



**GLEBELANDS**

**School and  
Curriculum  
Information  
For  
Year 9  
Students  
and  
Parents  
2016/2017**

Name:..... Tutor Group:.....

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Dear Parent/Guardian,

Welcome to the Year 9 Information Booklet and what, I'm sure, will be a successful and productive academic year.

We have an excellent team of tutors who will be supporting your son/daughter throughout this vital year; Miss Chilcott, Miss Campbell, Mrs Hansford and Miss Clark. They will ensure their tutees' attendance is as high as possible, uniform is in line with school policy, and that all necessary equipment (including journals) is brought in on a daily basis. They will also monitor their tutees' behaviour and should be your first point of contact should any queries or issues arise. Progress Day on 24th November 2016 will be an excellent opportunity for focused target-setting to aid your son/daughter in making the most of Year 9 and tutors will aid students in the setting, monitoring and evaluation of these targets. We would ask that you put the dates for Year 9 key events into your diary or calendar to make sure you are able to attend them.

Year 9 is a crucial year for your son/daughter as we reach the end of Key Stage 3 and sees students selecting their GCSE options and, in some subjects, starting their GCSE courses. Further details regarding GCSE option choices will follow at the Year 9 Information Evening on 7th February 2017. Additionally, there are opportunities available for students to become even more involved with school life through the enrichment activities that we have to offer. The new Head and Deputy Head of School Council election process will also take place before the end of the academic year, ready for successful applicants to start their new posts at the start of Year 10.

Over the next three years, we look forward to further building on the positive partnerships already established with both you and your children, ensuring that each student realises their full potential. My team of tutors and I are here to help. Please contact your child's tutor for any queries as they arise.

Yours faithfully

A handwritten signature in black ink, appearing to read 'R Hepburn', written in a cursive style.

**Mr R Hepburn**  
**Head of Achievement Year 9**

## THE STAFF

### Senior Leadership Team

<b>AEH</b>	Mrs Anne Hutchinson, B.Sc.	Headteacher
<b>RUM</b>	Mr Russell Mitchell, B.Sc.	Deputy Headteacher (Mathematics)
<b>SDJ</b>	Mr Stephen Jones, B.A.	Assistant Headteacher (P.E.)
<b>CGS</b>	Mr Christopher Smitheram, B.Sc.	Assistant Headteacher (Geography)
<b>SLH</b>	Mrs Sandra Hearn, B.Ed	Senior Teacher, Head of Yr 8, (DT)
<b>SPR</b>	Mr Stefan Radwanski, B.Sc.	Senior of Teacher, Head of Science / ICT
<b>RNH</b>	Mr Rhoan Hepburn, B.Sc.	Senior Teacher, Head of Yr 9, (PE)
<b>FRC</b>	Mrs Frances Crawley	Business Manager

### Department of English

<b>MPR</b>	Mr Mike Ransom, B.A.	Head of English
<b>JCR</b>	Mrs Jennifer Riley, B.A.	English, Second in Department
<b>MJH</b>	Mr Mike Haydon, B.A.	English
<b>SJG</b>	Mrs Sarah Green, B.A.	English

### Creative Arts Department

<b>JDT</b>	Mrs Jennifer Tompkins, M.A.	Head of Art / Drama
<b>MHL</b>	Mrs Margaret Lawrence, M.Mus.	Head of Music

### Department of Mathematics

<b>HSH</b>	Mr Howard Hoare	Head of Mathematics / Specialist Status Maths
<b>GUB</b>	Mr Gurnham Bahra	Mathematics, Second in Department
<b>RCG</b>	Mrs Richelle Grisdale, M.Sci.	Mathematics

### Department of Design & Technology

<b>KAD</b>	Miss Katherine Door, B.A.	Head of Design & Technology / Resistant Materials
<b>OTJ</b>	Miss Olivia Treverton-Jones, B.Sc.	Head of Yr 11 Graphics
<b>ALA</b>	Miss Alexandra Alessi, B.A.	Design & Technology / Textiles / Food

### Department of Science

<b>HEC</b>	Miss Hannah Campbell, M.Sc.	Science, Second in Department
<b>PSC</b>	Mr Peter Childs, B.Sc.	Science
<b>EFC</b>	Miss Elly Chilcott, B.Sc.	Science / Student Leadership
<b>AGW</b>	Mr Adam Wyllie	Science
<b>RDA</b>	Mr Russell Allen	ICT
<b>JAH</b>	Mr James Hiller	Science Student Teacher

### Department of Physical Education

<b>RMW</b>	Mr Robert Whistler, B.A.	Head of P.E / Healthy Schools
<b>NTB</b>	Mrs Nadine Boniface, B.A.	P.E , Head of Achievement Year 7, SScO

### Department of Humanities

<b>MJK</b>	Mr Mike Kett, M.A.	Head of Religious Education
<b>KES</b>	Ms Kayleigh Stoye, B.Sc.	Head of Geography
<b>CAM</b>	Ms Catherine McAulay, M.A.	Head of History & Sociology, Head of Year 10
<b>HCH</b>	Ms Hollie Hansford	History and Sociology
<b>KLM</b>	Mrs Kate Martin, B.Sc.	Geography

### Department of Modern Languages

<b>NJC</b>	Mrs Natalie Clark, B.A.	Head of Languages
<b>CMW</b>	Miss Claire Withers	Languages
<b>CED</b>	Miss Chantal Dufour	Languages

### Department of Learning for Life

<b>LMK</b>	Ms Laetitia Rys-Kent,	Head of Learning for Life
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### Department of Learning Support

<b>KRK</b>	Ms Karen Keane, B.A.	SENCo
<b>STR</b>	Mrs Sally Robertson	Learning Support Teacher

## STAFF/Cont

### Administration Support Team

<b>ACB</b>	Mrs Annie Booker	Finance Officer
<b>AJG</b>	Mrs Anna Gooch	Student Officer
<b>FIH</b>	Mrs Fiona Heard	Data Officer
<b>MLT</b>	Mrs Meriem Trollope	Headteacher's P.A.
<b>SAJ</b>	Mrs Sarah Judd	School Publicity and Community Secretary
<b>SUV</b>	Mrs Susie Voisey	Finance Assistant
<b>WAB</b>	Mrs Wendy Booker	Receptionist
<b>SOK</b>	Mrs Sally O'Kane	Receptionist
<b>LSF</b>	Mrs Lorraine Felmer	Receptionist
<b>LJS</b>	Ms Linda Sieber	Admin and Resource Technician
<b>JAW</b>	Mrs Jane Watson	Admin and Resource Technician

### Teaching Support Team

<b>AND</b>	Mrs Angela Dawson	Exams Officer / Data Manager / Team Leader
<b>MAB</b>	Mrs Madeline Bradley	Cover Supervisor
<b>KSM</b>	Mr Kevin Milligan, B.A.	Cover Supervisor
<b>VAC</b>	Mr Victor Coughtrey	Cover Supervisor
<b>KLJ</b>	Mrs Kate Jones	Inclusion Room Supervisor
<b>LJS</b>	Ms Linda Sieber	Inclusion Room Supervisor
<b>JAW</b>	Mrs Jane Watson	Inclusion Room Supervisor
<b>AMT</b>	Mrs Ana Trayling	Learning Resource Assistant
<b>IEK</b>	Ms Isabel Knights	Learning Resource Assistant
<b>AMC</b>	Miss Angie Chandler	Information Advice & Guidance Assistant

