



Bishop Challoner
Key Stage 4
Parent Handbook
2018-19

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This handbook is part of our commitment to work in close partnership with parents. It is essential that students, teachers and parents work together to ensure students 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.

Aims & Mission Statement

School Values and Mission Statement

Our Catholic Values

- Community and service
- Celebrate diversity
- Faith and spirituality
- Forgiveness
- Happiness
- Honesty
- Justice
- Love
- Respect and Responsibility
- Trust

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 balance 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.

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

School Motto

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

Senior School Staff

Senior Leadership Team		
Initials	Name	Department
PA	Paula Anderson	Headteacher
SW	Suzy Woolaway	Deputy Headteacher/ Designated Safeguarding Lead
AB	Alison Barker	Head of KS1 & KS2
DR	David Rolls	Bursar
Section Heads		
JB	Jon Bryson	Head of Sixth Form
RS	Rachael Shields	Head of Key Stage 4
JRa	Jamie Raveney	Head of Key Stage 3
Senior Department		
Initials	Name	Job Description
PA	Paula Anderson	Headteacher
SW	Suzy Woolaway	Deputy Head/Mathematics/Safeguarding Lead
VB	Vicky Bastin	Mathematics/Learning Support Coordinator
CB	Cheryl Beevers	English
IB	Ivor Bovell	Chemistry
LB	Louisa Brown	DT
JB	Jon Bryson	Geography
CC	Cliff Coultart	Art
SF	Stephen Flanagan	Music
EGS	Elise Gauthier-Shalom	English/Drama
NG	Natalie Gibbs	Dance
RH	Rachael Holley	History and G & T Coordinator
RHow	Ritchie Howells	English - Autumn Term 2018
YL	Yvonne Lau	Science
JL	John Lubi	Mathematics
RM	Rama Marpadi	Biology
TM	Terry McArthur	DT Technician
FM	Fatma Miotti	English
JN	Jessica Napier	French
AN	Allison Newbould	Latin
SA	Sarah Oladele	Drama
SO	Susannah Otley	English – from Spring 2019
RP	Rachel Patience	Religious Education
VP	Vincent Piccio	Physics
PP	Patricia Prieto	Spanish
JRa	Jamie Raveney	Physical Education
JRo	Jill Robins	French
ARog	Alison Rogers	LAMDA
AR	Alessia Ropkins	Psychology
ER	Esther Ruston	Laboratory Technician
SS	Sujatha Saul	Computing
RS	Rachael Shields	Religious Education
DS	Daniel Snadden	Physical Education
MR	Manola Restivo	PE/Geography
JSA	Jeffrey Samuel	Mathematics EPQ Coordinator
BW	Bruce Wates	Examinations Officer

Pastoral Care Structure

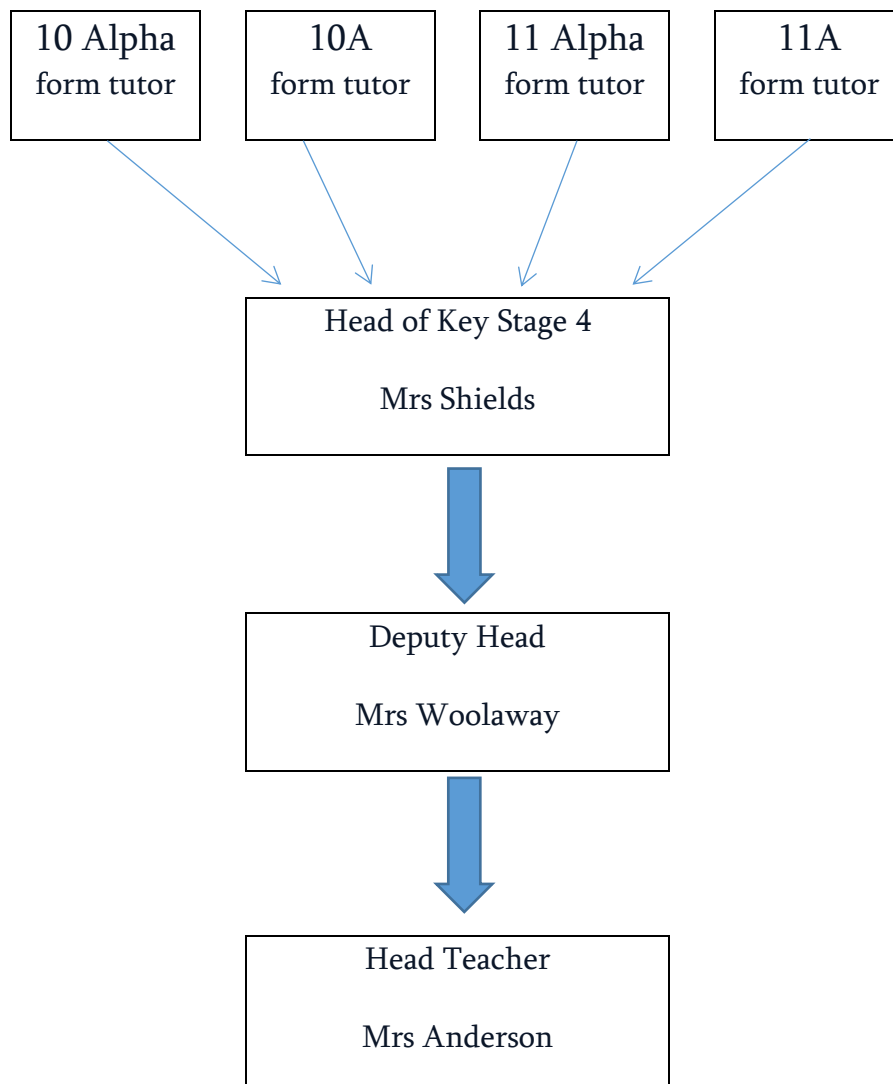
Our pastoral care is outstanding and we recognise the importance of developing the whole person. When a child is happy they thrive and make good progress; reaching their God given potential. Our pastoral system as outlined below is in operation to ensure that your child is given the necessary support that will allow their academic work to flourish.

Each pupil's personal development is watched over 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.

The pastoral care of all our pupils is the responsibility of the whole community.

As a parent any issues that you may have with your child's progress should in the first instance be addressed to your child's Form Tutor. Form tutors will aim to address the issue however if this is not possible then it will be passed up to the Head of Key Stage Mrs Shields.

The KS4 team meet on a weekly bases and tutors feedback the outcomes of parental contact. The Heads of Key Stage also meet with the Mrs Woolaway the Deputy Head on a weekly bases to ensure pastoral consistence. Should you feel at any time that your concern has not been resolved to your satisfaction please contact the next level of pastoral support as outlined in the diagram below.



