



GLEBELLANDS

**School and
Curriculum
Information
For
Year 8
Students
and
Parents
2017/2018**

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

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Dear Parent/Guardian,

Year 8 already, how time flies! This year group are a talented and promising year group and I am looking forward to working with the year group once more. I have very high expectations for them in the future.

The Year 8 tutors this year are Mr Kett, Mr Wylie, Mr Allen, Miss Withers and Miss Dufour. I am delighted to have such a knowledgeable and positive group of teachers working with the students to help them achieve their very best and support them academically and pastorally.

In their second year at Glebelands your son/daughter can build on their skills from Year 7, continuing to develop their behaviour for learning skills as they move closer to Year 9 and then their GCSE exams. It is an opportunity to enjoy learning and strive to achieve their potential by being organised and being prepared for their lessons, demonstrating a positive attitude and always trying their best. I hope that many will continue to contribute to school life and join some of the enrichment activities that we have to offer. There will be plenty of opportunities for them to take part in a variety of sporting, musical, theatrical and community activities during Year 8 and I would encourage them to get involved, be active and seek out new clubs and interests over the year.

It is also a year where we expect to see them develop as role models for the younger students in and around the school, modelling excellent behaviour and a helpful, positive attitude at all times. They will be expected to be very organised with regards to having the correct books and equipment for school, be punctual to the school day and to lessons. We expect students to wear their school uniform correctly and with pride. Please note that if your child is not in the correct uniform it is advised that you send a note into school explaining the reason and giving a date of when it can be corrected. Please also ensure that items of clothing and P.E kits are labelled with your child's name so that stray items can be returned if found. They should also be closely monitored at home to ensure that they are completing their homework to a high standard and on time. I hope that the students now feel able to manage their time effectively but please help do support them as they manage their homework deadlines. The journal is an essential part of how students record the completion of their homeworks and we ask that you do check and sign it at the end of each week please. The journal can also be used to send messages into school for the tutor. The journal is checked every Wednesday by the tutor.

There is an Information evening on **Tuesday 12th September** which I strongly recommend you attend. There will also be the opportunity to discuss progress with your child's tutor on Progress Day which is on **Thursday 23rd November**, so please put both dates in your diary.

We look forward to a very positive and successful Year 8 where each student will be supported in their learning to make excellent progress and achieve their full potential. We are here to help so please contact your child's tutor in the first instance should you have any queries. The quicker we know about any issues, the quicker we can aim to resolve them.

This booklet contains a wealth of curriculum information for all the subjects this year and I hope you find it useful.



Mrs N Boniface
Head of Achievement Year 8

THE STAFF

Senior Leadership Team

RUM	Mr Russell Mitchell	Head of School (Mathematics)
CGS	Mr Christopher Smitheram	Deputy Headteacher (Geography)
MFK	Mr Matthew Kerry	Deputy Headteacher (Geography)
SDJ	Mr Stephen Jones	Assistant Headteacher (P.E.)
SLH	Mrs Sandra Hearn	Senior Teacher, SENCo
SPR	Mr Stefan Radwanski	Senior Teacher, Head of Science
FRC	Mrs Frances Crawley	Business Manager

Department of English

MPR	Mr Mike Ransom	Head of English
JCR	Mrs Jennifer Riley	English, Second in Department
MJH	Mr Mike Haydon	English
SJG	Mrs Sarah Green	English, Head of Achievement Year 9

Department of Creative Arts

JDT	Mrs Jennifer Tompkins	Head of Art/Drama
MHL	Mrs Margaret Lawrence	Head of Music

Department of Mathematics

HSH	Mr Howard Hoare	Head of Mathematics
GUB	Mr Gurnham Bahra	Mathematics, Second in Department
RCG	Mrs Richelle Gridale	Mathematics
SAS	Mr Stuart Singleton	Mathematics
TRW	Mr Tom White	Mathematics Student Teacher

Department of Design & Technology

KAD	Miss Katherine Door	Head of Design & Technology, Resistant Materials
OTJ	Miss Olivia Treverton-Jones	Graphics, Head of Achievement Year 10
PJL	Mrs Phillippa Laughton	Lead Teacher of Food
KJS	Ms Karen Smith	Textiles

Department of Science

SPR	Mr Stephan Radwanski	Head of Science
HEC	Miss Hannah Campbell	Science, Second in Department
PSC	Mr Peter Childs	Science
CIC	Miss Ciara Corrigan	Science
AGW	Mr Adam Wyllie	Science
LAM	Ms Leighanne McMahon	Science
AJW	Mr Anthony Wallace	Science Student Teacher

Department of IT

RDA	Mr Russell Allen	Head of IT
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Department of Physical Education

RMW	Mr Robert Whistler	Head of P.E / Healthy Schools
RNH	Mr Rhoads Hepburn	P.E, Head of Achievement Year 7
NTB	Mrs Nadine Boniface	P.E, Head of Achievement Year 8

