

Welcome to KS3 Key to Success Evening

#WeAreALDER

Altruism – Leadership – Diversity – Excellence - Resilience

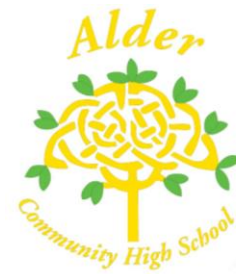


Headteacher's Welcome

Mrs Critchlow

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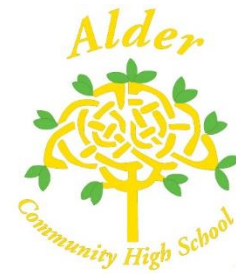


Aims of this evening

- To share key information to ensure you are informed.
- To give hints and tips to support your child and share where they can access support in school.
- To share subject specific information for English , Maths and Science.

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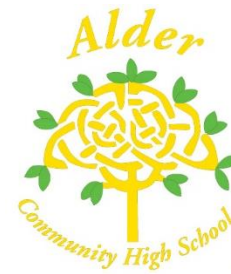
At Alder:

- We are on an **improvement** journey [Outcomes/Ofsted/SEND – feedback is need for change]
- We have **high expectations** in terms of standards [Uniform/Behaviour/Ready to learn]
- We have **high aspirations** for our students [National Curriculum/Aspirational for ALL/Timetable]
- We expect a **positive attitude** to learning [More important than ability – achieve YOUR potential]
- You need a strong **work ethic** [No substitute for HARD work]
- You must demonstrate our **ALDER Values and follow the school rules** [Develop your character]
- Low-Level **behaviour** [eg chatting] has massive impact on **a]** their learning and **b]** other students' learning
- **Independent** learning/Homework [Every evening]
- **Attend** school [On time, every lesson, every day]

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Attendance



- Students should aim for **100% attendance**
- Absent students **rarely catch up**: Simply too **much content** and **not enough time**
- Strong correlation between **attendance and achievement**
 - ✓ Over 95%: average progress score of 0.55
 - ✓ Below 92%: average progress score of -0.32

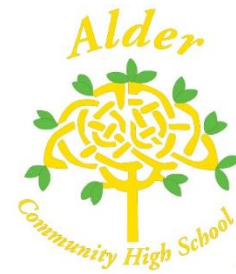
Punctuality

- To school/lessons: Says a lot about their **attitude towards learning**
- Instilling **life skills** needed to be successful in the real world



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Parents

- Work in **partnership** with us [Communicate – call, email, Class Charts]
- Support Alder's **High Expectations** [Benefit them longer term – 3 equal members of a team]
- Promote **good work ethic** at home and **take an interest** [Provide: quiet study room, routines, take an interest, ask questions]
- Promote **good behaviour & attendance** [Vital to success]
- Reward **'effort'** rather than outcome [If working hard, reassure them you are 'happy' no matter the result]
- Careful of **'deflection'** ["Can't do it"/"Too hard"/"No homework"/"Teacher doesn't help me"]
- Encourage **responsibility & maturity** [Life skills]
- Keep **us informed** [If an issue - will work together towards a resolution]

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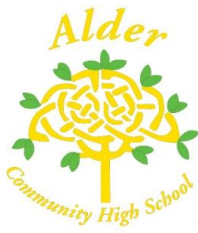
Deputy Headteacher: Mr White

Culture

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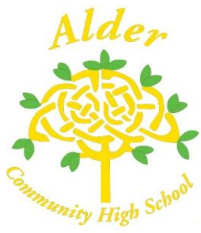
Behaviour and Attitudes



- ▶ We have high expectations for our learners' ***behaviour and conduct*** and we will apply these expectations ***consistently and fairly***. This is reflected in our learners' behaviour and conduct
- ▶ Our learners' attitudes to their education are ***positive***. We want our students to be committed to their learning, know how to study effectively and do so, they will need to be ***resilient*** to setbacks and take pride in their achievements
- ▶ Our learners will need to have ***high attendance and are punctual***
- ▶ The ***relationships*** among our learners and our staff reflect a positive and respectful ***culture***.
- ▶ Our leaders, teachers, other staff and learners create an environment where bullying, learner-on-learner abuse or discrimination are not tolerated. If they do occur, our staff will deal with issues quickly and effectively, and we will not allow them to spread.

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Our Alder Values

Altruism

Having a genuine and selfless concern for others.

Leadership

Inspiring and empowering a community to achieve a shared vision by leading by example.

Diversity

Celebrating, accepting and respecting that everyone is different both in school and in our community.

Excellence

Striving to achieve your best in all that you do.

Resilience

Turning challenges into something positive and never giving up.



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Behaviour Expectations

A

Attend every lesson on time.

L

Let others learn.

D

Dress in correct uniform and be equipped for learning.

E

Excel in your own learning.

R

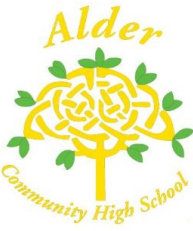
Respect everybody and everything in our community.



