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**GREY COURT**

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**SCHOOL**

**Year 8**  
**Curriculum Booklet**  
**2023-2024**

September 2023

Dear Parents/Carers,

### **Year 8: A Year of Consistent Progress**

I would like to take this opportunity to introduce myself as the Phase Leader of Year 8 and 9, now that your child has progressed into the second year of secondary education.

I am looking forward to continuing the work with your child regarding their academic progress and personal development. Please do not hesitate to contact me or my team, should you need advice, help or clarification about your child's progress at Grey Court. I am confident that by working together, we can help ensure that your child will have a successful and rewarding time in year 8.

Your child is part of an enthusiastic and hardworking year group. We are looking forward to continued solid engagement and progress in year 8.

All of our students will be encouraged and supported across all aspects of school life. There are many opportunities offered to our students, which intensify the valuable experiences of this phase of their education and support the skills that are required inside and outside the classroom. In addition, year 8 will be taking part in the GRADU8 Scheme, which consists of completing eight challenges across the academic year, culminating with a graduation ceremony and rewards.

I am looking forward to our continued work together to ensure that the positive attitudes and high standards that were established in year 7 are maintained and built upon during this coming year. Please accept my sincere best wishes for the school year ahead.

I look forward to meeting you.

Yours faithfully

Mr A Ridley

**Phase Leader – Years 8 and 9 Key Stage 3**

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## Key Dates for Year 8

2023

### September

Mon 4th	<b>Autumn Term Begins</b> (Inset day for staff)
Tues 5th	Years 7 & 12 return
Wed 6th	Years 8, 9, 10 & 11 return
Thu 7th	Year 13 return
Tue 19th	Year 8 Parents' Information Evening
Fri 22nd	School Photo Day

### October

Wed 18th	Activity Day (normal timetable suspended)
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### Half Term

	<b>Thu 19th - Fri 27th Oct - Staff &amp; Years 11, 12 &amp; 13</b>
	<b>Thu 19th Oct - Tue 31st Oct - Years 7, 8, 9 &amp; 10</b>
Mon 30th	Inset Day for Staff - Years 11,12 & 13 return

### November

Wed 1st	Years 7, 8, 9 & 10 return
Thu 23rd	Academic Tutoring day

### December

Mon 4th	Inset Day for Staff
Thu 14th	Christmas Concert
<b>Fri 22nd</b>	<b>Term Ends</b>

2024

### January

<b>Mon 8th</b>	<b>Spring Term Begins - all students return to school</b>
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### February

<b>Half Term</b>	<b>Friday 9th - Friday 16th Feb</b>
	Inset Day for Staff - Year 11 and selected Year 12/13 students attend
Mon 19th	
Tue 20th	Students return to School

## March

Tue 5th Activity Day (normal timetable suspended)  
Wed 20th MOGOs Spring Competition

## April

**Easter Break** **Mon 1st - Fri 12th**  
**Mon 15th** **Summer Term begins - students return to school**  
Mon 29th- Fri 10th MAY Year 8 Exams

## May

Mon 6th May Day Bank Holiday  
**Half Term** **Mon 27th May - Fri 31st May**

## June

**Mon 3rd** **Students return to School**  
Thu 27th Year 8 Parents' Evening

## July

tbc Sports Day  
Wed 12th - Fri 14th Activity Week (normal timetable suspended)  
**Summer Term Ends** **Thurs 18th July 12pm**

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 8 Pastoral Team

Phase Leader- Year 8 and 9	Mr Ridley
Student Support Officer	Mr Kisby & Ms Vucenovic
Deputy Headteacher i/cYear 8 and 9	Mr Jacob
Director of Wellbeing/ Deputy DSL	Mrs Mercer
Associate Headteacher/ DSL	Ms V Price

## Tutors 2023-24

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 8 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** - English, mathematics and sciences classes will have an expected end of year grade range assigned.

