



Bishop Challoner

Key Stage 3

Parent Handbook

2019-2020

This handbook is part of our commitment to work in close partnership with parents. It is essential that pupils, teachers and parents work together to ensure pupils reach their full potential and take every opportunity which comes their way.

We hope this booklet will provide you with a quick and easy point of reference, along with our website, for useful information you may need to know about.

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Mission Statement

Through faith and a broad education, Bishop Challoner School strives to develop and nurture each child's unique talents. To Live, Love and Learn like Christ and fulfil their true potential in an ever changing world.

At Bishop Challoner we aim to:

- recognise each individual as a unique part of God's creation and respect the human dignity of all members of the community;
- encourage each pupil to achieve his or her full potential in all areas including academic, creative, emotional and physical;
- celebrate and value personal success and achievement in all areas;
- provide a balanced curriculum which is responsive to and supportive of all needs and aspirations, fostering both intellectual curiosity and academic achievement;
- create a positive and supportive environment where high expectations are the norm;
- provide high quality teaching by well qualified staff in a disciplined working environment; and develop a social conscience towards all members of society - locally, nationally and globally.

School Motto

Our motto 'Quantum Potes Tantum Aude' challenges each member of our community to dare to do their very best.

Catholic Values

Community and Service, Respect and Responsibility Faith and Spirituality, Celebrate Diversity Forgiveness, Happiness, Honesty Justice, Love, Trust.

Bishop Challoner School is founded on Catholic principles but welcomes and respects all faiths.

Senior School Staff List

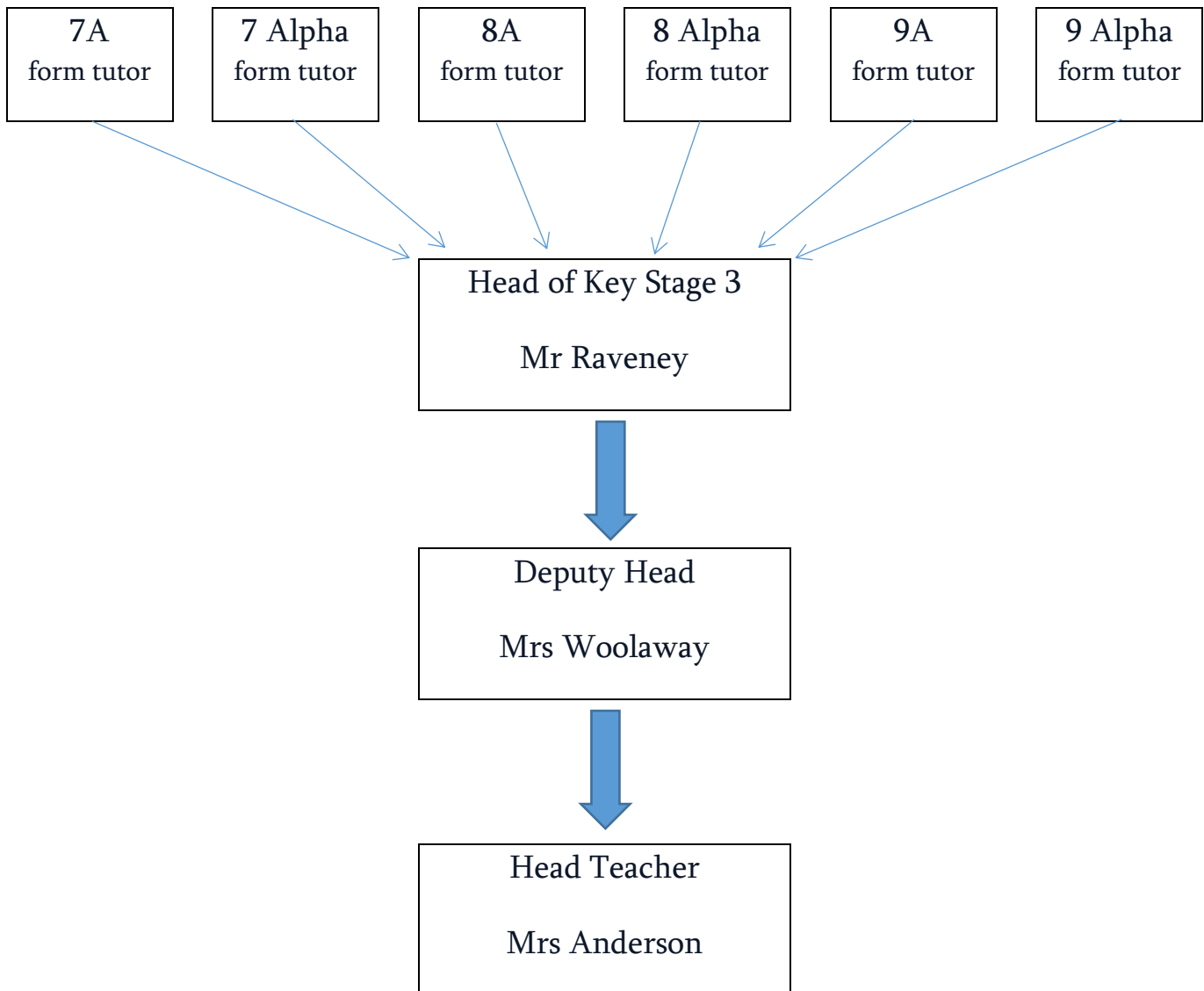
Senior Department		
Initials	Name	Subject and Job Description
PA	Mrs Anderson	Headteacher
SW	Mrs Woolaway	Deputy Head, Mathematics, Safeguarding Lead
VB	Mrs Bastin	Mathematics, Learning Support Coordinator
CB	Mrs Beevers	English
IB	Dr Bovell	Chemistry
LB	Mrs Brown	Design Technology
JB	Mr Bryson	Head of KS 5, Geography
CC	Mr Coultart	Art
SF	Mr Flanagan	Music
RH	Ms Holley	History, Gifted & Talented Coordinator
YL	Mrs Lau	Science
JL	Mr Lubi	Mathematics
NM	Mrs Mabb	Dance
RM	Mrs Marpadi	Biology
LM	Mrs Martin	Examination Officer
TM	Mr McArthur	DT Technician
FM	Mrs Miotti	English
JN	Ms Napier	French
AN	Mrs Newbould	Latin
SA	Mrs Oladele	Drama
MO	Mr Oliver	Director of Sport
SO	Mrs Otley	English
RP	Mrs Patience	Religious Education
VP	Dr Piccio	Physics
PP	Miss Prieto	Spanish
JRa	Mr Raveney	Head of KS3, Physical Education, Year 7 Science
JRo	Mrs Robins	French
AR	Mrs Ropkins	Psychology
ER	Miss Ruston	Science Technician
JSA	Dr Samuel	Mathematics, EPQ Coordinator
SS	Mrs Saul	Computing, Mathematics
RS	Mrs Shields	Head of KS4, Religious Education
DS	Mr Snadden	Physical Education
MR	Ms Toschi- Restivo	Geography, Religious Education

Pastoral Care Structure

Our pastoral care is excellent and the pupils are nurtured, cared for and supported by dedicated staff. At Bishop Challoner we believe that if children are happy they will make good progress and thrive in a happy secure environment.

Each pupils' personal development is monitored by a Form Teacher. In the senior school, Heads of Section (Years 7 – 9; Years 10 & 11) are also there to ensure the progress and security of the pupils. We recognise that children are more likely to achieve their potential when they are happy in their learning, well-motivated and proud of what they have achieved.

The pastoral care of all our pupils is the responsibility of the whole community. The main focus for Pastoral Care for particular pupils will begin with their Form Tutor. All instances regarding a child should be directed to their form tutor in the first instance. Form tutors will then discuss and inform important issues with the Head of Key Stage, Mr Raveney who meets with the KS3 tutors weekly. The Head of Key Stage feeds back any concerns to the Deputy Head, Mrs Woolaway. There is a Head of Key Stage meeting weekly in which concerns are raised. More serious concerns are addressed with the Headteacher.