### IT Support Team

Mr Greg Watson  
Mr Jack Johnson

### Technical Support Team

<b>CAW</b>	Mrs Cathy Wilson	Senior Science Technician
<b>ACR</b>	Mrs Angela Ruark, B.Sc.	Science Technician

### Learning Support Team

<b>JEC</b>	Mrs Joanne Clayton	Behaviour Support Manager
<b>KLJ</b>	Mrs Kate Jones	Home-School Link Worker / Admin
<b>KNC</b>	Mrs Katharine Coode, HLTA	Learning Support Assistant
<b>JMV</b>	Mrs Jill Vodden	Learning Support Assistant
<b>RDJ</b>	Mrs Rachel Jackson	Learning Support Assistant
<b>SSC</b>	Miss Samantha Cornwell	Learning Support Assistant
<b>RAS</b>	Mrs Rebecca Swallow	Learning Support Assistant

### Premises Support Team

<b>JHW</b>	Mr Jim Wright	Premises Manager Premises Assistant
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### Catering Team

<b>SKM</b>	Mr Kurt Maxwell	Catering Manager
<b>CHW</b>	Ms C Wilmshurst	Cook
<b>ACG</b>	Mrs A Gains	Catering Assistant

### Invigilators

Invigilators are employed for supervision of examinations.  
A current list is available from Mrs Angela Dawson.

### Co-Ordinator STAR Project (fedn)

Counsellor: Relateen

Mrs Georgina Knights

Mrs Lisa Fairhead

# AUTUMN TERM 2016

Autumn 1st Half			Autumn 2nd Half	
Mon	05-Sep	<b>Inset Day 1</b>	31-Oct	
Tues	06-Sep	Students Start	01-Nov	
Weds	07-Sep		02-Nov	
Thurs	08-Sep		03-Nov	
Fri	09-Sep		04-Nov	
Mon	12-Sep		07-Nov	
Tues	13-Sep		08-Nov	Y9 Info Eve
Weds	14-Sep		09-Nov	
Thurs	15-Sep	HPV Injections Y8 & Y9 Girls	10-Nov	
Fri	16-Sep		11-Nov	2 minutes silence (11:00am)
Mon	19-Sep	School Photographs	14-Nov	Anti Bullying Week
Tues	20-Sep		15-Nov	
Weds	21-Sep		16-Nov	
Thurs	22-Sep		17-Nov	
Fri	23-Sep		18-Nov	Mufti Day (Children in Need) Y9 reports issued
Mon	26-Sep		21-Nov	
Tues	27-Sep		22-Nov	
Weds	28-Sep	<b>Focus Day 1</b>	23-Nov	
Thurs	29-Sep		24-Nov	<b>Progress Day</b>
Fri	30-Sep		25-Nov	<b>Inset Day 2</b>
Mon	03-Oct		28-Nov	
Tues	04-Oct		29-Nov	
Weds	05-Oct		30-Nov	
Thurs	06-Oct	National Poetry Day School finishes @ 2.00pm	01-Dec	Y9 Surrey Skills Fair
Fri	07-Oct	Students Start at 9.45am	02-Dec	Y9 Surrey Skills Fair
Mon	10-Oct	Author visit week	05-Dec	
Tues	11-Oct		06-Dec	Y9 Drama Acting Up day (prov)
Weds	12-Oct		07-Dec	
Thurs	13-Oct	Y9 & 10 G&T Maths Talk (PM) Community Maths Show	08-Dec	
Fri	14-Oct		09-Dec	
Mon	17-Oct		12-Dec	Carol Service Rehearsal Y9 revision grid issued
Tues	18-Oct		13-Dec	
Weds	19-Oct		14-Dec	
Thurs	20-Oct		15-Dec	Christmas Dinner Save the Children Xmas Jumper Day
Fri	21-Oct	Half Term begins	16-Dec	
Mon			19-Dec	
Tues			20-Dec	
Weds			21-Dec	CYE Assembly <b>End of Term 12:30pm</b>
Thurs				
Fri				

# SPRING TERM 2017

## Spring 1st Half

## Spring 2nd Half

Mon			20-Feb	
Tues	03-Jan	<b>Inset Day 3</b>	21-Feb	
Weds	04-Jan	Students Start	22-Feb	
Thurs	05-Jan		23-Feb	
Fri	06-Jan		24-Feb	
Mon	09-Jan	Yr 9 Test Week (in hall)	27-Feb	Y9 reports issued
Tues	10-Jan		28-Feb	
Weds	11-Jan		01-Mar	
Thurs	12-Jan		02-Mar	World Book Day Y9 Subject Eve 4:30pm
Fri	13-Jan		03-Mar	
Mon	16-Jan		06-Mar	
Tues	17-Jan		07-Mar	
Weds	18-Jan		08-Mar	
Thurs	19-Jan		09-Mar	
Fri	20-Jan		10-Mar	
Mon	23-Jan		13-Mar	
Tues	24-Jan		14-Mar	
Weds	25-Jan		15-Mar	
Thurs	26-Jan		16-Mar	
Fri	27-Jan		17-Mar	
Mon	30-Jan		20-Mar	
Tues	31-Jan		21-Mar	
Weds	01-Feb		22-Mar	
Thurs	02-Feb	Intermediate Maths Challenge	23-Mar	
Fri	03-Feb		24-Mar	Mufti Day (Comic Relief)
Mon	06-Feb		27-Mar	
Tues	07-Feb	Y9 Info Eve 6:30pm	28-Mar	
Weds	08-Feb		29-Mar	
Thurs	09-Feb		30-Mar	
Fri	10-Feb	Half Term begins	31-Mar	CYE Assembly <b>End of Term 12:30pm</b>

# SUMMER TERM 2017

## Summer 1st Half

## Summer 2nd Half

Mon			05-Jun	
Tues	18-Apr	<b>Inset Day 4</b>	06-Jun	Junior Masterchef (Prov)
Weds	19-Apr	Students Start	07-Jun	Guildford County Relays
Thurs	20-Apr		08-Jun	
Fri	21-Apr		09-Jun	
Mon	24-Apr		12-Jun	Healthy Eating Week (prov)
Tues	25-Apr		13-Jun	
Weds	26-Apr	<b>Focus Day 3</b>	14-Jun	
Thurs	27-Apr	Community Science Show	15-Jun	
Fri	28-Apr		16-Jun	
Mon	01-May		19-Jun	
Tues	02-May		20-Jun	Y9 reports issued
Weds	03-May		21-Jun	
Thurs	04-May		22-Jun	District Sports Day
Fri	05-May		23-Jun	
Mon	08-May		26-Jun	
Tues	09-May		27-Jun	
Weds	10-May		28-Jun	
Thurs	11-May	Y9 FSB/MEN Injections	29-Jun	
Fri	12-May		30-Jun	<b>Inset Day 5</b>
Mon	15-May		03-Jul	
Tues	16-May		04-Jul	
Weds	17-May		05-Jul	Sports Day
Thurs	18-May		06-Jul	<b>Focus Day 4</b>
Fri	19-May		07-Jul	
Mon	22-May		10-Jul	
Tues	23-May		11-Jul	Celebration Eve 7:00pm
Weds	24-May		12-Jul	
Thurs	25-May		13-Jul	
Fri	26-May	Half Term begins	14-Jul	Mufti Day (Y10)
Mon			17-Jul	
Tues			18-Jul	
Weds			19-Jul	Reserve Sports Day (Prov)
Thurs			20-Jul	
Fri			21-Jul	<b>End of term 12.30pm</b>



