

THE FRIARY SCHOOL

an Arts and Sports College

CURRICULUM INFORMATION



Year 9
2010/2011

Dear Parents

The school follows a two week timetable. The number of lessons of each subject are shown in the table below. The specialist school ethos based on the importance of 'improving performance' will be developed across the whole curriculum emphasising, for example, 'taking part', 'practice makes perfect', 'going for personal best', teamwork and building self-esteem.

SUBJECT	LESSONS
English	6
Mathematics	6
Science	5
Information Technology	2
Art and Design	2
Citizenship	2
Design and Technology (incl. Food and Textiles)	6
Drama	2
French	4
Geography	2
History	2
Music	2
Physical Education	4
Religious Education	2

In addition to the 47 lessons in the table, pupils either take 3 lessons of Spanish or have an extra lesson of French plus 2 extra lessons of physical education.

Aspects of personal, social and health education and of citizenship are taught throughout the curriculum. Particularly important contributions are made through Tutorial Sessions, PE, English, Drama and Science.

In this booklet, we hope to explain the course content of subjects for Year 9 students, as well as offering more general guidelines and advice on how you can help support your son/daughter with their learning in and out of school.

Homework

Homework is essential in supporting and reinforcing work in the classroom. Homework can take many forms. For example, it may be a freestanding piece of written work or a fresh stage in an ongoing project. Equally it may be as simple as to reflect on a question posed in class so as to be ready to give a considered view in the next lesson. Whatever its nature, homework must be completed regularly and reliably. Each student will record homework details in the Student Planner including the date set and the date due in. The homework timetable at the end of this booklet indicates the recommended (and certainly last) evening on which it should be done.

All parents are asked to support their son's/daughter's learning by seeing that (s)he establishes a routine for completing homework. Please also check the Planner at the end of each week to see that homework is being correctly recorded. Where possible, it is a good idea for students to have their own 'space' for homework where they can work without distractions - television, music and homework don't always mix successfully! Further ways in which parents can support learning are given in the subject pages.

Extra-Curricular Activities

We encourage students to participate in all aspects of school life and a variety of extra-curricular opportunities is offered. In addition to sporting, musical, drama and art-based and activities there are a number of successful clubs. A 'Skills' Club' offers literacy and numeracy support. 'Drop-In' support sessions are offered in several subjects during lunchtimes. Details of extra-curricular activities are published a few weeks into the new school year. Computer and Library facilities are open most lunchtimes.

Support For Learning

There are support arrangements for pupils identified as having special educational needs (SEN). SEN students are supported in making progress by Teaching Assistants who work alongside teachers in classrooms. SEN pupils with very particular difficulties (e.g. literacy and numeracy) may be asked to join Skills Club or may be withdrawn from some lessons for small group tuition. If your son/daughter is withdrawn from lessons for support, you will be contacted separately.

The Student Planner

Each student is issued with a Planner, which should be taken to all lessons. In addition to recording homework and logging 'Honours' gained, the Planner can form a valuable home/school link. Teachers may contact you by using it; similarly, please use the Planner to contact staff.

All letters sent home should be entered in the Planner, and we ask parents to sign to acknowledge receipt of these.

Attendance

Regular, punctual attendance is vital in ensuring your child achieves his/her full potential at school. If your child is going to be absent you are asked to ring the dedicated attendance line 01543 267467. A note in the Student Planner explaining absence is required on the day of return.

Parents' Evenings/Reporting

You will have the opportunity to discuss progress in some detail at the Parents' Consultation Evening in March. A full, written report is sent home before the Parents' Evening and will help inform Y10 options' choices which are made the same month.

Contacting School

Please feel free to contact us about any questions you may have. The best way of bringing concerns to the notice of the Form Tutor or to individual subject teachers is by making a note in the Student Planner. If you need to speak to the Subject Leader on a subject-related matter, then a telephone call to the school office should be made; for other matters, I, as Head of Year, would normally be the first point of contact.