Structure of the day

At 8.30am pupils will make their way to their form rooms for registration at 8.35am. No pupils should enter the school building before this time unless they have signed in at the school office via the main entrance to school.

Time	Senior School
8.35	Registration
8.35-9.00	Assembly/Form Time
9.00-9.50	Period 1
9.50-10.40	Period 2
10.40-11.00	Break
11.00-11.50	Period 3
11.50-12.45	Period 4
12.45-1.40	Lunch
1.40-2.35	Period 5
2.35-3.30	Period 6
3.30-3.35	Registration
3.35	Pupils dismissed/Extracurricular activities

Staff can keep pupils behind at the end of the day for 20 minutes without prior warning. If a longer detention is set, then staff must notify parents via the pupil planner to ensure parents are aware their child will be back later than expected.

Which Week overview

The timetable works on a fortnightly basis. The list below highlights which week pupils will return on after school holidays.

w/b	week	days		w/b	week	days
02-Sep	A	5		24-Feb	B	5
09-Sep	B	5		02-Mar	A	5
16-Sep	A	5		09-Mar	B	5
23-Sep	B	5		16-Mar	A	5
30-Sep	A	5		23-Mar	B	5
07-Oct	B	5		30-Mar	Holiday	
14-Oct	A	5		06-Apr	Holiday	
21-Oct	Half term			13-Apr	Holiday	
28-Oct	Half term			20-Apr	A	
04-Nov	B	5		27-Apr	B	5
11-Nov	A	5		04-May	A	4
18-Nov	B	5		11-May	B	5
25-Nov	A	5		18-May	A	5
02-Dec	B	5		25-May	Half term	
09-Dec	A	5		01-Jun	B	5
16-Dec	B	2		08-Jun	A	5
23-Dec	Holiday			15-Jun	B	
30-Dec	Holiday			22-Jun	A	
06-Jan	B	4		29-Jun	B	5
13-Jan	A	5		06-Jul	A	3
20-Jan	B	5				
27-Jan	A	5				
03-Feb	B	5				
10-Feb	A	5				
17-Feb	Half term					

Curriculum Model

It is important for all pupils to have a balanced and varied curriculum. The curriculum at Key Stage 3 offers a broad base from which pupils can make informed choices as part of their Key Stage 4 option process. Pupils are taught in their tutor groups during year 7 and 8, however after the first term year 7 pupils are put into two sets for Maths based on their performance in the end of term Maths test. Pupils study Science in year 7 and 8 before splitting into Biology, Chemistry and Physics in year 9. All pupils study a variety of Modern Foreign Languages including French and Latin from year 7 and Spanish from year 8.

During Year 9 pupils will decide on three option subjects to take at Key Stage 4. Parents play a vital role in guiding their son or daughter through this process. As well as this, pupils will spend time during their PHSEE lessons discussing the options process and will have the opportunity to speak to older pupils who will offer their advice.

Expectations of Work

Presentation

Presentation is always important. Careless presentation will create a bad impression on your reader who may be distracted from what has been written.

Many readers will make a judgement about general ability and attitude, if the presentation of work appears to be careless. Books and planners are not to be decorated with stickers or graffiti.

All written work should have a title and a date which are underlined. Pupils should try to draft work, then check content, organisation and accuracy.

It is important that care is taken with the layout of work ensuring proper use of margins and paragraphs. Pupils are expected to write in blue or black ink and only use colour when this is necessary to aid presentation. Pupils must proof read their work, checking for spelling, punctuation and grammar mistakes.

Books and homework diaries will be taken in throughout the year to monitor the presentation and quality of pupils work by the Head of Section and Heads of Department.

'MyChildatSchool'

Parents will be provided with a log-on and password to access this site. The MyChildatSchool site allows parents to see any credits and sanctions pupils are awarded. As well as this, they can monitor attendance and punctuality.

All pupil reports will be uploaded and available to view. You will be able to check and amend any details. We have found this to be a very useful resource for parents.

The screenshot displays the MyChildatSchool website interface. At the top, there is a navigation menu with tabs for Home page, Attendance, Assessment, Reports, Behaviour, Homework, and Timetable. The main content area is divided into several colored panels:

- Attendance (Green):** Titled "Is Tiffany at school?", it shows "Today's attendance 3/7" with a list of subjects: PE, English, Mathematics, and Music, each with a status indicator.
- Assessment (Yellow):** Titled "How is Tiffany performing?", it shows current and behavior grades for English.
- Announcements (Purple):** Contains a message about school closure on Friday due to water leaks.
- Behaviour (Blue):** Titled "Tiffany's recent behaviour", it lists dates and categories like Personal Presentation, Independent Learning, and Positive Attitude to Learning, each with a status indicator.
- Homework (Red):** Titled "Does Tiffany have homework?", it lists dates and subjects like English, French, and PE.
- Reports (Light Blue):** Titled "How is Tiffany performing?", it shows a report for the 2009-2010 term.
- Timetable (Grey):** Titled "What is Tiffany up to?", it shows the user's timetable.
- Fundraising (Dark Blue):** Promotes an online fundraising program.
- Classes (Pink):** A list of classes with their respective teachers and status.

Homework

Pupils will receive homework regularly in line with the homework timetable. In Years 7, 8 and 9 homework will be set in all subjects. Usually pupils will receive no more than three subjects per night and should spend approximately 20-30 minutes on each homework task.

Homework can be made up of a variety of tasks. These include consolidation, preparation, research, extension work, experiential learning and reflection. Homework activities may build up over time to form an extended piece of written work or a project. Pupils will be asked to record homework during lesson time by their subject teachers in their homework diary.

Responsibilities

Pupils

- to complete homework to the best of his/her ability
- to recognise the value of homework as a support to work done in school
- to take the opportunity to develop self-disciplined methods of work
- to recognise the need to complete work within a given time and to keep to deadlines
- to take the opportunity to use resources such as libraries, ICT or personal contacts

Teachers

- to set homework which is a relevant progression from a lesson
- to ensure homework is handed in on time
- to mark, monitor or assess the work as appropriate in accordance with the schools marking policy
- to foster links between school and parents, through homework diaries

Parents

- to ensure appropriate working conditions
- to monitor the actual amount of time spent on homework
- to show interest and support, such as testing learning
- to check planners and to communicate with school through them if necessary
- to encourage pupils to use a wide range of resources outside school

Homework Timetable

HOMEWORK TIMETABLE – WEEK A

	MON	TUES	WED	THURS	FRI
7A	English, Science, Maths	English, French, RE	DT, History, Maths	PA, Art, Latin	Music, Computing, Geography
7&	Computing, History, Maths	English, DT, French	Science, Art, Maths	PA, English, Latin	Music, Geography, RE
8A	Science, Latin, Maths	PA, History, Spanish, French	Maths, Computing, Science	DT, Geography, RE, Spanish	English, Art, Music
8&	Music, Science, French, Maths	PA, Spanish, computing	DT, Maths, Science	Geography, RE, History	English, Art, Latin, Spanish
9A	Physics, English, RE, French	Music, DT, Art, Latin	PA, Chemistry, Biology, Maths	History, Spanish, Computing	Geography, English, Spanish, Maths
9&	Music, PA, RE, French	DT, English, Spanish, Latin	Chemistry, Art, Spanish, Maths	Geography, History, Biology, Computing	English, Physics, Maths