Mobile phones and other devices
(including headphones) must
NOT be seen or heard anywhere
on the school site

If seen, they will be confiscated and an adult will need to collect
them from Reception

Our students 'Personal Development':



- ▶ Our curriculum *extends beyond the academic*, technical or vocational. We provide our learners' with broader development opportunities, helping develop and discover their interests and talents
- ▶ Our wider work support learners to develop their character – including their resilience, confidence and *independence* – and help them know how to keep physically and mentally healthy
- ▶ Ensuring we *prepare our learners for future success* in their next steps
- ▶ Prepare our learners for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law

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Progress Leaders

Mrs Paul - Year 7

Mrs Robertson – Year 8

Miss Howell – Year 9

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Progress Leader

ACADEMIC PROGRESS

- Achievement meetings
- Meetings with parents/students
- Liaise with staff throughout the year
- Progress report

PASTORAL SUPPORT

- Referrals for in-school support and external agency support
- 1 to 1 meetings
- Attendance and punctuality

BEHAVIOUR

- Reports
- Available before and after school and social times throughout the day
- Monitor behaviour
- Meet with parents and students
- Interventions

CELEBRATE STUDENT SUCCESS

- We are Alder values
- Awards assemblies
- Parent/Student announcements
- Social media posts
- Rewards trip
- Rewards Shop

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Uniform

Alder blazer

Plain black V neck jumper (optional)

Plain white shirt – tucked in

Black tailored trousers or plain black tailored school skirt with tights

Green tie – house colour logo

Plain black formal school shoes

Plain black or white socks



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Uniform

- Sleeves rolled up
- Stretchy, shiny materials, hipster style, leggings, ankle grazers and skinny leg trousers and other types of similar fashion trousers.
- Skirts rolled , skirts made of jersey, Lycra or shiny material. Skirts with splits. Tube skirts.
- Hoodies or sweatshirts of any kind (not beyond the gate)
- Trainer style/crossover shoes/platform soles or heels.
- All other socks apart from plain black/white (now bows/frills)
- False nails/eyelashes
- Extreme haircuts / colour
- Mobile phones/smart watches
- Earrings/ piercings



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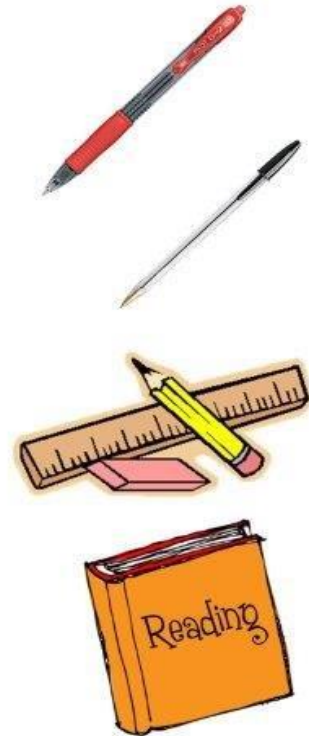
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Equipment



Equipment list:

- ⇓ **Black Pen**
- ⇓ **Red Pen**
- ⇓ **Pencil**
- ⇓ **Ruler**
- ⇓ **Eraser**
- ⇓ **Reading Book**
- ⇓ **Calculator**
- ⇓ **Water Bottle**



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Key Dates

Progress Updates will be sent home each term, so that you are informed, and can have discussions with your child regarding their progress.



Year 7	
17/10	Welcome to Alder evening
13/11	We are Alder Day
11/12	Flu Vaccinations
05/02	We are Alder day 2
27/03	Parents evening
WC 18/06	Exams
01/07	Summer music concert
14/07	Awards evening
16/07	We are Alder day 3
17/07	Sports award evening
21/07	Activities day

Year 8	
WC 23/09	HPV Immunisations
13/11	We are Alder Day
11/12	Flu vaccinations
12/12	Parents evening
05/02	We are Alder day 2
WC 18/06	Exams
01/07	Summer music concert
14/07	Awards evening
16/07	We are Alder day 3
17/07	Sports award evening
21/07	Activities day

Year 9	
13/11	We are Alder Day
11/12	Flu vaccinations
12/12	Parents evening and options evening
27/01	Immunisation boosters
05/02	We are Alder day 2
WC 18/06	Exams
01/07	Summer music concert
14/07	Awards evening
16/07	We are Alder day 3
17/07	Sports award evening
21/07	Activities day

Support Available

- Class Teachers – subject specialists!
- Form Tutors
- Mrs Birch – Attendance and Wellbeing Officer
- Progress Leaders
- Mr Lamb – Assistant Headteacher – Raising Achievement
- SEN Team
- School-based counsellor
- School leadership team

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Academic Progress

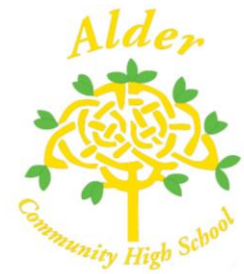
Mr Lamb

Assistant Headteacher – Raising Achievement

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Keeping You Informed



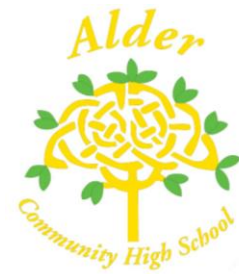
- ▶ Key to Success Evening
- ▶ Class Charts
- ▶ Parents Evening
- ▶ Progress updates
 - Attendance & Punctuality
 - Behaviour & achievement points
 - % of curriculum learnt
 - Average
 - Behaviour
 - Engagement in learning
 - Homework



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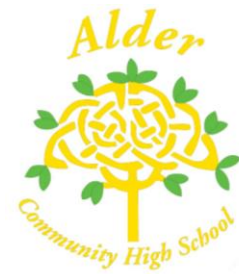
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Independent Learning – Homework



- ▶ Homework set on Class Charts
- ▶ Principles of Homework:
 - should require some deep thinking
 - activities must be meaningful and relevant
- Homework tasks should fulfil one of the following purposes :
 - ***Consolidate learning***
 - ***Extend Learning***
 - ***Prepare for learning***

What you put in you get out!