Department of Humanities

MJK	Mr Mike Kett	Head of Humanities
CAM	Ms Catherine McAulay	Head of History & Sociology, Head of Achievement Year 11
HCH	Ms Hollie Hansford	History and Sociology, Lead Teacher
KLM	Mrs Kate Martin	Geography, Lead Teacher

Department of Modern Languages

NJC	Mrs Natalie Clark	Head of Languages
CMW	Miss Claire Withers	Languages
CED	Miss Chantal Dufour	Languages

Department of Learning for Life

LMK	Ms Laetitia Rys-Kent	Head of Learning for Life, Acting Head of Achievement Year 11
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Department of Learning Support

SLH	Mrs Sandra Hearn	SENCo
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Mr David Burr
davidnburr@btinternet.com

Chair of Governors

Administration Support Team

ACB	Mrs Annie Booker	Finance Officer
PSG	Mrs Polly Gould	Attendance and Admissions Officer
FIH	Mrs Fiona Heard	Data Officer
MLT	Mrs Meriem Trollope	P.A. to Head of School
SUV	Mrs Susie Voisey	Finance Assistant
WAB	Mrs Wendy Booker	Receptionist - Student Services
SOK	Mrs Sally O'Kane	Receptionist - Main Reception
LSF	Mrs Lorraine Felmer	Receptionist - Main Reception
LJS	Ms Linda Sieber	Admin and Resource Technician
JAW	Mrs Janie Watson	Admin and Resource Technician

Teaching Support Team

AND	Mrs Angela Dawson	Exams Officer / Data Manager / Team Leader
MAB	Mrs Madeline Bradley	Cover Supervisor
KSM	Mr Kevin Milligan	Cover Supervisor
VAC	Mr Victor Coughtrey	Cover Supervisor
KLO	Mrs Kate O'Neill	Inclusion Room Supervisor
LJS	Ms Linda Sieber	Inclusion Room Supervisor
JAW	Mrs Janie Watson	Inclusion Room Supervisor
AMT	Mrs Ana Trayling	Learning Resource Assistant
IEK	Ms Isabel Knights	Learning Resource Assistant
AMC	Miss Angie Chandler	Information Advice & Guidance Assistant

IT Support Team

Mr Tom Gill
Mr Jack Johnson

Technical Support Team

CAW	Mrs Cathy Wilson	Senior Science Technician
FHH	Mr Feargus Hearn	Science Technician

Learning Support Team

KLO	Mrs Kate O'Neill	Home-School Link Worker / Admin
KNC	Mrs Katharine Coode	Learning Support Assistant
JMV	Mrs Jill Vodden	Learning Support Assistant
RDJ	Mrs Rachel Jackson	Learning Support Assistant
SSC	Miss Samantha Cornwell	Learning Support Assistant
SJD	Miss Sarah Dolman	Learning Support Assistant
RAS	Mrs Rebecca Swallow	Learning Support Assistant

Premises Support Team

JHW	Mr Jim Wright	Premises Supervisor
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Catering Team

Mr Kurt Maxwell	Catering Manager
Ms Emma McConaghey	Catering Assistant
Ms Lucy Pritchard	Catering Assistant
Ms Andrea Murphy	Catering Assistant
Mrs Fahmida Choudhury	Catering Assistant
Mrs Anita Gains	Catering Assistant

Invigilators

Invigilators are employed for supervision of examinations, list available from Mrs Angela Dawson.