# UNIFORM

Glebelands' skirts, girls trousers, sweaters, polo shirts, ties and sportswear can ONLY be obtained from the School Shop. This is supplied and staffed by The Direct Clothing Company. In addition to these specific items of uniform they offer all other items at very reasonable prices because they do not have the overheads of a high street shop. The school uniform shop is open every Monday and Thursday 3:00pm-4:15pm. **ALL ITEMS OF UNIFORM SHOULD BE CLEARLY MARKED.**

	ACCEPTABLE	UNACCEPTABLE
<b>Blazer</b>	Black with Glebelands' school crest. Blazers must be worn at all times in the school buildings.	Ill-fitting blazers and blazers with no crest. Unofficial school badges.
<b>Pullover</b>	A maroon V-necked pullover with school crest. <b>(Black school jumper for Year 11 prefects only)</b>	Ill-fitting pullovers. Cardigans and hoodies.
<b>Shirt</b>	A white standard shirt. The Glebelands' maroon polo shirt may be worn in the Summer Term. Blazers must still be worn.	Collarless shirts. Any colour other than white. Sports shirts, T-shirts and fashion shirts. Shirts without a top button at the neck. T-shirts showing under shirts.
<b>Ties</b>	A correctly tied Glebelands tie. Year 11 students may wear the Year 11 tie.	Any tie other than the official school tie. Defaced school ties. Ties worn shorter than 30cms.
<b>Skirt</b> (Girls) <b>Trousers</b> (Boys/ Girls)	Standard school skirt/trousers for girls. Skirt must be knee length. Boys to wear black school trousers	Any skirts/girls trousers purchased from other retailers. Skirts must not be rolled up.
<b>Shoes</b>	Black school shoes that are sensible, safe and serviceable. They should be of polishable material.	Any colour other than black. Heels above 5 cm. Trainers or boots of any kind. Steel toe-capped boots or shoes. Canvas or trainer type shoes.
<b>Socks</b> <b>Tights</b>	Plain black socks. Girls may wear plain black or flesh-coloured tights.	Any colour other than black/flesh.
<b>Outer Coats</b>	Outer coats should be a plain colour in a style suitable for school (navy blue or black is ideal). This is important since the public judge the school partly on the style of outdoor wear they observe as students travel to and from school.	Denim, leather, leather-look, studded or patterned coats. Inappropriate logos. Coats made from knitted material or sweatshirts / hoodies.
<b>Scarves</b>	Plain colours only.	Football/sports scarves. Scarves, gloves and hats must not be worn in school buildings.
<b>Bags</b>	It is essential that pupils have a strong, sensible holdall, briefcase or satchel in which to carry books and equipment. Plastic carrier bags for sports kit and footballs.	Plastic or paper carrier bags used for school books. Inappropriate branded bags.
<b>Jewellery</b>	ONE plain ring, one wrist watch, ONE pair of plain ear studs (gold or silver coloured) one in each lobe, a chain may be worn inside the shirt. The school cannot accept responsibility for jewellery worn to school. Unacceptable jewellery will be confiscated.	Earrings of any kind including 'sleepers & stretchers', necklaces, bracelets, brooches, badges not concerned with school. On safety grounds jewellery must be removed for some lessons, such as P.E. No piercing apart from ear lobes. Unacceptable jewellery will be confiscated.
<b>Cosmetics</b>	No make-up or discreet make-up - blemish concealer and light mascara only.	Coloured nail varnish or make-up (other than described). Make-up must not be brought into school.
<b>Hair</b>	Hair should be cut in a style suitable for school and kept clean, neat and tidy. Boys hair must be grade 3 or longer.	Extremes of hairstyle (incl shaved lines) or colour. No unnatural hair colour (incl dip dye). If there is any doubt please contact the school before going to the hairdresser. Ribbons, hair bands and grips in a colour or style not complementary to school uniform.

## PHYSICAL EDUCATION KIT

Our PE kit is specially designed to minimise the differentiation for boys and girls. All kit must be clearly named.

Clean trainers are essential for the Sports Hall, the outdoor multi-sports area and all indoor lessons. A change of socks is essential, socks worn to school are not acceptable. Towels are necessary for every lesson in case a shower is needed.

Vest tops, tight fitting white tops or kit with large motifs or slogans are not acceptable.

**Jewellery of any sort must be removed before PE**, as directed by the Surrey County Council's Inspector for Physical Education.

Students are asked to have piercings done during holidays and not during term time.

Changing rooms are locked at the start of lessons. However, any valuables should be handed in and collected after each lesson. The PE Department do not accept responsibility if the valuables are not collected after the lesson.

Students are reminded that shin pads are compulsory for hockey, football and rugby activities. We do provide these but encourage students to bring their own.

Mouth guards are recommended for rugby and hockey practice and compulsory for competitive play.

<b>Outdoor / Winter</b>	White reversible acrylic rugby shirt with red hoop with logo. Red shorts (girls are permitted red skorts) Red and white hooped socks White socks Black tracksuit bottoms Glebelands logo or plain. No lycra or tight cotton tracksuit bottoms (girls are permitted black leggings of reasonable thickness)
<b>Indoor / Summer</b>	White Glebelands polo shirt. Red shorts Plain white socks
<b>Outdoor / Indoor</b>	Grey sweatshirt with logo (no hooded or zip up tops) Black tracksuit bottoms Glebelands logo or plain.
<b>Dance</b>	Plain black jazz pants or school tracksuit bottoms Black round necked t-shirt

Students are asked to have training shoes. Canvas shoes are not allowed.

## **LOCAL VISITS**

As you will be aware, we sometimes take students on local visits. Examples of these include visiting Cranleigh to do surveys or other work during a lesson or travelling to local sports fixtures.

Students are always told beforehand when they will be involved in a local visit and are expected to tell their parents. However, as such visits are part of the curriculum and the regular life of the school we do not, for obvious reasons, ask for written permission from parents for each activity.

These visits are either on foot, by school minibus, by free coach or sometimes by staff or parent car and always have the correct level of staffing and supervision.

The school assumes that parents give their consent to local visits but if you have any concerns and would like to discuss your consent to such visits, please contact the school.

We will, of course, continue to inform you and require your written permission when visits involve any cost or travel outside the local area. On those occasions you will receive a letter with details and the consent form as usual.

We would like to take this opportunity to remind you of the importance of informing the school of any medical condition about which we should be aware and request that you ensure we have up-to-date home and work contact telephone numbers so that you can be contacted during the school day should the need arise.

## **MEDICAL INFORMATION**

The **only** medication students are allowed to carry around the school on their person are Asthma Inhalers and Epipens. As these are prescribed drugs, it is important that they are clearly labelled with the student's name and tutor group in case it is accidentally mislaid during the day.

The only medications we are allowed to administer in school are prescribed medications and Paracetamol. These **must** be in the original container and kept in the school office, we **cannot** accept loose tablets in envelopes. A Student Health Plan **must** be signed by a parent, when the medication is given to the office, stating the dosage and giving the school permission to administer the medication.

It is the responsibility of the parents to ensure that all medication kept in school for their child has not exceeded its expiry date.

### **ASTHMA**

Please make sure you have informed the school of your child's treatment for Asthma and what the likely triggers for an attack are.