Independent Learning – Examination Preparation

- ▶ Internal Exams - summer term
- ▶ All subjects
- ▶ Exam hall / Classroom
- ▶ Prepares students for final GCSE examinations
- ▶ Independent learning strategies (Revision) developed in form time curriculum.

What you put in you get out!



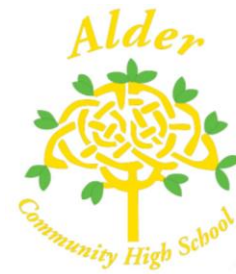
SEND

Miss Huddleston: SENDCo
Ms Sloan: Assistant Headteacher
Inclusion

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SEND Support



Key Staff:

- Mrs Allford - Learning Support Manager
- Mrs Heywood - SEND Administrator
- Miss Huddleston – SENDCo (NASENCo)
- Ms Sloan – AHT SEND and Inclusion (NASENCo)
- Team of Teaching Assistants

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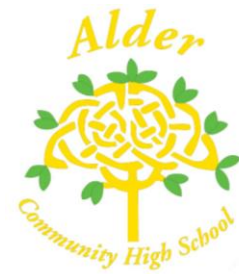
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SEND Support

- Increased co-production working with parents, carers and pupils
- We believe that clear and consistent communication creates the best environment for students to progress
- Appointments can be made to discuss progress with the SENDCo or a member of the Learning Support team where necessary
- EHCPs are officially reviewed annually, and progress reviews may be scheduled when requested.
- The SEND department has a dedicated email address which is monitored by the SENDCo: sen@alderchs.uk



SEND Support



- We believe that all learners, including those with SEND, should have the opportunity to experience a broad, balanced and appropriate curriculum.
- We have high aspirations and expectations of all students and believe that this is the best way to ensure that students leave Alder with the right skills and qualifications to make their next steps into adulthood.
- At Alder, all teachers are responsible and accountable for the progress and development of all the students in their class and will communicate with families in line with school reporting and monitoring policies.

SEND Support



Support for Year 9 Options

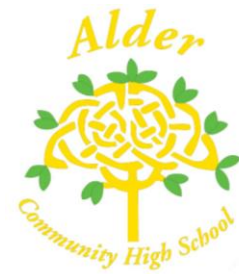
- Our students with SEND will be offered a broad and ambitious range of options.

Access Arrangements

- The assessing and awarding of access arrangements is a formal process and we must comply with JCQ regulations to put these in place.
- Depending on the needs of the student, appropriate arrangements may be made if they meet the required standards set out in the guidance, and it is embedded as their 'Normal Way of Working'



Local Offer, Support and Guidance



We encourage families to access support from outside services as this can create opportunities to form additional support networks.

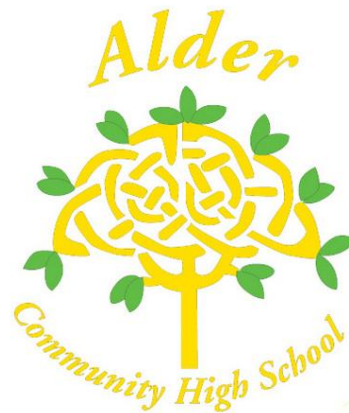
- www.tameside.gov.uk/sendias
- www.ipsea.org.uk
- www.ourkidseyes.org
- www.autismeducationtrust.org.uk/parents
- www.adhdfoundation.org.uk

Links to the local offer for Tameside:

Our local authority's local offer is published here:

[Tameside SEND Local Offer](#)

Key to Success in English



Alder Community High
School

English Department

Key staff

Miss V Lang: Curriculum Leader of English

Miss J Darlington: Assistant Curriculum Leader of English

Miss Simpson: Teacher of English

Mr Halton: Teacher of English

Miss McDonald: Teacher of English

Mr Bowman: Teacher of English

Miss Huddleston: Teacher of English and SENCo

Miss Ellis: Teacher of English and Assistant Head Teacher

Miss Sloan: Teacher of English and Assistant Head Teacher

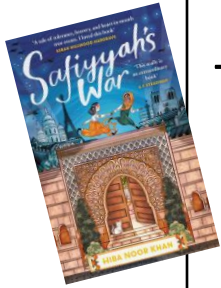
As a department, we are aiming to:

- Build passion for English through a challenging curriculum.
- Ensure students have an in-depth knowledge of a broad, diverse range of texts across time
- Ensure students retain and build upon their English knowledge.
- Encourage students to use challenging, academic language in your written and spoken work.
- Develop student understanding of the cultural, social and political world around them.
- Ensure they excel in their exams and beyond.