HOMEWORK TIMETABLE – WEEK B

	MON	TUES	WED	THURS	FRI
7A	English, Maths, computing	DT, Science, French	History, Art, RE	PA, Geography, Latin	Music, English, maths
7&	English, Maths, Latin	Music, Art, French	DT, History, RE	PA, Geography, Computing	Science, English, Maths
8A	DT, Geography, Science	PA, French, Computing	Maths, RE, French	History, Art, Spanish, Maths	Music, English, Spanish, Latin
8&	Music, Geography, Science, French	PA, History, Spanish, Latin	Maths, Spanish, French	DT, Maths, RE	English, Art, Computing
9A	Music, Geography, RE, French	DT, Chemistry, Physics, Spanish	PA, Biology, Maths	History, Spanish, English, Computing	Latin, Maths, English
9&	PA, Geography, French	DT, Spanish, English, Computing	History, Chemistry, Physics, Maths	Music, Biology, Spanish, Latin	English, Maths, RE

School Planner

Each pupil will be provided with a school planner at the start of the year. Pupils are required to write their name clearly on the front and fill in their details on the first page in case they misplace their planner. It is the pupil's responsibility to ensure that their planner is kept up to date and neat and tidy. Parents are required to check and sign their child/children's planner weekly to ensure all homework has been completed. Pupils form tutors will then check and sign the planner on a Monday morning.

Pupils must write all homework set in their planner and write in the date it is due in. They should then tick off the homework task once it has been completed. The Head of Key Stage will check pupil planners regularly during the year. Pupils are required to bring their diary into school every day. If they forget their planner, then they must collect a day sheet to write down their homework from the Head of Key Stage. If a planner is lost, then a new planner must be bought at a cost of £3.

Staff use the planner to inform parents and remind pupils about any detentions that are set for that child. This is an important place to look in order to monitor any incidents of missing homework or poor behaviour. At the front of the planner there are spaces for pupils to write in the number of credits they receive. Each week form tutors will go through this with their tutor groups and certificates will be awarded for every 30 credits they achieve. As well as this there are several pages designated to target setting throughout the year.

The planner contains a huge amount of information about several subjects and is a vital tool. Parents and pupils are required to sign the uniform code at the start of the year which can be found on page 12 of the pupil planner. The planner assists with organisation and allows communication between the child, staff and parents.

How can parents use the planner to monitor and support their child's learning?

- Check their planner each evening for homework and encourage your child to complete it as soon as possible rather than waiting until the deadline date.
- Sign the planner every week to confirm that you are monitoring it.
- Look for teachers' comments and respond to them if necessary.
- Add your own comments where appropriate, in the parent comment box.
- Look at your child's commendations. Praise them, encourage them to get more, and reward them when they get to the bottom of a page and earn a certificate.
- Ensure that your child brings their planner to school every day, looks after it and keeps it free from graffiti.

Code of Conduct Expected from Pupils

At all times we expect pupils to be ready, respectful and safe. This will enable a positive working environment and ensure pupils are able to reach their full potential.

READY

- Full school uniform worn properly
- Attend on time with all equipment including Planner
- No gum, food or fluid other than water
- All headphones, phones and other electronic equipment out of sight and switched off

RESPECTFUL

- Do as you are asked by all members of staff
- Listen to others, use appropriate language and a polite tone

SAFE

- Follow rules and routines for health and safety
- Keep hands, feet, objects and personal comments to yourself
- Be in the right place, in the right time and not in unsupervised areas

SANCTIONS

Parents will be notified for some of these sanctions and may be invited into school for a meeting

Event	Action	Further action if repeated
Disruption to learning	Verbal warning, planner taken	Detention – 20 mins or 45 mins after school
Refusal to comply with reasonable requests	Detention – 1 hour	Internal exclusion
Failure to attend detention	1 hour detention	Internal exclusion
Persistent serious incidents	Permanent exclusion	
Poorly equipped	Verbal warning	Detention
Insufficient work	Lunchtime detention	After school detention
Use of mobile phone	Confiscation until end of day	Confiscation for parents to collect
Prohibited items e.g. bracelet, hoodies	Confiscation until end of day and detention	Confiscation for parents to collect Internal exclusion
Uniform worn incorrectly	Detention	At the Head's discretion
Lateness	Verbal warning. Detention	After school detention

This list is not exhaustive

Serious incidents including bullying, cyberbullying, theft, violence, sexual harassment, racism will not be tolerated at Bishop Challoner. Disciplinary action will be taken in these instances and may include permanent exclusion from the school.

The use of drugs, alcohol, smoking, vaping is prohibited. Action will be taken at the Head's discretion and is likely to lead to permanent exclusion.

Sanctions

Detentions

Detentions will be issued for failure to complete homework, poor behaviour around the school grounds, lack of co-operation with staff, forgetting equipment or books or other behaviour that hinders the smooth running of lessons. Initially detentions will be set by the subject teacher or form tutor and reported to the Head of Section. If a pupil is causing concern they will be moved to the report system and parents contacted.

Detentions will be noted in the pupil's planner and parents will be given a minimum of 24 hours' notice if the detention is due to end later than 3.55pm. More serious issues or repeated offenders will serve a Key Stage 3 detention with the Head of Key Stage on a Friday after school for 45 minutes. Orange stickers will be placed into pupil planners and any detentions will be logged on the school system which will be available for parents to view via the 'MyChildatSchool' website.

Report system

In the first instance, a pupil may be on report to their form tutor. The green report sheet must be signed by each subject teacher at the end of the lesson and by form tutors at the end of the day. If no improvement is evident, the pupil may move up to the orange Head of Section report. If this fails, then the red report card will be issued and pupils will be required to report to the Deputy Head. If this fails, then Headteacher's report/Home school Agreement will be put in place.

This close monitoring is designed to encourage pupils to improve their study skills and standard of attainment. Parents are asked to discuss the report with pupils each evening and sign it. Parents will be notified before starting on report and frequently throughout the time the pupil is on report.

Credits and Rewards

As part of our pastoral care system, credits are awarded regularly. These may be for positive attitude, excellent effort, high standards of work, showing care to others, taking responsibility. All credits awarded are converted into house points which are accumulated as part of the whole school house system. Individual pupils accumulate credits for bronze, silver, gold, platinum, diamond, emerald and sapphire awards. Special achievements are recognised by notifying the Head of Section who sends a postcard of Achievement home. Credit certificate awards will be handed out during Key Stage 3 assemblies for every 30 credits accumulated. The credits will be logged on the school's behaviour management system and pupils will be updated weekly by their form tutor on how they are progressing. Parents will have access to the behaviour management system via 'MyChildatSchool' parent portal.

Each half term form tutors will be asked to highlight two children for their effort or achievements during the half term. They will be invited to enjoy some refreshments to celebrate their achievements with the Head of Key Stage. Each year at prize giving, pupils who have made excellent progress or produced excellent work though the year are awarded.

Understanding Child Progress at Bishop Challoner and the Reporting System

Pupils will receive a progress card report card in October, December and April. These report cards will provide pupils with a National curriculum level they are working at in each subject, a target grade worked out using MIDYIS test data and an effort grade ranging from Excellent to Unsatisfactory. As well as this a full, report will be sent home at the end of the academic year in July. There will be a parents' evening during the year which you will be informed about in writing. This provides you with an opportunity to meet and speak to all subject teachers and to discuss how your child is progressing.

