

WELCOME FROM THE HEADTEACHER

Dear Parents and Carers

I would like to take this opportunity to welcome you to Southborough High School.

Our vision is one of excellence for every student and we can achieve this by aiming high and working together as teachers, support staff, parents/carers and students. When we work together as a genuine partnership there is no limit to what we can achieve.

Our school has improved significantly in recent years in terms of learning ethos, academic achievement and reputation. We proud of these improvements and are determined to extend and, indeed, accelerate them.

In this booklet, you will find a range of information and guidance intended to ensure that our partnership is both effective and efficient.

We are always seeking ways to improve our partnership with parents and carers and, as such, would welcome any feedback you may give us on this handbook or on any aspect of our work with you throughout the academic year.

Moreover, please do not hesitate to contact the school should you require any further information or clarification on this booklet or any other aspect of life at Southborough High School.

We look forward to a productive, fulfilling and successful school career together.

Yours sincerely



NIALL SMITH
Headteacher

Email: nsmith@southborough.kingston.sch.uk

Key Dates for Year 8

Please keep up-to-date by using the calendar on the school website home page

<http://www.southborough.kingston.sch.uk/>

Tutor Teams 2019 - 2020

| | |
|--------------|---------------|
| 8 AHA | Mr Haque |
| 8 ATL | Ms Taylor |
| 8 OSA | Ms Samachetty |
| 8 DGR | Mr Grinstead |
| 8 JFO | Ms Fox |

Head of Year

Ms Linney

Pastoral Support Officer

Mrs Clements

SLT

Mr Burns

The Curriculum

Year 8

The core subjects are English, Mathematics and Science and the compulsory subjects are religious education, sex education, and personal, social, health and citizenship education (PSHCE).

The foundation subjects are Art, STEM, Drama, Geography, History, a Modern Foreign Language, Music and PE.

The curriculum is more than just exams. It is vital to ensure that each student receives a rounded personal and social education.

The essential issues taught through cross-curricular studies and the general life of the school is:

- environmental education
- health education
- economic and industrial understanding
- citizenship
- work-related learning
- careers education and guidance
- community education, religious education
- Equal opportunities.

The whole curriculum is designed to provide a broad, balanced, coherent and relevant education. It is important that each student ensures we understand his needs and that he understands the courses available.

Student Grouping

It is our commitment that all boys, whatever their ability, are stretched and allowed to achieve their maximum potential. To help achieve this, when your son joins Southborough High his results from various tests, including the Key Stage 2 National Curriculum tests, will be used as a baseline to set targets for him and to allocate him to a mixed ability teaching group and/or an ability-based teaching group where appropriate. Further test data, target setting and our Aspiration Days, help us to refine the student grouping, and where changes are warranted, students will be moved between groups. Parents will be informed of such movements in advance. In Year 8, students will normally be set by ability in Mathematics.

HOMEWORK & STUDENT E-PLANNERS (Class Charts)

Homework is an essential part of school work. It helps students develop the self-discipline needed to work independently, allows consolidation and assimilation of work studied in the classroom and helps teachers to know what students can do on their own and what they have not understood. Students will be given feedback on their homework.

The homework timetable is available on line in the first two weeks of September. Parents are requested to monitor that their son is completing his homework by checking on Class Charts. Homework in Year 8 may consist of one or more extended projects as well as more traditional homework tasks. If you have any concerns about homework, please contact your son's Tutor or Head of Year.

Students are expected to spend the following amount of time per day on their homework:

Year 8 45 to 90 minutes

This is reviewed regularly by senior teachers and reported to the School's Governing Body.

Parents are encouraged to make arrangements for their son to use the Homework Club, a supervised session available to students every night after school to ensure that they have support with their homework. It is held in the school's Library from 3.15pm to 4.15pm.