**Example:**

8	a	X	/	Ma
Year	Band	Class		Subject

**Mathematics** In Year 8 students are taught in bands in groups set by attainment.

**English** In Year 8 students are taught in bands in groups set by attainment.

**Science** In Year 8 students are taught in bands in groups set by attainment.

**Modern Languages** Year 8 students have 2 periods of Spanish or Mandarin Chinese a week and 3 periods of French or German a week. They are taught in bands in mixed attainment groups.

**Accelerated Reader** Year 8 students follow the Accelerated Reader programme for one period a week. 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 on-line quiz testing their understanding of the book and then after each term their comprehension is re-tested to measure the impact their individual reading has had on their overall reading age. It is a progressive and dynamic programme aimed at developing literacy at Key Stage 3.

**Humanities (History, Geography, Religious Studies) and Computing** These subjects are taught in bands in mixed attainment classes.

**Visual and Performing Arts (Music, Drama and Art)** In the b band, there is one group that consists largely of students who were on the VPA Scholarship in Year 7. The other groups are of mixed attainment.

**Design & Technology** Year 8 students are taught in mixed attainment. 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.

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, students will also record homework in their planners.

## 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, 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
- 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 8 2023-2024

## By Day

### A BAND (8 A B C E)

	Monday	Tuesday	Wednesday	Thursday	Friday
Weekly	8aV Geography German French	English 8aV History 8aC History	Spanish Mandarin	Maths 8aL Geography 8aX Geography	Science 8aC Geography 8aL History 8aX History
Fortnightly - Even Week	*CE Dt *8aV Drama 8aC Music 8aX Music *8aL Drama	*AB Dt	8aV Art 8aC Art *8aX Drama 8aL Music	8aX Art 8aL Art 8aV Music *8aC Drama	
Fortnightly - Odd Week	*8aX Computing 8aC Rs	8aX Rs *8aL Computing	*8aV Computing *8aC Computing 8aL Rs		8aV Rs

### B BAND (8 M O R W)

	Monday	Tuesday	Wednesday	Thursday	Friday
Weekly	English 8bV History 8bX History 8bL History	Maths 8bV Geography 8bC History	8bX Geography 8bL Geography	Science Spanish Mandarin	French German 8bC Geography
Fortnightly - Even Week		*8bV Drama *8bX Drama 8bL Music 8bC Music	*RW Dt 8bV Art 8bX Art 8bL Art *8bC Drama		*MO Dt *8bL Drama 8bV Music 8bX Music 8bC Art
Fortnightly - Odd Week	*8bC Computing	*8bX Computing *8bL Computing	*8bV Computing 8bC Rs	8bV Rs 8bL Rs	8bX Rs

**\*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.

## By Subject

**\*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.

<b>A band maths</b>	Thurs	<b>B band maths</b>	Tues	<b>A band Science</b>	Fri	<b>B Band Science</b>	Thurs
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<b>A band Eng</b>	Tues	<b>B band Eng</b>	Mon	<b>A Band *DT/AB *DT/CE</b>	Tues (even) Mon (even)	<b>B band *DT/RW *DT/MO</b>	Weds (even) Fri (even)
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<b>A band French /German</b>	Mon	<b>B band French /German</b>	Friday	<b>A band Spanish /Mandarin</b>	Wed	<b>B band Spanish /Mandarin</b>	Thurs
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<b>aV art</b>	Weds (even)	<b>bV art</b>	Weds (even)	<b>*aV drama</b>	Mon	<b>*bV drama</b>	Tues
<b>aX art</b>	Thurs (even)	<b>bX art</b>	Weds (even)	<b>*aX drama</b>	Weds	<b>*bX drama</b>	Tues
<b>aL art</b>	Thurs (even)	<b>bL art</b>	Weds (even)	<b>*aL drama</b>	Mon	<b>*bL drama</b>	Fri
<b>aC art</b>	Weds (even)	<b>bC art</b>	Fri (even)	<b>*aC drama</b>	Thurs	<b>*bC drama</b>	Weds