Co-Ordinator STAR Project (fedn) Mrs Georgina Knights

Uniform Shop: Direct Clothing Company Mrs Sharon Erricker

AUTUMN TERM 2017

Autumn 1st Half

Autumn 2nd Half

Mon	04-Sep	Inset Day 1	30-Oct	
Tues	05-Sep	Students Start	31-Oct	
Weds	06-Sep		01-Nov	
Thurs	07-Sep		02-Nov	
Fri	08-Sep		03-Nov	
Mon	11-Sep		06-Nov	
Tues	12-Sep	Y8 Info Eve 6:30	07-Nov	Senior Maths Challenge
Weds	13-Sep		08-Nov	
Thurs	14-Sep		09-Nov	
Fri	15-Sep		10-Nov	2 minutes silence (11:00am)
Mon	18-Sep	School Photographs	13-Nov	Anti-Bullying Week
Tues	19-Sep		14-Nov	
Weds	20-Sep		15-Nov	
Thurs	21-Sep	Y8&Y9 injections	16-Nov	
Fri	22-Sep		17-Nov	Mufti Day (Children in Need)
Mon	25-Sep		20-Nov	
Tues	26-Sep		21-Nov	Parents Forum
Weds	27-Sep	National Poetry Day	22-Nov	
Thurs	28-Sep	Focus Day 1	23-Nov	Progress Day
Fri	29-Sep	Macmillian Coffee Day	24-Nov	Inset Day 2
Mon	02-Oct		27-Nov	
Tues	03-Oct		28-Nov	
Weds	04-Oct		29-Nov	
Thurs	05-Oct	School finishes @ 2:00pm	30-Nov	
Fri	06-Oct	Students start @ 9:45am	01-Dec	
Mon	09-Oct	Author visit week	04-Dec	
Tues	10-Oct	Y8 Fashion show (prov)	05-Dec	
Weds	11-Oct	Y8 Fashion show (prov)	06-Dec	
Thurs	12-Oct	Community Maths Show	07-Dec	
Fri	13-Oct		08-Dec	
Mon	16-Oct		11-Dec	Carol Service Rehersal
Tues	17-Oct		12-Dec	
Weds	18-Oct		13-Dec	
Thurs	19-Oct		14-Dec	Christmas Dinner Save the Children Xmas Jumper Day
Fri	20-Oct	Half term begins	15-Dec	
Mon			18-Dec	
Tues			19-Dec	
Weds			20-Dec	
Thurs			21-Dec	CYE Assembly
Fri				

SPRING TERM 2018

Spring 1st Half

Spring 2nd Half

Mon			19-Feb	
Tues			20-Feb	
Weds			21-Feb	
Thurs	04-Jan	Inset Day 3	22-Feb	
Fri	05-Jan	Students Start	23-Feb	
Mon	08-Jan		26-Feb	
Tues	09-Jan		27-Feb	
Weds	10-Jan		28-Feb	
Thurs	11-Jan		01-Mar	World Book Day
Fri	12-Jan		02-Mar	Women's World Day of Prayer
Mon	15-Jan		05-Mar	
Tues	16-Jan	Focus Day 2	06-Mar	
Weds	17-Jan		07-Mar	
Thurs	18-Jan		08-Mar	
Fri	19-Jan		09-Mar	
Mon	22-Jan	Y8 Test Week	12-Mar	
Tues	23-Jan		13-Mar	Y8 reports issued
Weds	24-Jan		14-Mar	
Thurs	25-Jan		15-Mar	
Fri	26-Jan	Y7&8 Science Community Chal-	16-Mar	
Mon	29-Jan		19-Mar	
Tues	30-Jan		20-Mar	
Weds	31-Jan		21-Mar	Spanish Trip (Y8) (prov)
Thurs	01-Feb	Intermediate Maths Challenge	22-Mar	Spanish Trip (Y8) (prov)
Fri	02-Feb		23-Mar	Mufti Day (Sports Relief)
Mon	05-Feb		26-Mar	
Tues	06-Feb		27-Mar	
Weds	07-Feb		28-Mar	
Thurs	08-Feb		29-Mar	CYE Assembly
Fri	09-Feb	Half term begins		

SUMMER TERM 2018

Summer 1st Half

Summer 2nd Half

Mon	16-Apr	Students Start	04-Jun	
Tues	17-Apr		05-Jun	
Weds	18-Apr		06-Jun	Guildford County Relays
Thurs	19-Apr	Y8 Subject Eve 4:30	07-Jun	
Fri	20-Apr		08-Jun	
Mon	23-Apr		11-Jun	
Tues	24-Apr		12-Jun	
Weds	25-Apr	Focus Day 3	13-Jun	
Thurs	26-Apr	Junior Maths Challenge	14-Jun	
Fri	27-Apr		15-Jun	
Mon	30-Apr		18-Jun	
Tues	01-May		19-Jun	Parents Forum
Weds	02-May		20-Jun	
Thurs	03-May		21-Jun	District Sports (prov)
Fri	04-May		22-Jun	
Mon	07-May		25-Jun	
Tues	08-May		26-Jun	
Weds	09-May		27-Jun	
Thurs	10-May		28-Jun	
Fri	11-May		29-Jun	Inset Day 4
Mon	14-May		02-Jul	
Tues	15-May		03-Jul	
Weds	16-May	Christian Aid Coffee Morning	04-Jul	Sports Day
Thurs	17-May		05-Jul	
Fri	18-May		06-Jul	
Mon	21-May		09-Jul	STEAM Day (prov)
Tues	22-May		10-Jul	School Production
Weds	23-May		11-Jul	Y8 reports issued
Thurs	24-May		12-Jul	Focus Day 4
Fri	25-May	Half Term begins	13-Jul	Mufti Day
Mon			16-Jul	
Tues			17-Jul	Celebration Eve 7:00
Weds			18-Jul	Reserve Sports Day
Thurs			19-Jul	
Fri			20-Jul	End of term 12.30pm
			23-Jul	Inset Day 5

UNIFORM

Pride in uniform is really important to us and the public judge the school partly on the style of uniform they observe as students travel to and from school. Students who attend school in incorrect uniform must see their HOA with a letter from home and will be presented with a time bonded **yellow card** to resolve the issue. Persistent offenders will be addressed by; confiscation of jewellery, the removal of social time and/or time in the Inclusion Room. 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 & Thursday from 3:00pm-4:30pm.

