



GREY COURT

SCHOOL

**Year 7
Curriculum Booklet
2022-2023**

Dear Parents/Carers,

Welcome to Year 7 at Grey Court School

We are delighted to welcome our new year 7 students to Grey Court School.

The transition from primary to secondary school is an exciting and challenging opportunity for all our year 7 students to develop into successful members of the Grey Court School community and to engage fully in all aspects of school life. The role of the year 7 team is to facilitate this transition, so that your child feels happy and safe as a valued member of our school community.

As part of the Grey Court School community we expect all students to maintain the highest possible standard of uniform, behaviour, attendance and punctuality. I know that you will support us in encouraging your child to uphold these values which contribute to making our school an outstanding learning experience.

This curriculum booklet contains information from all subject areas, as well as a list of important key dates. This is provided to help you to understand more about life in year 7. A homework timetable is also included. All year 7s also have an individual planner to help organise their school life. Please could you ensure that you check your child's planner and sign it each week.

Please do not hesitate to contact your child's tutor with any general questions or queries. Questions about curriculum issues should be directed to the subject teacher or the Head of Faculty. For any more serious incidents please contact myself or Mrs Shore.

I look forward to celebrating the success of year 7 students in our outstanding school as they progress this year and eventually into the Grey Court sixth form.

I thank you for your continued support.

Yours faithfully

Mr S Day

Head of year 7

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Key Dates for Year 7

2022

September

Mon 5th	Autumn Term Begins (inset day for staff)
Tues 6th	Years 7 & 12 return
Wed 7th	Years 8, 9, 10 & 11 return
Thurs 8th	Year 13 return
Thu 15th	Year 7 Parents' Information Evening
Thu 22nd	Year 7 CAT Tests
Fri 30th	School Photo Day

October

Fri 14th	Activity Day (normal timetable suspended)
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Half Term

	Thu 20th - Fri 28th Oct - Staff & Years 11, 12 & 13
	Thu 20th Oct - Thu 3rd Nov - Years 7, 8, 9 & 10
Mon 31st	Inset Day for Staff - Years 11,12 & 13 return

November

Wed 2nd	Years 7, 8, 9 & 10 return
Thu 24th	Academic Tutoring day

December

Thu 8th	Christmas Concert
Fri 16th	Term Ends

2023

January

Tue 3rd	Spring Term Begins - all students return to school
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February

Thurs 9th TBC	Activity Day (normal timetable suspended)
Half Term	Friday 10th - Friday 17th Feb
Mon 20th	Inset Day for Staff - Year 11 and selected Year 12/13 students attend
Tue 21st	Students return to School

March

Thu 9th	Mogo Spring Competition
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April

Easter Break

Mon 3rd - Fri 14th

Mon 17th

Summer Term begins - students return to school

May

Mon 1st

May Day Bank Holiday

Mon 1st- Fri 12th

Year 7 Exam Dates

Half Term

Mon 29th May - Fri 2nd June

June

Mon 5th

Students return to School

Thu 15th

Year 7 Parents' Evening

July

tbc

Sports Day

Wed 12th - Fri 14th tbc

Activity Week (normal timetable suspended)

Summer Term Ends

Thurs 20th July 12 pm

All dates are subject to change – please check the website or e-bulletin for changes.

We aim to keep you informed at all times and always confirm important information as the date gets closer.

Year 7 Pastoral Team

Head of Year 7 and Transition lead	Mr Day
Student Support Officer	Ms Shore
Director of Wellbeing/ Deputy DSL	Mrs Mercer
SLT i/c Yr 7 /transition	Mr Holden
Associate Headteacher i/c Yr 7 /transition / DSL	Ms V Price

Tutors 2022-23

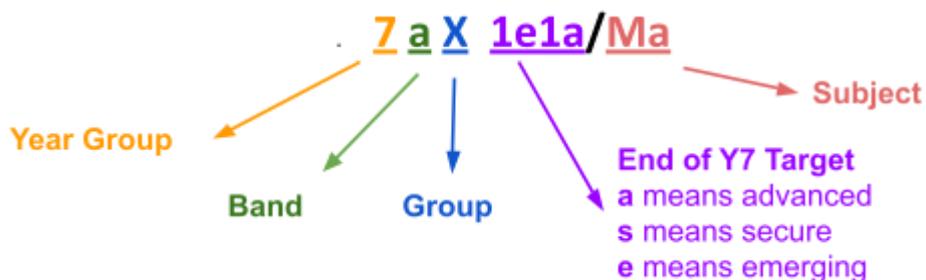
ASH	Mr J Khan
BEECH	Mr C Edmonds
CEDAR	Ms J Cowper
ELM	Ms R Andrews
MAPLE	Ms L Collins
OAK	Mr H Manning
ROWAN	Ms E Clapham
WILLOW	Ms H Bapty

Organisation of Teaching Groups

Some definitions of terms to begin with:

- **Mixed Attainment** teaching is when students from the full ability range are taught in one class.
- **Banding** is when the whole year group is split into two equal groups for timetabling purposes.
- **Setting** is when students are organised into teaching groups according to attainment, based on SATs and CAT scores. Year 7 sets will be reviewed at the end of the first half-term, and then at the end of each term to ensure that all students are placed in the set most suited to their needs.
- **Class Names** - Classes are named according to the end of Year 7 target grades 1- 9.

