

PARENTS HANDBOOK

Year 7

2008- 2009

General Information

General Prep School Matters

Once your children have reached Year 7 the fundamental learning blocks are normally in place. All children will continue with a broad curriculum, satisfying the needs of the national curriculum and more. Whilst the curriculum is essentially the same, the children will have different needs. Where possible, therefore, years 7 and 8 will be streamed to take in these differences. At all times our aim will be to help your children prepare for transfer to their first choice Senior Schools.

This year finds us with an above average ability Year 7. This means that the difference between the streams is not as marked as it might normally be. It also means that we are likely to have candidates for schools such as Reigate, Sevenoaks or Tonbridge in both streams. The advantage of two small classes is more individual attention and we feel that your children will flourish in the classes to which they have been assigned.

Children will always be competitive but this needs to be in a healthy fashion. The very best form of competition is that which is against oneself as an individual as that is something one can control. Setting personal targets, working hard to achieve success and being able to measure that progress is the child's input into helping maximise potential. With this in mind Form Tutors will assist children formulate three targets for each term.

Teachers play their part by providing stimulating challenges, motivating children and ensuring that progress is made. Parents also have a role to play and we would urge you to continue to be involved in your child's education, as we know you already are.

Forms

There are two forms in Year 7, with the following form teachers:

Form	Form Tutor	Form Room
7B	Mr Diljit Babbra	Maths 2
7H	Mrs Becky Hunter	Classics

The classes will be set for the following subject: Mathematics

Subjects

The following subjects are studied: English, Mathematics, Science (Biology, Chemistry and Physics), French, Latin, Greek (optional), History, Geography, Religious Studies, Personal Social and Health Education (PSHE), Information Technology, Art, Design Technology, Music, Physical Education. In order to enhance their learning, pupils may be advised to take lessons with teachers in the Study Support Department. Any such lessons will be discussed individually with parents in advance.

Preps

Each prep slot is 30 minutes. There are two preps on Monday, Tuesday and Thursday and three preps on Friday. Children will normally be given at least two nights to complete a prep in order that they may be fitted around any outside commitments. Each child has a prep diary in which details of the work set should be recorded. **We would be grateful if you could sign this on a daily basis, as it will aid communication, and help to refine the prep system.** If children stay for Tea and Prep they should be able to complete most of their prep at school. If any problems arise regarding homework please do contact the subject teacher concerned, or the Form teacher or Director of Studies.

School Examinations

There will be two sets of examinations this year. The dates for these are :

- Set 1 March 2009 (date to be confirmed)
- Set 2 1st June – 4th June 2009

In the March exams many subjects will use past 13+ Common Entrance papers. Not surprisingly the results obtained may appear quite low, especially if compared with marks from year 6 exams, but, where this is done, it is hoped that this will best prepare children for the following June.

Parents' Evenings

The Year 7 Parents' Consultation Evenings will be held in the Spring Term – please check the Spring Term Calendar for the exact dates. Parents' evenings provide an opportunity for staff and parents to discuss children's progress, identify strengths and weaknesses and talk about any problems. Before the parents' evening you will be sent an interim report that can be used as the basis of your discussions with staff.

Reports

In addition to the pre-parent's evening report, you will receive an abbreviated report at the end of the Autumn Term covering each subject, with recommended targets. At the end of the Summer Term a full written report will be sent. Our aim is that these do not contain any hidden surprises, as you can expect to have been notified by staff about any problems that have arisen during the term.

Grades

Grades for effort are sent out twice per term. We use a scale of A to E with the following definitions:

- A: excellent presentation; all work completed on time; participates fully in all activities; gets down to work quickly; seeks help when experiencing difficulties.
- B: consistently good presentation; all work completed on time; prepared to ask and answer questions in class.
- C: most or all work in on time; presentation usually neat; sometimes prepared to ask and answer questions in class.
- D: sloppy or careless presentation; more than one late or missing piece of work; little enthusiasm

for overcoming difficulties; rarely contributes in class; negative attitude at times

E: disruptive in class; many late or missing assignments; negative attitude.

With all sets of grades pupils will also receive a numeric grade using the following definitions:

- 1 Working at a level well in advance of National Curriculum expectations.
- 2 Working at, or above, National Curriculum expectations.
- 3 Working at a level in line with National Curriculum expectations.
- 4 Some or all work at a level below National Curriculum expectations.