	ACCEPTABLE	UNACCEPTABLE
Blazer	Black with Glebelands' school crest. Blazers must be worn at all times in the school buildings.	Ill-fitting blazers or sleeves rolled up. Unofficial school badges or blazers with no crest.
Pullover	A maroon V-necked pullover with school crest. (Black school jumper for Year 11 prefects only)	Ill-fitting pullovers. Cardigans and hoodies.
Shirt	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.
Ties	A correctly tied Glebelands tie of appropriate length. 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.
Skirt (Girls) Trousers (Boys/Girls)	Standard school skirt/trousers for girls Skirts must be knee length. Boys to wear black school trousers. Belts and buckles must be plain and black.	Any skirt purchased from other retailers. Skirts must not be rolled up. No 'skinny-fit' trousers, jeans or chinos. No big or branded belt buckles or other colour belts.
Shoes	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.
Socks Tights	Plain dark socks. Girls may wear plain black or flesh-coloured tights.	Any colour other than dark/flesh for tights or dark socks.
Outer Coats	Outer coats should be a plain colour in a style suitable for school (navy blue or black is ideal).	Denim, leather, leather-look, studded or patterned coats. Inappropriate logos. Coats made from knitted material or sweatshirts / hoodies. Coats not to be worn in school buildings.
Scarves	Plain colours only.	Football/sports scarves. Scarves, gloves and hats must not be worn in school buildings.
Bags	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.
Jewellery	One plain ring, one wrist watch and plain ear studs (gold or silver based). One piercing per lobe. A simple chain/necklace may be worn inside the shirt.	Earrings of any other kind including 'sleepers & stretchers'. Chokers, bead necklaces, bracelets, brooches, badges not concerned with school. Piercing elsewhere than the ear lobes. Jewellery must be removed for some lessons such as P.E.
Cosmetics	Discrete make-up - blemish concealer and light mascara only.	Coloured nail varnish, gel or acrylic nails or heavy make-up (other than described). No lip -stick.
Hair	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 (inc. shaved lines and contrasting length) or colour. No unnatural hair colour (inc. dip dye & ombre). If there is any doubt please contact the school before going to the hairdresser. Ribbons, bows, hair bands and grips that are too big or 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.

Outdoor / Winter	White reversible acrylic rugby shirt with red hoop with logo. Red shorts (girls are permitted red shorts) 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)
Indoor / Summer	White Glebelands polo shirt. Red shorts Plain white socks
Outdoor / Indoor	Grey sweatshirt with logo (no hooded or zip up tops) Black tracksuit bottoms Glebelands logo or plain.
Dance	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.

DUTY STUDENT

During their years at Glebelands, we try to find as many opportunities as we can to encourage our students to contribute to the life of the school. In Year 8, one of the principle ways is to ask everyone to act as a duty student at the main school reception desk for at least half a day during the year.

The duty involves many things. For example, greeting visitors, being a 'runner' for messages around the school, acting as a guide to guests. Students always rise to the occasion; they take special care over their appearance and manners and the duty often helps develop their self-esteem.

In order to save on yet another reply slip, I will assume that you are in agreement for your son or daughter to be a duty student in Year 8 unless I hear from you to the contrary.

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 students 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
 10 minutes late is
 15 minutes late is
 20 minutes late is
 30 minutes late is

3 days lost each year
 6.5 days lost each year
 10 days lost each year
 13 days lost each year
 19 days lost each year

YEAR 8

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.

RE and PE will be set on the day

	Monday	Tuesday	Wednesday	Thursday	Friday
RDA (Q)	Reading DT French Maths	(L4L) Spanish Science (Drama)	DT Maths Reading (IT)	Geography (Music) French Spanish	History Science English
CED (Q)	DT French Maths Reading	(L4L) (Drama) Spanish Science	DT Maths Reading	Geography (Music) French Spanish (IT)	History Science English
MJK (Q)	DT French Maths Reading	History Spanish Science (IT)	DT Maths Reading	(Music) (L4L) Geography Spanish	Drama Science English
AGW (P)	(Music) DT French English	(IT) Spanish Maths Science	(Drama) Geography DT Reading Science	History French Spanish English	(L4L) Maths Reading
CMW (P)	(IT) DT French English	(Music) Spanish Maths Science	History DT Science Reading	(L4L) (Drama) French Spanish	Geography Maths Reading

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 their Head of Achievement. Activities for the rest of the week include a whole year group activity, linked to the theme of the week being explored, also through assemblies and Learning 4 Life lessons, plus two tutor group specific activities. 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, printing or graphics.

What will I do in Art?