NAME _____

Track your progress through Bishop Challoner

KS2 level	Key Stage 3									Key Stage 4						GCSE grade
	Year7 Term 1	Year7 Term 2	Year7 Term 3	Year8 Term 1	Year8 Term 2	Year8 Term 3	Year9 Term 1	Year9 Term 2	Year9 Term 3	Year10 Term 1	Year10 Term 2	Year10 Term 3	Year11 Term 1	Year11 Term 2	Year11 Term 3	
																9
																9
																8
8a																8
8b																7
8c																7
7a																6
7b																6
7c																5
6a																5
6b																4
6c																4
5a																3
5b																3
5c																2
4a																2
4b																1
4c																1
3a																1
3b																U
3c																U
2a																U
2b																U
2c																U

- 1) Colour in the box in the first column that shows your national curriculum level at the end of Junior School (Key Stage 2)
 - 2) At the end of each term, colour in the box that shows your current level
 - 3) Track your progress through Key Stage 3 and 4
 - 4) The black lines give a guide to the expected progress from Key Stage 2 to Key Stage 4
- * REMEMBER*** - This is just a *guide* – your results from the tests in term 1 and 2 will only cover certain topics and your levels may well

Attendance

Regular attendance at school is very important. Teachers do their best to help pupils catch up with work they have missed but there are two things that must be kept in mind:

- work set for absent pupils to do at home is never as effective as work done in class; pupils **do** need the support of the teacher in their learning.
- teachers need to give pupils who have been absent extra time and attention in class - and that is at the expense of other pupils.

Please notify the school by telephone on the first day of absence and give your child a letter explaining the absence as soon as he/she returns to school; absence notes should not be written in school planners as the notes need to be filed in the school records.

Please avoid arranging family holidays in term time. If you are obliged to remove your child from school for this or any other reason, you should obtain permission from the Headteacher at least two weeks in advance.

Attendance will be checked weekly by the form tutors and pupils will make a note of their attendance in their planner.

Punctuality

It is very important that pupils arrive on time. We expect pupils to be on the school playground by 8.30 at the very latest. A whistle will go at 8.30am and registration takes place at 8.35am.

We live in a city in which there is a great deal of traffic congestion and an unreliable public transport system and pupils should allow for this when planning their journeys. Pupils who arrive late must immediately report to the Reception Desk and sign the "Late Sheet", explaining why they are late.

If pupils are late more than two times in a half term they will be given a detention after school with their form tutor. If they are late again a further detention will be scheduled with the Head of Section who will also call home. If they continue to arrive late that term, then parents will be contacted and further sanctions will be put in place with Mrs Woolaway, the Deputy Head.

House System

The aim of the House System is to enhance group and team spirit, whilst encouraging a sense of loyalty, duty and friendly competition.

All pupils are in one of the four houses which are part of the pastoral system running throughout the school from nursery to sixth form. Sixth form pupils are selected as head of each house and are supported by staff member who are all allocated a house. The junior school elect Junior House Captains and Vice Captains each year and these pupils represent the school in House activities.

Every pupil is allocated to a House based on the traditional Houses of our School – St. Denis, St. Michael, St Edmund or St Patrick.

St Denis (blue)

St Michael (red)

St Edmund (yellow)

St Patrick (green)

When a pupil is recognised for achievement, a house point is awarded and all house points accumulate as part of the whole school house system. The house system is based on competition, charity fundraising and sports days.

Throughout the year a number of house competitions run across a variety of subjects, including Easter egg design, Christmas card design, Creative writing challenges, Inter-house sporting events, debating competitions and many more. There are regular house assemblies led by the Head of House. There are various cups and shields which are awarded throughout the year for events such as sports days.

At the end of the academic year, the house with the most points is awarded the House Cup.

Uniform and Appearance

All clothing must be clearly and securely named. In any dispute over uniform regulations, the Headteacher's judgment is final.

School Outfitters: Oz Schoolwear, Chatsworth Parade Queensway Petts Wood BR5 1DF Telephone 01689 824767. www.ozschoolwear.co.uk

A full and up to date list of uniform can be found on the school website.

School uniform should be worn properly. You are representing the school in the community and you must look smart at all times. School uniform must be worn to and from school, on all school occasions, and when the school is being represented at games fixtures either home or away.

Tutors will check school uniform, hairstyles and jewellery daily, reprimanding any pupil in incorrect uniform. Jewellery will be confiscated and passed on to the Heads of Section for safekeeping. The Head of Section should be informed of inappropriate hairstyles and he/she will send a letter home to parents. If a pupil arrives with inappropriate items of uniform, they will be confiscated and given to the Head of Section. Pupils wearing their uniform incorrectly will be given an immediate detention for 20 minutes at the end of the school day.

Jewellery

- Only girls are allowed one small pair of plain stud earrings, gold or silver to be worn in the lower lobe of each ear.
- No facial/body piercings are allowed.
- No other jewellery is allowed (religious or otherwise)
- Small watches are allowed and are the responsibility of the pupil.
- Badges (metal lapel badges and other insignia) - only prefects' or other specifically authorised (by the Headteacher) badges are allowed

Hair

- Hair should not be dyed, highlighted or unnaturally coloured and should be tidy and not unacceptably long, excessively short or obscure vision, no channels are allowed in hair or eyebrows.
- Hair must be tied back for practical lessons where health and safety is paramount e.g. DT, PE, Games, Art and Science.
- No beards or moustaches are permitted.
- No extreme hairstyles (as defined by the Headteacher), hair extensions or braids are permitted.
- Hair ribbons, slides should be navy, black or maroon.

Makeup

- No makeup, nail varnish or false nails are permitted.

Shoes

- Shoes must be plain black leather (no canvas, no suede, no cord, no trainers, no metal attachments, no industrial style, no boots) lace up or slip on with low heel
- Leather Nike trainer shoes are not permitted.
- Must be kept clean
- Trainers may be worn at break or in the lunch hour for sport
- School shoes must be worn to and from school

Bags

In the senior school boys and girls should have

- Black or navy school bag (suitable for carrying school books and files) without out large logos.
- Handbags are not allowed.

Valuables and Lost Property

All belongings should be clearly marked. Pupils must provide a padlock and two keys for their locker. Money must be kept by the owner on his/her person or in a locked locker. The school accepts no responsibility for money or property lost or mislaid. Any pupil finding an item of lost property should hand it in to Reception.

If a pupil brings in a mobile phone to school, it should be turned off on arrival and unseen at all times and locked in the pupil's own locker. The school accepts no responsibility for lost or mislaid mobile phones. Parents and pupils must only make contact during the school day via the school office. In the first instance of a phone being seen, it will be confiscated and held by the Deputy Head and returned at the end of the day. If there is a second instance, then the phone will be confiscated and returned to the child's parents. Subsequent transgressions will lead to a non-negotiable two-week confiscation of the phone.



At Bishop Challoner we aim to ensure that everyone contributes towards making the School a pleasant place in which to teach, learn and thrive.

1. General Behaviour

Pupils are expected to behave in a considerate and courteous manner at all times, as members of the School, and of the local community. They are expected to show respect to all members of staff, visitors to the School and to each other. All school rules apply to pupils on school premises or off site on a trip or visit.

The School has an Equal Opportunities Policy and expects the highest standards in language and behaviour, and mutual respect between all members of the community. Verbal abuse of any kind, including bad language or shouting is unacceptable in the School. Bullying in any form is unacceptable at the School. Bullying is the intent to hurt or dominate another person (by physical or verbal intimidation, and also by exclusion or threatening gestures and name calling). Allegations of bullying will always be taken seriously.

Good social behaviour is encouraged by the pupils moving round the buildings quietly, keeping to the left in the corridors and on the stairs, and being thoughtful towards others by holding open doors, and standing aside to let people pass when waiting to enter a room.

2. Attendance:

Pupils are not allowed to be absent, without permission of the Headteacher, for any reason except illness or emergency; parents should write to the Headteacher well in advance if leave of absence is required for a special reason. Permission is unlikely to be given for family holidays during term time.

Parents should endeavour to make routine appointments with dentists etc. during school holidays or out of school hours. Those leaving for appointments must sign out at the school office.

No-one may leave the school premises during the school day without the permission of a member of the Senior Leadership Team.

