities Faculty has a greater role to play than ever before in facilitating a young person's development and sense of identity. At a time of rapid change, students need to develop a keen sense of their own identity and consider how they relate to the people, environment and institutions around them from the past and present, from the local and global, and from the physical and spiritual. The mass media and wealth of information that is available at a touch of a button necessitates that young people are able to critically examine information in the pursuit of truth. In preparation for adult life, the Faculty plays a vital role in developing young peoples' ability to make skilful and moral considerations as healthy consumers in a caring and mutually respectful society.

Staff Name	Area of Responsibility
Mr S Barnes	Faculty Leader/Subject Leader - History
Miss S Eagles	Subject Leader – Geography
Miss K Pearce	Geography Teacher
Mr P Smallman	Geography Teacher
Mrs E McNally	History Teacher
Mr S Farley	History Teacher
Mr R Milliken	Subject Leader – Religious Education
Mrs M Durant	Religious Education Teacher
Mr B Sykes	Religious Education/Personal Development Learning Teacher
Mr D Clark	Subject Leader – Personal Development Learning

GEOGRAPHY – YEAR 9



Grouping Policy

Geography in Year 9 is taught in ability teaching groups.

Description of Course Content

- Term 1 - Dangerous World: In the first half term students investigate tectonic hazards such as earthquakes, volcanoes and tsunamis. During the second half term we move onto atmospheric hazards such as flooding and drought.
- Term 2 - Threatened World: The first half term focuses on various environmental issues; including the impact we have on the planet, global warming and energy use. In the second half term we look at the impact humans are having on the fragile environment of Antarctica.
- Term 3 - Unfair World: In the first half term we investigate human global issues, such as development, trade, aid and debt. Competitive World: During the second half term we focus on the global football industry and the possible impacts of the London 2012 Olympics.

Skills Being Developed

Geographical enquiry: Asking geographical questions; thinking critically; presenting information; analysing and evaluating findings.

Decision making: Thinking creatively about geographical issues; solving problems and drawing conclusions

Fieldwork and out-of-class learning: Using fieldwork tools and techniques appropriately, safely and efficiently.

Graphic skills: Using atlases, globes, maps, photographs, satellite images.

Communication: Using geographical vocabulary in both speech and writing.

Homework Policy

Homework is set as an appropriate extension to work undertaken and involves a variety of activities – worksheets, writing, and research. In Year 9 students will also be asked to complete assessment projects at home. Resources will be available on Moodle.

Students are encouraged to read widely, use library resources, watch television news etc. to widen their understanding and awareness of geographical issues and topics.

**Marking and Grading**

The Geography department follows the school marking policy and work is routinely marked. There are two assessments each half term which involve marking of specific skills. This generates feedback to parents and aids target setting with students. These key pieces of work are assessed using the National Curriculum Levels of Achievement 1-8 where Level 8 represents exceptional achievement. We expect the majority of our students to be working within Levels 5-8.

Additional Equipment Required by the Student

Felt tip pens should NOT be used, coloured pencils are more appropriate for mapping and shading techniques.

Compasses, protractor

Calculator

Useful Websites

www.nationalgeographic.com/forcesofnature

www.london2012.com

www.environment-agency.gov.uk

www.discoveringantarctica.org.uk

Students will be given more information about relevant websites as they complete each module.

Ways to support your child's learning in Geography

Access to a good atlas at home would be useful.

Encourage route planning on journeys.

Encourage an interest in current affairs and world events.

HISTORY – YEAR 9



Grouping Policy

Taught in ability groups, drawn up by the Humanities and Personal Development Faculty.

Description of Course Content

Conflict & Cooperation through the ages.

- | | | |
|--------|---|--|
| Term 1 | - | Norman England – how William established control, depth study on castle, and how it laid the foundation for modern state.
Conflict & Cooperation between the West & East (1100 – Present Day)
Students explore sources to find out how the West and East have viewed each other from the Crusades, cooperation between Elizabethan England and the Mogul Empire, the Suez Canal will challenge pupil perception of the relationship between East and West, vital with today's conflicts. |
| Term 2 | - | US History (1600-1914). Students consider the origins of the USA and the challenges that faced the young nation. Students consider the issues of immigration, manifest destiny and the impact on native Indians and landscape. They also consider economic history as the USA emerged as the dominant power of the C20th. This provides an excellent foundation of knowledge for those students who opt for GCS GCSE history, given that we study USA History (1919-42) in depth. |
| Term 3 | - | C20th and C21st History. Students will investigate the First World War and its links to the Second. They will study the concept of War Crimes and political ideologies. Having completed a study of the Cold War and the multi-polar world that emerged subsequently, students focus on social and cultural changes in recent decades. |

Skills Being Developed

Historical enquiry, organization and communication of historical information.

Understanding the nature of historical evidence.

Interpretations of history.

Students are encouraged to develop the range and depth of their historical knowledge and understanding.

**Homework Policy**

Homework is a logical and necessary extension to the work undertaken in the classroom. The amount varies according to the nature of the scheme of work. There are a number of projects involved in Year 9 homework.

Marking and Grading

There is an on-going review of students' work. Particular assessment pieces are targeted during the year. The results of these assessments are communicated to parents by way of school reports. These key pieces of work are assessed using the National Curriculum Levels of Achievement 1-8 where Level 8 represents exceptional achievement. We expect the majority of our students to be working within levels 5-8.

Each enquiry will conclude with an extended enquiry outcome to allow students to form a reasoned conclusion to the questions. These will be self, peer and teacher assessments based on the relevant concept and processes. These will be stored in student folders that will be used to inform their progress in history.

Useful WebsitesHistory Specific:

www.bbc.co.uk/history
www.activehistory.co.uk
www.historytoday.com
www.hampshirehistory.co.uk

Links:

www.4learning.co.uk
www.schoolsnet.com
www.schoolzone.co.uk
www.schoolhistory.co.uk

Ways to support your child's learning in History

Educational visits e.g. castles, Imperial War Museum, Bovington Tank Museum, Singleton etc.

Encouraging further research e.g. by use of libraries.

Encouraging interest in TV History programmes and in the news and current affairs in general.

Personal Development and Learning (PDL) – YEAR 9



Grouping Policy

The students are taught in mixed ability groupings.

Description of Course Content

- **Local Government & Democracy:** An investigation into the role of local government and the importance of voting in a democratic society.
- **Relationships:** An exploration of issues involved in relationships including sexuality, attraction, love and marriage. Students are encouraged to consider issues related to the age of consent and the importance of making careful decisions. Students also research information about contraception and sexually transmitted infections in addition to learning about the correct way to use a condom.
- **Plan It Careers and Option Choice:** Students use an online system called 'Plan It' to enable them to manage their decision-making processes and progression through learning, life and work. It is especially helpful to them when deciding on their option choices for Key Stage 4. They are encouraged to:
 - Assess and record their qualities, skills and achievements and learn how these might be used in learning, work and adult life.
 - Identify their ambitions and career choices.
 - Use academic data alongside personal and career information to ensure effective and realistic decisions are made and planned for.
 - Use the results from self-assessment to contribute effectively to planning their own progression into future learning, work and adult life as they complete an Action Plan.
 - Use the information provided by the system to create online CVs.
- **Drug Awareness:** Students are encouraged to consider issues relating to the use of drugs. This includes an examination of their own attitudes, information about types of drugs and their effects/consequences, issues relating to the law and decision making.
- **Financial and Consumer Education:** Students will study:
 - What a payslip looks like and what deductions to expect
 - How to manage a bank account and personal budgeting
 - How to make decisions about investments and savings
 - How consumers are protected when buying goods or services
 - How to make wise buying choices

Skills Being Developed

Students are encouraged to develop their communication skills through dealing with the various topics. In addition to this the skills/qualities of analysis, reflection, empathy and the understanding of consequences are also encouraged and there is some emphasis placed on the development of the students' self confidence and enhancement of their self esteem.



Homework Policy

Homework is not normally set in this subject. Occasionally students may be asked to undertake research and/or preparation for their next lesson. They may be asked to complete their topic assessment as homework.

Marking and Grading

Although most of the work undertaken involves discussion and debate, there will be two assessed pieces of work per year that will be graded in line with the eight levels of attainment for citizenship. There will also be an element of self assessment throughout.

Additional Equipment Required by the Student

No additional equipment is required but an open mind is essential!

Ways to support your child's learning in PDL

Encourage your child to come to PDL with an open mind and a willingness to explore the issues that are covered. Some discussion with your child about issues relating to the content of each year's programme would be helpful. Please encourage your child to take an interest in community, national and world events, for instance, watching the news or supporting a charity.

RELIGIOUS EDUCATION – YEAR 9



Grouping Policy

Mixed ability.

Description of Course Content

Term 1	-	Islam
Term 2	-	Christianity
Term 3	-	Judaism

A study of three of the world's major religions – the main beliefs and key people both in history and the modern world. This is done through teaching concepts.
Major festivals, styles of working, family life, rites of passage and traditions.
An appreciation of how religion affects the daily lives of people living in today's society.
Developing an awareness of tolerance necessary for living in a multi-cultural society.

Skills Being Developed

The ability to converse with visiting speakers.
The ability to debate with an open mind.
An appreciation of different cultures.
The ability to work as part of a team.
The ability to present research to the class as well as on paper.

Homework Policy

This is done in coursework/project style to enable students to develop research skills and learn how to programme their own time.