You will complete two extended projects. Each 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.

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 will learn how to use basic equipment and about the function of ingredients. Through a series of design and make activities students expand on their knowledge of healthy eating and nutrition. The practical lessons include snack bars, upside down cake, bread and frittatas. They complete the 2 Star Chef Award by cooking Pizza.
- In Resistant Materials students will develop their designing and making skills to produce a trophy outcome. Students will focus on the properties of metal and demonstrate a variety of metal working techniques.
- In Graphic Products students will develop their CAD/CAM skills in a design and make task where students will produce a clock using a variety of materials and also packaging, which houses and protects the clock design.
- In Textiles students will design and make a Junky Monster using a number of techniques. They will learn how to make a pattern and a wider variety of different surface decorative techniques, which they can incorporate into their design work and about different construction methods.

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

S:Drive—'Student Information' via Home Access Plus www.glebelands.surrey.sch.uk

Particular issues for this subject

Students will be required to provide ingredients for their Food lessons and material for their work in Textiles. Within Resistant Materials and Graphic Products 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?

Autumn Term:	Apothecary Metamorphosis (Kafka)
Spring Term:	The Briefcase (Documentary Theatre) Melodrama
Summer Term:	Script based study

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. It is also very useful to attend live theatre performances regularly.

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 teaches students to develop their communication skills, in the spoken and written word.
- Through English, students learn to interpret how writers communicate their ideas to the world around them.

What skills will I learn?

- How to talk for different purposes and for different audiences.
- How to read and study novels, plays, poetry, and other non-fiction and media texts.
- How to write in a range of styles and forms.

What will I do in English?

- Talk and discuss in groups, listening and responding to others.
- Read and study dramatic texts, including a Shakespeare play.
- Study a selection of shorter literary fiction and non-fiction texts.
- Read and study a novel in class.
- Develop a range of writing skills for different purposes, including writing to describe, narrate, argue and persuade.
- Develop the skills required to respond critically to texts in an appropriate manner.

How will I be assessed?

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

Useful websites, helpful reading, places to visit

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

These websites are good for Reading ideas:

www.readingmatters.co.uk or www.carnegiegreenaway.org.uk

Particular issues for this subject

In homework and class work, we encourage the use of a dictionary and thesaurus. Regular reading for pleasure at home is vital for progress in English.

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.

What will I be doing?

The following topics are studied:

- Weather & Climate
- Wasteful World
- Brilliant biomes
- Ranging Rivers
- Coasts
- Russia & Pesky Pirates

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

www.volcanoworld.com

www.statistics.gov.uk

www.ens-news.com

www.cia.gov

BBC Bitesize

www.fairtrade.org

www.greenpeace.org

www.sln.org.uk/geography/

www.metoffice.com

www.environment-agency.go.uk

History

What is History?

History is the study of past events, people and societies.

In Year 8 you will study the English Civil War, protest in Britain 1800-1918, Native American Indians, The Industrial Revolution, how women gained the right to vote, The Industrial Revolution and the impact of the British Empire.

What skills will I learn?

You will learn how to apply skills such as using evidence, evaluating cause and consequences and enquiry skills, change and continuity, diversity and significance. Studying History will develop both your reading and thinking skills and you will learn to understand events from many different perspectives.

What will I do in History?

- Year 8 begins with a study of “Why did Englishmen kill Englishmen?”. This topic includes revolt and unrest in Britain, Civil War and the attempt to unite the Kingdoms afterwards. We then look at protest and reaction in Britain 1800-1918.
- In the Spring Term we move on to Britain 1750—1900 looking at the change from the Domestic System to the Factory System and the impact of the Industrial Revolution. We will also look at culture and lifestyle of the Native American Indians.
- In the Summer Term we will continue to look at the British Empire with case studies on slavery, colonialism and the impact of the Empire around the world

You will 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 unit you will complete an assessment which will focus on the key historical skills: Using evidence, chronology, 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. The skills of extended writing and chronology are essential for progress in history.

Useful websites, helpful reading, places to visit.

Websites:

<http://www.bbc.co.uk/history/war/englishcivilwar/index.shtml>

<http://www.cottontimes.co.uk/>

<http://www.nationmaster.com/encyclopedia/Native-American>

Helpful reading: Horrible Histories (books and magazines).

Places to Visit: London Dungeon, The Clink Museum London, Guildford Museum

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 8. Students will be required to examine source material with a degree of sensitivity and maturity.

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, communicate and share information and to review, and evaluate their use of ICT.
- Computing teaches students to program using algorithms to solve problems.

What skills will I learn?

Use ICT to:

- Search for, select, organise and use information.
- Analyse information collected by creating rules in ICT models.
- Communicate information effectively taking account of purpose and audience.
- Evaluate and improve work by comparing against past tasks and agreed criteria.