Structure of the day

At 8.35am students will make their way to their form rooms for registration. No students 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
8.35-8.45	Registration
8.45-9.00	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	Students dismissed/extracurricular activities

Staff are able to keep students 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 student planner to ensure parents are aware their child will be back later than expected.

Below are the contact details of your child's tutor and the details of key department staff

Form Tutors	E-mail	Telephone
10A	sflanagan@bcswb.co.uk	020 8460 3546 ext 401
10&	rhowells@bcswb.co.uk	020 8460 3546 ext 445
11A	dsnadden@bcswb.co.uk	020 8460 3546 ext 433
11&	vpiccio@bcswb.co.uk	020 8460 3546 ext 426
Head of Key Stage 4		
Mrs Shields	rshields@bcswb.co.uk	020 8460 3546 ext 543
Deputy Head		
Mrs Suzy Woolaway	swoolaway@bcswb.co.uk	020 8460 3546 ext 551
Learning Support		
Mrs Vicky Bastin	vbastin@bcswb.co.uk	020 8460 3546 ext 580
Head Teacher		
Mrs Paula Anderson	head@bishopchallonerschool.com	

Subject Contacts

Mr Coultart	Art and Design	ccoultart@bcswb.co.uk
Mrs Saul	Computing	ssaul@bcswb.co.uk
Miss Oladele	Dance and Drama	soladele@bcswb.co.uk
Mrs Brown	Design Technology	lbrown@bcswb.co.uk
Mrs Miotti	English	fmiotti@bcswb.co.uk
Mrs Robins	French	jrobins@bcswb.co.uk
Mr Bryson	Geography	jbryson@bcswb.co.uk
Ms Holley	History	rholley@bcswb.co.uk
Dr Samuel	Mathematics	jsamuel@bcswb.co.uk
Mr Flanagan	Music	sflanagan@bcswb.co.uk
Mr Snadden	Physical Education	dsnadden@bcswb.co.uk
Mrs Shields	Religious Education	rshields@bcswb.co.uk
Ms Prieto	Spanish	pprieto@bcswb.co.uk
Mrs Marpadi	Biology	rmarpadi@bcswb.co.uk
Dr Bovell	Chemistry	ibovell@bcswb.co.uk
Dr Piccio	Physics	vpiccio@bcswb.co.uk

Curriculum Model

It is important for all students to have a balanced and varied curriculum. The curriculum at Key Stage 4 offers a broad base from which students can make informed choices for A levels and further study.

Key Stage 4 allocated core lessons per fortnight

Subject	10 and 11
Maths	7
English (Lang & Lit)	11
Religious Education	5
Biology	5
Chemistry	5
Physics	5
Games	4

Key Stage 4 option subject 6 lessons per fortnight

Art	History
Computing	Performing Arts
DT	PE
Dance	Latin
French	Music
Geography	Spanish

PSHEE

(Physical Social Health and Emotional Education)

At Key Stage 4 PSHEE is delivered during tutor time, with two allocated sessions per week. Below you will find the topics that are covered across Key Stage 4

YEAR 10	Topic	Aims / Objectives
Personal Wellbeing / organisation / start of term admin	Start of Term Admin	<ul style="list-style-type: none"> - Setting of standards / expectations - Setting up organisation structures for students regarding homework etc.
	Student Profile Sheets / Target setting	<ul style="list-style-type: none"> - To focus students on their areas of strength and where they may need to more support - Profile sheets also function as a quick reference sheet for tutors to start their monitoring and tracking of students.
	Spelling Test	
Citizenship / Fundamental British Values (Democracy, the rule of law and individual liberty)	An introduction to the UK Parliament system	<ul style="list-style-type: none"> - To know what the UK parliament is and does - To know about the structure of parliament and understand the connection between parliament and government. - To understand the difference between the house of Lords and the House of Commons
	How Laws are made	<ul style="list-style-type: none"> - To understand the process that is followed to create laws in the UK parliamentary system
	What is democracy?	<ul style="list-style-type: none"> - The history of democracy and how the process is put into action today. - To look at the benefit of a democratic society.
	How the general election works	<ul style="list-style-type: none"> - Students to explore democracy in action, what does the theory of democracy look like in practice.
	American elections – How do we differ?	<ul style="list-style-type: none"> - Students will be given the opportunity to explore the American democratic system
	How do American politics affect the UK?	<ul style="list-style-type: none"> - A review of political analysis
	The UK Youth Parliament	<ul style="list-style-type: none"> - What is the UK Youth Parliament? - How is involved and what do they do? - More in-depth analysis of the Youth Parliament in action looking at the current campaign “Reduce racism and religious discrimination in our communities”
	Target Review Session	<ul style="list-style-type: none"> - Review targets from last term and set new ones for this term
Personal Wellbeing	Emotions and moods	<ul style="list-style-type: none"> - To explore ways to manage difficult emotions/moods/stress, focusing on strategies to manage anger and disappointment
	Alcohol	<ul style="list-style-type: none"> - To understand why people drink alcohol - To explore the risks of binge drinking - How to establish a healthy relationship with alcohol
	Smoking	<ul style="list-style-type: none"> - To understand how smoking /passive smoking can damage our health - Look at helpful techniques/strategies that can be used to resist peer pressure to drink and smoke

	Drugs	<ul style="list-style-type: none"> - To understand what drugs are (legal and illegal), what are their effects and what are the legal implications? - Making informed choices.
	Anti bullying: 1. What is bullying 2. Cyber bullying	<ul style="list-style-type: none"> - To define and explore different forms of bullying and how to prevent it. - To understand how relationships within the family / friendship can change.
		<ul style="list-style-type: none"> - To follow up the external presentation from November on e-safety and cyber bullying. - To understand the implication of the permanent nature of things posted online.
	Identity and Self-image Healthy living (Health, food and exercise)	<ul style="list-style-type: none"> - To explore personal identity and feelings about becoming an adult - To explore attitudes to body shape, eating and dieting. - What are healthy eating habits? - To understand how to take responsibility for one's own health and how to create a healthy body image.
Exam Prep	Revision Planning	- Students will be shown how to create a revision timetable, that can be started over the Easter holidays
	Revision Techniques	- Reminder of the study skills sessions from "Elevate Education"
Careers	Target Review Session	- Review targets from last term and set new ones for this term
	"What colour is your parachute"	- Students are introduced to the world of work, and asked to start thinking about future careers.
	Getting the Job	<ul style="list-style-type: none"> - Students will begin to explore the skills, abilities and qualifications needed for different career choices - Students will be introduced to different types of application processes and interviews.