Example:



Year 7 students will be taught in mixed attainment tutor groups for the first term in English and mathematics lessons. Students will be placed in mathematics and English sets in January, following internal assessments.

Mathematics In Year 7, students are taught in bands and in groups set by attainment.

English In Year 7, students are taught in mixed attainment tutor groups. Once a week, year 7s follow the accelerated reader programme. This programme is aimed at promoting a love of reading and developing literacy. Students are assessed for their reading level and then offered a wide range of books to read appropriate to that level. After completing each book students attempt an online quiz testing their understanding of the book to measure the impact their individual reading has had on their overall reading age.

Those students who are on the sports and VPA scholarship programmes do not have a period of accelerated reader on their timetable. They are expected to do additional reading in their own time.

Science In Year 7, students are taught in bands in mixed attainment groups.

Modern Languages Students can choose Mandarin Chinese as their Modern Foreign language (two periods a week). All other students will study Spanish for two periods a week. They are taught in bands in mixed attainment groups.

Humanities (History, Geography and Religious Studies) and Computing These subjects are taught in mixed attainment tutor groups.

Visual and Performing Arts (Music, Drama, Art,) and wellbeing Students are taught in bands in mixed attainment groups. In the a band, Sports scholarship students have an additional period of PE in place of one period of VPA/wellbeing. In the b band, one class is made up of the VPA scholarship students. Their wellbeing curriculum will be addressed in VPA scholarship lessons

Design & Technology Year 7 students are taught in mixed attainment groups. There are 3 DT rotations in the year.

Physical Education All classes are taught in mixed attainment groups for the majority of activity units. Setting may take place for some activities.

GCSE Grading

All GCSE subjects are now on the 9 - 1 grading system.

Examinations will be graded from 9 - 1, instead of A* to G.

Under this system, a 'good pass' – which used to be a C grade - is now a grade 5.

A 'pass' is a grade 4, which is comparable to an old low grade C.

The highest grades you can achieve are 9, 8 and 7 with a 7 being comparable to an A grade.

The table below shows the old grade/new grade alignment.

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	
4	C
3	D
2	E
1	F
	G
U	U

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

Homework

All students receive a personalised homework timetable at the start of the new school year which should be stuck into their planners. A copy of the school homework timetable can be found in this booklet and on the website. Details of homework tasks set will be posted by teachers onto Google Classroom.

Definition

Homework refers to tasks that are required to be completed outside the timetabled curriculum but not necessarily at home. It contains an element of independent study in that it is not usually supervised directly or controlled by a teacher, and represents an extension of the learning activities provided. Such tasks include: investigations, research, reading, drawing, interviews, public library visits, designing, learning facts/formulae/vocabulary, word processing, simple experiments, drafting, revision, desktop publishing, essay writing, report writing, making a model and projects.

Why set homework?

The aims of homework tasks are to:

- encourage independent study and develop perseverance and self-discipline
- embed learning that has taken place in class and skills that will form the basis for lifetime education
- encourage students to work at their own pace and in a manner appropriate to their aptitudes
- enable classwork to concentrate on those activities for which a teacher is required
- allow access to materials outside the classroom
- involve parents and other adults in students' work
- reflect the needs of the National Curriculum and the demands of examination courses.

Role of parents/carers

- provide encouragement and interest by checking, listening and testing
- offer a suitable environment where their child can work
- ensure the task is completed to the best of their child's ability
- monitor the homework set and sign the planner every week
- raise any subject-specific concerns regarding homework with the subject teacher and general concerns with the form tutor

Marking homework

Homework is graded on a four point scale – Very Good (VG), Good (G), Fair (F) or Inadequate (I)

VG Very Good - Homework deadlines are always met. Very good effort put into work

G Good - Homework regularly completed, good effort put into work

F Fair - Occasionally missing homework, basic effort put into work

I Inadequate - Homework rarely attempted or poorly done, lack of care

Homework Timetable : Yr 7 2022-2023

Students in year 7 should complete 45 to 90 minutes of homework per day. This includes work set by the teacher and independent research, revision and reading. Students should try as far as possible to complete homework on the day that it has been set

By Day

A BAND (7 A B C E)

	Monday	Tuesday	Wednesday	Thursday	Friday
Weekly	7C History	Geography 7A History 7B History 7E History	English	Science	Spanish Mandarin Maths
Fortnightly - Even Week	7A Rs *7B Computing 7B Rs 7E Rs	7C Rs	*7AB Dt *7C Computing *7E Computing	*7A Computing *7CE DT	
Fortnightly - Odd Week	7V Art *7X Drama 7L Art 7C Music	*7V Drama 7X Wellbeing 7L Wellbeing 7C Art	7V Wellbeing 7X Music 7L Music *7C Drama Sports Scholarship	7V Music 7X Art *7L Drama 7C Wellbeing	