Equipment

Pupils may use a case to bring books and stationery to school but these must be kept in the allocated area during the day. Pupils should transfer materials from their case to lockers or desks at the beginning of the day. All exercise and textbooks are provided by the School, but pupils should have the following items of stationery:

- A fountain pen (blue washable ink / cartridges)
- 2 pencils
- Pencil sharpener
- Rubber
- 30cm plastic ruler
- Set of coloured pencils
- Geometry set
- Calculator
- Glue stick

All equipment must be clearly named.

Music

We offer a wide range of individual instruction. If you wish your child to start a new instrument please contact Mrs Louw. Please remember that a term's notice must be given if you wish to stop instrumental lessons. Music lessons take place during the normal school day and therefore pupils will miss lessons. The music programme is planned so that children do not miss the same lesson each week. Pupils are expected to arrange to catch up on any work missed and teachers will ensure this can be achieved easily. This process of "rotated extraction" has worked very well for some time. If any problems arise as a result of any pupil taking individual instrumental tuition, please contact Mrs Louw.

Dance

There are classes in a variety of disciplines including ballet, tap and modern, both during and after school. These vary depending on the demand. Please contact the school office for details of current classes.

Senior Schools

We would hope that most decisions on future schools have either been made or that you are close to finalising your choice. If you are yet to decide, Mr McDuff would be pleased to discuss the matter and offer advice and guidance. The majority of children will take Common Entrance but if staff feel

an attempt at a scholarship is possible this will be communicated to you as soon as possible.

Contacting Staff

Please feel free to contact staff if there is a problem. If you leave a message with the School office the teacher concerned can ring you at a mutually convenient time. If the problem is with a particular subject then you should speak to the teacher concerned. Form tutors will deal with any pastoral worries. Other staff you may wish to speak with would be Mr Weston (Director of Studies), Mrs Louw (Deputy Head / Director of Music), Mrs Stephens (Head of Upper School), Mrs Banks (Study Support Department) and Mr Wiseman (Director of Sport). Mr McDuff can also be contacted directly if you feel this is more appropriate. All of the above named staff have a voicemail facility and can be contacted via the School Office.

Subject Teachers

The following staff will be teaching year 7

Subject	Teacher	Lessons per Week
English	Mr Pardaic Fahy	4.5
Mathematics	E Ms Caroline Turk	4.5
	C Mr Martin Weston	
Science	Dr Carolyn Orr	4
French	Miss Tessa Geerhaert/ Miss Aude Prieur	2.5
	Miss Julie Doumic	0.5
Latin	Mrs Becky Hunter	1.5
Greek	Mrs Becky Hunter	0.5
History	Mr Jonathan Jarvis	2
Geography	Mrs Karen Corfield	2
Religious Studies	Mrs Sue Barnard	1
PSHE	Form Teachers	0.5
Information Technology	Mr Jonathan Jarvis	1
	Mr Diljit Babbra	
Art	Mrs Carolyn McGivern	1
Design Technology	Mr Ben Brownless	1
Drama	Mrs Juliet Housego	0.5
Music	Mrs Lindie Louw	1
Physical Education / Games	PE Staff	7

Lessons are 50 minutes in duration

Daily Routine

Below is the daily routine for the coming year.

Registration	08.30
Assembly - Monday Chapel - Tuesday/Thursday Form Period – Wednesday/Friday	08.40
Lesson 1	08.55 - 09.45
Lesson 2	09.50 - 10.40
Break	10.40 – 11.05
Lesson 3	11.05 – 11.55
Lesson 4	12.00 – 12.50
Lunch	12.50 – 13.45
Registration	13.45 - 13.50
Lesson 5	13.50 - 14.40
Lesson 6	14.45 - 15.35
Lesson 7	15.40 - 14.30
Tea and Prep	16.50 - 17.50

Subject Guide

English

In Year 7 and 8 the general English syllabus is based on the demands for Common entrance. Children are prepared for the exams through the study of popular and challenging texts, novels and poems. Speaking and Listening is also an important part of the syllabus, in particular children are invited to debate current moral issues in a traditional debating format.

Pupils sitting Scholarships are prepared for the individual requirements of particular schools.

The 13+ Common Entrance English examination consists of two papers. The main aim of the papers is to test the ability of candidates to think and to express their feelings and ideas in accurate and effective English. The papers test a range of relevant skills in modes which reflect good practice in both classroom and examination room.