YEAR 11	Topic	Aims / Objectives
Personal Wellbeing / organisation / start of term	Start of Term Admin	- Setting of standards / expectations - Setting up organisation structures for students regarding homework etc.
	Student Profile Sheets / Target setting	- To focus students on their areas of strength and where they may need to more support - Profile sheets also function as a quick reference sheet for tutors to start their monitoring and tracking of students.
Careers	Next steps – A levels, 6 th form, other training options	- Students will be introduced to the foundational ideas required for A level choices / further study options / training / etc.
	Personal Statements	- Students will have the opportunity to do some self-analysis and reflect upon their strengths and achievements. - Students will have the opportunity to produce a personal statement that reflects their current position
	University expectations/ planning for after GCSEs	- Students will be given the opportunity to start looking at entry requirements for university places and the impact this may have on A level choices. - Students will be introduced to the idea of facilitating subjects
	Taster day feedback	- Students given the opportunity to feedback their taster experience and ask questions about 6 th form expectations.
	A level choices	- Students will be given the opportunity to prepare for 6 th form open days: what type of questions do they need to ask teachers, what are they looking for in a 6 th form?
	Human metrics	- Metric tests will allow students to understand different personality types and to assess their potential career pathways.
Revision / Mock Preparation	Review of external study skills session	- Students will have the opportunity to review the external study skills day and select revision skills that suit their learning style
	Time management	-Students will be guided through effective strategies for revision and preparing for revision
Mock Exams		
Citizenship	Globalisation	- Students will consider different attitudes to globalisation - explore the effects of globalisation
	Mock feedback	- Mock analysis and planning for the final stages before the GCSE exams
	Sustainable development	- Students will assess the impact, both globally and locally, of development projects on the lives of individuals. - Explore the choices involved globally and locally in achieving sustainable development.
	EU and UN	- Students will examine political, moral, social and cultural issues connected with Europe and the united nations.
Personal wellbeing – Money Matters	The Risky Money Go Round	- Understanding how the economy functions, with reference to key financial terminology. - Identify the emotions connected to gambling and debt
	Managing money Budget planning for teenagers	- Students will be given the opportunity to explore budget planning tools - income/necessary expenses / discretionary expenses
Personal Exam Prep	Looking after yourself during the exam period - Happiness and putting everything in perspective	- Students will have the opportunity to explore coping strategies and personal health issues relating to the exam period

Homework

Students will receive homework regularly in line with the homework timetable. Usually students will receive no more than 3 subjects per night and should spend approximately 30-40 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. Students 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

School Planner

Each student will be provided with a school planner at the start of the year. Students 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 student's responsibility to ensure that their planner is kept up to date, neat and tidy; the planner remains the property of the school and should be treated in the same manner as a textbook.

Parents are required to check and sign their child/children's planner weekly to ensure all homework has been completed. Students form tutors will then check and sign the planner on a Monday morning.

Students 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 student planners during the year. Students 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.

The planner is an important form of communication between teachers and parents; please do use it to engage with monitoring your child, their homework and any issues that have arisen on a given week. You will also find a section in the planner for tracking progress and setting targets, please become familiar with this page and engage with your child about how they are progressing towards meeting their targets.

Parents and students are required to sign uniform code at the start of the year which can be found on page 8 of the student 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.

My Child at School

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

All student 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.



Reporting on Progress to Parents

Students will receive a progress report card in October, December and April. These reports will provide students with a 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 with teacher comments will be sent home at the end of the academic year.

There will be one parents evening (please see key dates page of this booklet) you will be reminded about these dates in a letter from Mrs Shields closer to the time.

Please make sure it is your priority to attend these meetings as they are an essential opportunity to meet and speak to all subject teachers and to discuss how your child is progressing.

Tutor Time

Students spend time every morning and afternoon with their form tutor. Students start and end each day with a prayer in their form room. The register is completed at 9.35 and students 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 tutor time, students spend time with their form tutor and will have regular assemblies recognising student'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. It is also in this time that the PSHE topics will be covered. 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 4 charity.

The students in each tutor group elect a form representative and a charity representative to lead their peers in whole school participation.

Weekly tutor time timetable

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Activity	Student planner checked by form tutor	Key Stage 4 Assembly in dining hall.	PHSEE taught session.	Whole school assembly in main hall.	PSHEE written session.

Each term begins and ends with Mass for the whole school. We also have Full School Mass for the Feasts of All Saints and All Souls (November) and St Peter and Paul (June). There is a Full School Service on Ash Wednesday to mark the beginning of Lent, plus other Masses for special occasions. Each age group has a number of class/ year group Masses celebrated during the year in the school Chapel. Students are encouraged to participate in the Masses through readings, the offertory, bidding prayers and singing.

Attendance and Punctuality

Regular attendance at school is essential in GCSE Years and will have a direct impact upon achievement. Teachers do their best to help pupils catch up with work they have missed but 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.

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 students will make a note of their attendance in their planner.

It is very important that pupils arrive on time. We expect students to be on the school playground by 8.30 at the very latest. A whistle will go at 8.30am and students will make their way to their form rooms before being registered by 8.40 am.

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.

Sanctions for repeated lateness:

3 occasions in a half-term – 20 minute detention with Form Tutor

4th occasion of lateness – 45 minute detention with Head of Key Stage 4

5th occasion of lateness – 1 hour detention with the Deputy Head

6th occasion – a referral to the Head Teacher

Uniform

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 Key Stage 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 Key Stage. Students wearing their uniform incorrectly will be given an immediate detention for 20 minutes at the end of the school day.

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

Challoner 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.

Academic Studies

The GCSE years are arguably the most important in the academic life of your child; as the most crucial grades on their university application form, they form the basis of the offers made for higher education.

The following pages will guide you through the specific subjects that are offered by Bishop Challoner for GCSE. You will also find factual information about the courses including specification details, course codes; and outlines of subject expectations of the students. It has been designed to provide a quick source of referencing which will help you support your child as they progress through their chosen course of study.

We are here to help; form tutors, subject staff, the Head of Year, the Deputy Head and the Head Teacher are all determined to ensure your child is fully supported throughout their GCSEs. Please get in touch if you have any queries, the most important way we can support your children through these crucial years is to keep communicating with each other.

Study Skills

Study skills and revision becomes increasingly important as the public examinations loom. Your child will have developed some preferred methods of studying and revising during key stage 3 and as they start their GCSE courses they will get further guidance in dedicated PSHEE lessons and in their individual subjects. There is some handy advice about study techniques and revision in the student planner. This should be referred to frequently and it is useful for parents to become familiar with its content. In Year 10 and 11 the students have a number of highly effective study skills sessions provided by a specialised training agency. From this the students receive support material full of ideas which will be shared with parents. The school will also run a study skill session for parents aimed at giving you practical advice on how to support your child at home.