What does English look like in Year 7?

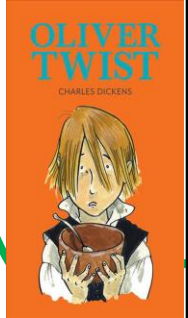
Autumn

The theme(s) of Conflict and Rebellion, with an in-depth reading of *Safiyyah's War* by Hiba Noor Khan



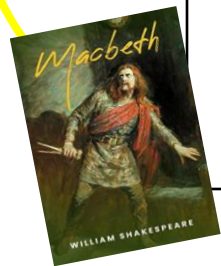
Spring

The theme(s) of Crime and Punishment, with an exploration of *Oliver Twist*, by Charles Dickens



Summer

The theme(s) of Heroes and Villains, with an exploration of *Macbeth*, by William Shakespeare



What does English look like in Year 8?

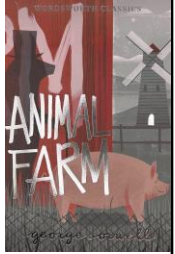
Autumn

The theme(s) of Morality and Responsibility, with an in-depth reading of *A Christmas Carol*, by Charles Dickens



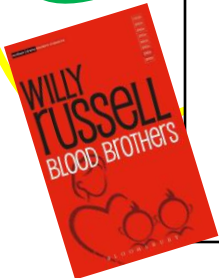
Spring

The theme of Political Protest, with an in-depth reading of *Animal Farm*, by George Orwell



Summer

A scheme entitled It's Grim Up North, with an in-depth reading of *Blood Brothers*, by Willy Russell



What does English look like in Year 9?

Autumn

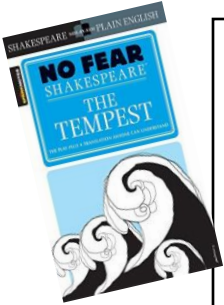
The theme(s) of Power and Control, with an in-depth reading of *The Tempest*, by William Shakespeare

Spring

The Gothic, with an in-depth reading of *Jekyll and Hyde*, by Robert Louis Stevenson

Summer

The theme(s) of The Powerful and the Helpless, with an in-depth reading of *Frankenstein*, by Mary Shelley and an exploration of Romantic poetry, including poets such as Claude McKay.



Knowledge Organisers

Students will be given a Knowledge Organiser at the beginning of each scheme of work.

They are designed to:

- Scaffold learning
- Support retention of key knowledge
- Be accessible and concise