PAPER 1: Reading

Paper 1 is divided into two sections:

Section A: non-fiction

This section will comprise a piece of non-fiction – such as an extract from a biography, an autobiography, a travel book or a newspaper article. Candidates will answer up to five questions that seek to test understanding as well as powers of analysis and evaluation.

Section B: poetry

This section will comprise about five questions on an unseen poem to test both understanding of poetic technique and personal response. Understanding of the basic ways in which poets use language is relevant, e.g. metaphor, simile, personification alliteration, symbol, rhyme, rhythm – perhaps metre.

PAPER 2: Writing

The paper is divided into two sections:

Section A: response to studied literature

Candidates will be asked to select one question and write about one or more texts they have studied. There will be four questions to choose from: two on a set theme e.g. heroes and heroines and two open literature questions.

Section B: response to writing task.

Candidates will be asked to select one of six options. Each option will require a different type of writing, including discursive, directed, narrative, descriptive or personal writing.

In both papers marks are awarded for good spelling, punctuation, grammar, range of vocabulary and presentation.

In Year 7 children take part in an Independent Learning Project with a literature focus, currently '*Shakespeare and His World*'. This project allows children to work collaboratively in and between groups and take ownership of their own work / progress. The project culminates in a presentation to parents. It is also a useful springboard for more traditional study of Shakespearean texts whilst at Hazelwood School. The children have found this project an invaluable, rewarding and stimulating experience.

Mathematics

In year 7 the pupils are divided into two sets. This provides for different levels of attainment and low pupil/teacher ratios. There is flexibility to move between sets during the year.

The year 7 course follows the Common Entrance syllabus and it is planned that much of the syllabus will have been covered by the end of the year. In Year 8 this allows stronger pupils to prepare for scholarships and the CE candidates to consolidate and apply their knowledge. However, we aim to ensure that pupils enjoy Maths for its own sake rather than being focused solely on exams.

During the year all pupils will cover the following topics:

Properties of polygons, angle theory, graphs of a function, ratio, area and circumference of circles using π , bearings and scale drawings, transformations, algebraic simplification and substitution, equations, factorisation, inequalities, sequences, probability, pie charts, scatter and conversion graphs, four rules involving fractions and decimals and percentages, in addition to reviewing some of the year 6 work. At the start of the year, they will be given a more detailed summary of the syllabus.

The ability to apply mathematical knowledge correctly is vital and all pupils will tackle a number of investigations during the year. These are intended to reinforce their understanding as well as encouraging pupils to apply their mathematics more creatively.

This year we are introducing a scheme to encourage the quick recall of number facts. Year 7 pupils should aim to achieve the Gold or Diamond Levels which, among other things, requires instant recall of multiplication tables, and the ability to apply that knowledge to working out fractions and divisions. Sound knowledge of number facts is incredibly beneficial in almost all areas of maths and makes a significant contribution both to enjoyment of the subject and to exam success. Practising 'little and often' at home is strongly recommended.

Teachers use a variety of resources including textbooks, work sheets, games, practical activities and IT resources. We have a subscription to the MyMaths website, which includes lessons and practice exercises; your child has a personal login and password in order to use this site at home either for homework or extra practice and revision.

Should you wish to purchase a textbook for extra practice, the best one would be Maths Prep 2 by Serena Alexander (ISBN 190298431-5)

It is vital that pupils have the right equipment with them for every maths lesson. This includes a scientific calculator (we recommend the Casio fx85ES), a 30cm ruler and a geometry set.

Year 7 pupils will take mock CE papers in November, March and June. These consist of actual past papers adjusted to remove questions on the topics which have not, by then, been taught. Initially, marks can be expected to be quite low, but by the end of year 7 the majority of pupils will be scoring over 50% and potential scholars over 75%.

Science

Chemistry

Materials and their properties

Pupils will investigate simple chemical reactions looking at how elements combine to form compounds. They will identify the new materials that form and use simple word equations to describe reactions. Pupils will use the tests for carbon dioxide, water and hydrogen. Pupils will be able to distinguish between mixtures and compounds and represent these with particle diagrams.

Pupils will extend their knowledge of dissolving and the separation of compounds by investigating purification of rock salt, fractional distillation, and chromatography using solvents other than water. They will be able to describe changes of state, gas pressure and diffusion using the particle theory of matter.