In this crucial stage of your child's education it is important that they attend to basic study procedures effectively through the year. These include focusing in class and consolidation in homework as well as revision for tests. Catching up with work missed through absence is equally crucial. (Please also see the later section in the booklet titled "Supporting your child through their GCSEs")

Controlled Assessment

Controlled assessment is a form of internal marking where controls are set for each stage of the process; task setting, task taking and task marking. It is designed to assess skills that are not effectively measured by external examinations. Pupils complete the work in school under the supervision of their teacher. Some research and planning may be allowed to be undertaken at home. The amount varies from subject to subject.

Details follow in the curriculum information in the following pages. You will also receive a copy of the schedule for any subjects undertaking controlled assessments so that you are aware of key dates and deadlines.

When your child is notified of a controlled assessment it is vital that they begin to focus on it and allow sufficient time for planning.

Absence during a controlled assessment

Subject teachers and Department Heads will accommodate the occasional absence of a pupil, ensuring that an opportunity is given to them to make up a missed controlled assessment. An alternative supervised session will be organised and this may take place early morning or after school. Pupils must be prepared to do this.

If a student persistently misses controlled assessments you will be contacted by the subject teacher or the Department Head. If the controlled assessment cannot be completed, your child might not be entered for the GCSE examination.

Deadlines

Final deadlines must be adhered to and the school cannot accept controlled work assessment work after the deadline. In such cases the candidate will be given either a mark for any incomplete work submitted or a zero mark if none is submitted.

Retention and Return of Controlled Assessment

- In most cases, awarding bodies return the centre assessed work to the centre after the publication of results although they reserve the right to retain samples and work which has been the subject of malpractice investigations.
- The school hold controlled assessment securely when it has been returned by the awarding body up to and including the deadline for the submission of enquiries about results and until any enquiry or malpractice investigation has been resolved:
- Any work no longer required will be disposed of in a confidential manner.
- Candidates wishing to reclaim their work must do so in person from the subject teacher by a specific date. After this date all controlled assessment will be destroyed.

Malpractice

Candidates *must not*:

- Submit work which is not their own;
- Lend their work to others or allow it to be copied;
- Allow others to their independently sourced material;
- Use books, the internet or other sources without acknowledgement;
- Submit work that has been word processed by a third party with acknowledgement.

These actions constitute malpractice for which a penalty, such as the disqualification from the assessment, will be applied.

If irregularities in controlled assessment are discovered prior to the candidate signing the declaration of authentication this will be dealt with under the school's internal procedures.

Declaration of authentication, the Head will submit details of the case to the relevant awarding body.

Careers Guidance and Work Experience

In Years 10 and 11 students will look at the world of work and careers during some dedicated sessions in their PSHEE programme. The students produce a personal statement which outlines their key capabilities and achievements which they can use when applying for part-time work or work experience. Their personal statement can also be used as the basis for applications for A-level study.

Due to the demands of the new standard GCSEs we are no longer able to allocate curriculum time to facilitate Work Experience. However we do still value the vital role it can play in the formation of a student's career aspirations so recommend that work experience is undertaken once the GCSE examinations have finished in Year 11 (late June/early July). The school will still offer students support in finding placements should this be necessary.

In Year 11, the students have a careers interview with an experienced specialist careers advisor. Parents are also invited to these interviews which help build a picture of the student's prospective A-level choices, potential degree pathways and future career options. These interviews take place in the Autumn term and full written feedback is provided to students and parents. After the October half term Year 11 will participate in a Careers day where they will have the opportunity to participate in sessions with a number of different industry professionals.

Curriculum Information

GCSE specifications for examination in Summer 2018 and 2019

Please Note: Controlled Assessment is C/A

Subject	Board	Spec Title	Spec No	Unit	Module Title
Art	AQA	Art and Design - Fine Art	8202	01	Portfolio C/A
				02	Externally set assignment C/A
Biology	AQA	Biology	8461	01 F/H	Cell biology, organisation, infection and response and bioenergetics
				02 F/H	Homeostasis and response, inheritance, variation and evolution and ecology
Chemistry	AQA	Chemistry A	8462	01 F/H	Atomic structure and the periodic table, bonding, structure and the properties of matter, quantitative chemistry, chemical changes and energy changes
				02 F/H	The rate and extent of chemical change, organic chemistry, chemical analysis, chemistry of the atmosphere and using resources
Computing	OCR	Computing	J276	01	Computer Science
				02	Algorithms and programming
				03	Programming project
Drama	WJEC	Drama	C690QS	01	Devising theatre C/A
				02	Performing from a text C/A
				03	Interpreting theatre written
DT	AQA	D & T	4555	45551	Unit 1 Written paper
				45552	Unit 2 Design and Making Practice C/A

English	AQA	English Language	8700	01	Explorations in creative reading and writing
				02	Writers' viewpoints and perspectives
				Non-exam assessed	Spoken language assessment
English	AQA	English Literature	8702	01	Shakespeare and the 19 th -century novel
				02	Modern texts and poetry
French	AQA	French	8658	01 F/H	Listening – understanding and responding
				02 F/H	Speaking – Communicating and interacting
				03 F/H	Reading – Understanding and responding
				04 F/H	Writing – communicating effectively in writing
Geography	AQA	Geography	8035	01	Living with the physical environment
				02	Challenges in the human environment
				03	Geographical applications
History	OCR	History B (Schools' History Project)	J411HE	18	Migrants to Britain 1250 – present day with The Elizabethans 1580 - 1603
				21	History all around us
				37	The making of America 1789-1900 with The first crusade 1070-1100
Mathematics	EDEX CEL	Mathematics A Linear	1MA1	1F/1H	Number & Algebra, Ratio, proportion and rates of change, Geometry & Measures, Probability & Statistics,

					No Calculator allowed
				2F/2H	As for 1F/1H Calculator allowed
				3F/3H	As for 1F/1H Calculator allowed
Music	AQA	Music	8271	01	Understanding music
				02	Performing music C/A
				03	Composing music C/A
Physics	AQA	Physics	8463	01F/H	Energy, electricity, particle model of matter and atomic structure
				02F/H	Forces, waves, electromagnetism and space physics
Physical Education	OCR	Physical Education	J587	01	Physical factors affecting performance
				02	Socio-cultural issues and sports psychology
				03	Performance in physical education
Religious Education	AQA	Religious Studies B	8063	01	Catholic Christianity
				02	Perspectives on faith (Judaism)

Subject	Board	Spec Title	Spec No	Unit	Module Title
Science	AQA	Combined Science Trilogy	8464	Biology 1	Cell biology, organisation, infection and response and bioenergetics
				Biology 2	Homeostasis and response, inheritance, variation and evolution and ecology
				Chemistry 1	Atomic structure and the periodic table, bonding, structure and the properties of matter, quantitative chemistry, chemical changes and energy changes
				Chemistry 2	The rate and extent of chemical change, organic chemistry, chemical analysis, chemistry of the atmosphere and using resources
				Physics 1	Energy, electricity, particle model of matter and atomic structure
				Physics 2	Forces, waves, electromagnetism and space physics
Spanish	AQA	Spanish	4695	46951F/H	Unit 1 Listening
				46952F/H	Unit 2 Reading
				46953	Unit 3 Speaking C/A
				46954	Unit 4 Writing C/A