Class Charts: Homework

The CLASS CHARTS ePlanner is designed for today's multi-device, multi-tasking schoolchildren who are used to cloud services, online communication and apps. The innovative new service is available through any browser and apps specifically designed for phones, tablets and laptops, allowing homework, coursework and key information for students and parents, to be stored and communicated digitally. **For students**

Class Charts makes it easy for students to keep track of all homework set and enable them to plan more effectively for their completion by the due dates. It also allows for students who have missed lessons (perhaps because of illness or attendance at a sporting fixture) to keep in touch with what has gone on in class and, therefore, not fall behind in their learning.

On the school website there is a user guide for students to help you get set up: find CLASS CHARTS under Portal Login

For Parents...

Parents are able to see exactly what homework has been set by which teacher and when the due date is. Parents are able to do this on their smart phones, tablets, laptops or personal computer at home. Gone are the days where students say 'I don't have homework today' or 'I don't understand how to do my homework'. Throughout the CLASS CHARTS ePlanner parents can see all the information for all homework set as it is the teachers that deliver homework straight to the ePlanner.

On the school website there is a parents' user guide to help you get set up: find CLASS CHARTS under Portal Login

Year 8 Curriculum Topics Studied

| | Art and Design | Music | Drama |
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| A U T U M N | Working in 2D Students explore 2D materials, techniques and processes in response to the artwork of John Bergman | Blues <ul style="list-style-type: none"> Developing keyboard technique Learning how to play chords Learning how to play a walking bassline Learning how to improvise (composing on the spot) Voiceworks <ul style="list-style-type: none"> Developing vocal technique | Students will study a scheme of work on puppetry which enables students to learn the key skills and techniques required to become a puppeteer, should they wish to go down the design route in KS4. Students will also be studying different styles of theatre including puppetry and Italian theatre. Students will also be studying Blood Brothers as is required |

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|--|-----------------------|---|------------------------------------|
| | | <ul style="list-style-type: none"> • Prep for Christmas Carol Service | on the new AQA GCSE specification. |
| S P R I N G | Clay Monsters Project | <p>Hooks and Riff</p> <ul style="list-style-type: none"> • Developing technique on keyboard • Learning popular pieces of music • Understanding the difference between a hook and riff <p>African Drumming</p> <ul style="list-style-type: none"> • Developing understanding of rhythm • Learning about ostinato, polyrhythm, cross rhythm, call and response <p>Composing a short rhythmic piece</p> | |
| S U M M E R | Printmaking | <p>Guitar</p> <ul style="list-style-type: none"> • Learning how to play a string instrument • Developing their understanding of reading TAB • Performing guitar duets in pairs/groups • Learning how to compose <p>Reggae</p> <ul style="list-style-type: none"> • Learning about 'skank' off beat rhythm <p>Learning how to play reggae songs on keyboard and/or guitar</p> | |

| | <u>French</u> | <u>Spanish</u> |
|--|---|--|
| A U T U M N | Unité 2 On fait des projets. En famille | La comida: asking for, the present continuous tense, soler + inf La moda: asking to try on and buy clothes, comparatives, superlatives. |
| S P R I N | Bon appétit! Find out about cafés in France/say what drinks you like/describe food and recent meals. Say what | Las vacaciones: present tense revision, holiday vocab, near future + introduction to the preterite: |

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| G | things did and didn't happen. En voyage... Travel plans, the perfect tense with être/discuss what you did recently | Ven a Madrid: tense revision:, learn to use the perfect tense, learn about Spain's capital city. |
| S U M M E R | Ça va? Discuss clothes and what to wear, describe people's appearance, talk about possessions, talk about parts of the body. Talk about a match/discuss sport at school/describe holiday and leisure. | Una vida de película: tense revision. Español para la vida Picture description, Spanish life skills; asking directions, buying tickets on the metro, at the tourist office, buying items in shops, un poco de música. |