They will learn that air is a mixture of gases and the approximate percentages of nitrogen, oxygen and carbon dioxide in it.

Pupils will investigate the reactions of metals with water, acid and oxygen, the reactivity series of metals and how this can be used in displacement reactions.

The properties of acids/alkalis will be studied. Neutralisation reactions and their everyday uses will be discussed. The use of a variety of indicators will be covered.

The Periodic Table will be reviewed simply and pupils will be made familiar with the properties of metals and non-metals.

Physics

Magnets Pupils will learn how to plot magnetic fields with a compass and use iron filings to see magnetic field lines.

Force and linear motion Pupils will determine the speed of a moving object and describe the forces acting on it. They will look at how frictional forces affect motion and unbalanced forces affect the direction or speed of an object. Pupils distinguish between mass and weight.

Force and Pressure Pupils should understand the relationship between force, area and pressure and its application, by using investigative work.

Density Pupils will become familiar with the calculation of density for regular and irregular solids.

Light and Sound

Pupils will develop their understanding of reflection, refraction and dispersion. Pupils will learn about how sound makes the eardrum vibrate and that there are different audible ranges as well as the effect of loud sounds on the ear. The relationship between frequency and pitch and amplitude and loudness will be developed.

Pupils will be tested by means of past CE or Scholarship examinations twice during the year.

Biology

Photosynthesis Pupils will study photosynthesis in plants. They will investigate the impact of either water, light, temperature and air (carbon dioxide) on starch production. The structure of a leaf will be examined in detail.

Classification Pupils will use keys of contrasting features as an introduction to classification. Pupils will then learn about the five kingdoms and will follow through in more detail characteristics of vertebrates and invertebrates in the animal kingdom. Pupils will also learn how to classify plants.

Competition and Adaptation Pupils will explore examples of general and seasonal adaptations. Winter survival of plants will be studied.

Reproduction in Plants Asexual reproduction in plants will be investigated using cuttings. Pupils will compare this with sexual reproduction in plants and they will learn about the advantages and disadvantages of each method of reproduction.

Habitats Pupils will be introduced to a variety of field study techniques. They will have the opportunity to practise those most appropriate to the chosen habitat in a practical field study.

Pupils will be tested by means of past CE or Scholarship examinations twice during the year.

French

All pupils will be essentially following the same scheme of work, possible scholars may work more quickly and will start to cover scholarship work and past papers.

All pupils will use *So you want to learn French textbook 2 and 3* as their textbook.

Areas of work covered are –

- France and Europe
- Describing what activities there are in a town
- Buying train tickets at a station
- Daily routine
- Jobs
- Life at school
- Describing people – physical and character
- Parts of the body
- Saying where something hurts and remedies

Grammar

- Revision of –er, -ir, -re verbs in the present tense
- Revision and introduction of new common irregular verbs in the present tense (avoir, etre, partir, sortir, venir, apprendre, comprendre, finir, pouvoir, choisir, dormir, reflexive verbs)
- Use of the simple future tense
- Adjectives – use, position, agreement
- Comparisons
- Perfect tense – plus reflexive verbs – Scholars only
- Avoir expressions
- All grammar points covered in units 1-10 from SYRWTLF prep book 2 and 1 to 5 of 3.

Assessment

There will be end of unit tests for both sets during the Autumn term and at the beginning of the

Spring term – this will include a separate speaking test.

There are two sets of Examinations in year 7 – Spring term and Summer term. Both sets are differentiated and both include the four separate skills, reading, writing, listening and speaking. There is a greater possibility to use revision websites in class as well as the French assistante.

Latin

In Year 7 there are effectively three schemes of work for pupils depending on whether they will be aiming for Level 1, Level 2 or Level 3 Common Entrance.

CE Level 1

The aim is to finish Latin Prep 1 (Chapters 9 and 10) and then move on to consolidation work. Thus covering the following new topics:

- Subordinate clauses
- Roman Entertainment; theatre, amphitheatre, circus, baths
- Early Roman Legends; eg. Romulus and Remus

The lack of new material provides ample opportunity for revision in areas of difficulty and for concentration on the Classical Studies element of the CE syllabus, enjoyed by those who find the language element more “challenging”! Resource-wise the children will be issued with a copy of the Level 1 Vocabulary list, verb sheets and ample Practice Papers.