Mr A Millward (Head of Year 9)

ART & DESIGN

The Y9 course acts as a focus for what has gone before and a link to what is to come in KS4. A more assignment-based approach is adopted where students are required to think for themselves, to experiment more and apply skills and knowledge previously gained. It is divided into 2 assignments/units each lasting approximately half the educational year. A typical assignment/unit might be based on:

- 'Footsteps' /shoes;
- Portraits;
- My World/Identity;
- Still Life;
- Sculpture.

Classwork is supported by homework which is set once per 2 week session. Homework tasks will vary. They may take the form of observation drawing, collecting materials, written work, or research in preparation for the next lesson. A pupil is expected to spend about 1 hour a week on homework. A pupil's progress in each topic is assessed through classroom observation, discussion and holistic marking of all work. This is supplemented by short self-assessment sheets and peer assessment sessions.

During this Assignment Based course, pupils are generally taught in mixed ability groups.

The department helps pupils to learn in a number of ways. Some of these are most effective when parents are able to play an active part. In particular, we suggest that you support your son/daughter in:

- learning and understanding key words in the subject;
- giving guidance as to where they might look for information.
- discussing the work with them.
- demonstrating and talking about any Art/Design/Craft skills and interests you have.

Please also encourage the use of computers, either at home or through the school computer club, for research and writing up of some work.

Should you need to contact us between parents' evenings, please write a note in your child's Student Planner and ask for it to be shown to the subject teacher. If the teacher is unable to deal with your enquiry, (s)he will draw it to my attention.

Mrs S Crudginton (Director of Art and Design)

CITIZENSHIP

In Year 9, Citizenship is taught on a weekly basis as a GCSE short course. The short course is equivalent to half a GCSE and is evaluated via two modules: an examination in the summer term and course work.

The examination last one hour and provides the students with a number of challenging questions. Some are multiple choice or a case study analysis and some require a longer explanation. The examination is worth 40% of the final grade and focuses on two main areas, understanding our role as citizens with Identity, Democracy and Justice.

The coursework is examined via a Controlled assessment. Quite a few subjects opt for this form of assessment at GCSE level. Students are expected to demonstrate how they can become active citizens through a Citizenship Campaign. They need to choose a topic they feel passionate about, plan the campaign, carry it out and evaluate it. The notes they make throughout the campaign are taken into the exam room and written up to be marked. This module is worth 60% of the final grade.

Year 9 students have already been taught Citizenship in Years 7 and 8, therefore their understanding of the subject, of how they fit into a culturally diverse society, how other people think and feel, and most importantly, how we should respect human rights, is fully ingrained. Students are able to challenge what they consider to be unjust in an appropriate way and discuss issues that affect them.

The Citizenship short course will provide a more formal assessment of the above skills, whilst introducing Year 9 students to the rigours of external examinations they will be faced with as they move into key stage 4 at the Friary. There will be a need for regular homework and research at home to allow us to complete the course in Year 9.

Should you wish to contact us between parents evenings, please write a short note in your child's Student Planner and ask for it to be shown to your subject teacher. If your teacher is unable to deal with your enquiry, she/he will draw it to my attention.

Mr P A Van Block (Subject Leader)

DESIGN & TECHNOLOGY

In Y9, pupils will gain further experience in the use of food, graphics and computer aided design, resistant materials, and textiles. They will be encouraged to work at a high level in each of their projects, and to identify individual needs within the design frameworks provided. The focused practical tasks that they will work upon have been designed to closely mirror GCSE practices, in order to provide them with a flavour of the Design & Technology courses available for study in Years 10 & 11. Pupils will be expected to work safely, both as individuals and alongside others, and to plan the making of their designs independently.

Classwork is supported by home learning tasks which will vary. They may take the form of designing, investigating and researching, formal written work, or preparation for a presentation. Pupils are expected to spend about 3 hours on the home task over a period of 3/4 weeks.

A pupil's progress in each project is assessed through both classroom observation and the marking of project work. Assessments for each project are entered in the project design folio. Pupils will sit an end of year test that will examine their knowledge and understanding of all work covered throughout the year. The National Curriculum level that a pupil is awarded at the end of the school year and which appears on their School Report, is an aggregation of assessments made throughout the year.