B BAND (7 M O R W)

	Monday	Tuesday	Wednesday	Thursday	Friday
Weekly	Spanish Mandarin	English 7W History	7M Geography 7O History	Science 7M History 7O Geography	Maths 7R Geography 7W Geography 7R History
Fortnightly - Even Week	*7O Computing *7W Computing 7R Rs	*7M Computing	7M Rs 7O Rs *7RW Dt	7W Rs	*7R Computing *7MO Dt
Fortnightly - Odd Week	7V Music 7X Art *7L Drama VPA scholarship	7V Wellbeing 7X Wellbeing 7L Wellbeing VPA scholarship	*7V Drama *7X Drama 7L Art VPA scholarship	7V Art 7X Music 7L Music VPA scholarship	

* DT (Design and Technology), *CT (Computing) and *Drama may set homework for KS3 classes on either odd or even weeks. Total homework tasks per unit will be equal to or more than 50% of the Number of unit weeks. Teachers might set wellbeing (Wb) homework tasks as appropriate.

By Subject

A band maths	Fri	B band maths	Fri	A band Science	Thurs	B Band Science	Thurs
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A band Eng	Weds	B band Eng	Tues	A Band *7AB/DT *7CE/DT	Wed Thur	B band *7MO/DT *7RW/DT	Fri Wed
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A band Spanish	Fri	B band Spanish	Mon	A band Mandarin	Fri	B band Mandari n	Mon
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aV art	Mon (odd)	bV art	Thurs (odd)	*aV drama	Tues (odd)	*bV drama	Weds (odd)
aX art	Thurs (odd)	bX art	Mon (odd)	*aX drama	Mon (odd)	*bX drama	Weds (odd)
aL art	Mon (odd)	bL art	Weds (odd)	*aL drama	Thurs (odd)	*bL drama	Mon (odd)
aC art	Tues (odd)	7SD	Thurs (odd)	*aC drama	Wed (odd)	7SD	Weds (odd)

aV music	Thurs (odd)	bV music	Mon (odd)	*aV wellbeing	Weds (odd)	*bV wellbein g	Tues (odd)
aX music	Wed(odd)	bX music	Thurs (odd)	*aX wellbeing	Tues (odd)	*bX wellbein g	Tues (odd)
aL music	Wed (odd)	bL music	Thurs (odd)	*aL wellbeing	Tues (odd)	*bL wellbein g	Tues (odd)
aC music	Mon (odd)	7SD	Mon (odd)	*aC wellbeing	Thurs (odd)	7SD	Tues (odd)

A Geog	Tues	M Geog	Wed	A Hist	Tues	M Hist	Thurs
B Geog	Tues	O Geog	Thurs	B Hist	Tues	O Hist	Wed
C Geog	Tues	R Geog	Fri	C Hist	Mon	R Hist	Fri
E Geog	Tues	W Geog	Fri	E Hist	Tues	W Hist	Tues

A Rs	Mon (even)	M Rs	Weds (even)	*A Ct	Thurs (even)	*M Ct	Tues (even)
B Rs	Mon (even)	O Rs	Weds (even)	*B Ct	Mon (even)	*O Ct	Mon (even)
C Rs	Tues (even)	R Rs	Mon (even)	*C Ct	Weds (even)	*R Ct	Fri (even)
E Rs	Mon (even)	W Rs	Thurs (even)	*E Ct	Weds (even)	*W Ct	Mon (even)

***NOTE:** Drama, DT and Computing (Ct) homework may be set on either odd or even weeks. Total homework tasks per unit will be equal to or more than 50% of the number of lessons for that unit. Teachers might set wellbeing homework tasks as appropriate

Personal Development & Wellbeing

A Statement of Policy

Personal Development and Wellbeing is an important part of every student's curriculum. Indeed, we currently not only meet but exceed all statutory requirements, including recommendations from leading groups such as the PSHE Association and Citizenship Foundation.

Our curriculum has been updated to account for the 2019 Sex and Relationships guidance, set out by the Department for Education. Whilst we feel that Sex and Relationships education is vital for all students to access, we accept that, under the new guidance, parents can withdraw their children from Sex and Relationships education in PDW if they wish. Please note that this does not apply to other aspects of Sex and Relationships, taught in subjects like Biology or Sociology. If you wish to consider this withdrawal, please e-mail Miss H James (Head of PDW) at hjames@greycourt.org.uk and Ms V Price (Associate Head) vprice@greycourt.org.uk

Our wider PDW curriculum aims to encourage our students to think carefully about all choices they make in life, which contribute to their overall development and the development of others within our inclusive community. We want all of our students to develop a positive self-image and a sense of personal worth and of a healthy physical, emotional and spiritual well-being. A termly outlining the topics covered for that term will be included in the e-bulletin.