Marking and Grading

Key pieces of work are assessed using Levels of Achievement 1-8 where 8 represents exceptional achievement and this is reported termly to parents. We expect the majority of our students to be working within Levels 3-7.

Useful Websites

www.croftonschool.co.uk

Ways to support your child's learning in Religious Education

Ensure homework is done efficiently and on time.



ENGLISH AND MEDIA FACULTY

Our vision:

- Engage openly.
- Question critically.
- Think independently.

As a faculty we aim to secure the basic literacy skills that are essential to enable each of us to function effectively in life, whilst at the same time teaching students how to question, discuss and think for themselves: to select critically, to interpret and to make their own mind up about wealth of information that is available to them in the modern world.

Staff Name	Area of Responsibility
Miss V Burr	Faculty Leader
Miss T Noble	Deputy Faculty Leader/Media Studies Teacher
Miss M White	English Teacher/Head of Year 7
Mr J Guariglia	English Teacher
Mrs F Holt	English Teacher
Miss J Hill	English Teacher/Media Studies Teacher
Miss L Roe	English Teacher
Miss E Wood	English Teacher

ENGLISH – YEAR 9



Grouping Policy

Taught in mixed ability groups.

Description of Course Content

The students follow a progressive Key Stage Three course based on the requirements of the revised National Curriculum and in line with the Government's literacy initiatives. All students are required to study the use of language at word, sentence and text level in the context of a range of narrative and non-fiction texts. Reading and Writing AFs (assessment focuses) are used to assess student progress and target setting. The work of both classic and contemporary writers is used in the study of literature, and aspects of the media and power are studied throughout.

Term 1	-	Murder most foul, War Literature
Term 2	-	What do teenagers want, Selling Stubbington by the pound, 'The Tempest'
Term 3	-	Preparation for Year 9 exam, Investigating spoken language – What you talkin' about?, GCSE Speaking and Listening

Skills Being Developed

Speaking & Listening, Reading and Writing at levels dependent upon the student's ability and needs.

Homework Policy

Homework is set in accordance with school policy, derives from on-going class work and may involve investigation, research and preparation. Some homework is reading, some may be independent learning tasks that will be set over a number of weeks.

**Assessing Pupil Progress (APP) in English**

Assessing Pupil Progress is a process of ongoing assessment which allows teachers and students to identify areas of strength and areas for development in a student's work. Your child will be assessed across a range of English assessment foci on an ongoing basis. They will also be encouraged to involve themselves in this process by helping to set their own targets and monitor their own progress.

CLP (Current Level of Performance) will be issued to parents at regular intervals but your child will have a more detailed understanding of their achievements in English through APP and staff will plan their lessons accordingly.

Marking and Grading

Marking and grading are an important aspect of furthering student achievement. Marking of written work is normally carried out soon after the work is completed and is at a level best suited to the needs of the student. On most pieces of work the marking takes the form of comments designed to help the student improve their work; however, key pieces of work are also assessed using the Reading and Writing assessment focuses (AFs).

Additional Equipment Required by the Student

A reliable pen (black or blue ink), pencil, ruler, eraser, optional dictionary and thesaurus and a personal reading book.

Useful websites

www.bbc.co.uk/bitesize

Ways to support your child's learning in English

As an English department, we are often asked what parents can do to help their children.

In the following information you will find some general suggestions in response to the most frequently raised questions. Some, perhaps all, of the suggestions will be seen as obvious. If they are, it probably indicates that you are doing the best you can already.

The most useful approach is to show an active interest in what your child does at school.

**Ways to support your child's learning in English (cont.)**

Spelling. We encourage students to use a range of spelling strategies. Each student is given a copy of the strategies to keep in their work file; therefore, please encourage them to refer to these when help is needed.

Spelling 'block' can be created by an over-emphasis on 100% accuracy. Try to see errors as merely indicating what needs to be learnt – not as being a sign of poor attitude etc. They need to understand why they have made the mistakes in order to apply the most appropriate spelling strategy. Encourage them to take an interest in analysing their own errors so that progress can be made.

Talk with your child about their school life and school work. Encourage them to see that we are all (student, parent and teacher) working towards the same end – the best education possible.

Take an interest in what they read, and read some of their books. If possible, continue to read to and with them. Encourage them to try 'new' books and authors, but remember that it is valuable and important to return to old favourites! In school we have introduced Accelerated Reader which promotes enjoyment of reading and reading comprehension through an online quiz programme.

Take an interest in what your child writes. However, it is important that you read as a reader, not as a judge, critic or examiner. Comment on (or challenge) ideas and meaning before commenting on surface features such as spelling and punctuation. Explain your comments to them. If they get 'stuck' while writing, help them through discussion but avoid giving them the exact words to write – to be of value, the work must be theirs not yours!

The reading and exploring of non-fiction texts is an essential part of a student's progression; it is beneficial to encourage the reading of newspapers and magazines on topics that interest them. It helps reinforce sentence structure and spelling but it is also a good way to extend their productive vocabulary. More importantly, it supports the more difficult skills of understanding different structural features of text types and the creation of a writer's tone and voice. A student who is an active reader will invariably become strong in their writings skills, as they often apply the knowledge they have learnt to their work.

**Ways to support your child's learning in English (cont.)**

When your child has homework, try to provide good working conditions. This does not mean isolating them. Many youngsters find it easier to concentrate in the company of others; if they have to read as part of their homework then you can offer to read with them. If they have writing to do, try to find something to do that requires you to work quietly in their company so that you can be 'on hand' if needed. **Encourage** your child to value the quality of their homework. Your child should be proud of their efforts! **Encourage** your child to keep to their homework timetable so that deadlines can be met and stress can be avoided...

If your child does not understand their homework assignment then encourage them to talk to their teacher – after school support sessions can be readily arranged as an aid to understanding.

Access to a spellchecker, dictionary and thesaurus is always available in class; however, your child may wish to bring their own – this is a matter for you, the parent, to decide. The important thing for your child to remember is to use them!

Do get in touch with us at once if you have any concerns or queries. We would much rather deal with small problems than wait until they grown into bigger ones! You should not feel that Parent Consultation Evenings are your only opportunity to contact us; a note or a telephone call is often all it takes.

Every Lesson Counts...
Jede Stunde zählt
Chaque leçon compte



Modern Foreign Languages
Faculty

MODERN FOREIGN LANGUAGES FACULTY

Speaking a modern foreign language (MFL) is a life skill, and a GCSE qualification is a desirable achievement. By studying MFL, students are prepared to become efficient and fluent communicators in the wider world or work through the development of their oral and written skills.

The Modern Foreign Language faculty wishes to instil in students a life language and enjoyment of foreign language cultures in order that they may develop into well-rounded, caring and thinking individuals who are global citizens.

We aim to equip our students to make the most of their life chances and to possess the communication skills needs in the 21st century.

Speaking several languages opens the door to a new world, be it for pleasure or business!

The most able students are fast tracked to complete GCSE one year early as well as being offered a second language from Year 8.

Staff Name	Area of Responsibility
Mrs B Hlavaty	Faculty Leader Modern Foreign Languages
Mrs R Allen	MFL Teacher (maternity leave)
Mrs F Blaker	MFL Teacher (maternity leave)
Mrs Lanham	MFL Teacher
Miss N Watson	MFL Teacher
Mrs J Harding	MFL Teacher
Miss N Perrousset	MFL Maternity Cover
Miss J Neef	MFL Maternity Cover
Miss J Steinacker	CILT Student Teacher

Grouping Policy

Groups are set with able linguists being offered a second language.

Description of Course Content

Development of awareness of the German language and German speaking countries.

Topics covered include:

Term 1	-	Fashion and Party Time
Term 2	-	Town and My Environment
Term 3	-	Our Future

Skills Being Developed

Speaking, listening, reading and writing in German.

Dictionary skills to enable the correct use of a bilingual dictionary.

Homework Policy

Homework is set twice a week. One is a learning homework; the other is aimed at developing the skills being taught. Homework booklets accompany the course.

Individual and group projects are set.

Marking and Grading

Key pieces of work are assessed using the National Curriculum Levels of Achievement 1-8 where Level 8 represents exceptional achievement. We expect the majority of our students to be working within Levels 4-7.

Additional Equipment Required by the Student

Students are provided with an exercise book and a grey work booklet at the beginning of the year and need these for each lesson.

A bilingual dictionary – The Collins Easy Learning German Dictionary is recommended. This may be purchased through school.

Ways to support your child's learning in Modern Foreign Languages

All pieces of homework are entered in the Homework Journal. You can look at the exercise book for comments from teachers and marks obtained.

You can actively help students with the learning homework in Modern Languages. You can check that the students have learnt the words by giving them the English meaning and the students have to say or write out the word(s) in the foreign language.

FRENCH – YEAR 9

Second Language

C'est la vie - mon ami

Grouping Policy

Groups are set with able linguists being offered a second language.

Description of Course Content

Development of awareness of the French language and French speaking countries.

Topics covered include:

Term 1	-	Family and the World of Work
Term 2	-	Exchange and your area
Term 3	-	School and Holidays

Skills Being Developed

Speaking, listening, reading and writing in French.

Dictionary skills to enable the correct use of a bilingual dictionary.

Homework Policy

Homework is set twice a week. One is a learning homework; the other is aimed at developing the skills being taught. Homework booklets accompany the course.

Individual and group projects are set.

Marking and Grading

Key pieces of work are assessed using the National Curriculum Levels of Achievement 1-8 where Level 8 represents exceptional achievement. We expect the majority of our students to be working within Levels 4-7.