Parents should notify the school by phone or email on the first morning of absence and should continue to communicate with the school, daily, during a period of absence. Any pupil not present in registration, and not authorised by parents, will have his/her absence followed up by a phone call, text message or email home. A note explaining the reason for absence should be brought in on return to school. There is a form available in the student planner to record reason for absence. After five continuous days of absence you will be contacted by your son/daughter's form tutor or Head of Section to see how we can help.

3. Dress Code

Correct uniform is to be worn at all times, including the journey to and from school, as we believe that the way pupils look affects their behaviour and their relationship with the local community. In the sixth form, pupils wear a suit and should accessorise as they would for business attire.

Below year 12, no jewellery, other than a watch, may be worn unless it is of specific religious significance and then it must be unobtrusive. In this way, no pupil may discriminate against another or be discriminated against on grounds of religion.

Girls with pierced ears are allowed to wear one plain stud, in each ear lobe, which should be removed or taped for safety reasons during every PE activity. Other jewellery will be confiscated. Long hair must be tied back in the junior department. Hair must be tied back in accordance with health and safety regulations in laboratories and for all practical lessons. Hair colouring and extreme styles are not allowed. Nail varnish and false nails are not permitted. The school reserves the right to decide whether a pupil's appearance is suitable for school.

4. Personal property

Everyone should respect his/her own and each other's property at all times; borrowing is not encouraged.

Everything brought into school should be clearly named.

Money is to be carried on the person at all times or locked securely in a locker: amounts greater than £10 should be deposited in the office.

The school does not accept responsibility for pupils' personal property which is lost, stolen or damaged on school premises, unless negligence by the school can be proved. Unmarked, unclaimed lost property is disposed of at the end of each term.

Equipment belonging to pupils, which is brought into school, is not covered by our School Insurance. Separate insurance is required and should be organised by parents. This is particularly important in connection with musical instruments.

5. Prohibited Items

Any pupil who is found to be in possession of, or involved in the supply, cultivation, use or subsequent distribution of illegal drugs and “legal highs”, cigarettes, e-cigarettes, vapes to another person may be permanently excluded. The introduction of weapons, alcohol, drugs, cigarettes or other illegal substances into Bishop Challoner, or the supply or use during a school trip or exchange visit or on school premises, is regarded as very serious misconduct and will, in most cases, lead to permanent exclusion, even if a police prosecution does not follow. Any pupil or pupils concerned should automatically be suspended and the police notified.

There is a No Smoking policy at Bishop Challoner School applicable to all pupils, staff and visitors.

Chewing gum is not allowed anywhere in the School.

6. Homework

Serious attention is paid to homework which is to be completed regularly in accordance with the homework timetable. Parents are asked to ensure that the appropriate time is spent on this in suitable conditions and to check and sign planners. In case of absence all work has to be made up.

7. Assembly

All pupils are to attend the school assemblies unless excused by the Headteacher after a written request from parents.

8. Environment

Pupils are expected to care for the general environment, both inside and outside, and keep the school free of litter. Form rooms should be kept clean and tidy and notice boards should have well-planned displays. 'Pop' posters are not allowed.

9. Rewards and Sanctions

Our system is proactive, with rewards for good work and behaviour, and provides incentives for pupils to work hard and achieve.

If rules are broken or in case of other misdemeanour warranting detention, this will be set after school. In the interests of good discipline, other punishments may be set as deemed appropriate by the Senior Leadership Team.

A pupil may be excluded for serious contravention of the school rules. In the case of suspension, parents will be invited to school to discuss the situation with the Headteacher or member of the Senior Leadership Team. Suspension could in some cases lead to expulsion if an offence is repeated.

10. Safety

Everyone must check the fire regulations and learn the procedures for evacuating the building.

Safety regulations for all practical lessons, including the wearing of protective clothing and goggles, must be observed. Pupils are not allowed in laboratories or the workshop without staff supervision.

Pupils should not run in corridors or play on staircases. Anything potentially dangerous must be reported immediately to the Bursar.

ALL ACCIDENTS MUST BE REPORTED TO THE SCHOOL OFFICE.

Fire and First Aid procedures are clearly outlined throughout the building.

Pupils feeling unwell must report to the office. Any medicines that have to be taken during the school day must be clearly named and handed to the office. All pedestrians must use the pedestrian gates.

11. Mobile Phones, Tablet Devices, MP3 Players, Electronic Games and Laptops

Bishop Challoner recognises that mobile phones can be useful to pupils and parents alike under certain circumstances. However, there are certain mandatory conditions and guidelines which must be followed by pupils who bring in mobile phones. Mobile phones should not be used for social calls, game playing, taking pictures of other people on site, or recording them using mobile phones. Mobile phones in the senior school must be kept securely in a locker and are not to be seen or heard at any time during the school day. In the junior department, any mobile phone should be brought to the school office, signed in and signed out again for security when entering and leaving the school. **Any form of offensive text messaging or ‘bullying by phone’ (or any form of social media) relating to a pupil or pupils in the school will be treated extremely seriously.**

Pupils are not allowed to access social networking sites whilst at school.

MP3 Players, Tablet devices and Electronic Games are not to be played in school. They should be switched off during the school day and kept securely in a locker. Use of such items during the school day may lead to confiscation.

Laptop computers are only permitted in school with the Headteacher’s permission. They remain the responsibility of pupils.

Code of Conduct in the Classroom

Everyone takes pride in working in an attractive, pleasant environment.

- We should therefore, respect classrooms and the furniture and property within them. Classrooms should be kept neat and tidy.
- Classes should be allowed to leave a form room before the next group enters.
- We should be aware of saving energy by switching off lights or shutting windows when necessary, especially at the end of the day.
- Cupboards and form boards are a form’s responsibility and should be kept tidy.
- To keep rooms fresh and pleasant, PE kit should be stored in lockers and books etc in school lockers.
- Bags, or any other items, should not be left in gangways at any time, in the interests of health and safety.
- Repairs should be noted immediately to Michael Hickman.
- No eating or drinking (except water) at any time in the classrooms.
- The pupil ICT Agreement must be adhered to.

I confirm that I have read and understood this Pupil Code of Conduct and that this signed document will be placed in my personal file. I am aware that any significant and deliberate breach of this Code might lead to disciplinary action being taken.

Pupil Name..... Date.....

I confirm that I have read and understood this Pupil Code of Conduct and that this signed document will be placed in my son/daughter’s personal file. I am aware that any significant and deliberate breach of this Code might lead to disciplinary action being taken.

Parent signaturePrint Name (BLOCK CAPITALS).....

Date.....

P. Anderson May 2016

Bishop Challoner School

Senior Pupil Acceptable Use of ICT Agreement / eSafety Rules

Your agreement to abide by the following guidelines ensures your safety and the efficient functioning of the school's ICT facilities:

Definition

The ICT Facilities at Bishop Challoner School are defined as computers, the software, monitors, keyboards, mice, printers, scanners, cameras, camcorders and any other electronic device or item. The ICT facilities at Bishop Challoner School also include: Telephones, mobile phones, fax machines, televisions and DVD players and any other electrical device. Internet and e-mail are also included as ICT facilities.

Copyright

- I will not plagiarise or misuse copyright material (any file that is not solely and entirely your original work).

Misuse of material from the internet in coursework/controlled assessment can lead to disqualification from all public examinations.

Storage Areas and Care of Equipment

- I will be responsible for the 'housekeeping' of my network storage area, which is for saving school work.
- I will make sure my USB is not damaged and will take care to avoid viruses.
- I will use the ICT facilities with care.
- I will avoid interfering with cables and software settings.
- I understand that eating and drinking is strictly forbidden.

The school has the right to review files and electronic communications to ensure that you are using the system responsibly.

Printing

- I will get permission from the teacher before using the colour printer.
- I will only make printouts with permission and take care to avoid wasting paper.