Grey Court School prides itself on good working relationships between staff, parents and students and it is in this atmosphere of trust that development and wellbeing topics are covered. A variety of teaching methods are used to deliver PDW - these include group work, discussion, individual research and problem solving. We accept that there are differences and diversities of opinions which students may hold and within the framework of the school's expectations these differences are respected. The use of outside speakers and professionals has formed a positive supportive base for the staff and the students.

The Grey Court personal development and well-being curriculum is a responsive and fluid one, which actively listens to student and staff voices.

PDW is often brought into topics across many subjects within the planned curriculum, notably Science, Technology and Physical Education, with issues addressed in English and Humanities. PDW lessons are mainly taught by form tutors, with lessons taking place on a rolling timetable once a week throughout the year.

The Curriculum

At Grey Court School we aim to match the curriculum to each student's age, developmental stage, particular social pressures they are likely to encounter, interests and needs. We offer a co-ordinated programme in the following components: substance misuse, sex and relationship education (SRE), safety, health-related exercise, nutrition, personal hygiene, environmental aspects of health education, psychological aspects of health education, the individual as a citizen, extremist views, online media and free press, politics, friendships, civil rights, globalisation and skills based learning. Progression in learning is ensured through the development and expansion of these topics at regular intervals throughout the Key Stages. At each Key Stage, students are offered experiences which allow them to develop the understanding and skills to help themselves and others. We also invite specialists such as community health workers, to help deliver some sessions. Additional support is given through the school's inclusion policy to those students who need it and students may access counselling through their student support officers or phase leaders.

Year 7 Curriculum

The PDW curriculum at Grey Court is incredibly fluid, and will remain flexible throughout the year. This is to ensure that we constantly meet the ever changing needs of the students in our care. However, the draft curriculum for the Autumn Half Term 1 is below:

Transition

Getting into the Grey Court Mindset - Y6-7 Transition

How can we deal with gossip and maintain trust in friendships?

How can we best cope with change, and is it always negative? (Divorce, Separation)

How can we best deal with conflict and abuse?

What are appropriate physical boundaries?

Throughout the year, Year 7 will also cover:

UK Politics - An Introduction

Law making in the UK

British Values

Gender and Sexuality - challenging stereotypes

LGBTQIA+ Inclusivity

Human Rights

Year 7 Curriculum Topics Studied

Art

Autumn	Spring	Summer
The formal elements of art related to 'The Big Read'	Food Glorious Food assessment project	Design in nature
Mixed-media outcome	Choice of outcome	Fine Art textiles

Equipment expected

HB pencil, sharpener, eraser, coloured pencils and ruler.

The art department recommends students invest in the Grey Court art pack, if possible, to help support homework, progress and effort.

Students will also need to work in a Grey Court sketchbook both for class work and homework.

Main Texts / Reading List

Students should aim to experience live art wherever possible. London has an extraordinary number of free galleries and museums with permanent collections and many also offer free virtual tours for further access. These include traditional institutions such as The National Gallery, more contemporary collections in incredible display spaces like Tate Modern, and museums with art collections, such as the Imperial War Museum. There are also excellent local galleries with regularly rotating, free exhibitions. Please check anything you plan to visit is age appropriate and that, where necessary, you pre-book to avoid disappointment.

Recommended Websites

Access to the Internet, printer or library for visual research and background information for each project.

www.tate.org

www.vam.ac.uk

Computer Science

Autumn	Spring	Summer
Introduction to school systems including Google Classroom and digital skills Representing data	Scratch into Python: blocky programming into text based transition unit	Digital skills

Equipment expected

Access to Google Classroom from home would be beneficial but not essential as work may be completed in the library before school, during break and lunch time or after school.

Main Texts / Reading List

Recommended book for students studying python: Learning to programme in python – PM Heathcote

We have a selection of ebooks available from www.tinyurl.com/gccsreading

Recommended Websites

<https://classroom.google.com/>

<https://scratch.mit.edu/>

<https://www.bbc.co.uk/bitesize/subjects/zvc9q6f>

www.projects.raspberrypi.org/

www.w3schools.com/

<https://beinternetawesome.withgoogle.com>

<https://code.org>

<https://applieddigitalskills.withgoogle.com/s/en-uk/home>

Design & Technology

This follows a two year curriculum (years 7 and 8). Students rotate through six skills based foundation units (three per year). These are designed to provide extended project opportunities. Food and Nutrition is taught in both years 7 and 8. Each unit lasts approximately 11 weeks.

Possible Topics studied:

Product Design and Graphics -Jigsaw puzzle and packaging using computer aided design (CAD) and computer aided manufacture (CAM) including the laser cutter.

Food and Nutrition - Emphasis on hygiene and safety as well as basic knife skills and use of all parts of the cooker. Building cooking skills for life and learning the elements of healthy eating. There are 10 practical cooking sessions.