CE Level 2

The aim is to finish Latin Prep 1 and Latin Prep 2, thus covering the following topics required for CE Level 2:

- The 3rd Declension
- All pronouns required for CE Level 2
- The future tense
- Comparison of adjectives
- Conjunctions
- 3rd Declension adjectives
- Adverbs
- Numbers 11-20
- Some irregular verbs
- Classical Civilisation; The Roman City

The children are also issued with a CE Level 2 Vocabulary List and throughout the course of the year are assessed on the learning of the words therein. The aim is to lighten the load by means of regular Background Work on life in Ancient Rome.

Greek

In Year 7, if a pupil is aiming for CE Level 1 then the aim is to complete Greek-A New Guide for Beginners and thus cover the following topics:

- 1st Declension masculine nouns
- Present tense of the verb to be
- Prepositions and questions
- 2nd Declension nouns
- Imperfect tense
- Adjectives
- Future tense

Pupils will be issued with the Level 1 Vocabulary List and the learning of this will be regularly assessed. Of course, if a child shows greater aptitude in the language then this work can be covered a

lot more quickly enabling a move into Level 2 work which is studied by means of the text book Greek for Beginners (something of a misnomer!). We aim to get through as much of the following as possible, especially with potential scholars.

- Middle and passive verbs
- Future and aorist tenses
- Imperatives
- Infinitives
- Participles
- 3rd declension nouns
- Comparison of adjectives
- Adverbs and expressions of time

Also, pupils will be given a copy of the CE Level 2 Vocabulary List.

History

Aim of Year 7

To ensure all pupils develop an understanding and appreciation of a variety of historical periods and key events. A wide range of teaching and learning resources should be used to make the subject both enjoyable and accessible to all pupils. The historical content should be balanced against the essential source evaluation and essay writing skills, which are required for examination.

Philosophy

To teach history so it intrinsically motivates the pupils and encourages them to develop both their understanding and interest of the subject.

Course Content

A chronological approach is taken towards teaching. In year 3 a topic-based approach is applied with the main focus being on the Egyptians. In Year 4 the pupils focus on the Romans and year 5 pupils study Medieval History from 1066-1485. In year 6 the Tudor and Stuart periods are studied starting with Henry VIII and finishing with the Civil War and the execution of Charles I in 1649. The Common Entrance Syllabus starts in year seven and pupils study Britain 1750-1900. The focus is on British, economic, political and social history including a wide range of key events and turning points such as the French Revolution and Napoleonic Wars.

Source Skills

The pupils are introduced to the basic concepts of what evidence is and then comprehension from both written and pictorial sources.

Resources

Much of the work is presented through department created worksheets and topic pamphlets. Textbooks are used as a supporting resource, not as core coursebooks - largely as there is no such CE specific literature. A number of videos are used and from September 2008 interactive whiteboard resources.

Trips/visits

Victorian play, 'A day in the life of a Mill Worker'

Geography

Geography is taught as a separate subject. Children will have 2 lessons per week, plus a 30-minute

prep. All classes are taught by the Head of Department – Mrs Karen Corfield, a specialist geography teacher.

By the end of the year, children are expected to have covered the following topics:

Geomorphological processes – understand the differences between weathering and erosion, coastal and river processes – erosion, transportation and deposition, how rivers and coasts shape the land, recap over the hydrological cycle. Why rivers flood and how people respond to it plus landslides and their effects. Case studies into Boscastle, Venezuela and Mt St Helens are undertaken.

Economic Activities – understand the differences between primary, secondary and tertiary industries, the factors influencing the development and distribution of industry, why industrial location changes plus the effects of these changes. Tertiary industries – tourism – why tourism is an important industry – developed and developing world, advantages and disadvantages of tourism, the problems it causes, the conflicts which may occur, why tourism has increased, National Parks – why we have them, case studies. Environmental issues – a case study into Malaysia is completed.

Fieldwork Investigation – A part of Common Entrance Examination mark Aim – to discover how Hengistbury Head, an area of outstanding natural beauty has been planned and managed.

Pupils will undertake the fieldwork investigation and complete their fieldwork written study. This will continue into Year 8.

The *Geography for Common Entrance* textbook is mainly used. Scholarship and extension candidates also use *The Wider World – GCSE* textbook.

A wide variety of resources are used within the classroom and (IT is encouraged).