Additional Equipment Required by the Student

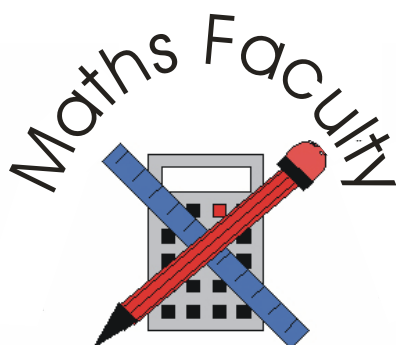
Students are provided with an exercise book and a text book at the beginning of the year and need these for each lesson.

A bilingual dictionary – The Collins Easy Learning French Dictionary is recommended.

Ways to support your child's learning in Modern Foreign Languages

All pieces of homework are entered in the Homework Journal. You can look at the exercise book for comments from teachers and marks obtained.

You can actively help students with the learning homework in Modern Languages. You can check that the students have learnt the words by giving them the English meaning and the students have to say or write out the word(s) in the foreign language.



MATHS FACULTY

In the Maths Faculty we aim to equip students with the necessary knowledge and skills to enable them to interact with and adapt to the ever changing demands of today's society.

Teachers encourage creativity in problem solving activities resulting in practical and logical solutions.

Staff Name	Area of Responsibility
Mr P Michelmore	Faculty Leader
Mrs C Henderson	Deputy Faculty Leader
Miss A Knight	Assistant Headteacher
Mrs M Payne	Maths Teacher
Mrs G Pontefract	Maths Teacher
Mrs S Deering	Science/Maths Teacher
Mr A Wood	Maths Teacher
Mr I Cevik	Maths Teacher
Miss L Cogley	Maths Teacher

MATHS – YEAR 9



Grouping Policy

Setting in Year 9 is the same as in Year 8. There are four groups in each half of the year. Students are set on the basis of their assessment results at the end of Year 8.

Description of Course Content

Term 1	-	Algebra 1 and 2, Number 1 Geometric Reasoning, Data Handling 1 and Measures
Term 2	-	Algebra 3, transformations and Data Handling 3 Constructions, Number & Algebra and Algebra 4
Term 3	-	Probability and Problem Solving Data Handling 4

Skills Being Developed

Lessons concentrate on helping students:

1. To think for themselves
2. To see patterns in number which they can then develop into algebra.
3. To develop the ability to make sense of numbers, graphs and statistics.
4. To develop mental strategies and pen and pencil methods.
5. To communicate mathematical ideas correctly.
6. To apply their knowledge to problems and situations they meet in a wide variety of other subject areas.
7. To use calculators efficiently – without them becoming too dependent on their use.
8. To prepare for the maths they will encounter in everyday life.

Homework Policy

Homework is set each week according to the homework timetable. It is marked by the member of staff or by the students under the supervision of the member of staff who will then check it and may wish to make comments. Students mark their own work so that they can get immediate feedback on their efforts and help when they have misunderstood any questions. Experience has shown us that when teachers mark their work a large proportion of students only look at their final mark instead of learning from their mistakes.



Assessing Pupil Progress (APP)

Assessing Pupils' Progress is a structured approach to periodic assessment, enabling teachers to:

- i) track pupils' progress over a key stage or longer
- ii) use diagnostic information about pupils' strengths and weaknesses to improve teaching, learning and rates of pupils' progress.

Using APP materials, teachers can make more consistent level-related judgements in National Curriculum subjects.

The APP approach improves the quality and reliability of teacher assessment and has proved to be robust, manageable and effective in practice.

Marking and Grading

Students' work is not given a final mark but particularly good work for that pupil may be awarded a merit point. When a pupil has received 5 points they will get a sticker for their homework journal. We feel that this rewards consistent effort which is the characteristic we are most trying to encourage.

Additional Equipment Required by the Student

Apart from the normal daily requirement for a pen, pencil, rubber and ruler there are occasions when a pair of compasses and a protractor are required. Students also require a scientific calculator and it is very important that they provide their own so that they become familiar with its functions as every calculator has a slightly different mode of operation. Students are warned in advance of the need for these items and may buy them from the school shop if they do not have them. (Scientific calculators are currently £3.50)

Useful Websites

www.nrich.org	-	more challenging puzzles and mathematical computer ideas
www.ex.ac.uk/cimt/	-	puzzles, pastimes & competitions
www.worldofnumber.com	-	information for parents with activities for students
www.mathsnet.net	-	puzzles & activities
www.1000problems.com	-	maths problems

Ways to support your child's learning in Maths

1. Encourage your child to show you his/her homework each week – you can then monitor things like the use of pencil and ruler for diagrams, the quality of presentation of their work.
2. Encourage them to calculate change when shopping, how long until the film starts when watching television and whether there will be enough time on a video tape if they record two particular programmes.
3. Play games like Monopoly so that they can calculate rents and property purchase prices.
4. Play card games e.g. Pontoon – adding to 21.



TECHNOLOGY, ICT AND BUSINESS STUDIES FACULTY

The subjects of Technology, ICT and Business Studies share a common goal; namely, to equip students with the necessary knowledge and skills to enable them to interact with and adapt to, the ever changing demands of today's society.

Teachers of these subjects aim to encourage creativity in problem solving activities resulting in practical and logical solutions.

Staff Name	Area of Responsibility
Miss C Jeffery	Faculty Leader
Miss L Tyler	Subject Leader - Technology
Mr P Hiscock	Technology Teacher
Mrs N O'Beirne	Technology Teacher
Mr G Whitehouse	Subject Leader – ICT/Business Studies
Mrs J Salsbury	ICT Teacher
Mr M Willetts	ICT/Business Studies Teacher

TECHNOLOGY – YEAR 9



Grouping Policy

Students are placed in mixed ability groups.

Description of Course Content

This year builds upon, and extends, the skills and knowledge gained in Year 8.

Technology is taught using modules via a carousel system.

In the first two terms there are four modules. It is our aim that students study four of their preferred options, choosing from Textiles, Food, Graphics, Resistant Materials and CAD/CAM.

In the final term, it is our aim that students study their preferred option.

Skills Being Developed

Refining and developing more complex designing and production skills, with a greater emphasis on designing for a need and implications of technology, environmental and social and moral issues. The main key concepts being designing and making cultural understanding, creativity and critical evaluation. Broadening practical skills in each specialist area.

ICT

A range of opportunities including system modelling, sensors and control, Computer Aided Design, Computer Aided Manufacture, Desk Top Publishing.

Homework Policy

Homework is set as a single task or arising from a lesson and involves such activities as research, planning and evaluating. There are also extended research projects that enable students to develop independent learning skills.

**Marking and Grading**

Individual pieces of paper work may be marked as well as completed projects and finished practical products. The techniques and processes are marked alongside the overall quality of items made.

Key pieces of work are assessed using the National Curriculum Attainment Targets, which run from level 1-8. We expect the majority of our students to be working within levels 4-7.

Additional Equipment Required by the Student

A pocket dictionary would be useful.

Basic calculator.

A lab coat and band to tie back long hair and sensible, sturdy shoes are essential to comply with Health and Safety regulations.

Useful Websites

www.nutrition.org.uk

www.clothesline.com

www.texti.org

www.dtonline.org

www.defra.gov.uk/food

www.fabriclink.com

www.simplicity.com

Ways to support your child's learning in Technology

Make sure that your child has a quiet space in which to work.

Try to provide general reference materials, books, magazines, newspapers, the Internet.

In this subject it is vital that ideas are communicated clearly. Try to make sure that your child presents work to the best of their ability including name, date, title, clear annotation and use of colour.

When working on design ideas, encourage them to explain their designs, for example; the suitability of the materials they have chosen and how well their ideas suit the intended purpose of the product.

Encourage the use of ICT where appropriate for designing and word processing

ICT – YEAR 9



Grouping Policy

Students are taught in mixed ability classes in tutor groups.

Description of Course Content

The aim of ICT within Key Stage 3 is to ensure that students possess the knowledge and understanding to use ICT securely, creatively and independently.

Students work in a modular fashion, studying three units throughout the year. Each unit centres on specific software and hardware. Over the three terms, students will introduce and develop a wide range of software when completing three distinct projects. These will include such things as web design, data handling, spread sheet modelling and graphics packages.

Students undertake a range of individual and group activities. As students progress through Key Stage 3 ICT, the work that they encounter progressively extends their skills, knowledge and understanding.

Skills Being Developed

Students develop a range of practical ICT skills, centred on MS Office applications and the use of the Internet and Email.

They develop a good knowledge of a range of hardware and peripherals.

Students will continue to develop separate skills but will also learn to combine software packages for differing purposes and outcomes.

Throughout the work they complete, students develop critical skills in reviewing, modifying and evaluating as they progress through each unit.

Students extend their practical ICT skills, knowledge and critical skills progressively throughout their studies of ICT across Key Stage 3 as well as their independent learning skills.

**Homework Policy**

As students are working on PC the majority of the homework set centres on research and preparation for the work that they undertake during lessons.

Homework tasks are short. The homework set does not follow a weekly pattern and there may be occasions during the year when no homework is set, dependent on the nature of work students are undertaking.

Marking and Grading

Students' work is regularly assessed using National Curriculum levels and sub-levels. These are clearly explained to students at the beginning of the year. A guide to these levels is incorporated in this booklet.

ICT staff regularly monitor, review and feedback to students to ensure that they are aware of current performance and how they can improve this level of performance.

Students may also take part in self, peer and group assessment during the year and this is integrated into target setting.