Textiles – Design and make a mini monster soft toy using recycled materials, hand and machine technique; introduction to sewing machine skills.

STEM - Sustainability and the environment - Mechanical devices for cleaning plastics from the ocean and alternative forms of energy generation.

Equipment expected

Pen, pencil, eraser, coloured pencils, ruler (30 cm), scissors, glue stick and calculator.

Food and Nutrition

Aprons are provided for students to wear during practical sessions but students must provide their own hair bands if they have long hair.

A plastic container should also be brought to practical food lessons to store and transport prepared food.

A £15 contribution should be paid directly to the finance office to help pay for ingredients for the practical food tasks.

Recommended Websites

www.technologystudent.com

www.design-technology.org

www.foodafactoflife.org.uk

www.nutrition.org.uk

www.bbc.co.uk/schools/gcsebitesize

www.threadbanger.com

www.Pinterest.com

Drama

Autumn	Spring	Summer
Cardboard Cowboys (baseline assessment)	The Lion, the Witch and the Wardrobe (script work)	Melodrama (genre)
The Lion, the Witch and the Wardrobe (script work)	Melodrama (genre)	Improvisation (skills development)

Main Texts / Reading List

Extracts of scripts and texts will be provided for students via Google Classroom.

Recommended Websites

Revision sites

BBC GCSE Bitesize - Drama

<http://www.bbc.co.uk/schools/gcsebitesize/drama>

BBC GCCE Bitesize - English

http://www.bbc.co.uk/bitesize/ks3/english/speaking_listening/drama/revision/1

Local theatres:

The Rose Theatre <http://www.rosetheatrekingston.org/?gclid=CPz6urWskbgCFdDJtAodeEEACg>

The Orange Tree Theatre <https://www.orangetreetheatre.co.uk>

Richmond Theatre <http://www.atgtickets.com/venues/richmond-theatre>

Theatres further afield:

Shakespeare's Globe <http://www.shakespearesglobe.com>

The National Theatre <http://www.nationaltheatre.org.uk>

English

Autumn	Spring	Summer
From Year 6 to Year 7 Writing with style	Performance poetry	Exam preparation - A Midsummer Night's Dream
Wonder by R J Palacio	A Midsummer Night's Dream by William Shakespeare	Non-fiction - Conflict

Equipment expected

Pen, pencil, highlighters, coloured pencils, ruler, glue and scissors.

Main Texts / Reading List

A reading list will be provided to students for each half term unit of work. This reading list will coincide with the topic we are covering in class and will provide students with a wide selection of novels (fiction and non-fiction) to choose from. Examples of these titles include:

I Am a Genius of Unspeakable Evil and I Want to be Your President by Josh Lieb

We Should All Be Feminists by Chimamanda Ngozi Adiche

The Raven by Edgar Allan Poe

Dracula by Bram Stoker

The Distance Between Us by Kasie West

Salt to the Sea by Ruta Sepetys.

Recommended Websites

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

<https://www.sparknotes.com/shakespeare/>

<https://senecalearning.com/en-GB/>

<https://www.sparknotes.com/shakespeare/>

Geography

Autumn	Spring	Summer
Introduction to Geography and map skills	Tectonics	Global issues
Amazing places	Cities and local fieldwork	

Equipment expected

Pens, pencils, ruler, coloured pencils, glue and scissors.

Main Texts / Reading List

All students follow the New Geography Foundation text book published by Nelson Thornes.

Recommended Websites

BBC Bitesize: www.bbc.com/education

Royal Geographical Society www.rgs.org

History

Autumn	Spring	Summer
What is History? Migration in early Britain	Life in the Middle Ages: Peasants' Revolt and the Black Death	Political change in Britain: The Gunpowder Plot and Civil War
1066 – Battle of Hastings and Norman Conquest	The Tudors: From Henry VIII to Elizabeth I	The British Empire

Equipment needed

Pens, pencils, ruler, coloured pencils, glue and scissors.

Main Texts / Reading List

Medieval Realms 1066-1500 Heinemann

Invasion, Plague and Murder, Britain 1066-1509, Oxford University Press.

Recommended Websites

Google Classroom

<http://www.bbc.co.uk/bitesize/ks3/history>

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

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

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

Mandarin

Autumn	Spring	Summer
Introduction to Chinese characters and numbers; asking and giving people's age and birthday; greetings, family members, pets and Chinese culture.	Hobbies and sports, days of the week, who does what sports on which day of the week, Chinese culture. Grammar: giving opinions (likes and dislikes), character radicals and meanings, using linking words 'and' and 'also', using 'who/when/what' sentence structure, making sentences with 'can/be able to' and 'cannot/not be able to'.	Telling the time, school subjects, your favourite and least favourite lessons, making a timetable, school timings and subjects. Chinese culture. Film module. Grammar: using the word 'how many/how much'; telling the time using am and pm, 'half past', 'quarter past' and 'minute'. Using 'who/when/what' structure to make extended sentences.