ART

Examining Board and Syllabus:

AQA Art and Design (Fine Art) 8202

Course Content:

- Drawing, painting, printmaking, sculpture and photography
- Development of drawing skills through observational drawing
- Design and development of projects from initial theme to final outcome
- Understanding of artist's work and its context through visits to galleries and websites
- Learning to make critical analysis of Art and Design, using a specialist vocabulary

Coursework Requirements:

Students produce three units over the course. Coursework is worth 60% of the total mark. Homework is set regularly and forms an essential part of the coursework and examination preparation. Students are expected to spend at least one hour per week on a set drawing, or other task and will have homework tasks during the vacations. Students are expected to visit galleries.

Final Examination:

Externally set assignment papers are given out several weeks prior to the timed task and preparatory work is done in this period. Students are subsequently given ten hours, over two days, to complete a piece of work in their given theme. The exam is worth 40% of the final mark.

Assessment:

Candidates will be assessed on their ability to:-

- Record responses to direct experience, observation and imagination
- Develop ideas and investigate visual information exploring and a range of media
- Modify, refine and complete work
- Study the work of artists, making connections with their work

Time Allocation	3 fifty minute lessons per week plus homework of at least an hour per week
Deadlines	Coursework is handed in for marking in the week before the February half term in 2018 Examination work to be handed in after the examination in the first week after returning from the Easter vacation Final Coursework deadline is in May 2018
Trips	Gallery visit October 2016 Gallery visit October 2017
Textbooks	No textbooks – but GCSE Art Handbook produced by Art Dept

For further information please contact: Mr Coultart

BIOLOGY

Examining Board & Syllabus: AQA GCSE Biology Draft 8461

Specifications at a glance:

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology.

Examination:

- 2 Equally weighted papers lasting 1h45 each and worth 100 marks
- Foundation tier: grades 1 to 5
- Higher tier: grades 4 to 9 (grades 3 allowed.)

Practical Assessment:

- 8 Required practical activities
- Questions in the written exams will draw on the knowledge and understanding students have gained by carrying out the practical activities.

Course Objectives:

- To develop the knowledge and understanding of Biology.
- To understand the effects of Biology on society.
- To understand the importance of scale in Biology.
- To grasp how hypotheses, evidence, theories and explanations work together.
- To increase awareness of risk and the ability to assess and weigh risk against potential benefits.
- To acquire observational, practical, modeling, enquiry and problem-solving skills.
- To be able to evaluate claims using scientific methods.
- To develop skills in communication, mathematics and the use of technology.

Career Possibilities:

Studying biology equips for a wide range of careers such as those associated with the health service or pharmaceutical industry, dentistry, veterinary, medical research, teaching, accounting, the civil service, law, scientific journalism or management, among others.

For further information please contact: Mrs R Marpadi

CHEMISTRY

Examining Board & Syllabus: AQA GCSE Chemistry 8462

Specifications at a glance:

Atomic structure	Chemical changes
Periodic table	Energy changes
The rate of chemical changes	Organic chemistry
Bonding and structure	Chemical analysis
Properties of matter	Chemistry of the atmosphere
Quantitative chemistry	Using resources

Examination:

- 2 Equally weighted papers lasting 1h45 each and worth 100 marks
- Foundation tier: grades 1 to 5
- Higher tier: grades 4 to 9 (grades 3 allowed.)

Practical Assessment:

- 8 Required practical activities
- Questions in the written exams will draw on the knowledge and understanding students have gained by carrying out the practical activities.

Course Objectives:

- To develop an understanding of Chemistry.
- To understand how Chemistry can affect society and the environment.
- To grasp how hypotheses, evidence, theories and explanations work together.
- To increase awareness of risk and the ability to assess and weigh risk against potential benefits.
- To acquire observational, practical, modeling, enquiry and problem-solving skills.
- To be able to evaluate claims using scientific methods.
- To develop skills in communication, maths and the use of technology.

Career Possibilities:

You may consider pursuing a career within the chemical industry sectors such as pharmaceutical, biotechnology and nanotechnology or in oil and gas production, contract engineering and manufacturing. But, you could also work as a researcher or in many other fields such as management, finance, information technology, scientific journalism, patent law, the scientific Civil Service, and in education.

For further information please contact: Dr I Bovell

COMPUTING

Examining Board & Syllabus:

- OCR GCSE in Computing J275

Specification at a glance:

- Computer systems and programming
- Practical investigation - research, technical understanding, analysis of problem, historical perspective, use of technical writing skills, recommendations/evaluation.
- Programming project – Programming techniques, code a solution, test and evaluate.

Course Objectives:

- Recall, select and communicate their knowledge and understanding of computer technology
- Apply knowledge, understanding and skills to solve problems by using computer program
- Analyse and evaluate, make reasoned judgements and present conclusions

Examination:

- Written paper worth 40%, 1 hour 30 minutes, 80 marks

Controlled Assessment:

- Practical Investigation, 30%, 45 marks
- Programming Project, 30%, 45 marks

Time Allocation	4 x forty minute lessons per week plus homework tasks
Trips	No compulsory trips
Textbooks	“OCR Computing for GCSE” O’Byrne and Rouse

For further information please contact: Mrs Saul

DESIGN AND TECHNOLOGY

Examining Board & Syllabus:

AQA Design Technology

Specifications at a glance:

GCSE covers a wide range of activities base on designing and making products that are manufactured using variety of materials such as wood, plastic, metal in many forms. Students learn hand skills and use range of industrials process to shape and form materials into functioning products.

Course Content

- **Practical:** - design and making projects dealing with: marking out, sawing, filing, drilling, joining, laminating and finishing.
- **Theory:** - worksheets and internet investigation into properties of materials, sustainability of materials, smart materials and etc.
- **Drawing:** - practice drawing techniques sketching, 3D, isometric, oblique, perspective, orthographic projection and rendering.
- **Designing:** - investigate designing techniques through tasks, e.g. the 6R's.
- **Modelling:** - produce modelling using different techniques
- **ICT:** - Techsoft 2D Design, Google sketch, Corel draw, Laser cutter

Controlled Assessment:

- Controlled assessment 90 marks = 60%: Students are expected to spend 45 hours on this activity. The design and make activity is selected from a choice of set task, consisting of the development of a made outcome and a concise folder or appropriate ICT evidence.

Examination:

- written Paper 2 hours exams 120 total marks = 40%
Pre-release material issued before exams.