Parents can play an active role in supporting their son/daughter by:

- ensuring that they bring the correct resources to the lesson (especially food technology lessons)
- helping them to learning the specialist vocabulary of the subject
- helping them to prepare for end-of-unit tests

Please also encourage the use of computers, either at home or through the school facilities for appropriate elements of the project.

Should you need to contact us between parents' evenings, please write a note in your child's Student Planner and ask for it to be shown to the subject teacher. If the teacher is unable to deal with your enquiry, (s)he will draw it to my attention.

Miss A Cartwright (Subject Leader)

DRAMA

At Year 9 all pupils have one Drama lesson a week. This lesson will be a predominantly practical lesson and take place either in the Theatre, Drama Studio or possibly the Dance Studio.

In Year 9 we aim to build upon and utilise the skills, knowledge and experience gained during Year 7 and 8, but we also strive to present challenging and varied areas of work to showcase the Performing Arts as a worthwhile option for BTEC level study. Throughout Year 9 pupils will have the opportunity to tackle stage combat, advanced acting skills and a unit of work specialising in the fights, blood and guts within some of Shakespeare's plays.

Here is an overview of our Year 9 curriculum:

	TITLE	AREAS COVERED	DATES TAUGHT
UNIT 1	Advanced Acting	Vocal tone and intonation, accent & dialect, pitch & pace, Theatre in Education, extended rehearsals	SEPT - OCT
UNIT 2	Film & TV	Soap opera, stock characterisation, whole group performance	OCT - DEC
UNIT 3	Combat & Choreography	African slavery, dance from poetry, small group choreography, basic hand-to-hand stage combat	JAN - FEB
UNIT 4	Bloody Shakespeare	Macbeth, Romeo & Juliet, Titus Andronicus, Stage combat in context	FEB - APRIL
UNIT 5	Blood Brothers	Text into performance, character analysis, off-text improvisation	APRIL - MAY
UNIT 6	Elective Unit	Elective Unit	MAY - JULY

Workbooks:

Due to the intensely practical nature of the subject, exercise books are not given to the pupils. Instead, students are allocated a 'Workbook' which contains all the resources, materials and assessment information they need for the entire year. The workbooks remain in school at all times.

Assessment:

After each unit of work is completed, pupils will complete a written self-evaluation which encourages them to reflect on the skills and knowledge they have acquired and to think of targets they should work towards.

A teacher assessment also takes place at the end of each unit and each pupil is given a level (1-8) based on the National Arts Council level descriptions, as well as targets for improvement. The levels and targets are readily shared and discussed with each pupil.

Mr D Branch (Director of Performing Arts)

ENGLISH

Pupils follow programmes of work which offer a variety of opportunities to develop their abilities in reading, writing and speaking and listening. The department follows a clear and focused program of study that aims to build on the work done in years 7 and 8 and maintains a wide variety of units to engage pupils' interests.

- The development of reading skills continues to be of great importance, especially in this transitional year before pupils begin their GCSE courses. Pupils have opportunities to read a range of fiction and non-fiction texts. All pupils have a class-reader and study a Shakespeare text.
- All pupils are encouraged to read widely for their own pleasure and have regular opportunities to talk about books and reading.
- Pupils are encouraged to write in a variety of increasingly more sophisticated forms and for a variety of purposes.
- They are encouraged to plan their work carefully, to consider the effect of different grammatical structures on their writing, and to broaden their vocabulary.
- Pupils are encouraged to check spelling and punctuation carefully, to develop a more consistently even and fluent style of handwriting, and to present work attractively.
- Speaking and listening is an integral part of all lessons.
- Pupils are encouraged to transfer the skills and techniques used in English across the curriculum.

Classwork is supported by homework which is set on a regular basis. Homework tasks will vary but may include a combination of reading, preparation of work for the next lesson, learning or formal written work. Drafts should not be treated as 'rough' work, though the presentation may not be as neat as the final, presented piece.