Equipment expected

Pens (blue or black, and green), pencil, ruler, glue stick, highlighter, whiteboard marker and scissors.

Main Texts / Reading List

Jin Bu 1 ISBN 9780435041137

Recommended Websites

http://www.bbc.co.uk/languages/chinese/real_chinese

<https://www.mdbg.net/chinese/dictionary>

<https://quizlet.com>

<http://www.hellochinese.cc>

Mathematics

Autumn	Spring	Summer
Number Addition and subtraction Multiplication and division Negative numbers Powers and roots Fractions, decimals and percentages	Algebra Ratio and proportion	Geometry Data

Equipment expected

Scientific calculator, protractor, compass, ruler, pen (blue or black, and green), pencil, whiteboard pen, glue and scissors.

Main Texts / Reading List

Sets V, X, and L – Pearson KS3 Maths Progress Delta 1: ISBN 9781447962311

Sets C – Pearson KS3 Maths Progress Theta 1: ISBN 9781447962328

All students have access to the above text books online and Pearson ActiveLearn Digital service. We have included the ISBN number should you wish to purchase a hard copy.

Recommended Websites

<https://vle.mathswatch.co.uk/>

<https://corbettmaths.com/contents/>

Music

Autumn	Spring	Summer
Diagnostic baseline assessments and introduction to music. Mediaeval Music - Context, Listening, Composing & Performing.	The Big Three - A study of the life and music of three 20th Century Greats. Musical Icons.	Samba - The music of Latin America. Directing and performing in a group.

Main Texts / Reading List

All reading, audio/visual resources are contained in the 'student slides' resources shared at the start of the course.

Recommended Websites

<http://www.spartacus.schoolnet.co.uk/REVmusic.htm>

<http://www.musicalcontexts.co.uk/index.htm>

<http://www.musictheory.net/>

<http://www.bbc.co.uk/composers/>

<http://www.rpfuller.com/gcse/music/romantic.html>

PE

Autumn	Spring	Summer
Invasion games, cross country, inter house competitions, athletics, fitness, net and wall activities	Invasion games, sport education/inter-house competitions, gymnastics/dance, fitness, net and wall activities	Athletics, tennis, rounders, softball, cricket

Equipment expected

Full Grey Court PE Kit: blue round-neck t shirt, shorts, track pants and track top. Blue Grey Court socks or white sport or trainer socks. Rugby top for those taking rugby. Baselayer when extremely cold (blue or white preferably).

Football boots, sports trainers (no plimsoles or skate shoes). Shin pads, gum shield and hairbands (if hair is longer than shoulder length). If ill or injured, students must still wear their PE kit (if a practical lesson) as they can undertake another role in the class (e.g. coach or referee). Failure to do this will lead to a PE kit mark. Asthma pumps and relevant medication.

Recommended Websites

<https://www.greycourt.richmond.sch.uk/>

Religious Studies

Autumn	Spring	Summer
Introduction to RS: ultimate questions, ideas about God, creation stories, morality	What does it mean to be human?	The story of Jesus (historical backdrop, how Christians use the Bible and miracles)

Equipment expected

Pen, pencil, ruler, eraser, calculator and glue.

Main Texts / Reading List

Access to a Bible would be useful.

A quality newspaper for insight into the role religion plays in today's world.

Recommended Websites

<http://www.bbc.co.uk/religion>

<https://www.bbc.co.uk/bitesize/subjects/zh3rkqt>

Science

Autumn	Spring	Summer
Science skills	Elements and compounds	APRIL/MAY ASSESSMENT
KS2 skills assessment	Earth in space	Sound and light
Substances and solutions	Variation and classification	Core practical fortnight
Cells	STEM fortnight	Summer projects
Forces	From cells to systems	

Equipment expected

Pens (blue or black, and green), pencil, ruler, highlighter, eraser, sharpener, calculator, glue and scissors.

Main Texts / Reading List

Activate Biology, Chemistry and Physics Book (available online through the school for free).

Recommended Websites

<http://www.bbc.co.uk/bitesize/ks3/science>

[Senecalearning.com](http://www.senecalearning.com) (for homework and revision)

<https://www.kerboodle.com> (for online textbooks)

All homework, lesson and revision material will be available on Google Classroom.

Spanish

Autumn	Spring	Summer
Greetings, age, family, pets, personality description, free time activities, the weather, talking about likes and dislikes.	School subjects, teachers, school activities and descriptions including school and family.	My city, places in the city, activities to do in the city.
Grammar: Verbs “to have” and “to live”, definite and indefinite articles, adjective endings and agreement, giving opinions with “to like”, subordinate clauses with “cuando”, using “to do” and “to play” with sporting activities.	Grammar: -ar, -er and -ir verbs in the present tense, using “a”, “some” and “the”, “me gusta”, verb “estar”.	Grammar: indefinite articles, verb “to go”, ordering food with “querer”, the near future tense, using “me gusta” to give opinions.