What will I do in ICT and Computing? (Main Content)

- Introduction to ICT at KS3 and safe working practices with ICT equipment and online services.
- Use a range of ICT tools to design and create and build a platform computer game.
- Design, build and test an a computer program written in both Python and Small basic.
- Research and design information to create and build an APP.
- Students will build a computer program, learn how to write HTML code to build a website.
-

How will I be assessed?

- Work will be marked and targeted while students are working on their projects and then a final grade will be given after the work is complete.
- A level will be given when a unit is complete.

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 will be set once 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 lifestyle and to play an effective role in society. Learning for Life incorporates the statutory citizenship's programme of study.

What skills will I develop?

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

What will I do in Learning for Life?

Subjects covered:

- Social Skills, including Responsibility and Respect.
- Health and wellbeing.
- Citizenship.; including British values and the operation of democratic government in the UK, UK's relations with the rest of Europe, Commonwealth and the UN.
- Relationships, sex education and safeguarding
- Careers.
- Economic wellbeing.
- World of work
- Bullying.

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 to discuss and respect 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 deal with data, measurements, and observations from science; with deduction, problem solving and proof; and with mathematical models of natural events, of human behaviour, and social systems.

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?

- General rule (nth term) of a sequence and investigate Fibonacci sequence
- Calculations involving negative numbers
- Calculating missing angles in shapes
- Identifying loci of a set of points
- Calculating combined probability of two events
- Constructing and reading two-way tables
- Further developing algebra skills to solve more complex equations and to write simple proofs
- Calculating percentage increases and decreases, percentage change, reverse percentages and compound interest
- Introduction to Pythagoras' Theorem
- Calculate area and circumference of a circle
- Estimating answers to calculations

How will I be assessed?

- Students will do a formal assessment once every term.
- Students will be regularly assessed on their numeracy skills
- Students will be assessed to track the progression of their understanding of basic skills called Learning Lighthouses.
- When homework is marked, next step targets will be identified for each pupil.

Useful websites, helpful reading, places to visit

www.mymaths.co.uk

Login: Glebelands

Password: square

www.corbettmaths.co.uk

www.mrbartonmaths.com

www.nrich.maths.org.uk

Enrichment activities

The student drive (“S” drive) on the school network—accessible from home

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.**

MFL - French

What is French?

The study of a modern language. Through your French lessons you will develop your communication skills and an awareness of other cultures.

What skills will I learn?

You will learn how to recognise and comprehend the language through your reading and listening. Learning vocabulary and linguistic structures off by heart will be crucial, so you will also practise a variety of learning methods. 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:

- Clothes
- Cinema and Television
- Arranging to go out and weekend activities
- Helping at home
- Celebrations
- Holidays and transport
- The Past and Future tenses

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
- www.Zut.org.uk
- www.oup/Equipe.co.uk
- www.atantot.com
- 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!

MFL - Spanish

What is Spanish?

The study of a modern language. Through your Spanish lessons you will develop your communication skills and an awareness of other cultures.

What skills will I learn?

You will learn how to recognise and comprehend the language through your reading and listening. Learning vocabulary and linguistic structures off by heart will be crucial, so you will also practise a variety of learning methods. 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 Spanish?

You will talk about:

- Clothes
- Holidays and transport
- TV and technology
- Food and drink
- Arranging to go out
- Weekend activities and sport
- The Past and Future tenses

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
- Www.oye.org.uk
- www.atantot.com
- 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 Spanish as possible. Don't be afraid to have a go!

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, keyboard and percussion with increasing technical skill.
- To sing, rap and beatbox.
- To further understand how to make up your own music within different styles.
- To develop your understanding of music through listening and appraising activities.

What will I do in Music?

Topics studied in Year 8 are:

- Music from Latin America
- What makes a good song
- Reggae
- Guitar tab

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

Useful websites, helpful reading, places to visit

- Consider joining a choir or orchestra 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 musical instrument so that you can practise at home.
- Paying for individual instrumental or singing lessons through Surrey County Arts or Open2Music.

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, Hockey, Basketball, Gymnastics, Health Related Exercise, Athletics, Cricket, Tennis.

Girls—Football, Netball, Hockey, Basketball, Gymnastics, Health Related Exercise, Dance, Athletics, Tennis, Rounders.

How will I be assessed?

Students will be assessed in each activity taught and awarded a mark out of 25, using criteria from AQA GCSE PE. Students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity). Students will also be assessed on their ability to evaluate and comment on performances. They will be given opportunities to coach and comment on their own and other's performances in lessons.

The best 3 performances from the activities taught for each student will be collated and the overall mark/75 will be translated into a GCSE practical grade (approximately).

Students will also be assessed on their knowledge and understanding of key concepts and theory aspects of PE in an exam and during practical lessons. In Year 8 and 9 the exam mark will be added to the practical grade to form an overall grade /100 which will be translated into a GCSE grade (this will be an approximation).