<b>aV music</b>	Thurs (even)	<b>bV music</b>	Fri (even)	<b>aV history</b>	Tues	<b>bV history</b>	Mon
<b>aX music</b>	Mon (even)	<b>bX music</b>	Fri (even)	<b>aX history</b>	Fri	<b>bX history</b>	Mon
<b>aL music</b>	Weds (even)	<b>bL music</b>	Tues (even)	<b>aL history</b>	Fri	<b>bL history</b>	Mon
<b>aC music</b>	Mon (even)	<b>bC music</b>	Tues (even)	<b>aC history</b>	Tues	<b>bC history</b>	Tues

<b>aV geog</b>	Mon	<b>bV geog</b>	Tues	<b>aV Rs</b>	Fri (odd)	<b>bV Rs</b>	Thurs (odd)
<b>aX geog</b>	Thurs	<b>bX geog</b>	Weds	<b>aX Rs</b>	Tues (odd)	<b>bX Rs</b>	Fri (odd)
<b>aL geog</b>	Thurs	<b>bL geog</b>	Weds	<b>aL Rs</b>	Weds (odd)	<b>bL Rs</b>	Thurs (odd)
<b>aC geog</b>	Fri	<b>bC geog</b>	Fri	<b>aC Rs</b>	Mon (odd)	<b>bC Rs</b>	Weds (odd)

<b>*aV Ct</b>	Weds (odd)	<b>*bV Ct</b>	Weds (odd)
<b>*aX Ct</b>	Mon (odd)	<b>*bX Ct</b>	Tues (odd)
<b>*aL Ct</b>	Tues (odd)	<b>*bL Ct</b>	Tues (odd)
<b>*aC Ct</b>	Weds (odd)	<b>*bC Ct</b>	Mon (odd)

# Gradu8

Award Classification	
1st	210 points
2:1	170 points
2:2	130 points
3rd	70 points

Over the course of the year, students will be set 8 challenges to complete. These challenges link to areas of the curriculum and the ethos of the school.

The main objectives are to maintain the focus and momentum of Year 7 and to raise achievement and engagement. Each challenge has points allocated. At the end of the year, points are totalled and students will be awarded a certificate in a graduation celebration assembly. Each tutor group has been allocated one of these themes to present in an assembly. Electronic versions of the Gradu8 booklet will be assigned to Year 8 students on their tutor group google classroom. Working with their tutors, they will maintain learning journals and reflection logs so that tutors and teachers can allocate points awarded.

**Gradu8**

<b>G</b>	<b>R</b>	<b>A</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>T</b>	<b>E</b>
I V E	E S T O R A T I V E	C H I E V E	E V E L O P	- E X P L O R E	C E L E R A T E	A R G U M E N T	E N T E R P R I S E

EVERY CHILD, EVERY DAY ACADEMY TRUST | GREY COURT | Ofsted Outstanding Provider

# 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 email Miss H James (Associate Assistant Head - Head of PDW) at [hjames@greycourt.org.uk](mailto:hjames@greycourt.org.uk) and Ms V Price (Associate Head) [vprice@greycourt.org.uk](mailto: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 term 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 8 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:

How can you be your best, most healthy self?

How can you help someone with allergies?

Puberty and Hygiene - growing and changing

How can you help someone with First Aid?

Different types of period products

Condoms and STIs

Throughout the year, Year 8 will also cover:

The Media and Body Image, including Eating Disorders

Sex and Relationships, including consent, revenge porn and reproductive health

Fake News and online safety

Legal and illegal drugs

# Year 8 Curriculum Topics Studied

## Art

Autumn	Spring	Summer
Bugs Clay sculpture outcomes	Perspective controlled assessment project Drawing outcomes	Ecosystems and environmental art Mixed-media outcomes

### Equipment expected

HB pencil, sharpener, eraser, coloured pencils and ruler. Students need to work in a Grey Court sketchbook both for class work and homework. Grey Court art packs are also available to purchase from the art department.

### 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 Internet, printer or library for visual research and background information for each project.