Additional Equipment Required by the Student

Students have access to the schools ICT facilities. If they have access to a PC at home, this will be an advantage but is not essential. Students are able to access the facilities within the School if they need to use a PC outside of school hours.

Periodically, students may need/want to take work home with them. They can email work home but might find a USB flash memory stick useful.

Useful Websites

Students are directed to essential websites during their study of units. Useful additional websites are available from the ICT section of the school's website www.croftonschool.co.uk



SCIENCE COLLEGE FACULTY



Science College Faculty

We strive to ensure all students leave Crofton equipped with the necessary skills to be an active citizen in a changing technological world.

As well as ensuring students improve their knowledge of Science, we actively encourage and provide opportunities for them to develop life skills such as problem solving, team building and analysing information.

The faculty also prides itself in the range of cross-curricular and extra curricular opportunities involving the community.

Staff Name	Area of Responsibility
Mrs G Badesha	Assistant Headteacher/Science College
Mr J Smith	Faculty Leader
Mr C Brown	Deputy Faculty Leader
Mr T Anderson	Head of Year/Science Teacher
Mr R Atkinson	Science Teacher
Ms G Langdon-Saunders	Science Teacher
Mrs J Matthews	Science Outreach Co-Ordinator/Science Teacher
Mr A Mount	Science Teacher
Miss C Rodger	Science Teacher
Mrs T Callen	Senior Technician
Mr M English	Technician
Mrs T Roberts	Technician
Miss S Turner	Technician

SCIENCE – YEAR 9



Grouping Policy

Set in ½ year groups.

Description of Course Content

During the year the following modules will be studied:

How Science Works
Physics for GCSE
Chemistry for GCSE
Biology for GCSE

We start Key Stage 4 programme following a Year 10 entrance exam, covering Energy & Efficiency, Limestone and its Uses.

Skills Being Developed

We aim to develop the following skills:

- the acquisition of knowledge
- problem solving
- investigative work
- individual and group work
- self assessment
- fieldwork techniques

Homework Policy

The homework is set in the following categories:

- writing up practical work
- project work
- lesson enrichment
- research/revision

Assessing Pupil Progress (APP)

APP supports planning for progression in learning and helps teachers to develop their skills and judgements in assessing pupils' progress. It involves generating evidence of progress through effective teaching and learning and then 'stepping back' periodically to review pupils' achievement in relation to National Curriculum levels.

APP is assessed through enquiry based activities. These occur throughout the year and students are encouraged to track their progress through each of the strands.

Moderation of the marking of APP takes place periodically in the department.

Marking and Grading

The main types of marking include: fortnightly checks of students' books, regular marking of tests and examinations and regular marking of investigative assessments. Tests are given a level – levelling assessment tasks.

Key pieces of work are assessed using the national Curriculum Levels of Achievement 1 -7. We expect the majority of our students to be working within Levels 4-7.

Additional Equipment Required by the Student

Bands to tie back long hair

Useful Websites

www.croftonschool.co.uk

www.bbc.co.uk/revision

www.samlearning.co.uk

www.skool.co.uk

Ways to support your child's learning in Science

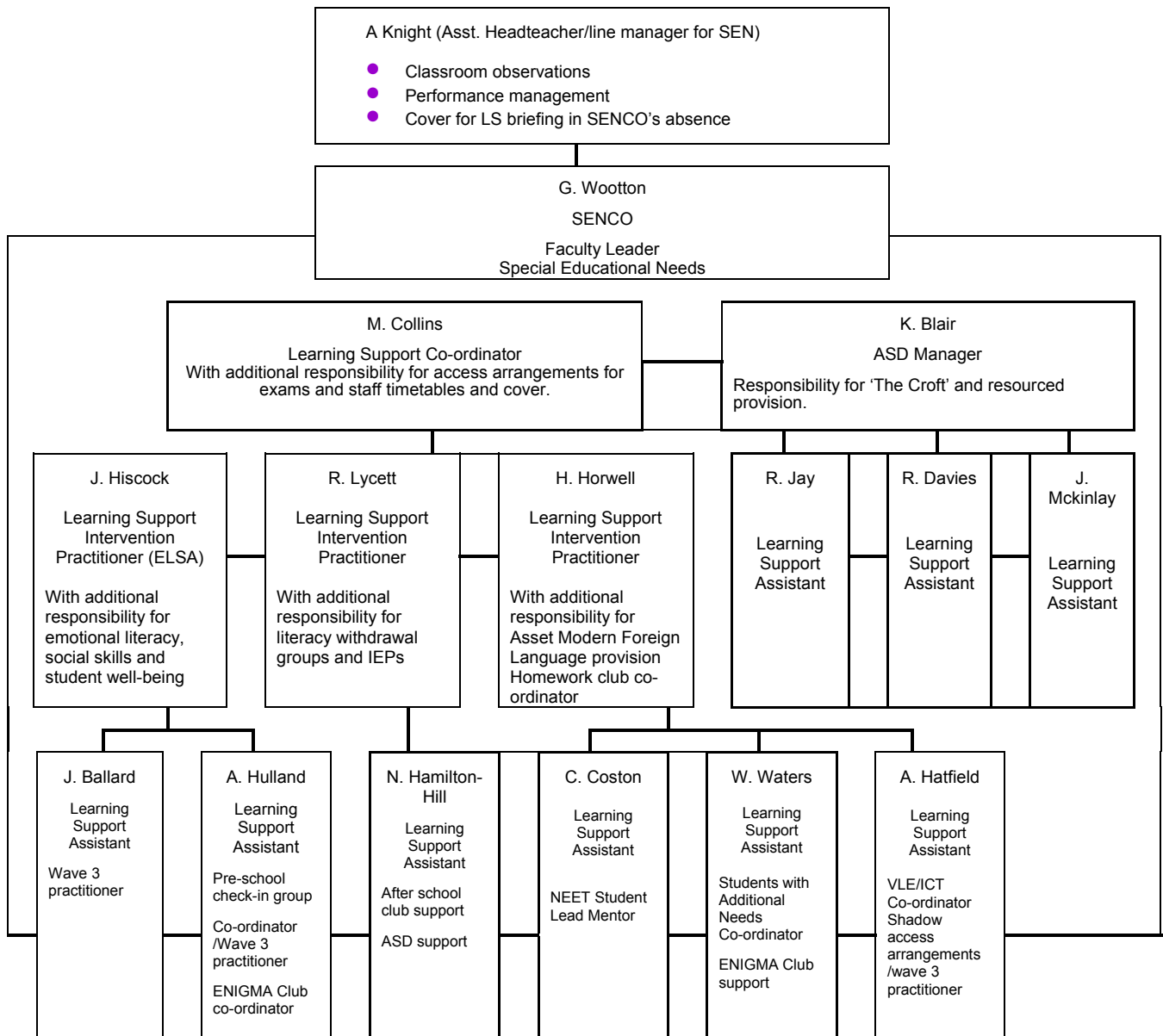
Monitor and set quiet time for homework. Encourage students to review their class work. Encourage students to spend time revising for the end of unit test - using the websites above. Purchase GCSE revision guides when needed.

LEARNING SUPPORT DEPARTMENT

The Learning Support Department offers a wide range of support and plays a key role in meeting the needs of many students at Crofton. Support includes withdrawal lessons on an individual or group basis and in-class support across both key stages. Individual sessions are mainly for literacy, language, numeracy and Science. Group and individual sessions are also run for students to help develop social skills and for self-esteem issues. These are largely co-ordinated by our ELSA (Emotional Literacy Support Assistant).

The department is well resourced in school with a wide range of teaching and learning resources and well-qualified department staff. Lap-top computers (*AlphaSmarts*) can also be borrowed from the department to help students with their class work in mainstream lessons. Outside agencies can be called upon to further extend the services the school already provides.

The team consists of a Special Educational Needs Co-ordinator, a Learning Support Co-ordinator, three Learning Support Intervention Practitioners and nine Learning Support Assistants, working both within the department base and across the curriculum. Liaison with our partner primary schools, subject teachers, the pastoral team and outside agencies ensures both the sharing of key information and the meeting of students' specific needs. The department maintains good relationships with parents, who are welcome to make contact with us at any time.



LEARNING SUPPORT – YEAR 9

Grouping Policy

Students requiring extra tuition in basic skills attend Learning support for one lesson a week, either individually or in small groups.

Description of Course Content

The lessons are arranged on a rotating four-weekly timetable, so that students do not miss the same subject each week.

Students work on individual programmes designed to meet their needs. Programmes are delivered in literacy, numeracy, science and social skills. A differentiated Modern Foreign Languages course is also offered at KS3 for students who are withdrawn for intensive literacy support.

Learning Support can also offer support for students with additional pastoral needs through its ELSA (Emotional Literacy Support Assistant).

Skills Being Developed

These include multi-sensory learning, visual and auditory skills, memory, sequencing, word processing and study skills such as planning and note taking.

Key subject vocabulary is included in the programmes where possible.

Good organization, independence and sound self-help skills are vital and Learning Support provides help in developing these key areas, either through early morning registration and trouble-shooting or target setting. Support staff play an important role in this by supporting students across the school. A homework club meets twice a week and is co-ordinated by two Learning Support Assistants.

Lessons are usually taught by Mr Wootton, the Learning Support Co-ordinator and Teaching Assistants.

Homework Policy

Homework is felt to be a valuable method of reinforcement and is normally set each lesson, to be completed by the following lesson. Some students are also required to read for homework, on a daily basis if possible.