Pupils are taught in broad ability bands within a half-year grouping and regular assessment allows us to review grouping throughout the year to ensure pupils are best placed to reach their potential.

A pupil's progress is assessed by the regular assessment of speaking and listening, reading and writing. Some work may be kept in a folder as evidence of attainment and is available for discussion during consultation evenings. At the end of the year, teachers summarise their teacher assessment for the end of Key Stage 3 in the form of a level which is sent home to parents.

An end of year GCSE style examination allows teachers to make judgments about pupil performance, and may inform setting at GCSE.

The department welcomes the support of parents in encouraging their sons / daughters with their work, particularly in:

- encouraging reading for pleasure - fiction and non-fiction;
- discussing ideas for writing, should this be necessary;
- encouraging the checking of work and the use of a dictionary.
- encouraging homework to be completed including as much detailed information as possible.

Should you need to contact us between parents' evenings, please write a note in your child's Student Planner and ask for it to be shown to the subject teacher. If the teacher is unable to deal with your enquiry, (s)he will draw it to my attention.

Mrs S Sullivan (Subject Leader)

GEOGRAPHY

The course is divided into 6 main units, each lasting a varied number of weeks. Local to Global offers a flexible approach to learning geography where a number of option choices are available to study.

- Why are some places richer than others?
- Our changing coastline
- Geography of conflict
- London 2012
- Local - Global futures: - Global Warming, Energy, Focus on Africa, Crime, Traffic and specific country studies are all available
- Build your own Country.

Classwork is supported by homework which is set once per week. Homework tasks will vary. They may take the form of formal written work, learning or research in preparation for the next lesson. A pupil is expected to spend 30 to 45 minutes a week on homework.

A pupil's progress in each topic is assessed through both classroom observation and marking of written work. This is supplemented by a formal test, exercise or project as appropriate.

Pupils are taught as mixed ability registration groups.

The department helps pupils to learn in a number of ways. Some of these are most effective when parents are able to play an active part. In particular, we suggest that you could provide access to a suitable World Atlas and an Ordnance Survey Map of the local area. You could also provide support by helping your child to:

- learn key words in the subject;
- prepare for end-of-topic tests.

Please also encourage the use of computers, either at home or through the school computer club, for writing up the project.

Should you need to contact us between parents' evenings', please write a note in your child's Student Planner and ask for it to be shown to the subject teacher. If the teacher is unable to deal with your enquiry, (s)he will draw it to my attention.

Mrs K Abbott (Subject Leader)

HISTORY

In Year 9 the course is divided into two main modules:

1. Britain 1750 - 1900

- A study of the social, economic and political changes in Britain with a focus on the Industrial Revolution

2. A Century of Conflict

- World War One and life in the trenches
- World War Two and the Holocaust
- The Cold War

Homework is set once a week and is designed to support class work and develop your child's understanding of events. Homework tasks will be varied and may be in the form of projects, written tasks, creative work or independent research. In the Spring term pupils will undertake a major project using ICT to research the life of a First World War soldier. A pupil is expected to spend about 30 to 45 minutes a week on their homework.

In History, pupils are taught in their mixed ability tutor groups. A range of assessment activities are carried out throughout the year and will include classroom observation, pupil presentations and written work combined with formal assessment opportunities. The History department also aims to assist pupils to develop their competency in other areas of study, such as, literacy, numeracy, citizenship and ICT.

Learning about history can be a social time for families and parents can help develop their child's knowledge by encouraging them to read factual or fictional historical books, watch appropriate television programmes and films or by going on outings to places of historical interest.

Should you need to contact us between parents' evenings, to discuss your child's progress or for queries regarding GCSE options, please write a note in your child's Student Planner and ask for it to be shown to the subject teacher. If the teacher is unable to deal with your enquiry, (s)he will draw it to my attention.

Mr P Calder (Subject Leader)

ICT

The increasing use of technology in all aspects of society makes confident, creative and productive use of ICT an essential skill for life. ICT capability encompasses not only the mastery of technical skills and techniques, but also the understanding to apply these skills purposefully, safely and responsibly in learning and everyday life.