Time wasting

- I understand that the ICT facilities at school, must be used solely for school related work.
The playing of on-line games is not permitted, and is blocked by the web filtering system.

Mobile Phones

- I understand that Mobile phones should not be seen, heard or used in lessons during the day for personal use.
- If I need to use my mobile phone during the day in the case of an emergency I must obtain permission from a teacher.

Online behaviour

- I will only use ICT systems in school, including the internet, email, digital video, mobile technologies, etc., for school purposes. I will keep to the school rules when using my own devices.
- I will not download or install software/program school ICT equipment without permission.
- I will only log on to the school network/ learning platform with my own user name and password.
- I will follow the schools ICT security system and not reveal my passwords to anyone.
- I will only use my school email address when using school devices (if this becomes available).
- I will only send emails that are approved by a member of staff.
- I will make sure that all ICT communications with pupils, teachers or others is responsible and sensible. I will never post aggressive or offensive material on the system or the web at any time.
- I will respect the privacy and ownership of others' work on-line at all times.
- I will not deliberately browse, download, upload or forward material that could be considered offensive or illegal. If I accidentally come across any such material I will report it immediately to my teacher.
- I will never download a program from the internet without permission from a teacher.
- I will not attempt to bypass the internet filtering system.
- I will ensure that my online activity, both in school and outside school, will not cause my school, the staff, pupils or others distress or bring the school into disrepute. For example, Social Networking Websites.

- I understand that these rules are designed to keep me safe and that if they are not followed, school sanctions will be applied and my parent / guardian may be contacted.

Online Safety at All Times

- I will be very careful about giving out personal information such as name, phone number or address online. I will not post my information in a social network profile so that anyone can see it.
- I will not arrange to meet someone I only know online unless my parent / guardian / teacher has clearly approved of this.
- I understand that online contacts may lie about their identity. I know that information on the web can be unreliable. I will be very cautious about who and what I believe.
- Images of pupils and / or staff will only be taken, stored and used for school purposes in line with school policy. I will not distribute images outside the school network without permission.
- I will support the school approach to online safety and not deliberately upload or send any text, images, video, or sounds that could upset or offend any member of the school community.
- I understand that all my use of school systems is monitored and logged and can be made available to my teachers.
- **If anything makes me uncomfortable or worried, I know that I can share this with a teacher or parent without being blamed.**

This list is not exhaustive and behaviour that is deemed inappropriate will be dealt with on a case by case basis.

Senior Pupil Acceptable Use of ICT Agreement / eSafety Rules

I confirm that I have read and understood this Code of Conduct and that this signed document will be placed in my personal file. I am aware that any significant and deliberate breach of this Code might lead to disciplinary action being taken, and/or prosecution.

Pupil Signature.....

Name..... (BLOCK CAPITALS)

Date.....

As the parent or legal guardian of the student signing the above, I give permission for him/her to use the Internet and e-mail. I understand my son/daughter will be held accountable for his/her actions. I accept responsibility for setting standards for him/her to follow when selecting, sharing and exploring information and media.

Name..... (BLOCK CAPITALS)

Parent Signature..... Date.....

Please return to the school office

Tutor Time

Pupils spend time every morning and afternoon with their form tutor. Pupils start and end each day with a prayer in their form room. The register is completed at 8.35 and pupils have 25 minutes of form time in the morning with their tutor and 5 minutes at the end of the day before being dismissed at 3.35. During this tutor time, pupils spend time with their form tutor and will have regular assemblies recognising pupil's achievement and upholding the Catholic ethos. On non-assembly days form tutors lead planned activities, explore Fundamental British Values, complete target setting, reflect and pray as a class. Each form creates their own tutor board in their form room and plan a charity event during the year to raise money for the chosen Key Stage 3 charity.

Weekly tutor time timetable

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Activity	Pupil planner checked by form tutor and Newsround.	Key Stage 3 Assembly in dining hall.	Weekly credit and detention updates with form tutor.	Whole school assembly in main hall.	Silent reading.

Each term begins and ends with Mass for the whole school. We also have whole school Mass for the Feasts of All Saints and All Souls (November) and St. Peter and St. Paul (June). There is a whole school Service on Ash Wednesday to mark the beginning of Lent, plus other Masses for special occasions. Each year group will also have a year group Mass in each term in the school Chapel. Pupils are heavily involved in the Masses through readings, the offertory, bidding prayers and singing.

Key Stage 3 Curriculum Synopsis

At Bishop Challoner we aim to give the pupils a broad and balanced curriculum to ensure that each area of learning and experience is given appropriate attention. We want the pupils to be able to make informed and realistic choices at all stages. We hope that their enjoyment of our curriculum will encourage them to take up the challenge of lifelong learning and enable them to cope with future changes in society, technology and career patterns.

The next pages will explain the content of each of the following subjects during Key stage 3

Art

Computing

Design Technology

English

French

Geography

History

Latin

Maths

Physical Education

Performing Arts

PHSEE

Religious Education

Science

Spanish

Art

Art is taught throughout the school and offered at A level. We deliver a general Art and Design curriculum tailored to the needs of the pupils and designed to ensure that everyone makes good progress, regardless of their starting level. Activities include painting, drawing, photography, printing, sculpture, collage and digital imagery. Projects range from Pop Art to junk sculpture, from portraits to fabric design, from fashion to poster design.

There is a Year 7 trip to Tate Britain and a Year 9 visit to Tate Modern. Year 8 visit the National Portrait Gallery. Art is a popular option at GCSE.

A sketchbook prize is awarded annually to a pupil in Key Stage 3.

Computing

Year 7

Pupils are introduced to the basics of using a school network and sending and receiving emails including attachments, replying and forwarding emails. Pupils also cover databases, spreadsheets and graphical representations, create graphics and applying a variety of effects to images to create pop art style images. They are made aware of the dangers of social networking websites and cyber bullying and the dangers to their technology such as viruses, worms and trojans. There is opportunity to plan, create and evaluate computer games using Scratch.

Year 8

Pupils look into programming using Python and learn key coding skills. They create and use relational databases based on suitable topics and learn how to query them. In addition, they are introduced to writing algorithms and applying computational skills in programming. Pupils learn about peripheral devices that are part of a computer system and identify their purposes.

Year 9

Pupils apply their programming skills and explore advanced features in Python programming. Topics such as algorithms, programming, computer architecture and databases are taught in preparation for their GCSE. Pupils write end of topic tests to assess their levels which supports their learning throughout KS3.

Design Technology

Year 7 begins with an introduction to health and safety in the workshop area, followed by a series of modules which place a strong emphasis on developing a variety of practical skills in line with the National Curriculum. In their first year, the emphasis is on the development of key design skills as they grow in confidence and creativity. Later on, they are able to tackle more complex tasks involving a variety of media, from more traditional materials and Computer-Aided Design and Computer Aided Manufacture.

In year 8 pupils develop skills learnt from year 7 through a variety of creative and practical activities. Pupils are taught the knowledge, understanding and skills needed to engage in the process of designing and making. They continue to identify and solve their own design problems. They develop specifications to inform the design of original, functional, appealing products that respond to needs in a variety of solutions. Pupils work with variety of materials and equipment and the use of ICT to develop further.

In year 9 pupils will be working on projects that give them a more accurate flavour of what the different disciplines in design and technology offer at KS4. This practical subject area requires the application of knowledge and understanding when undertaking market research, initial ideas, developing ideas, modelling, making, testing and evaluating.

English

At Bishop Challoner English is dynamic and vibrant. The emphasis at Key Stage 3 is on fostering an enjoyment of books and language, whilst developing technical accuracy and flair in writing. Pupils study a range of texts, including novels, poems, drama and non-fiction. We encourage children to become self-motivated in their approach to their studies. Project work includes producing a Shakespeare project and a Vampire Hunter's Guidebook. Pupils engage with language both on the page and through oral work, such as dramatic role-play, speeches, monologues and debate.