Marking and Grading

Students discuss and correct all work with the teacher and errors are used diagnostically to inform the teaching programme.

As well as having withdrawal lessons, students needing extra help receive support in class from trained Learning Support Assistants.

Additional Equipment Required by the Student

Full details of how Crofton School provides for students with Special Education Needs are contained in our policy document which is available from the school main reception.

Ways to support your child's learning in Learning Support

Students with weaknesses need continuous support and encouragement from parents. You can help by being understanding and positive. Encourage them to always do their best work and praise their efforts even if you are disappointed with them. Please resist the temptation to do their work for them – it is not helpful for the child or the teacher. Always reward their effort.

Please encourage students to look upon their lessons positively. Take an interest in the work covered and help them achieve their targets.

Contacting the school to discuss your child's progress is a way of supporting their learning. This is positively encouraged at Crofton.

Further ideas are contained in the series of Home Support Booklets. Titles currently available are:

- Helping Your Child with Number
- Helping Your Child with Spelling
- Helping your Child with Writing and Handwriting
- A Guide to the 1000 Most Commonly Used English Words

We can also advise and supply one to one coaching programmes for parents in literacy and numeracy.

ART

A Guide to Level of Achievement in Art

LEVEL TWO	Students capable of mark making and producing limited image.
LEVEL THREE	Students using information and materials and producing an image.
LEVEL FOUR	Students using more visual co-ordination, some imagination and able to use materials that produce an image which has made some development.
LEVEL FIVE	Students showing a better manipulation of materials, more use of resources and an ability to relate to others work producing a better development of images.
LEVEL SIX	Students show an ability to explore visual ideas and relate to historical and social contexts. A good manipulation of materials and an ability to convey ideas and meanings.
LEVEL SEVEN	Students show a good use of materials, good selection of visual information and an understanding of processes. They are able to develop ideas and meanings and relate to the work of others in a more sophisticated manner.
LEVEL EIGHT	Students show an outstanding ability to convey ideas and meanings through a very sophisticated use of materials and selection of resources. They will research visual information from different genres and traditions and apply suitable processes of high quality.
EXCEPTIONAL PERFORMANCE	Students will exceed all criteria and produce work of absolute excellence.

DRAMA – ATTAINMENT LEVELS

	Level 4	Level 5	Level 6	Level 7	Level 8
C R E A T I N G	Can create a character. Can work in groups to make plays.	Can sustain a character. Can explore issues and themes to produce a range of styles.	Can change ideas for a character. Can use a range of styles for different audiences.	Can use a range of vocal and movement skills to show a character. Can use different drama styles and types of theatre.	Can use vocal and movement skills with good control and clarity to show a wide range of characters. Can use a wide range of styles to show creative and challenging plays.
P E R F O R M I N G	Can read a script with confidence. Occasionally uses basic drama styles. Can perform a basic character. Can perform to an audience.	Can perform short plays from memory. Sometimes uses drama styles. Can perform a character which is not always sustained. Has some awareness of audience.	Can create rounded characters from a script. Often makes use of drama styles. Can perform an appropriate character. Has an awareness of an audience throughout the performance.	Can use a range of drama techniques to create atmosphere from a script. Makes use of a range of styles. Can create and sustain a range of characters. Can communicate to an audience.	Can show understanding of context, and make comparisons between different plays and performance styles. Uses a wide range of styles effectively. Can create and sustain a wide range of characters imaginatively. Can communicate mood and atmosphere effectively.
R E S P O N D I N G	Can say what they like and don't like about a play. Has a basic awareness of how a story is told to an audience.	Can use basic dramatic vocabulary in evaluation. Has some understanding of how a story is told to an audience.	Can sometimes use dramatic vocabulary in evaluation. Has a basic understanding of convention and devices.	Can recognize strengths and weaknesses and suggest improvements. Has an understanding of convention and devices.	Can recognize strengths and weaknesses and suggest improvements. Shows good understanding of convention and devices.

ENGLISH – ATTAINMENT LEVELS SIMPLIFIED

	1. Speaking and Listening	2. Reading	3. Writing
Level 2	<p>I can talk confidently about things in my life.</p> <p>I can communicate my ideas clearly.</p> <p>I can listen carefully.</p>	<p>I can read simple texts.</p> <p>I can give my opinions on things that I have read.</p>	<p>I can write stories, poems, scripts, letters and reports.</p> <p>I can write in sentences.</p> <p>I can spell simple words.</p>
Level 3	<p>I can follow the main points of a discussion.</p> <p>I show that I listen carefully by talking and asking questions about what others have said.</p> <p>I am starting to understand when people should use standard English.</p>	<p>I can read stories, poems and non-fiction.</p> <p>I can give my opinion about characters and things that happen in stories, poems and non-fiction.</p> <p>I can find information I need by getting the right book and finding the right page.</p>	<p>I can write clearly in an organized way.</p> <p>I use interesting words when I write.</p> <p>I use full stops, capital letters and question marks where they are needed.</p>
Level 4	<p>I can explain my opinions clearly.</p> <p>In class, I regularly make useful comments, and ask searching questions.</p> <p>I know the difference between slang and standard English, and I also know when people should use standard English.</p>	<p>I can pick up clues and hints to understand more than what I am told by the writer.</p> <p>I can use evidence from the text to explain my opinions.</p> <p>I understand that texts show the time and culture in which they are written.</p> <p>I can retrieve ideas and information from a range of texts.</p>	<p>My vocabulary is adventurous and I use words for effect.</p> <p>I can create complex sentences using a range of connectives.</p> <p>I can spell accurately.</p> <p>My handwriting is joined and legible.</p>
Level 5	<p>I know how to use words and gestures for effect so that my talk is interesting.</p> <p>I listen carefully to other people's ideas, and show respect for others' views.</p> <p>I generally use standard English when appropriate.</p>	<p>I can identify the main ideas in a text and can write about themes and characters.</p> <p>I can 'read between the lines'; I know that a careful reader is like a detective picking up clues and sifting the evidence.</p> <p>I understand that texts follow the conventions of the time and culture in which they were written.</p> <p>I support my ideas with relevant quotations.</p> <p>I support my ideas with relevant quotes.</p>	<p>I can use words imaginatively and precisely.</p> <p>I use a range of simple, compound and complex sentences organized into paragraphs.</p> <p>I can use commas, apostrophes and inverted commas accurately.</p>
Level 6	<p>I can adapt my vocabulary and expression for different audiences and purposes.</p> <p>I take an active part in discussion and listen and respond thoughtfully to other points of view.</p> <p>I always use standard English when it is appropriate.</p>	<p>I understand ideas in a text that are not obvious.</p> <p>I think carefully as I read and dig for meanings that are not obvious.</p> <p>I can develop my own ideas about themes and characterization.</p> <p>I can comment on a writer's use of language.</p> <p>I can make connections between texts written in a different time or culture, and my own experience.</p> <p>I can summarise a range of information from different sources.</p>	<p>I use a formal style where appropriate.</p> <p>I use a range of sentence types and I can vary my vocabulary to create different effects.</p> <p>My spelling and punctuation is accurate.</p> <p>I can organize my ideas into a sequence of connected paragraphs.</p>
Level 7	<p>I use vocabulary precisely and my speech is organized clearly.</p> <p>I can assess others' ideas.</p> <p>I can judge when I should lead a discussion and when I should encourage others to participate.</p>	<p>I can analyse ways in which writers' structure their writing, convey their purposes and shape meaning by choosing different types of language.</p> <p>I can give a personal and critical response.</p> <p>I understand why some texts from a different time or culture are important.</p> <p>I can select and compare relevant information from a variety of sources.</p>	<p>I write confidently in a range of forms.</p> <p>My vocabulary is sophisticated, varied and precise.</p> <p>I use paragraphing, punctuation and different types of sentences to make my ideas clear to a reader.</p>
Level 8	<p>I am a confident, articulate and perceptive speaker and listener.</p>	<p>I can analyse and evaluate how writers achieve their effects through language, structure and presentational devices.</p> <p>I can recognize different types of writing styles.</p> <p>I can understand complex vocabulary.</p> <p>I can understand how texts from a different time or culture can influence literature and society.</p>	<p>I am a confident writer.</p> <p>I am able to use language, style, form and structure to present my ideas in a sophisticated and controlled way.</p>

ENGLISH – PUPILS READING ASSESSMENT

	Reading AF2 Can you find the quote information effectively?	Reading AF3 Can you read between the lines?	Reading AF4 Can you explain why writers choose to shape their work in a particular way?	Reading AF5 Can you explain why writers choose to use particular words and sentences?	Reading AF6 Can you explain the writer's purpose and how it is achieved?
Level 8	Clear critical stance develops a coherent interpretation of text(s) drawing on the imaginative insights and well supported by reference and wider textual knowledge.		Clear appreciation and understanding of how the text structure and language are used to support the writer's purpose and contribute to meaning.		Response to overall effect of the text shows clear understanding and critical evaluation of writer's purpose and viewpoints and how these are articulated throughout the text.
Level 7	You can blend quotations and reference succinctly.	You can always see and understand different layers of meaning	You can analyse why a writer has used a particular structure.	You can skilfully work out and explore the writer's choice of words and sentences.	You can explain how attitudes and points of view are conveyed by the writer.
Level 6	You can blend quotations and references.	You can understand layers of meaning.	You can explain most reasons why the writer has chosen to shape/order the text in a particular way.		You can explain the writer's purposes and effects.
Level 5	You can select and present quotation and references.	You can "read between the lines".	You can explain some reasons why the writer has chosen to shape/order the text in a particular way.	You can explain the effect of some of the writer's word and sentence choices.	You can understand the writer's main purpose and area aware of some of the writer's viewpoints and effects.
Level 4	You can find more and more useful information.	You can sometimes "read between the lines".	You can work out some ways the text is shaped or ordered.	You can pick out some important words the writer has used.	You can pick out the writer's main ideas.
Level 3	You can find some information.	You can read a text.	You can see that what you read has an order or shape.	You can pick out some important words the writer has used.	You can say something about what the writer is trying to achieve or do.