In Year 9, pupils follow the National Strategy through the Smart Learning ICT Skills Builder scheme of work and through locally developed units. The units of work in Year 9 provide a bridge between Key Stages 3 and 4, and a more project-based approach is adopted.

Pupils develop their capability in the following areas: file management; project management; word processing; spreadsheets; databases; desktop publishing; sequencing; e-safety; digital communications; and presentation graphics.

The course is heavily practical with as much 'hands-on' experience as possible.

The main software used is Microsoft Office 2003 (Word, Excel, Access, PowerPoint, Publisher, Access) on Microsoft Windows Xp desktops. Pupils also use Audacity, MovieMaker, and Scratch. Classwork is supported by homework when required. Homework tasks will vary.

A pupil's progress is continuously assessed using a mixture of classroom observation, self-assessment, peer-assessment, and the marking of work. Formal teacher assessment takes place at the end of each unit of work - which is usually at the end of each half term - and at the end of the academic year.

In Year 9, pupils are taught ICT in their Mathematics sets. Pupils have two ICT lessons per fortnight.

The department helps pupils to learn in a number of ways. Some of these are most effective when parents are able to play an active part. In particular, we suggest that you support your son/daughter in:

- encouraging the use of ICT at home;
- asking him/her to teach you;
- encouraging the use of the learning platform;
- discussing e-safety.

Should you need to contact us between parents' evenings, please write a note in your child's planner and ask for it to be shown to the subject teacher. If the teacher is unable to deal with your enquiry, he/she will draw it to my attention.

Mr K Stanley (Subject Leader)

MATHEMATICS

Throughout the year pupils will consolidate and build upon their previous work in Mathematics. The following topics will be covered:

- Approximation; fractions and percentages; proportion
- Formulas and equations
- Volume, area and perimeter; angles; transformations
- Collecting, displaying and interpreting data; probability

Classwork is supported by homework which is set once per week. Homework tasks will vary. They may take the form of formal written work, learning or work on an extended project. A pupil is expected to spend 45 minutes each week on homework.

A pupil's progress in each topic is assessed through both classroom observation and marking of written work. This is supplemented by short tests throughout the year. The SATS in the Summer will assess the whole year's work.

In Mathematics, pupils are taught in five tiers of ability.

The department helps pupils to learn in a number of ways. Some of these are most effective when parents are able to play an active part. In particular, we suggest that you support your son/daughter in:

- learning his/her tables.
- revising for the tests using the textbook and classwork book.

Please also encourage your child to ask questions if uncertain about any aspect of the work.

Should you need to contact us between parents' evenings, please write a note in your child's Student Planner and ask for it to be shown to the subject teacher. If the teacher is unable to deal with your enquiry, (s)he will draw it to my attention.

Mr M J Douglas (Subject Leader)

MODERN LANGUAGES

FRENCH

During the course pupils continue to learn how to listen, speak, read and write in French. The topics covered are:

- Describing other people
- Rights of young people
- Geographical Surroundings
- School Life
- Health
- Part-time jobs/Leisure Time
- Various grammatical points (including tenses, reflexive verbs, modal verbs)

Classwork is supported by homework which is set a minimum of once and a maximum of twice per week. Homework tasks will vary. They will usually be pieces of formal written work or learning.

A pupil's general progress in each topic is assessed through classroom observation, the marking of written work and the administering of vocabulary tests. Pupils are tested in the four skills via end of module tests throughout the year. The results of these tests together with teacher assessments will provide a basis for awarding KS3 National Curriculum levels at the end of Year 9. They will also enable each pupil's progress to be reviewed and a decision regarding an appropriate set for Y10 to be made. French is offered to students of all ability at KS4.

Pupils are taught in four ability sets in each half year-group.

The department helps pupils to learn in a number of ways. Some of these are most effective when parents are able to play an active part. In particular, we suggest that, using the material in the textbook and your child's exercise book, you support your son/daughter in:

- testing on the meaning and spelling of new words
- helping to prepare for tests
- asking him/her to teach you, and practising with him/her
- buying a dictionary

Should you need to contact us between parents' evenings, please write a note in your child's Student Planner and ask for it to be shown to the subject teacher. If the teacher is unable to deal with your enquiry, (s)he will draw it to my attention.