[www.tate.org](http://www.tate.org)

[www.vam.ac.uk](http://www.vam.ac.uk)

# Computer Science

Autumn	Spring	Summer
Intermediate number systems Sorting and searching	Programming	Hardware and software

## Equipment expected

Access to Google Classroom from home would be beneficial but not essential. 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](http://www.tinyurl.com/gccsreading)

## Recommended Websites

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

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

[www.projects.raspberrypi.org/](http://www.projects.raspberrypi.org/)

[www.w3schools.com/](http://www.w3schools.com/)

<https://code.org>

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

[www.bbc.co.uk/bitesize/examspecs/znywvk7](http://www.bbc.co.uk/bitesize/examspecs/znywvk7)

[www.snakify.org/en/](http://www.snakify.org/en/)



## 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 years 7, 8 and 9.

Each unit lasts approximately 11 weeks.

- Physical Computing - Students will learn about how computers and devices interact with the real world(physical computing) by building systems using Crumble boards, sensors and outputs such as LEDs and motors.
- Graphics - Album cover and Cubee character using graphics software and hand drawing
- Food and Nutrition – Emphasis on eating for health based on the Eatwell Guide. Each lesson will be based around a nutrient and students cook a dish to fit with this. Developing practical and technical skills. There are 10-12 practical cooking sessions.
- Textiles – Students will make and decorate a fabric hand, in the colours of their school House, further developing hand and machine skills, and making fabric choices. STEM - Using Computer Aided Design (Sketch-Up) to design environments/buildings for clients with specific user needs.

Pen, pencil, eraser, coloured pencils, ruler (30cm), 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 £20 contribution should be paid directly to the finance office to help pay for ingredients for the practical food tasks.

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

### Recommended Websites

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

[www.design-technology.org](http://www.design-technology.org)

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

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

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

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

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

## Drama

Autumn	Spring	Summer
Theatre roles and the Industry (Careers)	The Woman in Black (Technical Elements Focus)	Physical Theatre (Practitioner focus: Frantic Assembly)

### Main Texts / Reading List

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

### Recommended Websites

BBC GCSE Bitesize - Drama: [www.bbc.co.uk/schools/gcsebitesize/drama/](http://www.bbc.co.uk/schools/gcsebitesize/drama/) BBC GCCE Bitesize - English: [www.bbc.co.uk/bitesize/ks3/english/speaking\\_listening/drama/revision/1/](http://www.bbc.co.uk/bitesize/ks3/english/speaking_listening/drama/revision/1/)

#### Local theatres

The Rose Theatre: [www.rosetheatrekingston.org/](http://www.rosetheatrekingston.org/)

The Orange Tree Theatre: [www.orangetreetheatre.co.uk/](http://www.orangetreetheatre.co.uk/)

Richmond Theatre: [www.atgtickets.com/venues/richmond-theatre/](http://www.atgtickets.com/venues/richmond-theatre/)

#### Theatres further afield

The Lyric Hammersmith: <https://lyric.co.uk/>

Shakespeare's Globe: [www.shakespearesglobe.com/](http://www.shakespearesglobe.com/)

The National Theatre: [www.nationaltheatre.org.uk/](http://www.nationaltheatre.org.uk/)

## English

Autumn	Spring	Summer
Animal Farm by George Orwell A Christmas Carol by Charles Dickens	Creative writing: Gothic genre An Inspector Calls by J B Priestley	Exam preparation - An Inspector Calls The Merchant of Venice by William Shakespeare

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:

Maggot Moon by Sally Gardner

1984 by George Orwell

Ready Player One by Ernest Cline

The Crucible by Arthur Miller

A Raisin in the Sun by Lorraine Hansberry

Oliver Twist by Charles Dickens.

### Recommended Websites

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

<https://www.bbc.co.uk/bitesize/subjects/z3kw2hv>

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

## French

Autumn	Spring	Summer
Describing self, family and friends. Giving opinions and saying what you do using regular -er verbs in the present tense. School subjects and talking about clothes using adjectives effectively. Describing the school day, telling the time and the date.	Talking about sports, using the verb 'faire' to talk about activities that you do, using 'aimer' and infinitives to give opinions on the activities that you do and discovering the French speaking world through sports. Talking about where you live and using possessive adjectives to give more information about friends and family. Learning about festivals such as Bastille day and talking about different kinds of food.	Future plans using 'vouloir' and infinitives. Using the verb 'aller' and ordering in a cafe. Using the future tense with 'aller + infinitive' and talking about plans for future trips to Paris.