GEOGRAPHY

The Key Stage Three Geography course aims to develop students' awareness of a range of processes that shape the surface of the earth – both human and physical. Through this we investigate a range of different locations, from local to global, develop a number of skills and learn the geographical vocabulary. Students are assessed on their knowledge and understanding of places, processes, skills and vocabulary in measuring the level of achievement in both individual assessments and at the end of the key stage.

A Guide to Pupil Speak Levels in Geography

LEVEL 3 – 4

To improve:

- write in more detail.
- offer reasons and suggestions.
- make links between information.
- develop the organisation of your work.

LEVEL 4 - 5

- explain your ideas in great detail.
- use geography keywords in your descriptions and explanations
- explain the links between ideas
- work more independently
- continue to organise your work.

LEVEL 5 - 6

- consistently demonstrate your skills and knowledge
- independently research and complete your work.
- begin to justify your written explanations.

LEVEL 6 - 7

- demonstrate more independent learning, such as developing your own key questions and ideas.
- aim to consistently reach detailed explanations and conclusions by providing evidence and justification.

HISTORY

A Guide to Level of Achievement in History

LEVEL THREE	Can make a few relevant points and attempt to give reasons for events and changes.
LEVEL FOUR	Can make a number of relevant points and begin to give valid reasons for events and changes. Cross-referencing of historical evidence.
LEVEL FIVE	Can produce a generally good description with a number of valid reasons. Begins to attempt to make judgements and draw conclusions. Analysis of sources.
LEVEL SIX	Good description and reasoning, and draws valid conclusions. Precise analysis of sources.
LEVEL SEVEN	Very good description and reasoning, with well argued conclusions. Capable of independent investigation and shows an understanding of how factors link together within the wider historical context.

INFORMATION AND COMMUNICATION TECHNOLOGY

A Guide to Level of Achievement in ICT

LEVEL FOUR

Students combine and refine different forms of information from various sources. Pupils understand the need for care in framing questions when collecting, finding and interrogating information. They interpret their findings, question plausibility and recognise that poor-quality information leads to unreliable results. They use ICT to present information in different forms and show they are aware of the intended audience and the need for quality in their presentations. They exchange information and ideas with others in a variety of ways, including using digital communication. They understand the risks associated with communicating digitally, including the security of personal information. They plan and test sequences of instructions. They use ICT-based models and simulations to explore patterns and relationships, and make predictions about the consequences of their decisions. They use ICT to organise, store and retrieve information. They compare their use of ICT with other methods and with its use outside school.

LEVEL FIVE

Students combine ICT tools within the overall structure of an ICT solution. They select the information they need for different purposes, check its accuracy and organise it in a form suitable for processing. They use ICT to structure, refine and present information in different forms and styles for specific purposes and audiences. They exchange information and ideas with others in a variety of ways, including using digital communications. They create sequences of instructions and understand the need to be precise when framing and sequencing instructions. They explore the effects of changing the variables in an ICT-based model. They use ICT to organise, store and retrieve information using logical and appropriate structures. They use ICT safely and responsibly.

They discuss their knowledge and experience of using ICT and their observations of its use outside school. They assess the use of ICT in their work and are able to reflect critically in order to make improvements in subsequent work. They use appropriate evaluation criteria to critically evaluate the fitness for purpose of their work as it progresses.

LEVEL SIX

Students plan and design ICT-based solutions to meet a specific purpose and audience, demonstrating increased integration and efficiency in their use of ICT tools. They develop and refine their work to enhance its quality, using a greater range and complexity of information. Where necessary, they use complex lines of enquiry to test hypotheses. They present their ideas in a variety of ways and show a clear sense of audience. They develop, try out and refine sequences of instructions and show efficiency in framing these instructions, using sub-routines where appropriate. They use ICT-based models to make predictions and vary the rules within the models. They assess the validity of these models by comparing their behaviour with information from other sources. They plan and review their work, creating a logically structured portfolio of digital evidence of their learning. They discuss the impact of ICT on society.

LEVEL SEVEN

Students design and implement systems. They are able to scope the information flow required to develop an information system. They combine information from a variety of ICT-based and other sources for presentation to different audiences. They identify the advantages and limitations of different information-handling applications. They select and use information to develop systems suited to work in a variety of contexts, translating enquires expressed in ordinary language into the form required by the system. They develop, test and refine sequences of instructions as part of an ICT system to solve problems. They design ICT-based models and procedures with variables to meet particular needs. They consider the benefits and limitations of ICT tools and information sources and of the results they produce, and they use these results to inform future judgements about the quality of their work. They make use of audience and user feedback to refine and enhance their ICT solutions. They take part in informed discussions about the use of ICT and its impact on society.

LEVEL EIGHT

Students independently select appropriate information sources and ICT tools for specific tasks, taking into account ease of use and suitability. They design and implement systems for others to use. They take part in informed discussions about the social, economic, ethical and moral issues raised by ICT.

EXCEPTIONAL PERFORMANCE

Students evaluate software packages and ICT-based models, analysing the situations for which they were developed and assessing their efficiency, ease of use and appropriateness. They suggest refinements to existing systems and design; implement and document systems for others to use, predicting some of the consequences that could arrive from the use of such systems. When discussing their own and others' use of ICT, they use their knowledge and experience of information systems to inform their views on the social, economic, political, legal, ethical and moral issues raised by ICT.

MATHS

A typical Year 9 student will achieve Level 5/6/7 during the course of the year; some students will continue to work at Level 4/5 while others may exceptionally reach Level 8.

A Guide to Level of Achievement in Maths

LEVEL THREE

Students try different approaches and find ways of overcoming difficulties that arise when they are solving problems. They are beginning to organise their work and check results. Students discuss their mathematical work and are beginning to explain their thinking. They use and interpret mathematical symbols and diagrams. Students show that they understand a general statement by finding particular examples that match it.

Students show understanding of place value in numbers up to 1000 and use this to make approximations. They begin to use decimal notation and to recognize negative numbers, in contexts such as money and temperature. Students use mental recall of addition and subtraction facts to 20 involving problems involving larger numbers. They add and subtract numbers with two digits mentally and numbers with three digits using written methods. They use mental recall of the 2, 3, 4, 5 and 10 multiplication tables and derive the associated division facts. They solve whole-number problems involving multiplication or division, including those that give rise to remainders. They use simple fractions that are several parts of a whole and recognize when two simple fractions are equivalent.

Students classify 3-D and 2-D shapes in various ways using mathematical properties such as reflective symmetry for 2-D shapes. They use non-standard metric units of length, capacity and mass and standard units of time, in a range of contexts. Students extract and interpret information presented in simple tables and lists. They construct bar charts and pictograms, where the symbol represents a group of units, to communicate information they have gathered, and they interpret information presented to them in these forms.

LEVEL FOUR

Students are developing their own strategies for solving problems and are using these strategies both in working within mathematics and in applying mathematics to practical contexts. They present information and results in a clear and organised way. They search for a solution by trying out ideas of their own.

Students use their understanding of place value to multiply and divide whole numbers by 10 and 100. In solving number problems, students use a range of mental methods of computation with the four operations, including mental recall of multiplication facts up to 10×10 and quick derivation of corresponding division facts. They use efficient written methods of addition and subtraction and of short multiplication and division. They add and subtract decimals to two places and order decimals to three places.

In solving problems with or without a calculator, students check the reasonableness of their results by reference to their knowledge of the context or to the size of numbers. They recognise approximate proportions of a whole and use simple fractions and percentages to describe these. Students recognise and describe number patterns and relationships including multiple, factor and square. They begin to use simple formulae expressing words. Students use and interpret co-ordinates.

Students make 3-D mathematical models by linking given faces and edges, draw common 2-D shapes in different orientations on grids. They reflect simple shapes in a mirror line. They choose and use appropriate units and instruments, interpreting, with appropriate accuracy, numbers on a range of measuring instruments. They find perimeters of simple shapes and find areas by counting squares.

Students collect discrete data and record them using a frequency table. They understand and use the mode and range to describe sets of data. They group data, where appropriate, in equal class intervals, represent collected data in frequency diagrams and interpret such diagrams. They construct and interpret simple line graphs.

LEVEL FIVE

In order to carry through tasks and solve mathematical problems, students identify and obtain necessary information. They check their results, considering whether these are sensible. Students show understanding of situations by describing them mathematically using symbols, words and diagrams. They draw simple conclusions of their own and give an explanation of their reasoning.

Students use their understanding of place value to multiply and divide whole numbers and decimals by 10, 100 and 1000. They order, add and subtract negative numbers in context. They use all four operations with decimals to two places. They reduce a fraction to its simplest form by cancelling common factors and solve simple problems involving ratio and direct proportion. They calculate fractional or percentage parts of quantities and measurements, using a calculator where appropriate. Students understand and use an appropriate non-calculator method of solving problems that involve multiplying and dividing any three-digit number of any two-digit number. They check their solutions by applying inverse operations or estimating using approximations. They construct, express in symbolic form, and use simple formulae involving one or two operations. They use brackets appropriately. Students use and interpret co-ordinates in all four quadrants.