Mrs C Cain (Subject Leader)

SPANISH

During the course pupils continue to learn how to listen, speak, read and write in Spanish. The topics covered are:

- Activities and Town
- TV programmes and Films
- Holidays
- Food and Drink
- Clothes
- Illnesses

Classwork is supported by homework which is set a minimum of once and a maximum of twice per week. Homework tasks will vary. They will usually be pieces of formal written work or learning.

A pupil's general progress in each topic is assessed through classroom observation, the marking of written work and the administering of vocabulary tests. Pupils are tested in the four skills three times during the year. The results of these tests together with teacher assessments will provide a basis for awarding KS3 National Curriculum levels at the end of Year 9. They will also enable each pupil's progress to be reviewed.

Pupils are taught in one set in the top French ability band.

The department helps pupils to learn in a number of ways. Some of these are most effective when parents are able to play an active part. In particular, we suggest that, using the material in the textbook and your child's exercise book, you support your son/daughter in:

- testing on the meaning and spelling of new words
- helping to prepare for tests
- asking him/her to teach you, and practising with him/her
- buying a dictionary

Should you need to contact us between parents' evenings, please write a note in your child's Student Planner and ask for it to be shown to the subject teacher. If the teacher is unable to deal with your enquiry, (s)he will draw it to my attention.

Mrs C Cain (Subject Leader)

MUSIC

All pupils in Year 9 follow a course in Music which consists of three inter-related areas: -

- Performing
- Composing
- Listening

The emphasis of much of the course is on practical music making; performing using voices, tuned and un-tuned percussion instruments and electronic keyboards. Pupils also use music software and CD ROMs for research at various stages during the year. They are frequently expected to work individually, in pairs and in small groups. Those pupils who are learning to play other instruments are encouraged to use them during lessons, when appropriate. Pupils listen to and appraise their own compositions and performances and the music of other composers, past and present. Musical genre experienced by the students include; Western Popular Music, Film Music and Music in the media

Unit topics this year are: -

The Blues, Re-mix, TV Music (in which students have the opportunity to put their own music to a Tom and Jerry cartoon), Making a CD and Radio Show.

Class work is supported by homework when required. Homework tasks will usually require extended listening or investigation of a particular topic which is being covered in lessons.

A pupil's progress is regularly assessed through classroom observation and performing, composing and listening tasks. Formal assessment will take place at the end of each unit of work, which is usually at the end of each half term.

In Year 9 pupils are taught as mixed ability registration groups; they have one lesson of Music per week.

Parents are able to support the work of the Department in a number of ways:

- talk to your son/daughter about their Music lesson. What have they done today - played instruments, composed a piece, or listened to music?
- encourage them to listen to a range of different styles of music.
- encourage them to take part in our exciting extra-curricular programme which has lots of opportunities for year 9 students.

Should you need to contact us between parents' evenings, please write a note in your child's Planner and ask for it to be shown to the subject teacher. Your enquiry will then be dealt with as soon as possible.

Mr J Cain (Director of Music)

PHYSICAL EDUCATION

In Y9 pupils will be taught the key processes of:

- Developing skills in physical activity
- Making and applying decisions
- Developing physical and mental capacity
- Evaluating and Improving
- Making informed choices about healthy, active lifestyles

Pupils will be provided with opportunities to study a wide range of activities throughout the year. During the Autumn and Spring Terms pupils will study Badminton, Basketball, Dance (Girls), Football, Gymnastics, Health Related Fitness, Hockey, Netball (Girls), Rugby (boys), Swimming and Trampolining. During the Summer Term Athletics, Cricket (boys), Rounders (girls) and Tennis will be studied.

Teams represent the School in many of the sports developed in curriculum time. Inter form and Inter house activities take place in many sports.

Homework is not given in this subject.