If your child carries reliever medication, we would suggest that a spare set be kept in the office for use in an emergency. **BOTH** sets should be clearly labelled with your child's name and tutor group and the dosage.

### **EPIPENS**

If your child has an Epipen for treatment of an allergy, please make sure there are two available in school at all times - one, which they should carry on their person/in their school bag and then a spare should be kept in the school office. **BOTH** must be clearly labelled with the child's name and tutor group.

It is important you tell the school office about your child's allergy and its treatment.

### **DIABETES**

Inform the school office of the treatment for the Diabetes. Emergency rations (drinks, biscuits etc) should be kept in the office for any student with Diabetes, please make sure these are checked on a regular basis to make sure goods are not out of date.

### **INJURED STUDENTS**

Students returning to school with a physical injury needing a sling or crutches will be required to have a Risk Assessment before being allowed to return to school. Parents should ring the school to arrange for a Risk Assessment to be done on the day the student plans to return to school.

# ATTENDANCE

- Each student **must** be registered twice a day
- If a student is late into school or misses morning/afternoon registration for some reason they must sign in at Student Services.
- Arrival at school after 9.15am without good reason will be marked as an unauthorised absence (code U).
- The school should be notified by telephone each day (**01483 542408**) of any absence. Parents who do not inform the school will be contacted by an automated telephone system to ask the reason for the absence.
- If students have to leave school at any time during the day e.g. for a doctor's appointment, a letter or note in student journal must be shown to their tutor, signed by the tutor and then handed into the office when the student signs out.
- Current law does not give any entitlement to parents to remove their child from school during term time for the purpose of a holiday. Headteachers may only grant leave of absence where an application has been made in advance and consider that there are exceptional circumstances relating to the application.

## The Impact of Poor Attendance

% Attendance	=% Absence	= Days missed	= Weeks missed	= Years missed (over 5 years of secondary education)
100	0	0	0	0
90	10	19	4	½
80	20	38	8	1
70	30	57	12	1½
60	40	76	15	2
50	50	95	19	2½
40	60	114	23	3
30	70	133	27	3½
20	80	152	30	4
19	90	171	34	4½

Persistent lateness can also add up to a significant number of school days missed:

5 minutes late is	3 days lost each year
10 minutes late is	6.5 days lost each year
15 minutes late is	10 days lost each year
20 minutes late is	13 days lost each year
30 minutes late is	19 days lost each year

## HOMEWORK TIMETABLE

**YEAR 9** Approximately 30 minutes per subject per night

Subjects which have 1 lesson per week (in brackets below) will set homework twice each half term, at least one of which should be written work which is marked by the teacher.

	Monday	Tuesday	Wednesday	Thursday	Friday
EFC (P)	French English (RE) (Music)	Geography Maths (IT)	DT Science English (PE) (Drama)	DT Maths (L4L) (Art)	History French Science English
HEC (P)	French English (Art) (IT)	Geography Maths (Drama)	DT Science English (PE) (Music)	DT Maths (L4L) (RE)	History French Science English
HCH (Q)	French Maths Geography Q2 History Q1 (Music)	DT Geography Q1 History Q2 (Drama)	French Science English (L4L)	Maths English (PE) (Art) (RE)	DT Science English (IT)
NJC (Q)	French Maths Geography Q2 History Q1 (Music)	DT Geography Q1 History Q2 (IT)	French Science English (Music)	Maths English (PE) (Art) (Drama)	DT Science English (L4L)

## TUTOR TIME

Students spend 10 minutes every morning and 20 minutes every afternoon with their tutors. These sessions allow time to take the legal register and for the students to discuss and reflect on a variety of issues. Tutors will use the time to discuss any issue that have arisen and to ensure that your child is settled and happy at school, contributing to the personal and social progress of students.

During the week students will normally attend an SLT Assembly with a Senior member of staff and a Year Assembly with Head of Achievement. Activities for the rest of the week are two year team specific activities and the checking of journals. This time is also used for tutors to monitor homework. Please make sure you sign your child's Student Journal once a week as this will be monitored by tutors on a weekly basis. Your child's tutor should be your first point of call with any concerns.

# Art

## ***What is Art?***

Art communicates visually, thoughts, ideas, feelings, observations and information by creating visual images in two dimensions and artefacts in three dimensions.

## ***What skills will I learn?***

A variety of Art, craft and design based skills that may include drawing, painting, ceramics, and graphics.

## ***What will I do in Art?***

You will study three major projects. Each project begins with the study of a variety of different artists and designers' approaches to the themes. You will then generate ideas and develop them into practical work—acquiring technical skills in the use and control of media tools and equipment.

## ***How will I be assessed?***

Students are continually assessed through their practical work and will have their levels collated every half term. There is one written assessment which will form the basis of their level for that half term, this will happen in the calendared test week.

## ***Useful websites, helpful reading, places to visit***

School website contains teaching materials used in class.  
Other useful websites include the British Museum etc.

## ***Particular issues for this subject***

Students are encouraged to use sketchbooks for their homework and research. These are available from the department at a cost of £1.00.

# Design & Technology

## ***What is Design & Technology?***

Design & Technology is taught within discrete subject areas including Graphic Products, Resistant Materials, Textiles and Cooking & Nutrition. Students will be taught in a carousel and will study subject areas for 13 weeks at a time.

## ***What skills will I learn?***

Students will learn to design and make a selection of products in a variety of different materials. Students will combine practical skills with an understanding of aesthetical, social and environmental issues, function and industrial practices. They will learn to reflect on and evaluate the successes or weaknesses of present and past designers, existing products and be inspired by the natural world when designing.

## ***What will I do in Design & Technology?***

- In Cooking & Nutrition students develop further their practical skills. The practical lessons include biscuits, cottage pie, quiche and vegetarian cookery. Students also participate in the 3 Star Chef Award.
- In Graphic Products and Resistant Materials, students will develop their CAD/CAM skills in a design and make task where students will produce a sweet dispenser. Students will design their outcome using CAD software before developing their practical skills using wood to manufacture the various components.
- In Textiles and Graphic Products students are encouraged to be more creative by designing and making a phone case suitable for the teenage market. They can draw on the previous two years with regard to decorative techniques and use batik to decorate their recycled materials. They will also apply industrial practices in the design and manufacture of associated packaging for their product.

Within all subject areas students learn about the design and make process and they will be encouraged to use their ICT skills to enhance their project work.

## ***How will I be assessed?***

Students will be assessed at the end of each module of work and undertake a written test. They will be assessed across the core skills of Research, Design, Manufacture, Evaluating and Technical Knowledge.

## ***Useful websites, helpful reading, places to visit***

Moodle—Glebelands Learning Platform via [www.glebelands.surrey.sch.uk](http://www.glebelands.surrey.sch.uk)

## ***Particular issues for this subject***

Students will be required to provide ingredients for their Cooking lessons and material for their work in Textiles. Within Resistant Materials and Graphics students will be asked to contribute towards the cost of materials used if they wish to take projects away. Otherwise, we will recycle materials wherever possible.



# Drama

## ***What is Drama?***

Drama is a specialist arts subject. It is the study of theatre and acting, exploring issues, situations and characterisation through the medium of performance. It has its own vocabulary, conventions and methodology. It provides a valuable learning experience which develops the aesthetic, intellectual, social and emotional life of students.