'Read to Learn' is our mantra and we encourage much personal reading in order to prepare our pupils for the world outside of Bishop Challoner School. Overall, this is a fabulous subject, aiming to equip our pupils with academic excellence and a range of transferable skills.

There are cross-curricular activities, including filming oral book reviews in ICT, and composing music around literature in music and the performing arts. We celebrate key events such as National Poetry Day and World Book Day as a whole school and there is a strong emphasis on literacy across the curriculum.

Each year group is taken on an English trip, usually to the theatre. In recent years this has included seeing the Curious Incident of the Dog in the Night, Time and Jane Eyre. Year 9 have a trip to the Globe Theatre, where they are given an informative tour, followed by the opportunity to work on key sections of a Shakespeare play in drama workshops with RSC actors.

This subject acts as a springboard to many others and we therefore encourage a real passion around language.

French

Languages at Key Stage 3 incorporate vocabulary learning, oral practice, listening and reading skills, dictionary skills, writing practice and the study of grammar. Pupils are tested regularly and assessed half termly to track progress. Pupils are encouraged to use French in class where possible and consolidate topics through homework and class work tasks. Pupils use the Allez 1 and 2 textbooks.

Year 7 – 9 pupils are given the opportunity to visit France and we have run trips to le Touquet, Boulogne, Calais and Lille.

Languages Day gives pupils an opportunity to learn about the importance of learning other languages and pupils take part in a number of activities throughout the day for example quizzes, watching films in another language, eating foreign food and speaking new languages in class. It is a day to celebrate cultural diversity.

Geography

The programme of study in each year at KS3 incorporates a variety of places, scales and issues and is planned for progression of skills, knowledge and understanding. Units in Year 7 develop knowledge of the local area and encourage pupils to begin making links with other places, increasing in scale to facts about the UK, then Europe and the World. Units in Year 8 and 9 explore the concepts of environmental change, sustainable development and global citizenship. Geography at Key Stage 3 aims to build on the geographical experience of pupils in Key stages 1 and 2. The KS3 schemes of work have also been planned as a solid foundation for KS4.

Topics covered in Year 7

What is Geography?
Geography Skills and Map Work
British Isles and Europe
Glaciers, Processes and Landforms
Rivers, River landforms, River Management
Africa

Topics covered in Year 8

World Population
Urbanisation
Coasts, Processes of Landforms, Coast Management
Weather and Climate, Global Warming
Extreme Global

Topics covered in Year 9

Plate tectonics, Earthquakes and Volcanoes
Rocks and Soils
Middle East Conflict
International Development (Rich and poor countries)
Living off Earth Resources
Geographical Investigation

History

The Key Stage 3 Curriculum is organised chronologically, constructed around enquiry questions, with a focus on Empire as a key theme running throughout. The focus in year 7 is focused on the Roman Empire and life in Medieval England. In year 8 pupils study the Tudors, the Stuarts and an extensive unit titled From Slavery to Civil Rights. Year 9 is contracted around the World Wars with the year concluding with a detailed study of the Holocaust. Assessment methods vary throughout the key stages but this is a solid focus on essay writing skills.

Latin

All pupils in Year 7 access 3 lessons per fortnight and those in Years 8 & 9 access 2 lessons per fortnight.

In class we use the Cambridge Latin Course, supported by excellent online resources. The course is a stimulating programme which covers both language and society, from Rome and Pompeii to Roman Britain and Egypt.

<https://www.clc.cambridgescp.com/online-textbooks>

Trips are planned for pupils to visit Roman Britain sites and museums together with visits to school by authors and curators. It is hoped that visits abroad will also be added.

Mathematics

Pupils in Year 7 and 8 are taught in their tutor groups for the first term and then streamed into sets, depending on their academic performance. All pupils study the four main strands of Number; Algebra; Shape, Space and Measure and Data Handling. The Mathlinks resources are used and pupils are issued with a student textbook and homework textbook. In their lessons, pupils will be exposed to various ICT resources such as Autograph and Graphical Calculators. Pupils have their own personal logon to the MyMaths website, and when appropriate, they will also have access to the computer suite. Extra-curricular opportunities are provided, such as participating in the UKMT Mathematical Challenge and STEM Club. For those pupils who find the subject challenging, there is Maths Club (which is by invitation only) to increase problem solving skills, understanding and confidence through a variety of activities.

In Year 9, the pupils start the GCSE course, which builds upon the knowledge and skills developed in Years 7 and 8. Furthermore, the pupils will be expected to apply their knowledge and skills to problems set in context. Pupils are provided with a logon and password to access the textbook online via the Collins Connect website. In addition, pupils are provided with a Practice Book from which homework is set. As with Year 7 and 8, pupils will be exposed to using various ICT resources such as Autograph and Graphical Calculators.

For all year groups, homework is set twice a week, and where appropriate, an extension task will be set. All pupils are provided with a notebook and workbook. The notebook is where the pupil is expected to write down any notes and examples that have been provided by the teacher. The workbook should contain all the classwork and homework. Many pupils have found this useful and beneficial, particularly when revising for examinations.

Some useful web links that will support pupils have been provided below. On some of the links, there is material that will also provide opportunities for pupils to explore Mathematics more deeply, and expose them to topics that they may not necessarily study at school. In addition, all pupils are encouraged to read around the subject and a reading list has been provided below as a starting point.

Useful web links (Year 7 and 8):

www.mymaths.co.uk

www.nrich.maths.org

www.mad4maths.com

Useful web links (Year 9):

All the links from Year 7 and 8 will still be useful for pupils in Year 9, as well as the following:

www.bbc.com/bitesize/subjects

<https://connect.collins.co.uk/school/portal.aspx>

<https://www.numberphile.com/>

Year 7 and 8 Reading List:

The Secret of Sums (Murderous Maths) by Kjartan Poskitt

The Brain Bending Basics (Murderous Maths) by Kjartan Poskitt

All Shapes and Sizes (Murderous Maths) by Kjartan Poskitt

The Most Epic Book of Maths EVER (Murderous Maths) by Kjartan Poskitt

Codes: How to Make Them and Break Them (Murderous Maths) by Kjartan Poskitt

Easy Questions, Evil Answers by Kjartan

The Perfect Sausage and Other Fundamental Formulas by Kjartan Poskitt

Professor Fiendish's Diabolical Brain Benders by Kjartan Poskitt

Year 9, 10 and 11 Reading List:

Uncle Petros and Goldbach's Conjecture by Apostolos Doxiadis

Introduction to Mathematical Thinking by Keith Delvin

The Language of Mathematics by Keith Delvin

The Maths Gene by Keith Delvin

How Not to Be Wrong: The Hidden Maths of Everyday Life by Jordon Ellenberg

Things to Make and Do in the Fourth Dimension by Matt Parker

The Mathematical Secrets of The Simpsons by Simon Singh

The Code Book: The Secret History of Codes and Code-breaking by Simon Singh

Professor Stewart's Cabinet of Mathematical Curiosities by Ian Stewart

Professor Stewart's Hoard of Mathematical Treasures by Ian Stewart

Professor Stewart's Casebook of Mathematical Mysteries by Ian Stewart

Music

Pupils are exposed to a wide variety of musical styles; some they will be familiar with and many which they will not.

Pupils build up a wide vocabulary with which to appraise the music, and experience the music studied at first hand through various performance and composition tasks.

Year 7 students study: The Elements of Music; Pop Song Singing; Instruments of the Orchestra, Keyboard Skills, Baroque and World Music

Year 8 students study: Grade 1 music theory; Musical Theatre; Film Music; Blues Improvisation; Classical Variations and Ukulele

Year 9 students study: Song writing; Film music; Cover Band; Minimalism and Electronic Dance Music.