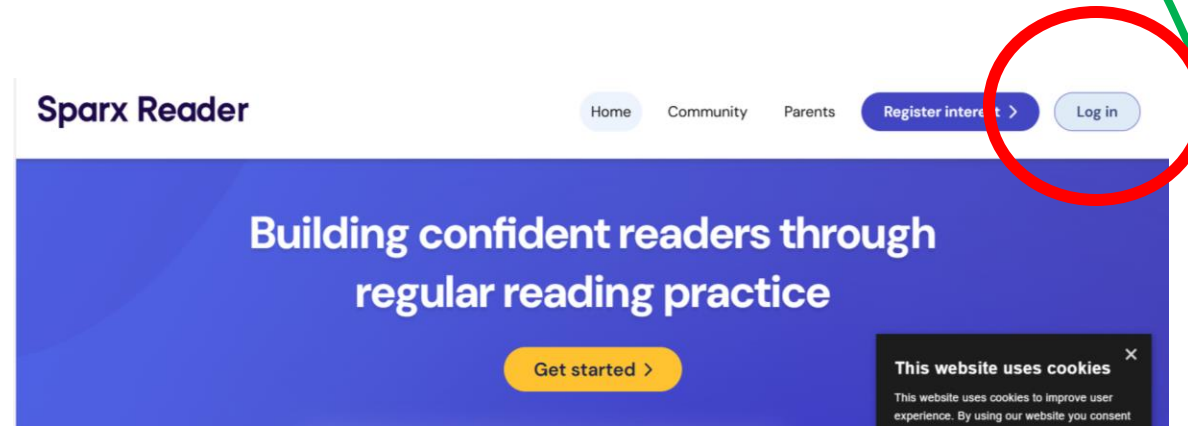
Character	Summary	Subject terminology	Definition	Key vocabulary	Definition
Dr Jekyll	A well-respected Victorian Gentleman. Jekyll is an intelligent and wealthy scientist	Grotesque imagery	Language that creates a strange or unpleasant image in the reader's mind.	Bestial	Savage, like an animal.
Mr Hyde	A mysterious and grotesque man who no one truly knows.	Hyperbole	Exaggeration for effect.	Cantankerous	Bad-tempered, argumentative and uncooperative.
Mr Utterson	A respectable lawyer, friends with Jekyll and Lanyon.	Juxtaposition	Two things being seen or placed close together for contrasting effect.	Debase	To reduce something in quality or value
Dr Lanyon	Dr Jekyll's close friend.	Motif	A recurring subject, image, theme or idea within a text	Duality	The state or quality of being two or in two parts.
Poole	Dr Jekyll's butler.	Nomenclature	Using names for deeper, symbolic meaning	Grotesque	Ugly or unpleasant to look at.
Mr Richard Enfield	Mr Utterson's friend and cousin.	Pathetic fallacy	To give emotions to non-human objects.	Harbinger	A person or thing that shows that something (usually bad) is going to happen soon. <u>Or</u> a person who initiates change.
Sir Danvers Carew	A wealthy and respected Member of Parliament.	Symbolism	The use of a sign/ image/ object to represent an idea.	Irrepressible	Not able to be controlled or restrained.
		Zoomorphism	Language that describes people, objects or places using animal attributes.	Mensaging	Something that seems dangerous or threatening.
				Ominous	Giving the impression that something bad is going to happen.
				Solitary	Private, alone, unsociable.
Contextual factors					
The Victorian Gentleman	In the 19 th century, a man's reputation was incredibly important. Men were expected to behave in a polite and respectable manner. They were expected to repress their emotions and they were expected to hide their less socially acceptable desires. If your reputation was damaged, this would affect your entire life and you could be shunned from society.				
The 'Other'	In the 19 th century, members of society were both fascinated and afraid of anyone they saw as 'Other'—different from the norm. This included those who had physical disabilities who society viewed as grotesque ' freaks'. This fear may have come both from the repression in Victorian society and fears about how the effects of the expansion of the British Empire may change what was seen as acceptable in a society that valued strict rules of etiquette.				
Science vs Religion	Society in the 19 th century was incredibly religious. Christianity was the predominant religion. Publication of Darwin's <i>The Origin of the Species</i> in 1859 introduced the public to his Theory of Evolution. Many people believed that this was an attack on religion itself as it seemed to suggest that it was impossible for God to have created the world in seven days, as indicated in the Bible. Many people believed that science and religion were opposing concepts.				
The Gothic genre	Gothic novels became incredibly popular in the 19 th century due to increased interest in the supernatural and the repressed nature of society. Gothic novels are characterized by a sense of claustrophobia, the supernatural, extreme emotions and pathetic fallacy. Gothic symbols include the cross, locked rooms, darkness, light, fog and powerful nature.				
The Fall of Man (Adam and Eve)	Christianity was the predominant religion in 19 th century England and the story of Adam and Eve, taken from the Bible, was used to explain the existence of both good and evil in all mankind. Adam and Eve, the first man and woman, ate in the Garden of Eden a paradise created by God. They are tempted by the Devil to defy God and eat from the Tree of Knowledge. God then expels them from Eden. This is referred to as Original Sin and is symbolic of lost innocence.				

Homework

This year, all KS3 students will have weekly homework set on SparxReader.

SparxReader encourages students to read widely and often, and uses their reading test (completed in English lessons) to assess their current reading level and support them to select the best book for them.

Students can swap or change their book if it is too difficult, or simply if they are not enjoying it.



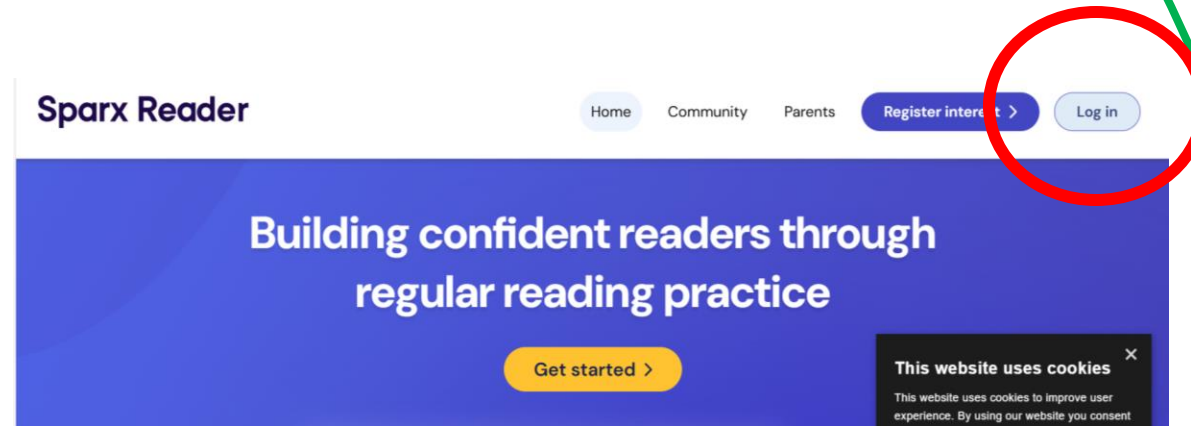
- 1. Type in SparxReader to your web browser. Click the first link.**

Homework

Student homework this year will follow a weekly schedule.

Every Tuesday, students will have SparxReader homework to complete.

Students can access this in the same way as they would access SparxMaths.



1. Type in SparxReader to your web browser. Click the first link.


Homework

Student homework this year will follow a weekly schedule.

Every Tuesday, students will have SparxReader homework to complete.

Students can access this in the same way as they would access SparxMaths.