Time Allocation	4 x forty minute lessons per week plus homework tasks and guided workshop time
Deadlines	Controlled assessment will start towards end of 2 nd term in Y10 and be completed at a given date early in the 2 nd term of year 11.
Trips	Visits to external shows and exhibitions encouraged
Textbooks	AQA GCSE Design and Technology : Product Design

For further information please contact: Mrs Brown

ENGLISH LITERATURE

Examining Board: AQA

Syllabus:

English Literature (8702)

Course Content:

- Paper 1 – Shakespeare and the 19th-century novel.
- Paper 2 - Modern texts and poetry.

Controlled Assessment Requirements

N/A

Final Examination:

Written paper 1 – Shakespeare and the 19th-century novel. 1 hr 45 min 40%

Written paper 2 – Modern texts and poetry. 2 hrs 15 min 60%

Career Possibilities:

Any career involving the ability to read closely and respond to and/or analyse written material.

For further information please contact: Mrs F Miotti

ENGLISH LANGUAGE

Examining Board: AQA

Syllabus:

English Language 8700

Course Content:

- Paper 1 – Explorations in Creative Reading and Writing
- Paper 2 – Writers' Viewpoints and Perspectives
- Non-examination – Spoken language*

*Note: Spoken language is reported and graded separately on the GCSE certificate with a grade of 5 – 1 and a U for ungraded.

Final Examination:

Paper 1 - Exploration in Creative Reading and Writing	1 hr 45 min.	50%
Paper 2 - Writers' Viewpoints and perspectives	1hr 45 min	50%

Career Possibilities:

English is a compulsory subject, being an essential requirement to most jobs. Along with Mathematics, it is the GCSE most in demand by employers, colleges and universities.

For further information please contact: Mrs F Miotti

Geography GCSE

Examining Board & Syllabus : AQA 8035

Subject content

Living with the physical environment Section A: The challenge of natural hazards Section B: The living world Section C: Physical landscapes in the UK	Challenges in the human environment Section A: Urban issues and challenges Section B: The changing economic world Section C: The challenge of resource management
Geographical applications Section A: Issue evaluation Section B: Fieldwork Geographical skills	

Compulsory trips: Fieldtrip and controlled assessment involves a 3 day trip to juniper hall field studies centre (cost approximately £200.00)

Course Objectives: Study of this course will give students of all backgrounds the opportunity to develop: communication skills, graphical and cartographical skills, technological skills including ICT and GIS, interpersonal skills through debate and discussion, literacy and numeracy skills, problem-solving skills, entrepreneurial skills and awareness of career possibilities.

Career Possibilities: Geography is a subject that bridges the social and physical sciences. Those studying geography develop transferable knowledge and skills which open up a wide range of career opportunities. In fact statistics show that Geography graduates are some of the most employable, Geographers get jobs! Geography graduates have found employment in a wide range of careers, including: Accountancy, Research Executive,

Geotechnical Assistant, Governmental Researcher, Environment Assistant, Project Development Officer, Data and Research Consultant, Public Health Intelligence Officer, Ranger, Conservation Volunteer, Business Development Officer, Town Planner, Teacher, HR Supervisor, retail logistics.

For further information please contact: Mr J Bryson

HISTORY

Examining Board & Syllabus:

OCR School History Project: History B

Specifications at a glance:

- Thematic Study: Migrants to Britain, 1250- present day
- British Depth Study: The Elizabethans, 1580-1603
- Period Study: The Making of America, 1789-1900
- World Depth Study: Living under Nazi Rule, 1933-1945
- History Around Us – site investigation

Examination:

- Paper 1: Thematic Study and the British Depth Study: 1 hour 45 minutes = 40% of overall GCSE
- Paper 2: Period Study and World Depth Study: 1 hour 45 minutes = 40% of overall GCSE
- Paper 3: History Around Us: 1 hour paper = 20% of overall GCSE

Compulsory Trips:

Preparation for Paper 3 will require to a site visit.

Course Objectives:

This specification is constructed to ensure the following:

- **Making history meaningful** by building a deeper understanding of the present by engaging with and questioning the past
- **Developing wide and deep knowledge** of significant historical issues that help learners make sense of their world
- **Engaging in historical enquiry** will enable pupils to be directly involved in the live historical debates that surround the selected content
- **Understanding interpretations** will encourage learners to engage with a wide range of written and visual interpretations
- **Using sources** will encourage learners to think critically, contextually and constructively with a specific purpose
- **Understanding of cultural and social diversity**
- **Studying the History Around Us** will allow pupils to study the historical environment in a stimulating and engaging manner

Career Possibilities:

Pupils who gain GCSE grades A*-C in History will have demonstrated a range of skills such as analysis, evaluation and clarity of expression and may wish to pursue their studies of History to 'A' level and beyond.

For further information please contact: Miss R Holley

MATHEMATICS

Examining Board & Syllabus:

Edexcel GCSE (9 - 1) in Mathematics (1MA1)

Specifications at a glance:

- Number and algebra
- Geometry and measure
- Ratio, proportion and rates of change
- Statistics and probability

Examination:

- 3 equally weighted papers. Paper 1 is non-calculator, Paper 2 & 3 calculators are allowed
- Each papers lasts 1hour 30 mins and is worth 80 marks
- Foundation tier: grades 1 to 5
- Higher tier: grades 4 to 9 (grade 3 allowed)

Controlled Assessment:

No controlled assessment or coursework required

Course Objectives:

- To develop fluent knowledge, skills and understanding of mathematical methods and concepts
- To acquire, select and apply mathematical techniques to solve problems
- To reason mathematically, make deductions and inferences, and draw conclusions
- To comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

Time Allocation	5 x forty minutes per week plus homework tasks
Deadlines	n/a
Trips	No compulsory trips
Textbooks	Collins Edexcel GCSE Maths 4 th Edition – Higher/Foundation Book Collins Edexcel GCSE Maths Higher/Foundation skills Book

For further information please contact: Dr Samuel

PHYSICS

Examining Board & Syllabus: AQA GCSE Physics 8463

Specifications at a glance:

Forces	Magnetism and electromagnetism
Energy	Particle model of matter
Waves	Atomic structure
Electricity	Space physics (physics only)

Examination:

- 2 equally weighted papers lasting 1h45 each and worth 100 marks
- Foundation tier: grades 1 to 5
- Higher tier: grades 4 to 9 (grades 3 allowed.)

Practical Assessment:

- 8 Required practical activities
- Questions in the written exams will draw on the knowledge and understanding students have gained by carrying out the practical activities.