## ***What skills will I learn?***

The essential characteristic of Drama is that of the individual behaving 'as if' he or she were someone else and in a different situation. This process helps students to explore any number of situations, problems or lines of enquiry, through interaction with others in role. The students will become competent and skilled in the use of the medium of drama to communicate ideas in dramatic form and find meaning through experience. Students will learn different explorative strategies and theatrical techniques in order to explore characters, issues and situations. They will develop their social and collaborative skills and build their confidence through rehearsal and performance.

## ***What will I do in Drama?***

- Issue-based Drama: exploring family relationships, teenage anxieties and social status.
- Shakespeare and physical theatre: developing students' knowledge of a Shakespeare play and exploring stylised performance.
- Thematic study: Exploring development of characters using a variety of styles and forms of performance.
- Additional workshops and skills-based lessons.

## ***How will I be assessed?***

Students are continually assessed through their practical work and will have their levels collated every half term. There is one written assessment which will form the basis of their level for that half term, this will happen in the calendared test week.

## ***Useful websites, helpful reading, places to visit***

There are several books of interest in the LRC, and the Drama Department also has several copies of scripts and text books. Students are also encouraged to see, and possibly take part in, plays, productions and pantomimes as this extends their knowledge of the subject.

## ***Particular issues for this subject***

Safety: To avoid accidents, it is crucial that all safety instructions are followed carefully. Students must remove shoes for lessons and girls should bring shorts or leggings to wear under their skirts every lesson.

# English

## ***What is English?***

- English is a vital part of the Core curriculum and a basic requirement for further education, employment and many aspects of adult life.
- It teaches students how to communicate at all levels, in the spoken and written word.
- Through English students learn to interpret how writers communicate their ideas the world around them.

## ***What skills will I learn?***

- To communicate ideas accurately and effectively in speech.
- To develop writing skills successfully in a variety of styles.
- To read, study and learn to evaluate critically a range of texts, including plays, poetry, novels and high-quality non-fiction.

## ***What will I do in English?***

- Speaking and Listening: individually, in pairs and groups.
- Read and study a modern novel, a Shakespeare play and a cluster of contemporary and pre-1914 poetry.
- Read and study a range of texts, fiction and non-fiction, to develop understanding and critical thinking.
- Practise a variety of writing tasks: to narrate, describe, argue, persuade and analyse.
- Read a variety of C19th texts in preparation for the demands of the new GCSE course.
- Take part in the Accelerated Reader programme and read regularly for pleasure.

## ***How will I be assessed?***

- Continuous formative assessment of work produced over the year.
- Termly summative assessment of reading and writing using standardised tests.

## ***Useful websites, helpful reading, places to visit***

It is vital to read as much fiction and non-fiction as possible, to develop skills.

This website is good for reading ideas: [www.carnegiegreenaway.org.uk](http://www.carnegiegreenaway.org.uk)

Try BBC Bitesize KS3 English for revision.

## ***Particular issues for this subject***

- Ensuring that spelling, punctuation and grammar skills are sufficiently secure for the demands of the GCSE course.
- Confidence in reading and vocabulary is high to cope with the increased rigour of the new GCSE exams.

# **French—MFL**

## ***What is MFL?***

The study of a modern foreign language. Through your French lessons you will develop your communication skills and an awareness of other cultures. You will also have the opportunity to start a little Spanish.

## ***What skills will I learn?***

You will learn how to recognise and comprehend the language through your reading and listening. You will learn to express yourself through speaking and writing. You will develop strategies to help you deal with new and unfamiliar language, therefore, also enhancing your problem solving skills.

## ***What will I do in French?***

You will talk about:

- Work and travel
- Home life
- Celebrations
- Leisure and music
- Education
- Food and drink
- Regional Culture
- Grammar—focus on grasping past, present and future tenses

## ***In Spanish?***

You will talk about:

- Personal details
- School and free time

## ***How will I be assessed?***

There are three formal sets of tests over the year plus regular vocabulary tests. Your class work and homework will also give you continual feedback on your progress.

## ***Useful websites, helpful reading, places to visit***

- [www.linguascope.com](http://www.linguascope.com)
- [www.Zut.org.uk](http://www.Zut.org.uk)
- [www.atantot.com](http://www.atantot.com)
- [www.languagesonline.org.uk](http://www.languagesonline.org.uk)

## ***Particular issues for this subject***

Ensure that you get into good learning routines to help with vocabulary homeworks. Try to speak as much French as possible. Don't be afraid to have a go!

# Geography

## ***What is geography?***

Geography explores the relationship between the Earth and its people through the study of place, space and the environment.

Geographers ask the questions where and what; also how and why and in the context of problems. It forms a bridge between the physical and human sciences.

Study is done at local, regional, national, continental and global scales.

## ***What will I be doing?***

The following topics are studied:

- Restless earth
- Development
- The Middle East
- Blood diamonds
- India (ADC)
- Crazy Weather

## ***How will I be assessed?***

You will be assessed through a series of exams over the course of the year. Comprising of one or two of the above topics. This is to ensure you develop revision skills and methods ready for KS4.

You will also be assessed on your written, oral, graphical and computer skills continually through the year.

**There are numerous websites that can enrich geographical learning, below are just a few that we regularly use.**

Google earth  
[www.bbc.co.uk/news](http://www.bbc.co.uk/news)  
[www.volcanoworld.com](http://www.volcanoworld.com)  
[www.statistics.gov.uk](http://www.statistics.gov.uk)  
[www.ens-news.com](http://www.ens-news.com)  
[www.cia.gov](http://www.cia.gov)

BBC Bitesize  
[www.fairtrade.org](http://www.fairtrade.org)  
[www.greenpeace.org](http://www.greenpeace.org)  
[www.sln.org.uk/geography/](http://www.sln.org.uk/geography/)  
[www.metoffice.com](http://www.metoffice.com)  
[www.environment-agency.go.uk](http://www.environment-agency.go.uk)

# History

## ***What is History?***

History is the study of past events, particularly in human affairs.

In Year 9 you will study World War One and Two, with an in depth study on the Holocaust. You will also look at the causes of conflict over time, including a Study of Terrorism. You will be looking at the impact of events on people as well as causes and consequences of wars.

## ***What skills will I learn?***

You will learn how to apply skills such as analysis and interpretation of sources, evaluating cause and consequence, change and continuity, diversity and significance.

You will be expected to be able to learn knowledge and complete comprehension exercises in class. Extended writing is very important for improving grades in History. Studying History will develop both your reading, thinking skills and writing and you will learn to understand events from many different perspectives.

## ***What will I do in History?***

- Year 9 begins with a study of the Great War 1914-1918. We begin by looking at why war broke out and then look chronologically at the course of the war. We look at life for soldiers on the front lines and also life for civilians at home, as well as the inter war years and the rise of Dictators.
- In the Spring term we move on to World War II 1939-1945, culminating with a study on the Holocaust and the use and consequences of Atomic power.
- In the Summer term we will look closely at living in ages of conflict and terrorism. This involves case studies such as the Gunpowder Plot, Votes for women and conflict in Northern Ireland.

You will also have the opportunity to take part in role plays and debate historical issues with vigour and confidence! You will use the internet and the library as research tools to gather and evaluate information.

## ***How will I be assessed?***

At the end of each module you will complete an assessment which will focus on the key historical skills: Using evidence, diversity, change and continuity, cause and consequence, interpretation and significance as well as demonstrating knowledge and understanding. You will also be asked to self and peer assess various pieces of extended writing throughout the course.