Log in to Sparx Reader
You're logging into Alder Community High School
[Not your school?](#)

Log in to Sparx using Microsoft 

or

Use your Sparx login

Username:

[Forgot login details?](#) **Log in**

2. There is no need to use Sparx login. Simply click the blue button to log in using your school email and password.

This will tell students when their homework is due. We ask that students read for 30 minutes a week. This will equate to 300 SparxReader points.

This section is also important. Students will be able to see how many tasks have been completed here. If they have overdue homework, they will need to catch up by simply reading more.

Home

Library

Leaderboard

Vocab

Gold Reader

Good evening, Jade

Current Task [What is this?](#)

There is no current task set

Latest book

You have not started any books.

Find a new book to read in the [Library](#)

Previous Tasks

You have no previous tasks

Unlock Gold Reader

Reach 5 stars to unlock a 5-week Gold Reader pass!

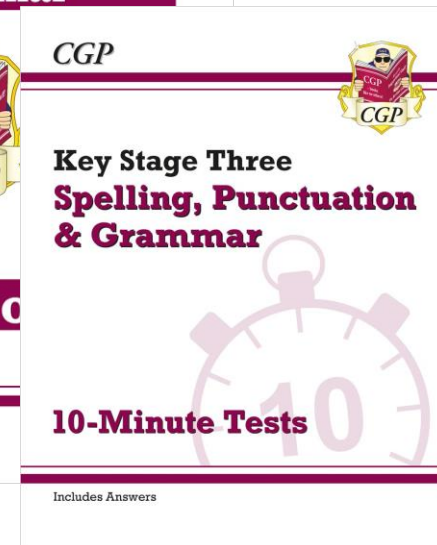
The slide features decorative wavy lines in green and yellow that flow across the top and sides of the page. A central white rectangular box with a thin black border contains the main text.

If you would like further support or information on SparxReader, please follow this link:

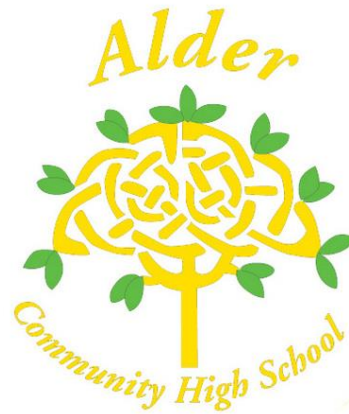
[Sparx Reader - A parent's guide to Sparx Reader](#)

Support

You can purchase a range of revision guides to support your child at KS3. They are available via ParentPay.



Key to Success in Maths



Alder Community High
School

#WE ARE ALDER MATHS

Mathematics

Meet the Team:

Mr G Williams – Curriculum Leader (11)

Mr R Tidy – Lead Practitioner (pedagogy)

Mr T Lindsay – Assistant Curriculum Leader (9&10)

Ms M Reeve – Assistant Curriculum Leader (7&8)

Mr R Musson

Ms P Rayson

Mr A Smith

#WE ARE ALDER MATHS

Maths is about...

- Deep Thinking** - Your brain like any muscle needs exercise.
- Role Modelling** - Not just positive behaviour but having resilience too.
- Impact** - Recognise each of your successes, especially when you gave your best effort.
- Challenge** - Overcoming a challenge is often about breaking things into manageable chunks.
- Engagement** - Give it a try; we might not get it yet but we can be better.

MATHS It's not like when we were at school

Methods may look different but the core curriculum is the same

$$25 \times 13$$

	20	5
10	200	50
3	60	15

$$\begin{array}{r} 200 \\ 50 \\ 60 \\ \hline 325 \end{array}$$

$$(x+5)(x-2)$$

	x	+5
x	x^2	$+5x$
-2	$-2x$	-10

$$x^2 + 3x - 10$$

Performance


- Our features of Great Maths Lessons
- Engagement
- In lesson
 - Ensure you have good notes
 - Make full opportunity to practice
 - Take part in discussion
- Out of lesson
 - Complete Sparx on time every time (break down to 10 minutes a night)
 - Make use of question level analysis sheets to plan an additional 10 minutes of independent learning

5 Key Questions parents can be asking

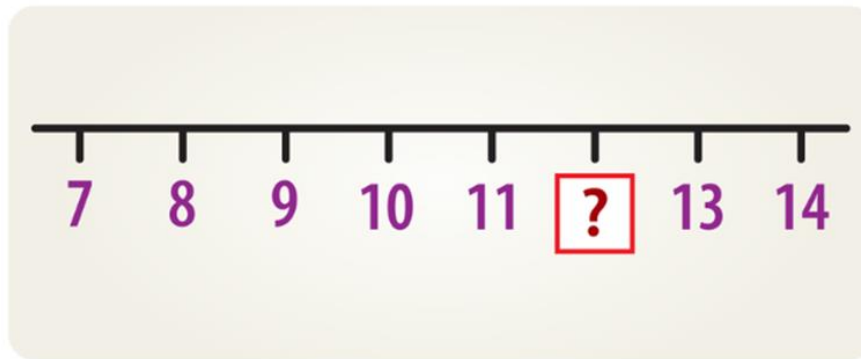
1. How do you know?
2. Convince me/them.
3. Explain why/how/why.
4. What if.....?
5. Can you do it differently?