Religious Studies

In year 7 we cover the final year of a four-year Common Entrance course. It begins with the Transfiguration of Christ and looks in detail at the events of Holy Week. This is followed by study of the Resurrection and Ascension of Jesus. The syllabus concludes with Pentecost and the beginning of the Early Church following the conversion of Paul.

In this year there is also teaching in exam technique and the need to relate the work undertaken to everyday issues. This involves discussions on such topics as betrayal, miscarriage of justice and suffering of others. Parallel to this year's syllabus will be some work related to how the above events are celebrated in the Christian Church today. The course also includes work on Churches, including liaising with, and possible visits to, local Churches. Towards the end of the year there will be specific teaching in Islam including some of the important Muslim festivals.

Personal, Social and Health Education (P.S.H.E.)

Our PSHE programme aims to encourage the development of life skills to help the children build confidence and self esteem. This includes: basic health knowledge enabling pupils to make informed lifestyle choices; development of group interaction skills such as communication and co-operation enabling pupils to live and work with others; an awareness of the wider world exploring themes of Citizenship.

Our programme will include:

1. Taking care of myself

Hygiene for adolescents, diet, exercise, the body –physical changes/changing needs, keeping our bodies safe – smoking and alcohol. Discussing self esteem and learning from mistakes

2. Taking care of others

Discussing listening, co-operation and respect for the feelings and views of others. Discussing peer pressure and influence

3. Taking care of our society

Becoming a good citizen, discussing public institutions and our role within society.

Information Technology

The primary aim of Information technology across the curriculum is to facilitate the use of all the tools available to enhance the output in every subject area. Specialised training will be offered under the following main headings; Communicating Information, Handling Information, Modelling and Control.

In Year Seven the following will be covered:

- Power Point presentation
- Effective use of Excel spreadsheets, formatting and formulae
- Creating charts and graphs using Excel
- The Hazelwood Tuck Shop project

Art

During Years 7 and 8 the children will study a range of techniques and their applications. The work of artists from multi cultural traditions will be the inspiration for many of their activities as will the knowledge of the formal elements of shape, form, tone, pattern, line and colour.

Underpinning all of their work during the year will be the aims of developing a bank of practical skills and the deepening of their understanding of Art whilst building confidence. The children will be required to become autonomous in their choice of materials and their style. They will be expected to make reference to artists and to use an increasingly specialist vocabulary.

Should they wish to make use of their Art for an award at 13+ they will be expected to attend after school art clubs regularly and to complete a considerable amount of work outside school. For scholarship candidates, the sketchbook is a vital part of the portfolio.

Design Technology

Design Technology requires pupils to apply knowledge and skills creatively to solve practical problems. Each child spends one double period per week, usually working individually but sometimes in small groups. They will use various materials and learn about their physical properties. They will be taught to use various tools and machinery safely. Emphasis will be placed on the quality of work produced, time taken and cost of materials. Each main project incorporates an investigation, a practice task, a design and make assignment and simple evaluation. A short graphics course will be included each year to develop the child's design skills.

All pupils from Years 3 to 8 use the Design Technology classroom.

Year 7 work on projects using a combination of materials and skills, consolidating what they have

done in previous years and expanding on it. Their design work is more demanding and they may consider other products in association with their ideas.

In Year 7 we continue to develop the scope of the projects children do, introducing a wider variety of materials and work involving more freedom in the design and making process. Some projects therefore take longer than in previous years.

Music

Music is an important part of life at Hazelwood. Pupils are introduced to many aspects of music in the class music lessons. We also offer all pupils the opportunity of taking individual music lessons in an instrument of their choice. We currently offer tuition in piano, clarinet, saxophone, flute, brass, guitar, singing, percussion, violin and cello. Many music activities take place outside the classroom; choirs, orchestras, string band, string quartet, brass band, clarinet group, saxophone group and percussion group. We offer a series of opportunities, both formal and informal for all our pupils to perform for their friends and family throughout the year.

The scheme of work comprises a series of projects closely linked to the National Curriculum Programme of Study in Music. It provides a wide range of imaginative and interesting materials to motivate and challenge all pupils. The programme is designed to develop knowledge and understanding of musical styles, structures, contexts and purpose; the appraisal and self-assessment build up musical vocabulary and develop an increasingly critical and analytical ability.

Materials range throughout the western European repertoire from the earliest times to the present day. They also include a range of World Music, selections from the folk and popular music repertoire, and introduce a similar wide range of performers and performing styles. Each project covers listening and appraisal, composition and performance.