| | <u>Geography</u> | <u>History</u> | <u>RS</u> |
|--|---|---|---|
| A U T U M N | How do polar bears live in Africa? <ul style="list-style-type: none"> Physical map of Africa, Label main physical features, countries and capital cities. Reference to Africa's location on a global scale. Close to the equator etc. Description of Africa's climate across the continent Introduction to climate graphs | Challenges to the Catholic Church Was the Reformation a good thing? The English Civil War Why did the English fight the English in 1642? | War and Peace Planet Earth and the Environment |
| S P R I N G | Who is more of a 'G' in Africa's extreme environment? <ul style="list-style-type: none"> Explanation of an extreme environment – main focus the Sahara Desert Toubou tribe-trek/San tribe (hunters) – extreme environments (Persistence in the Sahara) Detail and descriptions about both of these tribes/people Essay work comparing both – To what extent question | Changing ideas 1660-1789 What made Restoration London exciting? Who ran the country: King or Parliament? How 'modern' was England by 1789? The Slave Trade What was it like to be involved in the slave trade? Why was the slave trade abolished? | Crime and Punishment Abortion and Euthanasia |

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| | (Focus on GCSE skills for writing here) Map skills of routes they may have taken and locating areas where life might be a little easier for them to live | | |
| S U M M E R | Development Economic Activities | The British Empire How did the British Empire develop? Who benefited from the British Empire? The Industrial Revolution What was the Industrial Revolution? Would you have survived the Industrial Revolution? Was the Industrial Revolution good or bad? | Marriage, Divorce and Family Life. Prejudice and Discrimination |

| | <u>Science</u> | <u>PE</u> |
|--|--|--|
| A U T U M N | Biology: Human Body Chemistry: Flash Bang Whizz Physics: Forces in Action | Rugby – Core Sport Hockey / Handball |
| S P R I N G | Biology: Forces in Action Chemistry: Marvellous Metals Physics: Energy in Action | Football - Core Sport Gymnastics / Health Related Fitness |
| S U M M E R | Biology: Ecology Chemistry: Earth Science Physics: Space Exploration | Cricket Athletics – Core sport |

English

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| <p>Fiction The Modern Novel Pre-1900 (e.g. Gothic Tales, Hound of the Baskervilles) Post 2000 (e.g. prose: Trash, Boy in the Striped Pyjamas) Language Paper 1</p> <p>The Play Drama (e.g. Frankenstein) Shakespeare (e.g. Romeo and Juliet) Poetry Ballads Non Exam Assessment: Spoken Language (Speaking & Listening) Non-fiction: Charities/Fundraising Language paper 2 End of year AQA Y8 exams 3 x h/w projects</p> |
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STEM

The Year 8 offer is a 'STEM carousel' which involves students moving between different 'project based learning activities' each term. An overarching topic is selected each year, for example 'Nutrition and Technology' which would involve projects ranging from producing and analysing fitness performance data, to designing, marketing and making healthy street food, to programming Microbits and Lego robots. This interdisciplinary approach allows the students to explore areas that would otherwise not be covered in the standard curriculum and gives students the opportunity to make links between the different subjects that they study and relate them to the real world and ideas for possible future careers.

Maths

The exact topics studied depend upon which stream a student is currently in.

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|--------|--|
| Autumn | Module 20 - Introduction to Statistics Module 15 - Further Geometry Module 3 - Percentages Module 4 - Accuracy Module 3 - Percentages |
| Spring | Module 18 - Basic Probability Module 6 - Ratio Module 14 - Basic Geometry Module 20 - Introduction to Statistics |
| Summer | Module 8 - Linear graphs and sequences Module 19 - Further Probability Module 15 - Further Geometry Module 18 - Basic Probability Module 15 - Further Geometry Module 14 - Basic Geometry Module 20 - Introduction to Statistics |

HOMEWORK TIMETABLE

YEAR 8

8ATL

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|---------|-----------|----------|--------|
| French | Music | Geography | English | Maths |
| PE | RS | History | Science | STEM |
| | | | Drama | Art |