## ***Useful websites, helpful reading, places to visit.***

Websites: CLC Glebelands Learning Platform via  
[www.glebelands.surrey.sch.uk](http://www.glebelands.surrey.sch.uk)  
[www.schoolhistory.co.uk](http://www.schoolhistory.co.uk)  
<http://www.bbc.co.uk/history/war/wwone/>  
<http://www.bbc.co.uk/history/war/wwtwo/>  
<http://www.war-experience.org/>

Helpful reading: Horrible Histories (books and magazines).  
Faces in the Smoke: Josef Perl (Library has 2 copies).

Places to Visit: The Imperial War Museum, The Cabinet War Rooms,  
HMS Belfast, Memorials in the surrounding villages.

## ***Particular issues for this subject.***

In the History department we use a variety of teaching and learning methods however, please be aware that there is a significant amount of writing and research required in Year 9.

# **Information Communication Technology and Computing**

## ***What is ICT and Computing?***

- ICT teaches students to use computers to; help find things out, develop ideas and make things happen, exchange and share information and to review, modify and evaluate their use of ICT.
- Computing teaches students to program computers using algorithms to solve problems.

## ***What skills will I learn?***

- How to use a use a range of ICT programs in a variety of contexts.
- How to evaluate personal use of ICT when completing tasks so that good decisions are made about when to use the computer and quality of work produced meets the requirements of the task(s).
- How to combine computer programs in producing a solution to a problem.
- In Computing students will use Logo, Pythan and Scratch to solve problems using algorithms, debugging and coding solutions to problems, designing their own game.

## ***What will I do in ICT***

- Create an ICT integrated task which brings together a range of programs – e.g. word processing, spreadsheet, database, and control - in order to produce a solution to a problem.
- Plan and implement an ICT system which will allow predictions to be made and tested so that conclusions can be drawn. The ICT system will require a range of programs to be used.
- Continue to practise coding in two languages to design their own animated games.

## ***How will I be assessed?***

- The work produced is assessed at the end of each unit.

## ***Useful websites, helpful reading, places to visit***

- Students will be referred to many appropriate websites as part of their course.
- Students can use computers for school work during lunchtimes when supervision is available.

## ***Particular issues for this subject***

- Homework may be set one a half term.
- It may be preparation for the next lesson or completion of a task stored on the network.

# Learning for Life

## ***What is Learning for Life?***

Learning for Life aims to help students acquire the knowledge and the essential life skills to maintain a healthy body and mind and to play an effective role in society.

## ***What skills will I develop?***

- To become a reflective learner.
- Employability skills.
- Organisation skills.
- Presentation skills.
- Building confidence.
- Stress management.

## ***What will I do in Learning for Life?***

Subjects covered:

- Citizenship and Charity projects.
- Relationships and Sex Education.
- Health and Wellbeing
- World of Work
- Careers and Option Choices.

## ***How will I be assessed?***

At the end of each unit you will be asked to reflect on what you have learnt.

## ***Particular issues for this subject***

Be prepared to be a reflective learner with an open mind and the willingness to share your views and discuss the views of others.

# Mathematics

## ***What is Mathematics?***

Mathematics is a subject that reveals hidden patterns that help us to understand the world around us. Now much more than “Sums” and “Angles”, mathematics today is a variety of topics that deals with data, measurements, and observations from sciences. Deduction, problem solving, proof, and with mathematical models of natural events, of human behaviour, and social systems, are all covered in the mathematics curriculum.

## ***What skills will I learn?***

As well as developing your numeracy skills, other skills will also be developed. You will learn how to process information, to compare and contrast it and analyse relationships. You will develop your enquiry skills, which will enable you to ask questions, plan research, predict outcomes and draw conclusions. You will use your creative thinking skills which will help you develop ideas, apply imagination and seek different solutions to problems. Your reasoning skills will be used to make informed decisions when solving problems and your evaluation skills will be developed to enable you to judge the value of information and ideas.

## ***What will I do in Mathematics?***

- Add, subtract, multiply and divide fractions, decimals and whole numbers.
- Make estimates and approximations to calculations.
- Solve equations using different methods.
- Generate sequences and work out their rules.
- Work out the equation of a straight line graph.
- Draw and interpret graphs of real life situations.
- Solve problems using your knowledge of lines, angles and shapes.
- Enlarge, rotate, translate and reflect different shapes on a grid.
- Use formulae for area and perimeter for a variety of shapes.
- Design a survey and feed back on the results you find.
- Solve probability problems.

## ***How will I be assessed?***

- Students will do a formal assessment once every term.
- Students will complete a self assessment checklist using their notes at the end of every module. Teachers will use these checklists to give a target on which to improve for that unit. Further progression on this target can be made by using the lessons and homework sheets available on the mymaths website listed below.

## ***Useful websites, helpful reading, places to visit***

[www.mymaths.co.uk](http://www.mymaths.co.uk)

Login: Glebelands

Password: radius

[www.mathsframeworKing.com](http://www.mathsframeworKing.com)

[www.nrich.maths.org.uk](http://www.nrich.maths.org.uk)

[www.murderousmaths.co.uk](http://www.murderousmaths.co.uk)

[www.simonsingh.com/](http://www.simonsingh.com/)

The ‘Murderous Maths’ books are a particularly good place to start, explaining key concepts in a humorous way. The CGP numeracy workbooks and revision guides are also worth a look. Places to visit include The Science Museum and Bletchley Park.

## ***Particular issues for this subject***

Students are set by ability. There is always the opportunity to move up or down sets, throughout the year, should the need arise.

Students are expected to bring the correct equipment to each lesson: pen, pencil, eraser, ruler, protractor, pair of compasses and calculator.



# Music

## ***What is Music?***

Music is the practical study of organised sound. It involves co-operation, concentration, teamwork, creativity and individuality.

## ***What skills will I learn?***

- To play guitars, keyboards, ukeleles and percussion with increasing technical difficulty.
- To sing with developed breath control and sense of intonation.
- To understand how to make up your own music with different styles.
- To develop your understanding of music through listening and appraising activities.
- To further develop independent learning skills.

## ***What will I do in Music?***

You will be encouraged to work more independently and be given opportunities to pursue your own musical interests.

Topics studied in Year 9 are:

- Minimalism.
- Musical futures projects.
- Music for film and TV.
- Pop music 1960-present.
- Musicals.

You will have regular opportunities to perform on your own or as part of a group in class and in public concerts.

## ***How will I be assessed?***

You will be marked on all your work and given a grade at least once a term. You will agree targets based on your assessment grades and your progress will be reviewed against your targets. All students will work towards the attainment of the Young Persons Arts Award, Bronze Level 1.

## ***Useful websites, helpful reading, places to visit***

- [www.tanbur.co.uk](http://www.tanbur.co.uk).
- Consider joining an after school club for extra performing opportunities.
- Go to as many concerts as you can.
- Listen to Classic FM, Jazz FM and Radio 3 as well as pop stations.

## ***Particular issues for this subject***

For maximum progress consider:

- Buying a guitar or keyboard so that you can practise at home.
- Paying for individual instrumental or singing lessons through Surrey County Arts.

# Physical Education (P.E.)

## **What is P.E?**

Physical education develops students' physical competence and confidence, and their ability to use these to perform in a range of activities. It promotes physical skilfulness, physical development and a knowledge of the body in action. Physical education provides opportunities for students to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards active and healthy lifestyles. Students learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process students discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity.