- Pupils are set **weekly homework** on Sparx.
- The homework follows our scheme of work. As well as introducing new topics it revisits previous topics for pupils too.
- Sparx uses **artificial intelligence** to learn each pupils working level, and adapts the questions to suit them. Therefore it is really important that pupils don't receive too much help from you, or anyone else.
- Pupils can let Sparx know they are struggling by watching the videos with the relevant questions. Over time Sparx will use this information to adjust the pitch.

Bookwork code: 2A

 Calculator
not allowed

Write down the number that should go in the box on this number line.



 Zoom

 Watch video

Answer

Key to Success in Science



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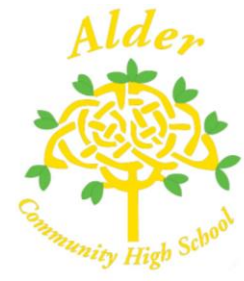
Departmental aims

- For all students to develop a sense of excitement and curiosity about natural phenomena, and the motivation to succeed within science.
- To build on prior knowledge as students develop their understanding of the subject through Key Stage 3.
- To provide students with opportunities to plan, monitor and evaluate their own learning through self-assessment, peer-assessment and independent study at home.
- To provide carefully sequenced practical work to help students to develop their scientific reasoning and enquiry skills.
- To teach explicitly the language of science within lessons, including the tier 2 words which students will need to understand to be successful within science.
- To provide a foundation for students to move into a range of diverse and valuable science careers.

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Curriculum



Year 9 CURRICULUM MAP 2023-24

'Spiralling' curriculum throughout years 7, 8 and 9

Revisits and builds upon existing knowledge and understanding (key 'threads')

AUTUMN TERM	SEPT	SEPT	SEPT	SEPT	OCT	OCT	OCT	OCT	OCT	NOV	NOV	NOV	NOV	DEC	DEC	DEC	
	04-08	11-15	18-22	25-29	02-06	09-13	16-20	23-27	30-03	06-10	13-17	20-24	27-01	04-08	11-15	18-21	
	B3 Ecosystems (HSW 3)				P6 More Forces (HSW 9)				HALF TERM	C6 Metal Reactions (HSW 3+5)				B6 Plants (HSW 2)			
SPRING TERM	JAN	JAN	JAN	JAN	FEB	FEB	FEB	FEB	MAR	MAR	MAR	MAR					
	08-12	15-19	22-26	29-02	05-09	12-16	19-23	26-01	04-08	11-15	18-22	25-28					
	C7 Materials from Rocks (HSW 3 + 4)					HALF TERM	EXAM 1	Exam feedback and intervention	P7 Electricity, Magnetism and Energy Transfer (HSW 8)								
SUMMER TERM	APR	APR	APR	MAY	MAY	MAY	MAY	JUNE	JUNE	JUNE	JUNE	JULY	JULY	JULY	JULY		
	15-19	22-26	29-03	06-10	13-17	20-24	27-31	03-07	10-14	17-21	24-28	01-05	08-12	15-19	22-23		
	P7 Electricity, Magnetism and Energy Transfer (HSW 8)				EXAM 2	Exam feedback and intervention	HALF TERM	Exam feedback and intervention	B7 Genes and Inheritance (HSW 1)				Investigation (Assessment of HSW6, 10, 11)				

'How Science Works' disciplinary knowledge is developed and revisited throughout Key Stage 3



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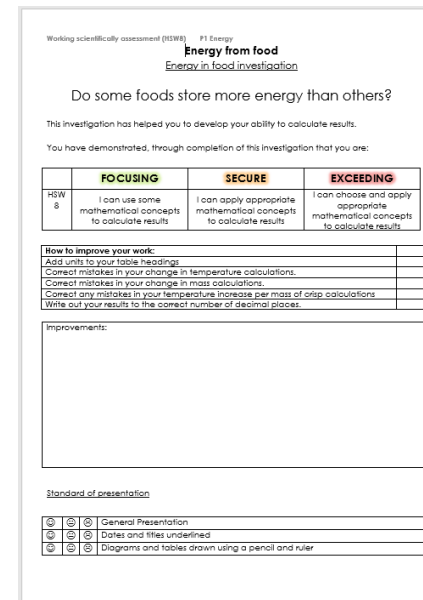
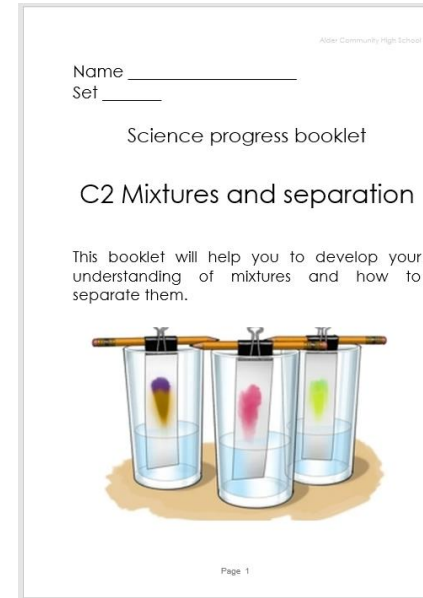
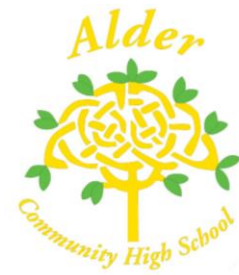
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Helping students to progress

Students will work through knowledge progress booklets during each unit, providing an opportunity for regular learning checkpoints and high quality, timely feedback and intervention.