When constructing models and when drawing or using shapes, students measure and draw angles to the nearest degree, and use language associated with angle. Students know the angle sum of a triangle and that of angles at a point. They identify all the symmetries of 2-D shapes.

They know the rough metric equivalents of imperial units still in daily use and convert one metric unit to another. They make sensible estimates of a range of measures in relation to everyday situations.

Students understand and use the formula for the areas of a rectangle. Students understand and use the mean of discrete data. They compare two simple distributions, using the range and one of the mode, median or mean. They interpret graphs and diagrams, including pie charts and draw conclusions. They understand and use the probability scale from 0 to 1. Students find and justify probabilities and approximations to these by selecting and using methods based on equally likely outcomes and experimental evidence, as appropriate. They understand that different outcomes may result from repeating an experiment.

LEVEL SIX

Students carry through substantial tasks and solve quite complex problems by independently breaking them down into smaller, more manageable tasks. They interpret, discuss and synthesise information presented in a variety of mathematical forms. Students' writing explains and informs their use of diagrams. Students are beginning to give mathematical justifications.

Students order and approximate decimals when solving numerical problems and equations using trial and improvement methods. Students are aware of which number to consider as 100%, or a whole, in problems involving comparisons, and use this to evaluate one number as a fraction or percentage of another. They understand and use the equivalencies between fractions, decimals and percentages, and calculate using ratios in appropriate situations. They add and subtract fractions by writing them with a common denominator. When exploring number sequences, students find and describe in words the rule for the next term or nth term of a sequence where the rule is linear. They formulate and solve linear equations with whole-number coefficients. They represent mappings expressed algebraically, and use Cartesian co-ordinates for graphical representation interpreting general features.

Students recognise and use common 2-D representation of 3-D objects. They know and use the properties of quadrilaterals and classifying different types of quadrilateral. They solve problems using angle and symmetry properties of polygons and angle properties of intersecting and parallel lines, and explain these properties. They devise instructions for a computer to generate and transform shapes and paths. They understand and use appropriate formulae for finding circumferences and areas of circles, areas of plane rectilinear figures and volumes of cuboids when solving problems. They enlarge shapes by a positive whole-number scale factor.

Students collect and record continuous data, choosing appropriate equal class intervals over a sensible range to create frequency tables. They construct and interpret frequency diagrams. They construct pie charts.

Students draw conclusions from scatter diagrams, and have a basic understanding of correlations. When dealing with a combination of experiments, students identify all the outcomes, using diagrammatic, tabular or other forms of communication. In solving problems, they use their knowledge that the total probability of all the mutually exclusive outcomes of an experiment is 1.

LEVEL SEVEN

Starting from problems that have been presented to them, students progressively refine or extend the mathematics used to generate fuller solutions. They give a reason for their choice of mathematical presentation, explaining features they have selected. Students justify their generalizations, arguments or solutions, showing some insight into the mathematical structure of the problem. They appreciate the difference between mathematical explanation and experimental evidence.

In making estimates, students round to one significant figure and multiply and divide mentally. They understand the effects of multiplying and dividing by numbers between 0 and 1. Students solve numerical problems involving multiplication and division with numbers of any size, using a calculator efficiently and appropriately. They understand and use proportional changes, calculating the result of any proportional change using only multiplicative methods. Students find and describe in symbols the next term or n th term of a sequence where the rule is quadratic; they multiply two expressions of the form $(x + n)$; they simplify the corresponding quadratic expressions. Students use algebraic and graphical methods to solve simultaneous linear equations in two variables. They solve simple inequalities.

Students understand and apply Pythagoras' theorem when solving problems in two dimensions. They calculate lengths, areas and volumes in plane shapes and right prisms. Students enlarge shapes by a fractional scale factor, and appreciate the similarity of the resulting shapes. They determine the locus of an object moving according to a rule. Students appreciate the imprecision of measurement and recognize that a measurement given to the nearest whole number may be inaccurate by upon one half in either direction. They understand and use compound measures, such as speed.

Students specify hypotheses and test them by designing and using appropriate methods that take account of variability or bias. They determine the modal class and estimate the mean, median and range of sets of grouped data, selecting the statistic most appropriate to their line of enquiry. They use measures of average and range, with associated frequency polygons, as appropriate, to compare distributions and make inferences. They draw a line of best fit on a scatter diagram, by inspection. Students understand relative frequency as an estimate of probability and use this to compare outcomes of experiments.

LEVEL EIGHT

Students develop and follow alternative approaches. They reflect on their own lines of enquiry when exploring mathematical tasks: in doing so they introduce and use a range of mathematical techniques. Students convey mathematical or statistical meaning through precise and consistent use of symbols that is sustained throughout the work. They examine generalizations or solutions reached in an activity, commenting constructively on the reasoning and logic or the process employed, or the results obtained, and make further progress in the activity as a result.

Students solve problems involving calculating with powers, roots and numbers expressed in standard form, checking for correct order of magnitude. They choose to use fractions or percentages to solve problems involving repeated proportional changes or the calculation of the original quantity given the result of a proportional change. They evaluate algebraic formulae, substituting fractions, decimals and negative numbers. They calculate one variable, given the others, in formulae such as $V = \pi r^2 h$. Students manipulate algebraic formulae, equations and expressions, finding common factors and multiplying two linear expressions. They know that $a^2 - b^2 = (a+b)(a-b)$. They solve inequalities in two variables. Students sketch and interpret graphs of linear, quadratic, cubic and reciprocal functions, and graphs that model real situations.

Students understand and use congruence and mathematical similarity. They use sine, cosine and tangent in right-angled triangles when solving problems in two dimensions. They distinguish between formulae for perimeter, area and volume, by considering dimensions.

Students interpret and construct cumulative frequency tables and diagrams, using the upper boundary of the class interval. They estimate the median and interquartile range and use these to compare distributions and make inferences. They understand how to calculate the probability of a compound event and use this in solving problems.

MODERN LANGUAGES

A Guide to Level of Achievement in Modern Languages

LEVEL ONE	Students can understand ten classroom words or phrases and can read, copy and say five words correctly.
LEVEL TWO	Students can understand their teacher using French or German. They can read and talk about something using short sentences and can copy five phrases correctly.
LEVEL THREE	Students can listen to and read, with understanding, short passages and can say and write two or three short sentences from memory and give an opinion.
LEVEL FOUR	Students can listen to and read, with understanding, longer passages and guess at some unfamiliar words. They can write in paragraphs adding more words of their own and their accent is beginning to sound natural.
LEVEL FIVE	Students can listen to and speak quite fast and with understanding about events in the present, past or future. They can write at least half a page and can read authentic articles.
LEVEL SIX	Students can listen to and speak quite fast with understanding about events in the present, past and future. They are beginning to become more adventurous in their writing and can work out the meanings of more difficult texts.
LEVEL SEVEN	Students can listen to and read with understanding a range of more complex materials often with the aid of reference materials. They can write with accuracy using different styles and can deal with the unpredictable in conversation. Their accent is really good.
LEVEL EIGHT	Students can make effective use of a range of materials and can read about and listen to people's opinions and feelings, attitudes and emotions. They can express in writing their own opinions and justify them. They speak confidently in unfamiliar situations using lots of vocabulary and grammar.
EXCEPTIONAL PERFORMANCE	Students show understanding of a wide range of factual and imaginative speech and texts and can summarise them. They are developing their reading and listening skills independently. They can write clearly, accurately and appropriately on all topics and can speak fluently and accurately with a good accent about factual and imaginative topics.

MUSIC

A Guide to Level of Achievement in MUSIC

LEVEL THREE	Students are able to combine the elements of music expressively. They are able to sing rounds in tune, improvise using repeated patterns and perform rhythmically simple parts using a limited range of notes.
LEVEL FOUR	Students are able to identify and explore how music reflects different intentions. They are able to maintain a simple part in ensemble work, improvise melodically and rhythmically and develop composition ideas within simple structures. Students are able to describe, compare and evaluate work using basic music vocabulary.
LEVEL FIVE	Students perform significant parts from memory/notation. They are able to improvise melodically and rhythmically within given structures and compose music using devices such as melody, chords, rhythms and structures. Students analyse and compare musical features and are able to refine and improve their work.
LEVEL SIX	Students select and expressively use the musical elements. They make subtle adjustments in ensemble work. Students are able to improvise within a range of styles and are able to sustain and develop musical ideas into more substantial compositions. They evaluate and make critical judgements about their own and others work.
LEVEL SEVEN	Students perform in different styles and take a lead role in ensemble work. They read and write music fluently and are able to produce longer, coherent compositions by improvising, developing, discarding and adapting their musical ideas.
LEVEL EIGHT	Students exploit the characteristics and expressive potential of selected musical resources. They compose extended pieces which have a sense of direction and shape. They perform substantial parts with fluency and expression.
EXCEPTIONAL PERFORMNCE	Outstanding work which shows exceptional development of ideas. Performances are convincing and show an empathy with other performers. Work demonstrates a high level of musical ability and talent.

RELIGIOUS EDUCATION

R.E. deals in concepts (ideas). The level at which students can respond to those concepts will determine their progress.

The levels are progressive. As students' progress through the levels it is expected that they are still working at the previous level requirement also.