Progress is assessed during and at the end of blocks of work through classwork observation and question and answer sessions. The strands of the National Curriculum are assessed during the delivery of the scheme of work. Pupils are informed about what is to be assessed during the teaching blocks and informed at which level they are performing. Pupils are told what they need to do in order to progress further. Targets are set in this subject and development is monitored. Pupils in Y9 are put into ability groupings in Games based on their performance in Y8.

By the end of KS3 pupils should be able to devise strategies and tactics for activities while using more advanced sequences of movements. Skills should be used with precision and the importance of rules recognised. Strengths and limitations of their own and others performances should be apparent as well as understanding the effects of exercise on the body and why warming up is important. Analytical ability should be evident in their work during Y9. They will have a Key Stage 3 teacher assessment attainment level at the end of the year.

Pupils are still encouraged to attend extra-curricular clubs so that they can further develop and practice the skills of many sports. Parental support and help is always well received by pupils in this subject - they will improve with practice and competition.

Please ensure that pupils always have the correct kit for their lessons. If they are unable to participate they need a note from home to excuse themselves. If notes are not provided detentions will be given. Pupils will be set relevant work about the sport being taught if they are not participating; they must continue to learn.

Should you need to contact us between Parents Evenings, please write a note in your child's Student Planner and ask for it to be shown to the subject teacher. If the teacher is unable to deal with your enquiry, (s)he will draw it to my attention.

Mr B J Broad (Director of Sport)

RELIGIOUS EDUCATION

The course is divided into the following topics:

- I just want to be happy!
- Responses to suffering
- Animal rights
- Marriage and the family

The pupils have one lesson per week. Classwork is supported by homework which is set once per week. Homework tasks will vary, but usually involve completing a written exercise. Pupils are expected to spend 30 minutes a week on homework.

A pupil's progress is monitored through their classwork and their homework exercises, and an assessment task is set once per term which is graded across the whole year group.

Pupils are normally taught in registration groups.

Parents can play a very active part in supporting children, by making sure that homework is done effectively, and discussing issues with them when necessary. We ask parents to check the organiser regularly, because any problems will be recorded by the teacher in there. Parents can also encourage the use of computers to word process writing, or to use the Internet or CD Rom for research. Computers may be used either at home or in school.

Should you need to contact us between parents' evenings, please write a note in your child's Student Planner and ask for it to be shown to the subject teacher. Alternatively you may contact me.

Mrs A Pether (Subject Leader)

SCIENCE

The 3 sciences are taught separately and the course is divided into 11 topics, each lasting approx. 8 weeks. There are 4 units of Biology and Physics and 3 units of Chemistry:

- Inheritance and selection;
- Fit and healthy;
- Plants and photosynthesis;
- Plants for Food;
- Reactions of metals and metal compounds;
- Patterns of reactivity;
- Forces, earth and beyond;
- Environmental chemistry;
- Using chemistry;
- Energy and electricity;
- Gravity and space;
- Speeding up
- Pressure and moments
- Investigating scientific questions

More detailed information about the work covered, and study aids, are included in a Booklet issued to all Y9 pupils.

Classwork is supported by homework which is set twice per week. Homework tasks will vary. They may take the form of formal written work, learning or research in preparation for the next lesson. A pupil is expected to spend about 30 - 40 minutes a week on homework. A pupil's progress in each topic is assessed through both classroom observation and marking of written work. This is supplemented by a short formal test at the end of each topic.

In Science, pupils are taught in mixed ability groups.

The department helps pupils to learn in a number of ways. Some of these are most effective when parents are able to play an active part. In particular, we suggest that, using the material in the booklet given out by the teacher, you support your son/daughter in:

- learning key words in the subject;
- preparing for end-of-topic tests using Check Lists and Revision Quizzes.

Please also encourage the use of computers, either at home or through the school computer club.

Should you need to contact us between parents' evenings, please write a note in your child's Student Planner and ask for it to be shown to the subject teacher. If the teacher is unable to deal with your enquiry, (s)he will draw it to my attention.

Mr N Carney (Subject Leader)