Each unit focuses on one area of disciplinary knowledge, which forms the focus of our assessment and feedback in books.



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How are students assessed?

We aim for all students to learn and retain 100% of the science curriculum.

- Constant formative assessment throughout each lesson
- Formal marking of extended answers to open-ended questions
- Whole-class feedback from focused 'How Science Works' tasks
- Formal end of unit assessments, reported as a percentage

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Key event during Year 9: option choices

During Spring term 2025, students can choose to study **3 separate science GCSEs** when they reach Year 10.

Triple science:

- Provides excellent preparation for studying science at A-Levels and beyond
- Provides an opportunity to work with like-minded students in a Triple Award Science set
- Enables students to learn more about a fascinating subject!

Acceptance is based on:

- Motivation and effort in class

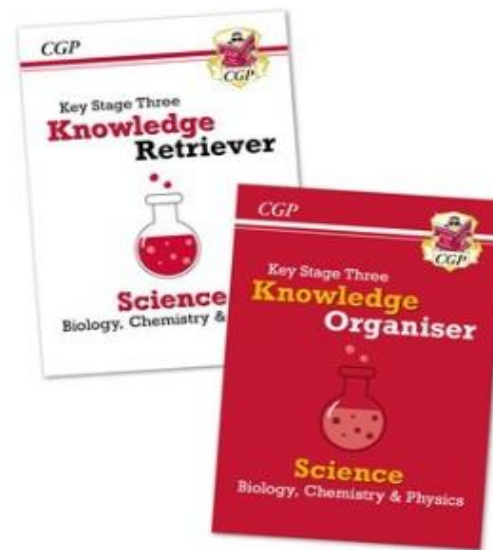
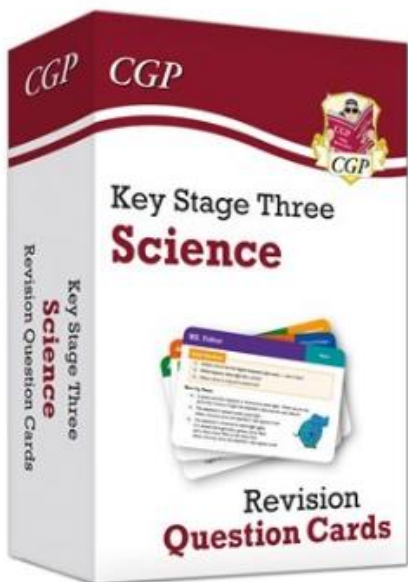
GCSE (9–1) Biology	GCSE (9–1) Chemistry	GCSE (9–1) Physics
Biology 1 Paper 1 1hr 45 100 marks	Chemistry 1 Paper 1 1hr 45 100 marks	Physics 1 Paper 1 1hr 45 100 marks
Biology 2 Paper 2 1hr 45 100 marks	Chemistry 2 Paper 2 1hr 45 100 marks	Physics 2 Paper 2 1hr 45 100 marks

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Support

Knowledge retriever and organiser bundles are available to buy on ParentPay at a discounted school price.



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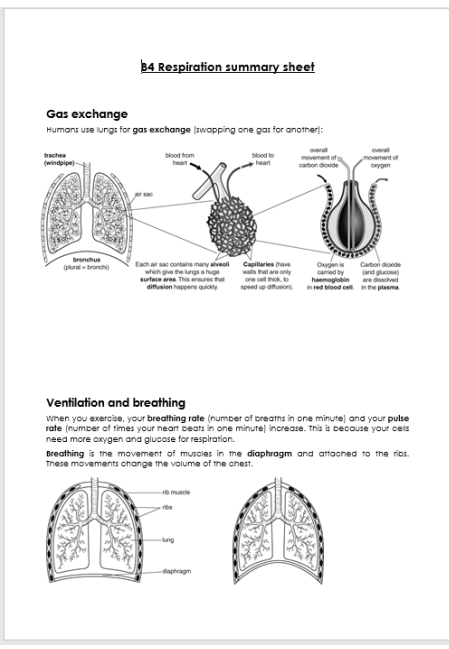
Homework

All homework is set at the end of each unit on Classcharts and recorded in students' planners.

Students use a unit summary booklet (provided as a paper copy and uploaded to Classcharts) and the work in their exercise books to complete a knowledge organiser.



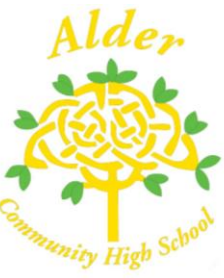
This can be used to support students' independent revision for the two exams in each year.



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Sparx Science

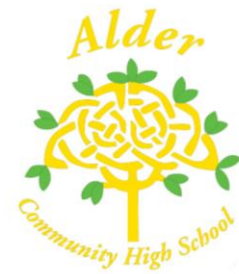


We have been chosen to be part of the Sparx Science pilot programme this year

Watch this space.....

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Thank you

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