Equipment expected

Pens (blue or black, and green), pencil, ruler, glue stick, whiteboard marker, colouring pencils and scissors.

Main Texts / Reading List

We loosely follow the Viva 1-Segunda Edición text book.
ISBN: 978 1 292 29048 5

Recommended Websites

www.languagesonline.org.uk
<http://www.bbc.co.uk/schools/primarylanguages/Spanish>
<http://www.bbc.co.uk/languages/spanish>
<http://www.conjuguemos.com>
www.quizlet.com
www.duolingo.com

Rewarding our Students

The House System at Grey Court

The house system aims to enhance student achievement and motivation through promoting inter-house competition. In 2021-22, we had House competitions across 12 subject areas. The four houses are Aztec, Roman, Spartan and Trojan.

Allocating a House

In order to promote a strong tutor group ethos, whole tutor groups are allocated to the same house. Each house consists of two tutor groups from each year, one from A band and one from B band.

House Points

House points are an important part of motivating students in their day to day lessons. Staff allocate house points to reward student achievement such as: sustained effort, exemplary work, high attainment or excellent class participation. Points are also awarded for representing the school at extra-curricular activities and showing respect and courtesy. A high number of points results in the award of a certificate at end of term celebration assemblies.

House Competitions

Each year we hold a number of inter-house sporting and faculty competitions. Each of these contributes points towards the final totals which decide the overall winning house. All members of that house are awarded a fun afternoon out during the following academic year. The more people you have involved in House competitions, the more points you will collect as a House!

Safeguarding

Grey Court School recognises that all adults in our school have a full and active part to play in protecting our students from harm. The Designated Safeguarding Lead is Ms V Price (vprice@greycourt.org.uk) and the Deputy Designated Safeguarding Lead is Mrs S Mercer (smercer@greycourt.org.uk) The nominated governor (safeguarding) is Julian Knott.

If you have a safeguarding concern about a child please contact Ms Price or Mrs Mercer, or if you prefer to remain anonymous, contact Achieving for Children SPA (Single Point of Access) Call 020 8547 5008 from 8am to 6pm, Monday to Friday, or 020 8770 5000 out of hours. If a child is at immediate risk of harm, call 999.

Conditions of Use of Photographs of Students

Throughout the school's academic year and your child's school life, photographs may be taken of your son/daughter. These photographs may be used in a range of contexts:

School publications, for example the prospectus

School noticeboard displays

Local newspapers as part of the media coverage of a school event

School website

Grey Court facebook and twitter pages, Grey Court Youtube channel.

Internal teacher training materials and or conferences

Local education authority publications and website.

If you do not want your son or daughter to appear in any photographs, please contact Ms V Price as soon as possible.

Acceptable Use of IT

Grey Court School expects all students to be safe and responsible when using any of the IT resources. This includes the use of the internet, e-mail and social networking sites. In particular, students must ensure that all IT communication is respectful and sensible. Any online activity, in and outside school, must not cause distress to others, nor bring the reputation of the school into disrepute. If students come across offensive or illegal material online or within the school's systems, they should report this immediately to a member of staff.

Students must understand that there are consequences to inappropriate or unacceptable use of IT, which could result in parents or the police being informed and/or suspension of access to their school IT account. This is especially true of any forms of abuse like cyber bullying.

School Network/Internet Acceptable Use Policy

1. School network: The school network provides filtered access to the internet to support student learning. Student use of the IT services is monitored by the school. We use filtering software in an attempt to ensure that all inappropriate websites are blocked.

Each student is provided with a secure area on our network in which to store work. Periodic random checks will be made as to the content of these files. Students found storing inappropriate material on our network may have the facility withdrawn and action taken.

Users will not attempt to gain unauthorised access to the Grey Court School network or go beyond their authorised access. This includes attempting to log-on through another student or staff account or try to access another user's files. These actions are deemed illegal under the computer misuse act - even if only for the purposes of "browsing" or "exploring".

An individual search will be conducted if there is reasonable suspicion that users have violated this policy. The investigation will be reasonable and related to the suspected violation.

Users will not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means. These actions are illegal.

Storage of non-school data and applications is prohibited.

Any attempt to install unauthorised software, apps or games is strictly prohibited.

2. Email and Internet: The school will issue every student with an email address which they can use both in school and at home. This is a filtered service and is programmed to automatically intercept the use of profanity, suspicious words and other abuse or inappropriate attachments. The school will be notified if any student abuses the email system. Random checks of email accounts will be made as part of our monitoring procedures and students found to be using the system inappropriately will have their accounts closed and action will be taken. Students who repeatedly try to access non educational or unapproved websites like gaming sites, inappropriate video websites, music streaming, social networking and any other sites deemed to be inappropriate by the school may have their access to the internet withdrawn and action taken. Any student viewing adult material will automatically have their network access withdrawn and the student's parents/carers will be notified, and action will be taken. Users will not attempt to bypass the ISP filtering system. Such attempts will result in a permanent ban of Internet access and further action may be taken.