## **What skills will I learn?**

- Students will develop and improve their co-ordination and movement skills in a range of activities. They will do this through individual practices and group practices, in both competitive and non-competitive situations.
- The students will improve their ability to select and apply their skills in different situations in all activities covered, for example their ability to make the correct decision when passing a ball or devising an appropriate routine and choosing the right movement at the right time for a group in gymnastics or dance.
- Students will also develop their ability to communicate their ideas to those around them. They will become more confident when evaluating and improving the performances of others in all activities and will be given opportunities to assess each others' performances.
- The students will also be taught the importance of preparing properly for physical activity and the need to cool down after physical activity and the significance of a healthy lifestyle for continued good health in the future.

## **What will I do in P.E?**

**The students will be taught a wide variety of activities these are outlined as follows:**

**Boys**—Football, Rugby, Handball, Basketball, Gymnastics, Health Related Exercise, Athletics, Cricket, Tennis, Trampolining.

**Girls**—Football, Netball, Handball, Basketball, Gymnastics, Health Related Exercise, Dance, Athletics, Tennis, Rounders, Trampolining.

## **How will I be assessed?**

In Physical Education students are assessed in **five attainment** areas these are:

- Developing skills in physical activity
- Making and applying decisions
- Developing mental and physical ability
- Evaluating and improving their own and others performances
- Making informed choices about healthy active lifestyles

The continuing aim of assessing students is to provide them with the knowledge needed to improve and develop their skills.

## **Useful websites, helpful reading, places to visit**

[www.ncaction.org.uk/subjects/pe](http://www.ncaction.org.uk/subjects/pe)

[www.qca.org.uk](http://www.qca.org.uk)

[www.pea.uk](http://www.pea.uk)

[www.sportengland.co.uk](http://www.sportengland.co.uk)

[www.bbc.co.uk/schools](http://www.bbc.co.uk/schools)

[www.schoolsnet.com](http://www.schoolsnet.com)

[www.standardsdfes.co.uk](http://www.standardsdfes.co.uk)

[www.scool.co.uk](http://www.scool.co.uk)

## **Particular issues for this subject**

Names should be written or stitched on every item of clothing. **Shin pads are compulsory in Football and Hockey** and are strongly recommended in Rugby and Hockey, as are mouth guards. Shin pads can be provided, but for comfort it is recommended that students purchase their own equipment.

**All valuables must be removed**, this includes earrings or studs even if ears have recently been pierced. If a student cannot participate in P.E. a note is required. **(Students will be required to change into P.E. kit even if they are not participating.)** Polo shirts are PE kit—white, tight fitting tops or vest tops **are not acceptable**.

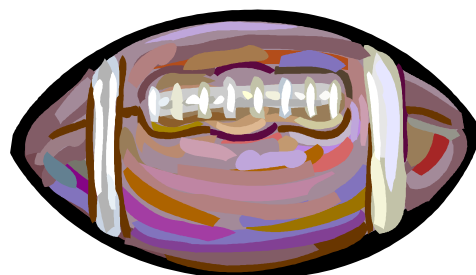
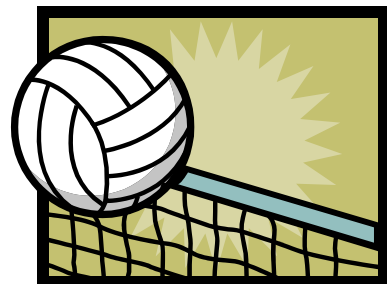


## **PE—Extra Curricular**

School clubs will meet at lunch time and after school, depending on availability of staff. A timetable of clubs will be available on the school learning platform “Moodle”.

Team Sheets and Fixture lists will be displayed on the notice board outside the PE changing rooms, Twitter and on the school website. Team sheets on display will give all the necessary information about the fixture.

Timings of fixtures vary, but most will finish between 5-6 pm. Details will always be on display on the notice boards in the PE department.



# Religious Education (R.E.)

## ***What is Religious Education?***

In Year 9 you will start the GCSE course by looking at the key beliefs and teachings of Christianity and Islam.

## ***What skills will I learn?***

You will continue to work on skills such as reflection, empathy, investigation, expression, analysis and interpreting and evaluating sources. You will be encouraged to develop attitudes of fairness, respect and self-understanding.

## ***What will I do in Religious Education?***

- You will study Ethics over the year of GCSE Religious Studies.
- You will look at key knowledge as well as explaining your views on key issues and religious views.
- There will be discussions and group projects. You will be given the opportunity to use the internet and the library.

## ***How will I be assessed?***

You will usually be assessed at least once a term on; Thinking about religion, enquiring, investigating and interpreting and reflecting, evaluating and communicating. These may take the form of tests, extended writing or Independent Learning Tasks. There will be some self and peer assessment.

## ***Useful websites, helpful reading, places to visit***

Websites: [www.religioustudies.co.uk](http://www.religioustudies.co.uk)  
<http://www.bbc.co.uk/religion/>  
<http://ks3.reonline.org.uk>

Helpful reading: Newspapers to keep up to date with thinking on moral issues.

Places to visit: A Muslim mosque and a Buddhist temple.

## ***Particular issues for this subject***

There is a certain amount of research to do so access to a computer and internet would be useful.

# Science

## **What is Science?**

Science is the study of the world around you. Through your Science lessons you learn the skills and knowledge to help you explain how things work and why things happen.

## **What skills will I learn?**

- You will learn how to accurately describe scientific events and explain in detail why they take place.
- You will learn how to develop explanations using scientific models and theories
- You will learn how to make predictions based upon your scientific knowledge.
- You will learn a wide range of practical skills that will allow you to plan and carry out biology, chemistry and physics experiments providing you with observations and evidence for you to analyse and evaluate.

## **What will I do in Science?**

In Year 9 you will study these topics:

### **Biology**

- Genetics and Evolution

### **Chemistry**

- Chemical Materials

### **Physics**

- Levers, Pressure and Moments
- Energy

## **How will I be assessed?**

Tests: There will be an end of topic assessment for each unit. During test week the students will also sit a scientific skills paper. The combination of the end of topic tests and the skills test will be used to rank and determine groupings for the GCSE. This will be used for the identification of pupils being awarded Accelerated Triple Science

Assessment for learning tasks: In each topic you carry out a task that provides you with feedback from your teacher about how you are performing and what you can do to further improve.

Investigating Science: Each unit will have a skills based assessment giving you feedback on practical skills.

## **Useful websites, helpful reading, places to visit**

<http://www.bbc.co.uk/schools/ks3bitesize/science/>

<http://www.scienceyear.com/library/index.html>

<http://segfl.skool.co.uk/index.aspx>

There are lots of Key Stage 3 Science books available in book shops. The *Horrible Science* series is excellent background reading.

The Science and Natural History Museums, Zoos and The Eden project are excellent to visit.

The CLC provides links.

## **Particular issues for this subject**

Setting: There is an upper and two mixed ability groups in each half year. These are based largely on test results so it is essential that thorough revision is carried out for each test. The Key Stage is completed by the end of the Autumn term. The students will then move on to cover GCSE materials which will be examined in January and will contribute towards their final Core GCSE grade.

Safety: To avoid accidents it is crucial that all safety instructions are followed carefully.

## ONLINE PAYMENTS...

In order to reduce administration costs and to ensure safe receipt of payments, **we no longer accept cash or cheques for trips and visits.**

Please pay for trips and visits using our on-line payment system **sQuid**.