### Equipment expected

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

### Main Texts / Reading List

We loosely follow the Dynamo 1 textbook.

### Recommended Websites

[www.languagesonline.org.uk](http://www.languagesonline.org.uk) [www.bbc.co.uk/languages/french/](http://www.bbc.co.uk/languages/french/) [www.quizlet.com](http://www.quizlet.com)  
[www.duolingo.com](http://www.duolingo.com) <http://www.french-games.net/>

## Geography

Autumn	Spring	Summer
Extreme environments - Biomes of the world Rainforests, hot deserts and cold environment	Place studies: Russia and China	Rivers and water supply in the UK

### Equipment expected

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

### Main Texts / Reading List

We do not follow a textbook however a useful revision guide is the CGP KS3 Geography - complete revision and practice.

### Recommended Websites

BBC Bitesize: [www.bbc.com/education](http://www.bbc.com/education)

Royal Geographical Society [www.rgs.org](http://www.rgs.org)

## German

Autumn	Spring	Summer
Greetings, giving your age, alphabet, saying where you live, personality, pets, brothers and sisters, physical descriptions, colours, birthdays and dates.  <b>Grammar</b> – gender, pronouns, using the verbs haben, sein and wohnen, plurals, adjective endings, können with infinitives.	Sports, free-time activities, opinions, time phrases, use of technology, school subjects, telling the time, describing teachers, classroom items, school rules.  <b>Grammar:</b> gern/nicht gern, qualifiers, present tense of lesen, spielen, fahren, sehen, word order, weil, possessive pronouns, prepositions, dürfen, es gibt.	Places in town, describing town, shopping, prices, buying snacks and drinks, summer holiday activities.  <b>Grammar:</b> es gibt ein/kein, mögen, essen, trinken, future tense.

### Equipment expected

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

### Main Texts / Reading List

We loosely follow the Stimmt 1 textbook.

### Recommended Websites

[www.languagesonline.org.uk](http://www.languagesonline.org.uk)  
[www.bbc.co.uk/languages/german/](http://www.bbc.co.uk/languages/german/)  
[www.quizlet.com](http://www.quizlet.com)  
[www.duolingo.com](http://www.duolingo.com)  
[www.dw.de](http://www.dw.de)

## History

Autumn	Spring	Summer
The Trans-Atlantic slave trade	Impact of the Industrial Revolution	Suffragettes
Causes of revolution: France and Russia	Conflict in Northern Ireland	World War 1

### Equipment expected

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

### Main Texts / Reading List

KS3 History Complete Study & Practice. CGP Books

ISBN-10: 1841463914

ISBN-13: 978-1841463919

### Recommended Websites

<https://www.bbc.co.uk/bitesize/subjects/zk26n39>

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

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

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

## Mandarin

Autumn	Spring	Summer
<p>School in China - classes and students. Food and drink - identifying the three daily meals and their food. Eating out - ordering food and drink. Chinese culture.</p> <p><b>Grammar:</b> simple past, present and future tenses, time word orders, measure words, question words, using connective words 'and', 'but', 'also' to make extended sentences.</p>	<p>Countries and nationalities, the languages you can and cannot speak, friends, weather, means of transport, places in town.</p> <p><b>Grammar:</b> using 'person' word describing nationalities, complex structure 'together...with...', using verbs 'to sit in' and 'to ride on' with different modes of transport, using possessive word when describing places.</p>	<p>Past tense, describing people's physical appearance, where I live, holidays, Chinese culture, film module.</p> <p><b>Grammar:</b> using past tense marker after verbs, using 'person + means of transport + place' structure, using prepositions, structuring an essay in Chinese.</p>

### Equipment expected

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

### Main Texts / Reading List

We loosely follow Jin Bu 1 and Jin Bu 2 text books.