The key skills and characteristics we are assessing are as follows-

- demonstrate skills in physical activity and sport, applying appropriate technique(s)
- demonstrate and apply appropriate decision making skills, strategies and/or compositional ideas within physical activity and sport, taking into account personal strengths and weaknesses
- demonstrate ideas and problem solving solutions in spontaneous and/or pre-determined ways whilst under pressure in physical activity and sport
- use appropriate physical characteristics/attributes (eg strength, stamina, speed, agility, flexibility, coordination) to achieve successful performance in physical activity and sport
- demonstrate psychological control (eg arousal, anxiety, aggression) to achieve successful performance (and fair play) in physical activity and sport
- adhere to 'rules', health and safety guidelines, and consider appropriate risk management strategies in physical activity and sport
- analyse and evaluate performance to bring about personal improvement in physical activity and sport
- demonstrate their ability in team sports and activities by:
 - applying team strategies and/or compositional ideas taking account of the strengths and weaknesses of fellow team member(s), as appropriate
 - showing awareness of, and responding to, the actions of other player(s)/performer(s)
 - communicating effectively with other player(s)/performer(s)
 - demonstrating their individual role in achieving the collective outcome.
- Although students will not be assessed on each of these skills individually, they are all inherent to their overall performance. They will be assessed holistically using levels of response mark schemes provided.

Particular issues for this subject

Names should be written or stitched on every item of clothing. **Shin pads are compulsory in Football** and are strongly recommended in Rugby and Hockey, as are mouth guards. Shin pads can be provided for football, 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.

Useful websites, helpful reading, places to visit

www.ncaction.org.uk/subjects/pe

www.qca.org.uk

www.pea.uk

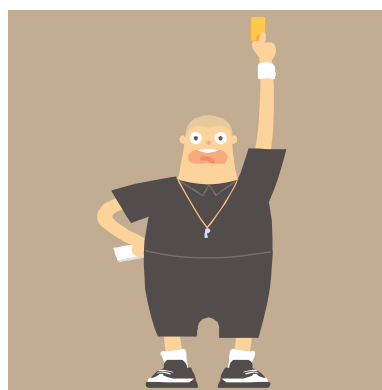
www.sportengland.co.uk

www.bbc.co.uk/schools

www.schoolsnet.com

www.standardsdfes.co.uk

www.scool.co.uk

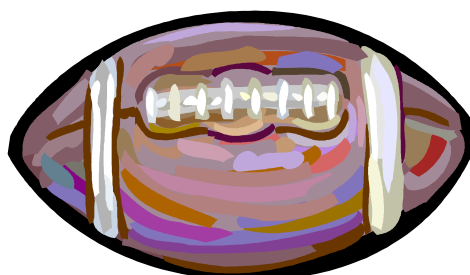
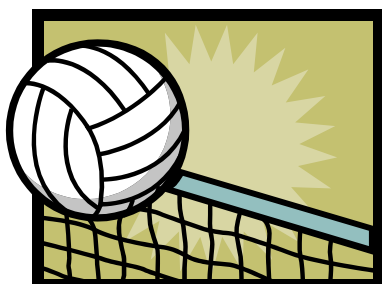


PE—Extra Curricular

School clubs will meet at lunch time and after school, depending on availability of staff. A timetable of clubs will be available on the PE Twitter feed, in the PE foyer and on the school website

Team Sheets and Fixture lists will be displayed on the notice board outside the PE changing rooms, PE Twitter feed 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 8 you will look at basic philosophy, Sikhism, Christianity, Islam and the new area of Humanism.

What skills will I learn?

You will continue to learn skills such as reflection, empathy, investigation, 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?

- Year 8 begins with a look at basic philosophy and our ability to question our own existence. Focus will then turn towards the world religion of Sikhism exploring the nature of Sikh beliefs, worship and values, and how they achieve equality within community life.
- In the Spring term we will study Islam, we will study the nature of Islamic beliefs, worship and the life of Mohamed. We will then turn our attention to the importance of the Bible.
- In the Summer term we will study Martyrdom and Humanism.

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.religiousstudies.co.uk
<http://www.bbc.co.uk/religion/>
<http://www.magicaltails.com/creationlinks.htm/>
<http://www.mcn.org/1/Miracles/>

Places to visit: a Sikh Gurdwara .

Particular issues for this subject

There is a certain amount of research to do. Some can be done at school but it would be useful if some could be done at home.

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?

- To think scientifically.
- To understand the applications and implications of Science.
- To scientifically communicate and collaborate.
- To use investigative approaches.
- To work critically with evidence.

What will I do in Science?

In Year 8 you will study 8 topics, three Biology, three Chemistry and two Physics. The key scientific ideas and skills covered are:

Biology

- Photosynthesis, Respiration and Circulation
- Reproduction and Growth
- Ecosystems

Chemistry

- Reactions
- Acids and Alkalis
- The Earth and Atmosphere

Physics

- Waves
- Space

How will I be assessed?