3. System Security: Users are responsible for their individual user area and should take all reasonable precautions to prevent others from being able to use it. Under no circumstances should users let any other student know their password. Users will immediately notify a teacher or a member of IT staff if they have identified a possible security problem. Users MUST NOT go looking for security problems because this will be construed as an illegal attempt to gain access. Users should take every precaution to avoid the inadvertent spread of computer viruses. Unchecked USB flash/pen drives must not be used and email attachments that are suspect or from unknown sources should not be opened. Users will not download computer programs or files from the Internet without permission from a member of staff. Users will not try to load computer programs onto the Grey Court School Network or attempt to run programs that are not accessed through the Start Menu or Desktop screen. Monitoring software alerts the school to inappropriate web searches by individuals. These alerts are followed up and appropriate action is taken by the school.

4. Misuse of resources: Any student found to be tampering, damaging or otherwise abusing the school's IT facilities will be dealt with in the strongest possible manner. Users will avoid unnecessary printing. A record of all printing is logged automatically by the printing accounting software. Any student found to be abusing their printing quota will have their ability to print withdrawn and will be invoiced for the excessive paper and toner used. Accessing and playing games via the Internet is not allowed. A limited number of games do have some significant educational value and these listed 'games' are the only ones users are permitted to access. For copyright reasons, users must not download or store commercial music or video files anywhere on the school network, at any time. Shared areas on the school network are for sharing and transferring school files; users are responsible for their removal when they are no longer needed. If users place inappropriate files in a shared area then their network access is liable to be suspended. Listening to online radio broadcasts or watching website video clips online slows the whole network. Unless this is for educational reasons and permission has been given by a member of staff, this is not allowed. Users of iPads must not tamper with the settings or any application that has not been instructed for use. Misuse of the school's iPads is taken very seriously, students found to be using them inappropriately will be banned from using them and further action will be taken.

EduLink One

EduLink One is Grey Court's parental communication tool which can be accessed via the app or browser, providing parents and carers access to information held by the school on students including: achievement and behaviour points, timetables, homework, attendance, clubs, and catering balances.

If you need help setting up your account, please contact rjacob@greycourt.org.uk.

You will need to use the School ID: grey or greycourt, or tw107hn when asked. Once you have finished setting up your account, if you notice one of your children is missing from EduLink One, please email rjacob@greycourt.org.uk with the full name and year group of your child who is not appearing.

Students can also access EduLink One via the app or browser, using the School ID (greycourt), and their school network (not email) login details. e.g. Freddie James who joined Greycourt in September 2022 username would be fjames22.

(* Year 7 student passwords will be issued in their first computing or DT lesson) Students also have access to EduLink One. If they need any assistance registering, they should speak to their computer science teacher.

Google Classroom

Google Classroom is our VLE (virtual learning environment). Teachers will provide resources for students on the platform which they can access from home. Students will also have access to a variety of free Google software including a word processor, spreadsheet, presentation and unlimited storage.

Students should login to the Grey Court Google Classroom platform directly from the Google homepage by clicking 'Sign in' in the top right hand corner.

Students' usernames and passwords will be issued by their computer science teacher.

Please contact Mr Jacob or the IT Technician team if you require any support.

rjacob@greycourt.org.uk

helpdesk@greycourt.org.uk.

Teachers will use Google Classroom to either set or log homework for students. Students may be required to hand in their homework via Google Classroom, or check Google Classroom to find out the details of the homework and complete it in their exercise books.

Mobile Phones

The school acknowledges that for many parents and young people, the ownership of a mobile phone is considered to be a necessary and vital part of modern life.

We recognise the smartphone has great potential to support a student's learning experiences. However, the consequences of misuse can be serious. This is reflected in our school mobile phone policy.

On the first infringement of the mobile policy, the mobile phone will be confiscated by the member of staff and taken to the attendance officer in the attendance office, where it will be securely stored. A record will be made of the incident on SIMS so that parents/carers are informed of a behaviour incident by the teacher who confiscated the phone. The student will be placed into the daily 'PM' detention, for 30 minutes, and can collect their phone after the detention. On the third occasion within a half term, the student will be placed into SLT detention and the mobile phone will need to be collected by a parent/ carer.

Grey Court Expectations

Arrive at lessons on time and with the proper equipment to learn effectively.

Enter quietly when asked to and quickly get ready to learn by removing outdoor clothes and taking out your equipment.

Remain silent and concentrate while your teacher talks to the class. Your teacher has a right to teach and all of your classmates have a right to learn.

Follow all the school rules and instructions from teachers all of the time.

Pack away and leave only when your teacher tells you to do so. Make sure the room is tidy before you leave.

RESPECT for each other is most important. There is no excuse for rudeness.