### Recommended Websites

[www.bbc.co.uk/languages/chinese/real\\_chinese/](http://www.bbc.co.uk/languages/chinese/real_chinese/)  
[www.mdbg.net/chinese/dictionary](http://www.mdbg.net/chinese/dictionary)  
[www.quizlet.com](http://www.quizlet.com)  
[www.hellochinese.cc](http://www.hellochinese.cc)



## Mathematics

Autumn	Spring	Summer
Proportional Reasoning	Algebraic Techniques	Developing Geometry
Representations	Developing Number	Reasoning with Data

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

### Main Texts / Reading List

Student Online Scheme of Work for Sparx Maths Video Numbers and interactive worksheet.

Collins: White Rose Maths Student Book 2 -

<https://collins.co.uk/collections/white-rose-maths/products/9780008400897>

### Recommended Websites

<https://sparxmaths.com/>

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

## Music

Autumn	Spring	Summer
Diagnostic baseline assessments and introduction to music. Classical/Romantic Music (Beethoven +) Context. Focus on Listening & Performing.	Music for film/Screen - A study of the music written for TV and/or the big screen. Focus on Listening & Composition. Extended writing.	World music; Indian music - Improvisation and context. Directing and performing in a group. Focus on Composition (Improv) and Performance

### Main Texts / Reading List

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

### 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, cricket rounders, softball

### Equipment expected

Full Grey Court PE Kit: blue round-neck t shirt, shorts, GC track pants and GC 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 plimsolls or skate shoes). Shin pads, gum shields 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 detention. Students must remember asthma pumps, epipens and any other medication for every lesson.

### Recommended Websites

[www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582](http://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582)

## Religious Studies

Autumn	Spring	Summer
Introduction to Islam Introduction to Buddhism	Introduction to Hinduism The Life of Jesus	Religion and Poverty

### Equipment expected

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

### Main Texts / Reading List

The following textbooks could be used for background, but are not essential:

The Christian Experience – Hodder and Stoughton ISBN 9780340747681

The Hindu Experience – Hodder and Stoughton ISBN 9780340747692

The Muslim Experience - Hodder and Stoughton ISBN 9780340747704

The Buddhist Experience - Hodder and Stoughton ISBN 9780340747711

A quality newspaper will provide useful insight into the role religion plays in today's world.

### Recommended Websites

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

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

## Science

Autumn	Spring	Summer
Science skills	Understanding chemical	SUMMER ASSESSMENT
Earth and atmosphere	reactions	Energy
Health	Reproduction	Summer project
Heating and cooling	Moving by force	
Winter activities	More on waves	
	STEM fortnight	
	Acids and alkalis	

### Equipment expected

Pens (blue or black, plus green), pencil, ruler, protractor, 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 homeworks 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
Holidays: talking about a past holiday, saying what you did, giving opinions on holidays. Hobbies: saying what you use your phone for, saying what type of music you like, giving a range of opinions, talking about TV programmes using the comparative. <b>Grammar:</b> the preterite tense, the present tense,, opinions and justifications.	Food: saying what food you like, describing meal times, ordering food at a restaurant, shopping for a party. Going out: arranging to go out, making excuses, talking about clothes, talking about sporting events. <b>Grammar:</b> negatives, opinion verbs, the present tense and the near future, me gustaría, quere and poder, reflexive verbs, using this/these.	Summer time: describing a holiday home using the comparative, talking about holiday activities, talking about summer camps. <b>Grammar:</b> using the present, past and future, comparative and superlatives.

### Equipment expected

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

### Main Texts / Reading List

We loosely follow the Viva 2 -Segunda Edición text book.

### Recommended Websites

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

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

[www.bbc.co.uk/schools/primarylanguages/spanish/all\\_games](http://www.bbc.co.uk/schools/primarylanguages/spanish/all_games)

[www.bbc.co.uk/languages/](http://www.bbc.co.uk/languages/) Duolingo (app)

# 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 2022-23, 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 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](mailto:vprice@greycourt.org.uk)) and the Deputy Designated Safeguarding Lead is Mrs S Mercer ([smercerc@greycourt.org.uk](mailto:smercerc@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, email 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](mailto: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](mailto: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 (grey or 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).

## 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](mailto:rjacob@greycourt.org.uk)    [helpdesk@greycourt.org.uk](mailto: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/ Edulink One 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 that afternoon, 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.