8OSA

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---------|---------|-----------|----------|-----------|
| History | Music | PE | Spanish | Geography |
| Art | RS | English | Science | Maths |
| | | Drama | | STEM |

8AHA

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---------|---------|-----------|-----------|--------|
| History | English | French | Music | RS |
| Science | Art | PE | Geography | Maths |
| | | | Drama | STEM |

8DGR

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---------|-----------|-----------|----------|---------|
| PE | Music | RS | Science | History |
| Spanish | Geography | Drama | Art | Maths |
| | English | | | STEM |

8JFO

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---------|---------|-----------|----------|--------|
| Music | RS | Geography | English | PE |
| Spanish | Drama | History | Science | Maths |
| | | | Art | STEM |

REWARDS, CODE OF CONDUCT AND SANCTIONS

At Southborough High School we have high expectations of our boys and endeavor to encourage them by means of a reward structure.

In Year 8 the rewards are centered on the merit system. Merits can be given by any member of staff. The focus is to reward and praise students linked towards Southborough High School's 'ACE' vision: Aspiration, Commitment & Excellence.

Other Rewards

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|---------------------------|---------------------------|
| Form Captain/Vice Captain | Student of the Term |
| Rewards Trip | Letter/email Home |
| Merit & End of year trips | Prize Giving Evening |
| 'ACE' awards | Effort Ladder Certificate |

Code of Conduct

We have a code of conduct which makes clear how we should behave in our community. It has the following aims:

- to allow all pupils to learn in safety and security;
- to support teaching and learning in the classroom;
- to foster respect for others, for property and the environment;
- to encourage honesty, trust, fairness, tolerance and compassion;
- to encourage and develop self-discipline and self-respect.

If pupils follow our Code they will be helping to create a positive and supportive learning environment in which everyone can be successful and have their achievements recognised and rewarded.

If pupils break our Code they should be prepared to accept the consequences.

USE OF ICT FACILITIES

As a student at Southborough High School, you will agree to the following when using the ICT facilities:

- I will handle all computer equipment carefully.
- I will only use the computers for schoolwork or homework if given permission by a member of staff.
- I will not use any USBs or disks in school equipment unless given permission.
- I will not use USBs, CDs, disks or DVDs from outside school unless given permission to do so.
- I will not try to access any unsuitable material on the Internet and will tell a member of staff if I see something on the Internet, or receive an e-mail that upsets or worries me.
- I will only send or reply to e-mail messages if given permission.
- I will report any misuse of computers to a member of staff.
- I understand that the school may check my files and will monitor the Internet sites I visit.
- I will only use digital devices in non-ICT lessons, as and when directed by the teacher.
- I will only log in on to my own account and will not try to gain access to other people's accounts.
- I will not do anything to work around or break network security or internet filtering when in school.

Advice for users of e-mail:

- Never give out your name and address or your school details to people you have only met on the Internet.
- Never agree to meet people who you know only through the Internet.
- Never send photographs of yourself or friends to strangers.
- Tell an adult if someone or something you find on the Internet makes you feel uncomfortable.

USE OF PHOTOGRAPHS & BIOMETRIC PROCEDURES

Dear Parents/Carers

Photographs

Throughout the academic year and your child's school life, photographs may be taken of your son.

These photographs may be used in a range of contexts:

- School publications, for example the prospectus
- Local newspapers as part of the media coverage of a school event
- School website

Personal details of the children will **not** appear in any school publication or the website. However, individual students' names may appear in the local newspaper, if appropriate to the article.

Biometric Procedures

In order to administer the biometric procedures for the canteen cashless system and, in due course, other administrative matters, we will require a thumb-print from each pupil.

If you do not want your son to appear in any photographs or be involved in the biometric system, please contact the Headteacher as soon as possible at nsmith@southborough.kingston.sch.uk.