Course Objectives:

- To understand how physics can affect society and the environment.
- To grasp how hypotheses, evidence, theories and explanations work together.
- To increase awareness of risk and the ability to assess and weigh risk against potential benefits.
- To acquire observational, practical, modeling, enquiry and problem-solving skills.
- To be able to evaluate claims using scientific methods.
- To develop skills in communication, mathematics and the use of technology in scientific contexts.

Career Possibilities:

Physics will equip you with strong analytical and mathematical skills and will make you welcomed in a wide range of professions. You may consider employment in a variety of fields such as research, aerospace, railways, motor vehicle design, manufacturing, medical engineering, computing, design, development, commerce, banking, finance, marketing, management consultancy and teaching among others.

For further information please contact: Dr V Piccio

RELIGIOUS EDUCATION

Examining Board & Syllabus: AQA Spec B8063

Specifications at a glance:

Catholic Christianity

- Creation
- Incarnation
- The Triune God
- Redemption
- Church and the Kingdom of God
- Eschatology

Judaism

- Beliefs and teaching
- Practices

Religious, philosophical and ethical issues

- Relationships and family
- Religion, Peace and Conflict
- Religion, Human Rights and Social Justice

Examination: 2 x 1 hour 45mins examinations

Controlled Assessment:

No controlled assessment or coursework required

Course Objectives:

- To enable students to develop their knowledge, skills and understanding of religion by exploring the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning;
- To enable students to express their personal responses and informed insights on fundamental questions and issues about identity, belonging, meaning, purpose, truth, values and commitments.

For further information please contact: Mrs Shields

SPANISH

Examining Board & Syllabus:

AQA Spanish 4695

Specification at a glance:

This four-unit specification requires students to develop their ability to write and speak in Spanish and to understand the language when it is written down or spoken. You will study four themes: Lifestyle (Health, Relationships and Choices), Leisure (Free time and the Media, Holidays), Home and Environment, Work and Education (School/College and Future Plans, Current and Future Jobs).

Examination: This GCSE Spanish specification requires students to complete four units in the following skill areas: Listening, Reading, Speaking and Writing.

- Listening: 20%
Foundation Tier - 30 minutes (+ 5 minutes reading time)
Higher Tier - 40 minutes(+ 5 minutes reading time)
- Reading: 20%
Foundation Tier - 30 minutes
Higher Tier - 50 minutes
- Speaking: 30% Controlled Assessment(internally assessed)
- Writing: 30% Controlled Assessment (externally assessed)

Controlled Assessment:

This course has 60 per cent controlled assessment, split equally between Speaking and Writing.

Compulsory Trips:

No compulsory trips, but visits to the country are highly recommended.

Time Allocation	4 x forty minute lessons per week plus homework tasks
Deadlines	Rolling programme of speaking and listening assessments throughout the course
Trips	No compulsory trips
Textbooks	"AQA Mira Higher" by Anneli McLachlan and Leanda Reeves

For further information please contact: Miss Prieto

Supporting your child through their GCSEs

GCSEs offer your child a passport to further education as well as self-confidence and self-worth. With less focus on controlled assessments and course work and examinations being the main form of assessment for GCSEs, being prepared for the examinations is of utmost importance. There are a variety of ways in which you can help your child to develop and sustain a positive attitude towards GCSEs.

There are 3 main areas that are recommended by researchers in this field to support your child:

- Providing inspiration
- Offering incentives; and
- Supplying refreshments

Providing Inspiration

We all need someone or something to inspire and motivate us to get started. Sources of inspiration are deeply personal and can take many forms, it is therefore important to reflect upon the people and things that inspire and uplift your child. . Maybe there is a particular photograph, piece of music or book that he would really benefit from being given or maybe there is a film or a musical that he would really appreciate going to see. You could also create opportunities for your child to talk to friends and family about the benefits and advantages offered by a good set of GCSE results:

- Ask an older sibling, cousin or friend studying at university to talk to them about university life or perhaps visit them at university
- Offer opportunities for him to meet people working in professions that he would like to join and encourage him to talk to them about their job
- Identify and take-up opportunities to informally and openly discuss your own exam results and the extent to which these facilitated or constrained your personal and professional development.

Offering Incentives

Although the promise of access to further and higher education or a good job is enough to keep some students motivated throughout their GCSEs, others require additional incentives. One option is to discuss with your child what sorts of rewards would motivate him to set more ambitious targets and to revise more diligently. You could then promise certain rewards for them working hard. Ensure that you set fairly challenging but realistic targets. A few examples of possible rewards:

- Tickets to a pop concert or festival
- Some money for clothes and music
- Tickets to a football match
- A new mobile phone
- A party soon after his last exam
- A guitar or musical instrument

Supplying Refreshments

The sheer volume of work that GCSE students are expected to complete in the run-up to their exams makes it essential that you provide your child with opportunities not only to study and revise but also to relax. Try to identify ways that you can help him to stay fresh and relaxed. Some possibilities:

- An obvious way that many people wind-down is by spending quality time with their friends. Although you need to ensure that your child doesn't spend excessive amounts of time socialising during the run-up to his exams, take care to ensure that outside of the school day he gains regular access to friends.
- Encourage your child to find time to focus his attention completely away from sources of anxiety such as revision and exams through active participation in local clubs and sports.
- We all deserve a degree of freedom to find our own ways of resting, relaxing and recouping lost energy. It is therefore worth remembering that an occasional lie-in or the chance to chill-out with friends in front of a good film sometimes does the world of good.

PROVIDING YOUR CHILD WITH MATERIAL AND PSYCHOLOGICAL SUPPORT

No parent can sit with their child in the examination. Even if you are fully aware of exactly what GCSE success requires, due to the ferociously independent nature of many teenagers, you are also likely to find it very difficult to adopt a directive style of parenting during the run-up to exams. Instead, you need to consider more subtle ways of providing support. This section discusses different forms of material and psychological support that you can offer your child such as:

- 1- Useful equipment;
- 2- A positive home environment and
- 3- Unconditional love.

Useful Equipment

At the most basic level, there are various types of equipment that will help your child to prepare for GCSEs and it is therefore a good idea to set-aside a budget to cover the costs of these materials. Be sure to directly involve your child in the process of clarifying what equipment he most needs and try to make purchases as early in his exam year as possible. Some examples of items that he might find useful:

- | | | |
|------------------------------|--------------------|-----------------------------|
| ➤ Pencil | Pens | Ruler |
| ➤ Rubber | Sharpener | Fine-point coloured pens |
| ➤ Calculator | Pin-board | Diary or personal organiser |
| ➤ Notebook | Watch /Alarm clock | Calendar |
| ➤ Highlighter-pens | Past exam papers | Chair and desk |
| ➤ Revision guides/ Textbooks | | |

In addition, they may benefit from attending extra-curricular revision courses offered at school, look out for the timetable when it is published in the Spring term.