There are a variety of on-going assessment activities that will provide you with strategies of how to further improve your learning in Science.

There will be end of unit performance tasks and a synoptic assessment during test week.

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.

Particular issues for this subject

Setting: There is an upper group and 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. Resetting may take place throughout the year at appropriate points.

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

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.



ONLINE PAYMENTS...

In order to reduce administration costs and to ensure safe receipt of payments,

we no longer accept cash or cheques for trips.

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

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

The benefits of using this secure 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.
- You can easily track your payments for trips and see on a regular basis what trips are available to your son/daughter without missing deadlines.
- 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'.

The Summer 2017 upgrade will allow you to manage multiple children using ONE login and change to a basket-style checkout process. There will also be a new sQuid App allowing easy access to your account.

From the registration details provided for your child by the school, register your own sQuid account via the Glebelands website:

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

Under the 'Parent' tab, click on the sQuid icon and follow the registration instructions using the 16 digit registration number and 3 digit code provided by the school.

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 or by phone on 01483 542400.

sQuid registration details for Year 7 students will be sent home via your child by the end of September – thank you for your patience.



Registered Trust No.
283512

The Glebelands Trust

What is the Glebelands Trust?

A registered Trust established to:

- encourage parents to make a monetary donation to the school
- use this money to provide the extras that the school budget cannot afford
- give parents the facility to covenant their gift in order that a further sum can be claimed from the Inland Revenue
- use the money rapidly so that the children of those donating benefit during their school life
- use the money in line with the priorities outlined in the School Development Plan

Why is the Trust necessary?

Glebelands manages its budget well year on year - the academic results speak for themselves. However funds are limited and the budget is never enough to provide for all of the exciting things that the staff would like to do if there was more money available. A modest level of additional funding can make all the difference.

How had the Trust made a difference?

Over the years the Trust has supported every area of the curriculum. Every department can show you something that the Trust has purchased for them. Examples include: cooking equipment, Spanish dictionaries, stop watches, gym mats, textbooks, easels, music stands and sewing machines.

How does the Trust decide what to spend your money on?

The Trust works very closely with the staff and all purchases are in accordance with the School development Plan which is approved by the Governors.

How can you help?

By either:

- ◆ Setting up a payment plan via internet banking, or completing a Standing Order mandate and returning this to your bank, to make a small monthly/annual contribution. Further details are on the Glebelands Trust form.
- ◆ Making a one off donation by cash or cheque (cheques payable to 'The Glebelands Trust').
- ◆ If you are a UK taxpayer, increase your donation by a further 25% by ticking the box on the Glebelands Trust form and completing the rest of your details as required.



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

Registered Trust No. 283512

Glebelands Trust was established to help parents make a financial contribution to the school without the usual round of time consuming fundraising activities.

Parents can contribute in any of the following ways:

- Set up a payment plan via internet banking. Please quote the student's full name as the reference.
Our account details are: Lloyds TSB Bank PLC
 - Account Name: Glebelands Trust
 - Sort Code: 77-95-02
 - Account Number: 84410068
- Complete a standing order mandate and send direct to your bank. A standing order mandate is attached.
- Send in a one off lump sum (Please make cheques payable to '**Glebelands Trust**' and hand in to the School Office, in an envelope marked "Glebelands Trust")

Parent's Name:

Student's Name: Year Group:

- * 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)

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

To Gift Aid your donations so that the Trust can claim boost your donation by 25% please tick the box below and complete your details:

I want to Gift Aid my donation of £_____ and any donations I make in the future or have made in the past 4 years to:

Name of Trust: **GLEBELANDS TRUST**

I am a UK taxpayer and understand that if I pay less Income Tax and/or Capital Gains Tax than the amount of Gift Aid claimed on all my donations in that tax year it is my responsibility to pay any difference.

Title _____ First name or initial(s) _____

Surname _____

Full Home address _____

Postcode _____ Date _____

Please notify the Trust if you:

- wish to cancel this declaration
- change your name or home address
- no longer pay sufficient tax on your income and/or capital gains

If you pay Income Tax at the higher or additional rate and want to receive the additional tax relief due to you, you must include all your Gift Aid donations on your Self-Assessment tax return or ask HM Revenue and Customs to adjust your tax code.



Registered Trust No.
283512

STANDING ORDER MANDATE

Please return this completed mandate to your bank.

Registered Trust No. 283512

To the Manager(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 'Glebelands Trust' Account number **84410068** the sum of:

Monthly*	£2	<input type="text"/>	£5	<input type="text"/>	£10	<input type="text"/>	Other Amount	_____
Annually*	£20	<input type="text"/>	£50	<input type="text"/>	£100	<input type="text"/>	Other Amount	_____

*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.