By the end of Key Stage 3, all pupils will have at least a basic skill in; Singing, Piano, Ukulele, West African Djembe and performing as a band. They will also be able to write songs, classical music using notation in Sibelius and film and electronic dance music in CuBase.

Personal, Health, Social, Emotional Education (PHSEE)

At Bishop Challoner we recognise, not only the importance of helping pupils to flourish academically, but also to develop emotionally, spiritually, morally, socially and culturally, so they are fully prepared for life in British society. Pupils in Year 7 and Year 9 will have one period of PHSEE a fortnight. Year 8 will have a PHSEE day each term. As well as this some content of the PHSEE curriculum will be covered in form time. The PHSEE programme allows pupils to develop a greater awareness of the wider world and some of the important issues that we face in today society.

During these sessions we address and promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. These lessons involve discussions, presentations, group work and target setting aimed at developing pupils into well rounded individuals. Pupils are encouraged to voice their own opinions and develop a greater understanding of the society we live in and the role they have to play within the community.

Physical Education

Pupils in Year 7, 8 and 9 receive four, 55 minute Games lessons per fortnight, often off-site. Activities include: football, hockey, cross-country, netball, cricket, tennis, rounders and athletics. We make use of the excellent facilities at the County ground Beckenham, HSBC sports grounds and Norman Park Athletics track in Bromley.

The key skills in each activity are taught in isolation and using games for understanding. Pupils are encouraged to analyse their own performance and that of their peers and set targets for improvement. Please note that if your child is unable to take part fully in a PE lesson due to

illness/medical condition you must provide a note. Pupils are expected to bring in their PE kits as they will be involved in some capacity.

Extra-Curricular

Clubs run throughout the year and include fencing, football, rugby and table-tennis. See extra-curricular clubs timetable for schedule.

Performing Arts

Throughout Key Stage 3 we encourage opportunities to perform and this will enable pupils to experience the practicalities and excitement of running a stage production. They will take an active role in marketing and front of house as well as technical lighting, sound and film, set design, props and costumes, through to a final performance which can include drama, dance or music.

Pupils develop their confidence in performance as well as gain a technical understanding to support the show.

This is an exciting opportunity to new learn skills usually restricted to industry professionals.

Extra-curricular and Trips

We offer a West End theatre trip at Key Stage 3 which is usually linked to a course of study. In recent years we have been to see Billy Elliot and Lion King, among others.

All pupils are encouraged to audition for the whole school production. This is a very enjoyable experience and all roles, including technical support, are filled by pupils. If you think performing is not for you, there is an opportunity to be an active member of the support team, which every show needs.

Religious Education

As a Catholic school our main focus is on learning about Christianity: its beliefs, practices and impact on the lives of believers. Each year group will study aspects of prayer and worship, the life of Jesus and other important people in the Bible and moral decision making in the light of Christian teaching. As our young people live in a multi-cultural community, we also learn about one or more World faiths each year: Hinduism, Judaism, Islam and Buddhism. There are opportunities to visit places of worship such as Westminster Cathedral and Bromley Reformed Synagogue and to take part in day retreats at Aylesford Friary, led by the Southwark Diocesan Youth Service working with the Carmelite Friars.

Science

During year 7 and 8, pupils will be taught Science. In year 9 pupils will then have separate lessons in Biology, Chemistry and Physics. Year 7, 8 and 9 pupils are welcome to the weekly Science Technology Engineering and Maths club.

Biology

We aim to promote an interest in life sciences, using up-to-date teaching strategies and the best possible facilities. Each year at KS3, a term is devoted to studying biology, expanding notions of science learnt at

KS2 as well as introducing new knowledge. In year 7, pupils learn about cells, structure and function of body systems and reproduction. In year 8, pupils discover health and lifestyles, ecosystem processes, adaptation and inheritance. The aim is also for pupils to acquire key practical skills and terminology that is then developed further at KS4.

In year 7, pupils will visit Drusillas Park during an educational trip. In year 8 they will explore the National History Museum.

Chemistry

Each year at KS3, a term is devoted to studying chemistry, expanding notions of science learnt at KS2 as well as introducing new topics. In year 7, pupils learn about particles and their behaviour, the difference between elements, atoms, mixtures and compounds, chemical reactions as well as acids and alkali. In year 8, pupils discover the periodic table, separation techniques, the reactions of metals and acids and the Earth. The aim is also for pupils to acquire key practical skills and terminology that is then developed further at KS4.

Year 9 pupils visit the Science Museum in South Kensington to relate their learning to modern discoveries and recent applications of chemistry.

Physics

Each year at KS3, a term is devoted to studying physics, expanding notions of science learnt at KS2 as well as introducing new knowledge. In year 7, pupils learn about forces, sound, light and space. In year 8, pupils discover electricity and magnetism, various sources of energy, motion and pressure. The aim is also for pupils to acquire key practical skills and terminology that is then developed further at KS4.

Spanish

Spanish at Key Stage 3 incorporates vocabulary learning, oral practice, listening and reading skills, dictionary skills, writing practice and the study of grammar. Pupils are tested regularly and assessed half termly to track progress. Pupils are encouraged to use Spanish in the classroom where possible and consolidate topics through homework and class work tasks. Spanish pupils use Mira 1 and Mira 2. Pupils start Spanish in year 8 and can continue to GCSE and A Level if they so wish.

Languages Day gives pupils an opportunity to learn about the importance of learning other languages and pupils take part in a number of activities throughout the day for example quizzes, watching films in another language, eating foreign food and speaking new languages in class. It is a day to celebrate cultural diversity.

Important Prayers

The Lord's Prayer (Our Father)

Our Father who art in Heaven Hallowed be thy name
Thy Kingdom come, thy will be done on earth as it is in Heaven
Give us this day our daily bread
And forgive us our trespasses
As we forgive those who trespass against us
And lead us not into temptation
But deliver us from evil

Bishop Challoner School Prayer

Heavenly Father,
Fill our school
with your Holy Spirit
and inspire us
to use our unique talents
to live, love and learn
like Christ, our Teacher.

May your light
shine within us as we
play our part
in your beautiful world.
Through Christ our Lord. Amen

Hail Mary

Hail Mary, full of grace The Lord is with you
Blessed art thou among women
And blessed is the fruit of thy womb, Jesus.
Holy Mary, Mother of God,
Pray for us sinners now
And at the hour of our death

Glory Be

Glory be to the Father and to the Son and to the Holy Spirit
As it was in the beginning is now and ever shall be world without end, Amen

Prayers for those who have died

Eternal rest give unto them, Oh Lord
And let perpetual light shine upon them
May they rest in peace, Amen
May the souls of the faithful departed
Through the mercy of God Rest in peace, Amen.

Parent Teacher Association

The PTA organises many social and fund-raising events and enjoys wide support from both parents and teachers. Its very existence highlights the importance we attach to the partnership between home and school.

The activities of the PTA encourage extra-curricular links between pupils, parents and teachers and help foster the sense of community which we believe is a hallmark of Bishop Challoner School. Funds raised by the PTA have helped in the purchase of a mini-bus, musical instruments, sporting equipment and computers. Such help is invaluable and greatly appreciated.

Policies

In line with the Guidance and Regulations from the DCSF our Safeguarding/Child Protection Policy is published on our school website and we have included other key policies which ensure the safety and well-being of your son or daughter.

All new parents to the school receive an Information pack where several of our relevant policies appear in hard copy.

Policies are updated regularly to ensure compliance with the independent School Standards Regulations.

The **Safeguarding Policy**, **Anti-bullying Policy**, **E. Safety Policy**, **Health and Safety** and **Complaints Procedure** are available for download from our website.

Policies available on request.