Positive Home Environment

The inevitable pressures on the limited shared resources available in your home make it essential that you find ways of ensuring that the legitimate demands of other family members are balanced against the particular needs of your child in the run-up to his GCSEs. It is especially important that GCSE students are provided with ample space and time to revise. Some related issues to bear in mind:

- Students will need a quiet private space (e.g. a desk in the bedroom) where they can study and revise undisturbed by external influences. You may therefore need to insist that at certain times of day the TV and mobile phones are turned off.
- We are all creatures of habit and tend to be enabled and constrained not only by our own daily routine but also by the daily routines of those closely connected to us such as parents, siblings and friends. Have a think about ways that family members' habits limit the extent to which your child can prepare for his exams. For example, bringing forward mealtimes may release more time for them to study or beginning the car journey to school earlier may provide a chance to browse over revision notes before the school-day starts.

Unconditional Love

Some of the most fascinating research on successful parenting concludes that the most effective parents provide their children with both challenge and unconditional love. Beyond recognising the need for your child to exhibit the vision, self-discipline and fortitude required to secure a good set of GCSE grades, remember that when preparing for exams they will inevitably be subjected and exposed to a variety of forces that are largely beyond their control and that they therefore are likely, at times, to experience a significant degree of uncertainty and insecurity. Providing your child with the reassurance that, whatever mistakes they make and whatever misfortunes they encounters, you will always be there to love and support them will enable them to approach exams with greater confidence.

Some antidotes to GCSE anxiety:

- Regularly invite your child to talk to you openly and confidentially about how they are feeling and to let you know if there is anything at all that you can do to help. At these times, restrain yourself from trying to 'solve' their 'problems' by offering immediate 'solutions' and continue to affirm instead that you understand how they are feeling or just hear them out. Conclude these conversations by reminding them how much you love and care for them and by reassuring them that you are committed to helping in any way that you can.
- Create opportunities for your child to engage in activities that are completely removed from the world of school, homework, revision and exams. Consider, for example, offering to take him to the cinema or out for a meal.

KNOWING THE STUDY SKILLS THAT YOUR CHILD REQUIRES TO ACHIEVE EXAM SUCCESS

Support your child in developing their study techniques. Examples of study skills that can lead to success are:

- Time management

- Note-taking

Time Management

One of the main reasons why many young people fail to achieve a good set of GCSE grades relates less to their lack of ability or ambition and more to the fact that they seriously underestimate the amounts of time that they need to set aside for revision. Many students now take 10 or more GCSEs and are therefore required to revise over 200 GCSE topics. On the basis of 1 hour of revision per topic, this means that your child may need to complete a total of over 200 hours of revision. Assuming that they revises for 1-2 hours a day, they will therefore need to start revising at least 3-6 months before his first exam. For those taking exams in June, this means starting to revise in February at the very latest. It is worth running through these figures and dates with your child so that they can begin to see for themselves the benefits of starting revision as soon as possible.

A few secrets of effective time management: Like money, time is a limited resource that should ideally be distributed according to what we value and therefore according to our values. If your child values their GCSE grades then they need to ensure that, at times, revision takes priority over other interests and activities.

- Due to the fact that our lives tend to be structured around our routines, one of the most direct and effective ways that your child can release more time for revision is by changing his daily routine. For example, at weekends getting-up an hour earlier so that they can use this 'extra' time for revision.
- In order to provide a clear revision plan and reduce stress levels, it is helpful for your child to create a revision timetable that clarifies what, on any given day, they need to revise and for how long.

Note-taking

Many students 'revise' by copying-out their class-notes or pages of school textbooks. This is not only a dull and slow way of studying but also highly ineffective – it is possible to copy-out a whole book and still know little or nothing about what you have written. Instead, GCSE students need to find ways of taking notes that require them to analyse and actively think about topics that they are revising. There are very few hard and fast rules about effective note-taking. The key is to encourage your child to develop a repertoire of note taking techniques through experimenting with the different options available. Some general principles for your child to bear in mind when taking revision notes:

- It is helpful for them to work towards developing a revision file that is divided into subject areas and that contains a single 'summary' page for each topic that they are studying (e.g. if there are 30 topics in his History syllabus then the History section should contain 30 pages).
- There is no need for GCSE students to take notes by using sentences. Instead, encourage them to use key words from the text that they are studying and to enhance their revision notes by recording information as symbols (e.g. a crown to represent the king or a mask to represent the theatre etc) and by using several colours (highlighter-pens and a pack of good quality fine-point coloured pens come-in very handy here).

- Encourage them to take revision notes on plain paper and to experiment with different ways of organising information on the page. For example, if in a particular topic there are eight key points that they need to remember and understand then they could: draw a large circle on the page; divide-up this circle into eight parts; and then write in each of the eight parts of the circle key words or symbols that remind them of each of the eight points that they are trying to revise.

This information has offered a range of hints and tips that you can use to help your child to prepare for GCSEs.

- The first section focussed on ways of raising your child's aspirations and helping him to develop and sustain a positive attitude towards his GCSEs.
- The second section examined some of the different forms of material and psychological support that you can offer your child when they are preparing for exams.
- The final section unpicked some core study skills that your child will need to practice and apply if they are to achieve exam success.

A good set of GCSE grades will certainly provide your child with a passport to further and higher education. It may also provide them with a profound sense of self-worth and accomplishment. Above all else, try to help your child not only to develop a clear vision and focus but also to remain open and relaxed throughout.

“One of the most important keys to success is having the discipline to do what you know you should do, even when you don't feel like doing it.”

Todd Smith

Appendices

School Policies

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

Here is a list of all the policies available from the school office for parents of pupils and parents of prospective pupils. These 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:

Able, Gifted and Talented	Curriculum including EYFS	Minibus
Acceptable Use of ICT for Pupils	Cyberbullying	Missing pupils/Suspect a child is running away from home
Administering medicines	Data Protection	Parent Code of Conduct
EYFS	Disability	PSHEE
Admissions	Drugs	Scholarships
Assembly	Eating Disorders	School Council
Assessment and Reporting	Educational visits	Sex Education
Attendance and Punctuality	Emergency procedures- Fire	Special Educational Needs and EAL
Behaviour Management including EYFS	Evacuation	Self-Harm
Bursaries	Equal Opportunities	Spiritual, moral, social and cultural development and British Values
Camera and recording device use	Exclusions	Supervision
Careers Education and Guidance	Extreme Weather	Teaching and Learning
Code of Conduct for Pupils	Fire Risk	
Controlled Assessment policy	First Aid	
	Homework	
	Learning and Teaching	
	Literacy	
	Marking	



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” to another person may be permanently excluded. The introduction of weapons, alcohol, drugs 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

Updated July 2016 Reviewed and updated: April 2017 Reviewed on 10th March 2018 Next Review April 2019

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