Caterlink, who provide our catering service will still accept cash or cheques (payable to Caterlink) for payment for school meals.

The benefits of using our online payment system are:

- Your child will not have to carry cash for trip or Canteen payments; no more queuing during their break/lunch times.
- No more hunting for change.
- It's secure.
- You can easily track your payments for trips and see on a regular basis what trips are available to your son/daughter.
- You can easily check your child's Canteen balance anytime and view transactions online.
- No longer will you find unpaid trip money at the bottom of your child's school bag!
- You can budget by paying money into your 'Purse' to spend as and when required.
- You can top-up your account by debit/credit card or bank transfer.
- Friends/Family can register their own accounts to 'top-up' your son/daughter's online sQuid 'Purses'.

To create your own sQuid account, go to the Glebelands website:

<http://www.glebelands.surrey.sch.uk/>

Under the 'Parent' tab, click on the sQuid icon and follow the registration instructions sent to you.

If you have mislaid your registration details or have any further queries, please contact our Finance Officer, Annie Booker by email to [finance@glebelands.surrey.sch.uk](mailto:finance@glebelands.surrey.sch.uk) or by phone on 01483 542400.

# **Home-School Agreement**

## **Glebelands School aims to be an outstanding school where**

- the highest standards of teaching and learning underpin excellent progress and achievement
- we value individuals by respecting and supporting each other
- a culture of high expectations encourages success and the achievement of our personal best
- we all make a positive difference to our school and the local and wider community

## **Staff have a responsibility to support parents/guardians and students by**

- ensuring that each student has the opportunity to achieve his/her potential as a valued member of the school community;
- providing a balanced curriculum that meets the individual needs of students;
- achieving high standards of work and behaviour through building good relationships and developing a sense of responsibility;
- setting and marking homework in line with the school's policies;
- caring for each student's safety and welfare;
- keeping parents informed about general school matters and about their child's progress in particular;
- contacting parents if there is a persistent problem with attendance, punctuality, uniform, behaviour or equipment;
- being open and welcoming and offering opportunities for parents to support the school and its activities.

## **Parents/Guardians have a responsibility to support the school and their child by**

- ensuring that their child attends school every day, on time and with the proper equipment;
- providing and maintaining a high standard of uniform, as specified in the journal;
- ensuring that homework is completed thoroughly, checking the school journal regularly and signing it weekly;
- making the school aware of any concerns which might affect their child's progress or behaviour;
- attending Progress Day / Subject Evening / teacher appointments;
- ensuring that the school is able to contact a responsible adult in case of emergency;
- avoiding absence from school except in the most extreme cases;
- supporting the school's policies and guidelines for behaviour.

## **Students have a responsibility to support the school and their parents/guardians by**

- attending school every day, on time with the correct equipment;
- maintaining a high standard of school uniform, as specified in the journal;
- respecting learning and supporting learning in the classroom with good behaviour;
- doing all class and homework to the best of their ability;
- taking advice from teachers and parents about ways to improve their work;
- catching up on any work they have missed;
- being polite and helpful and respecting all members of the school community;
- showing letters and journals to their parents/guardians when relevant;
- taking advantage of the extra-curricular activities that the school offers;
- reading the student journal and following the school code and school expectations.







## Would you like to make a real difference to enhance your child's time at Glebelands School?

Registered Charity No.  
283512

The Glebelands Trust was established to help parents make a financial contribution to the school without the usual round of time consuming fund raising activities. The money raised is used to provide extras for our students' education across all areas of the curriculum and for extracurricular activities. If you are a UK taxpayer, please tick the box to indicate your willingness to complete a Gift Aid Declaration and increase your donation by 25%. The form will be sent to you separately at a later time.

### Parents can contribute in a number of ways:

- **Set up a payment plan via internet banking. Our account details are Glebelands Trust – Lloyds TSB Bank PLC, Guildford Branch; Sort Code: 779502, Account Number: 84410068. Please quote the student's full name as the reference.**
- OR Send in a one off lump sum (cheques payable to 'The Glebelands Trust' and handed in to the School Office)**
- OR Complete a standing order mandate and send direct to your bank. A standing order mandate is attached.**

**THANK YOU TO PARENTS WHO HAVE ALREADY COMMITTED TO THIS FUND**

## CONFIRMATION OF PAYMENT PLAN / STANDING ORDER

Parent's Name: .....

Student's Name: .....

I have instructed my bank, via internet banking/standing order mandate\*, to commence the following payment plan.

Amount: £..... monthly\* / annually\* (\*delete as appropriate)

Commencing ...../...../..... (date)

I would like to increase my donation by 25%. Please send me a Gift Aid Declaration form.

Signature(s) ..... Date ...../...../.....

## CONFIRMATION OF ONE-OFF PAYMENT

Parent's Name: .....

Student's Name: .....

Please find enclosed a payment of £ ..... cash / cheque (payable to 'Glebelands Trust')

I would like to increase my donation by 25%. Please send me a Gift Aid Declaration form.

**Please return this form in envelope addressed to "The Treasurer – Glebelands Trust" to the school office.**





Registered Charity No.  
283512

**Please return this completed mandate to your bank.**

Registered Charity No. 283512

To .....(name of your bank)

Address of branch .....

Please pay to Lloyds TSB Bank plc, Guildford Branch, Sort Code **77-95-02** for the credit of '**The Glebelands Trust**' Account number **84410068** the sum of:

<b>Monthly*</b>	£2	<input type="text"/>	£5	<input type="text"/>	£10	<input type="text"/>	Other Amount	<input type="text"/>
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<b>Annually*</b>	£20	<input type="text"/>	£50	<input type="text"/>	£100	<input type="text"/>	Other Amount	<input type="text"/>
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\*Please delete whichever is not applicable

Commencing ...../...../..... (date) and thereafter as indicated until further notice from me and debit my account accordingly.

Please quote as the reference (insert student's full name): .....

.....

Name of account to be debited .....

Account Number ..... Sort Code .....

Signature(s) ..... Date ...../...../.....

**To the Bank: If you have any queries please contact Glebelands School (01483 542400)**



# **SCHOOL CONTACT INFORMATION:**

## **Glebelands School:**

Telephone Number: 01483 542400  
Fax Number: 01483 542401  
Absence Line: 01483 542408  
e-mail address: info@glebelands.surrey.sch.uk  
Website: www.glebelands.surrey.sch.uk

See website for school calendar, which includes details of school clubs and sports fixtures / latest school information including school closures or other important information/ links to parent information including details of menus available in the canteen / other useful sites including sQuid electronic payments.

## **Glebelands Trust:**

e-mail address: trust@glebelands.surrey.sch.uk

## **Parent's Forum:**

e-mail address: forum@glebelands.surrey.sch.uk

## **Parent's Email Addresses:**

We hope to be able to introduce electronic correspondence as a means of parent/guardian/school communication across the whole school. Hopefully, this will avoid letters being lost, damaged, or delayed in transit so improving the level of communication you receive. To help us achieve this please ensure the school has a record of a parent's email address and that this information is kept up to date.



## **School and Curriculum Information for Parents of Year 9 Students 2016/2017**

Student's Name \_\_\_\_\_ Tutor Group \_\_\_\_\_

I confirm that I have received the above pack.

Signature \_\_\_\_\_ Date \_\_\_\_\_  
(Parent/Guardian).

Please sign this slip and send it to your son/daughter's tutor by return and not later than **Friday, 30th September 2016.**