A Guide to Level of Achievement in Religious Education

LEVEL THREE	Students can describe key concepts (ideas) that are common to many religions. They can describe how these ideas contextualised (fit into) some of the beliefs and religion practices they have been studying. Students can give their views too.
LEVEL FOUR	Students can explain key concepts (ideas) and can evaluate (judge) these concepts by explaining their value to believers and by identifying some of the issues they raise. Students can also explain how the concepts affect them and others.
LEVEL FIVE	Students can do all the above plus explaining some connections between the different concepts and explain their own ideas about the key concepts being studied, and how they might affect the lives of others .
LEVEL SIX	Students can give a detailed explanation of the key concepts and explain them within different branches of the religion. They can justify (bring in evidence/reasons) their response to the concepts and give examples of how others are affected.
LEVEL SEVEN	Students can do all the above plus analyse some conceptual differences and similarities across religions. They can draw on a range of sources to evidence their arguments about the concepts.

How do I know whether progress has been made in R.E.?

Level 4

Enquire	Students can explain key concepts that are common to many religions and used in the study of religion (Type B Concept)
Enquire	They can describe some key concepts specific to the religions studied (Type C Concept)
Contextualise	They can explain how these concepts are contextualised within the beliefs and practices of the religions studied
Evaluate	They can evaluate the concepts by explaining their value to believers and by identifying and describing some issues they raise
Communicate	They can express a personal response to the concept
Apply	Explain examples of how their response to the concepts can be applied in their own lives and the lives of others

Level 5

Enquire	Students can explain key concepts specific to the religions studied (Type C Concept)
Enquire	They can explain some connections between different concepts
Contextualise	They can accurately contextualise them within key beliefs and practices of the religion in which they are expressed
Evaluate	They can evaluate the concepts by explaining their value to believers and by identifying and explaining some important issues they raise
Communicate	They can explain their own response to religious concepts
Apply	They can explain significant examples of how their response does or would affect their own lives and the lives of others

Level 6

Enquire	Students can give more detailed explanations of a range of key concepts specific to the religions studied
Contextualise	They can accurately contextualise them within key beliefs and practices of different branches of the religion in which they are expressed, and explain connections between different concepts
Evaluate	They can evaluate the concepts by giving more detailed explanations of their value to believers and by explaining significant issues they raise
Communicate	They can explain their own response to religious concepts with a justification for their response
Apply	They can give well chosen examples of how their response would affect their own lives, those of others, and wider society

Level 7

Enquire	Students can give coherent, detailed explanations of a wider range of key concepts specific to the religions studied
Contextualise	They can accurately contextualise them within the beliefs and practices of different branches of the religion in which they are expressed. They can analyse some conceptual difference and similarities across religions. They can explain how concepts within a religion are related to one another
Evaluate	They can evaluate the concepts by giving coherent explanations of the importance of the concepts to the lives and values of believers and by identifying and explaining issues that affect the wider society
Communicate	They can give a coherent explanation for their own response to religious concepts with a justification
Apply	They can apply their response by giving some evidence of how their response would affect their own lives, those of others, and wider society. Students are beginning to draw on a range of sources to appropriately present and evidence their arguments

SCIENCE

The following level descriptors are by no means complete. They do however give a rough guide to the conceptual development of students. Each level descriptor has an element of Biology, Chemistry and Physics.

A Guide to Level of Achievement in Science

LEVEL THREE Students use their knowledge and understanding to describe differences between living and non-living things. They provide simple explanations for the changes in living things.

They know why some materials are suitable for specific purposes and can recognise that some changes can be reversed and some cannot. They also understand simple phenomena and to link cause and effect.

LEVEL FOUR Students demonstrate knowledge and understanding to name and identify the position of major organs in the body and plants. They describe feeding relationships using food chains and describe these relationships using food chains and appropriate terminology.

They describe the difference between the properties of different materials and how these differences can be used to classify substances. They describe and explain physical phenomena and make generalisations about these phenomena.

LEVEL FIVE Students demonstrate an increasing knowledge and understanding to describe the main functions of the organs of the body and of plants. They recognise the diversity of life and the need for classification. They can explain that the different organisms are found in habitats because of the differences in environmental factors.

They identify a range of contexts in which changes take place. They can describe metallic properties and use these properties to distinguish between metals and non-metals. They can explain how a specific mixture can be separated and suggest ways which similar mixtures may be separated.

They use abstract ideas to describe familiar phenomena and use models to explain observations such as the effects caused by the movement of the Earth.

LEVEL SIX

Students use and apply knowledge and understanding to describe life processes and features of living things, distinguishing between related processes. They can describe the cause of variation in living things. They can explain that the distribution and abundance of organisms in habitats are affected by environmental factors.

They describe the difference between the arrangements of particles in matter. They can use words equations to summarise reactions.

They use abstract descriptions and explanations. They can explain physical phenomena in which a number of factors have to be considered.

LEVEL SEVEN

Students use and apply knowledge and understanding to explain processes such as respiration and photosynthesis in terms of underlying chemical changes. They identify common variations amongst individuals, including those which are inherited and those which are environmental. They construct models to show feeding relationships and explain how these relationships affect population size.

They make links between the behaviour of materials and the particles of which they are composed. They use the particle model to explain phenomena, applying their knowledge of physical and chemical processes to explain the behaviour of materials in a variety of contexts. They use patterns of reactivity to make predictions about chemical reactions.

They study and make links between different phenomena and apply abstract ideas in explanations of range of physical phenomena. They use quantitative definitions and perform calculations using the correct unit.

TECHNOLOGY

A Guide to Level of Achievement in TECHNOLOGY

LEVEL FOUR	Students generate ideas by collecting and using information. They take users' views about aesthetic and technical issues into account as they respond to briefs. They communicate alternative ideas using words, labelled sketches and models, showing that they are aware of constraints. They apply their knowledge and understanding of materials, ingredients and components, and work with them with some accuracy, paying attention to quality of finish and to function. They use some ideas from others' designing to inform their own work. They produce step-by-step plans and then select and work with a range of tools and equipment. They identify what is working well and what could be improved to overcome technical problems. They reflect on their designs as they develop, recognizing the significance of knowledge and previous experience.
LEVEL FIVE	Students develop ideas by drawing on and using various sources of information. They clarify their ideas through discussion, drawing and modelling, showing understanding of aesthetic and economic dimensions. They respond to briefs showing understanding of how culture and society are reflected in familiar products when developing and communicating their own ideas. They show that they are aware of constraints as they apply knowledge and understanding of materials, ingredients and techniques. They use understanding of others' designing as they develop their work. They work from their own detailed plans, modifying them where appropriate. They work with a range of tools, materials, ingredients, equipment, components and processes with some precision. They check their work as it develops, solve technical problems and show some evidence of creativity as they modify their approach in the light of progress. They test and evaluate their products, showing that they understand the situations in which the products will function.
LEVEL SIX	Students draw on and use a range of sources of information, and show that they understand the form and function of familiar products as they develop and model ideas. They respond creatively to briefs, exploring and testing their design thinking. They develop detailed criteria for their products and use these to explore proposals. They apply their knowledge and understanding by responding to several aspects of the problem. They recognise the significance of others' designing and modify their approaches accordingly. They produce plans that outline alternative methods of making progress. They work with a range of tools, materials, ingredients, equipment, components and processes, showing that they understand their characteristics. They check their work as it develops and solve technical problems by modifying their approach in the light on progress. They evaluate how effectively they have used information sources, using the results of their research to inform their judgements when developing products. They evaluate their products as they are being used, and identify ways of improving them.

LEVEL SEVEN

Students use a wide range of appropriate sources of information when developing and modelling ideas. They investigate form, function and production processes as they respond creatively to briefs. They apply their knowledge and understanding, recognising the different needs of a range of users, and search for trends and patterns in existing solutions as they develop fully realistic products. They use their understanding of others' designing to inform their own as they communicate creative ideas. They produce plans that predict the time needed to carry out the main stages of making products. They work with a range of tools, materials, ingredients, equipment, components and processes, taking full account of their characteristics. They adapt their methods of manufacture to changing circumstances as they solve technical problems, providing a sound explanation for any change from the design proposal. They select appropriate techniques to evaluate how their products would perform when used and modify their products in the light of this evaluation to improve their performance.

LEVEL EIGHT

Students use a range of strategies to fully develop and model appropriate ideas, responding to information they have identified. They identify conflicting demands on a product and respond creatively to briefs, suggesting ways forward and explaining how their ideas address these demands. When applying knowledge they make decisions on materials, ingredients and techniques based on their understanding of physical properties and working characteristics. They use their understanding of others' designing by reinterpreting and applying learning in new contexts. They organise their work so that they can carry out processes accurately and consistently, and use tools, equipment, materials, ingredients and components with precision. They use accurate testing to inform their judgements when solving technical problems. They identify a broad range of criteria for evaluating their products, clearly relating their findings to environmental, ethical, and social and cultural dimensions.

EXCEPTIONAL PERFORMANCE

Students seek out information to help their design thinking. They recognise how products contribute to lifestyle and choices of a variety of client groups as they develop and model ideas in an innovative way. Responding creatively to briefs, they are discriminating in their selection and use of information sources to support their work. They interpret and apply knowledge and understanding creatively in new design contexts and communicate ideas in new or unexpected ways. They use understanding of others' designing in innovative ways. They work with tools, equipment, materials, ingredients and components to a high degree of precision. They make products that are reliable and robust and that fully meet the quality requirements given in the design proposal. They reflect critically and effectively throughout designing and making processes.