Physical Education

P.E. is an integral part of every child's learning and development. Every child shall be given an opportunity to experience activities that provide satisfaction and a sense of achievement.

Participation in lessons is encouraged at all levels of ability and we strive for every pupil to be developed to the fullest of their potential. This includes provision for gifted sportsmen and women, in order for them to have the opportunity to pursue their aspirations (often through sporting or all-rounder scholarships at their senior school). Lesser able pupils are also valuable members of the school and the broad P.E. curriculum allows for variety and differentiation wherever possible.

Children will have Games lessons on three days a week. In addition to these days, those pupils in team squads may often be required after school, or at the weekends, for matches and/or practices. While representative teams may not be the goal of everyone, teams do exist at lower levels to allow every pupil who deserves the chance to represent his/her school the opportunity to do so. Logistically, it is not always possible to include all pupils in inter school fixtures on a regular basis, but "sport for all" is a goal we hope to achieve at some point in each term. There are also other non-team after school clubs(eg, judo) that operate throughout the year, which may be of interest to your child.

Participation in these school team fixtures is very important and if selected, we do ask that all

children are present wherever possible. In the event of a clash between a local club and a school team, it is generally accepted that school must come first. All sporting fixtures will be published on the school calendar, as well as on the sports notice boards. Please check in advance of any important dates when making arrangements for the term.

In the autumn term, boys play football as their main sport, which is replaced by rugby about two weeks before the Christmas break. Swimming and Cross Country Running are the two minor sports which run from September through to April and December respectively. In the summer term, Cricket is the main sport (and Athletics the minor sport). The main girls' sports are Netball, Lacrosse and Rounders. There is also some tennis and hockey.

Inter House sporting events are organised each term in all the major and minor sports. Entry and scoring guidelines for these competitions aim to give every pupil in the school a goal to achieve and an opportunity to participate as part of a team whatever their ability.

In addition to Games lessons, P.E. lessons are also timetabled parts of the curriculum. Throughout the school, pupils will cover Gymnastics, Swimming, Health Related Fitness, Athletics, racquet/net sports (badminton, tennis), Invasion games (basketball, hockey) and Orienteering as parts of a varied and extensive programme.

Learning Support

The role of the Learning Support Department is to ensure access to high quality education for all pupils at Hazelwood. During a child's time at school, it may become necessary to provide additional support either within the classroom or on a withdrawal basis for a period or two a week. The teaching is based on multi-sensory techniques and is given by specialist teachers. Referral to the Department is made by teachers as soon as a problem or discrepancy in achievements is noted. However, parents who feel that their child is experiencing difficulties are welcome to contact Mrs Banks at any time.

The following is a brief outline of the role of the department.

- Individual, paired or group specialist tuition is given to children with specific learning difficulties (Dyslexia, Dysgraphia, Dyspraxia, Attention Defect Disorder, Speech and Language Difficulties, Dyscalculia and other Mathematical Difficulties and on request for non-specific areas of need).
- Both informal and formal assessments are undertaken and if necessary, referral to other agencies, including Educational Psychologists, is arranged.
- Close liaison between Form and Subject Teachers on the one hand, and the Learning Support Department on the other, is maintained to ensure individual provision for pupils experiencing difficulties.
- Individual Education Plans are drawn up to specify the nature of a child's difficulties and to recommend ways of addressing them. The Head of Learning Support meets regularly with staff to monitor their implementation and parents are kept informed by means of written reports and contact with members of the Learning Support Team. Subject teachers are responsible for the delivery of a differentiated curriculum where necessary.
- Group teaching (4-6 pupils) takes place to develop Reading, Spelling and Study Skills. Support in class may be given by a Learning Support Assistant.
- Regular monitoring of progress towards learning support targets is maintained and recorded.

- Access to computer-assisted learning is provided and encouraged. There is a touch typing programme called English Type Junior which is networked throughout the school (including the ICT suite) which all pupils can access during their IT lessons. Mrs Bankes is currently running a Touch Typing club for Year 6 & 7. Laptops (Alpha Smart word processors) are also available for pupils where necessary.
- Parents and pupils are advised and guided towards schools with the appropriate level of support at secondary level.
- Advice and in-service training are given to all staff in areas such as differentiating the curriculum according to individual needs, how best to recognise learning difficulties and extending the more able and gifted children.
- Extra time and help with reading papers is given to some pupils in the Learning Support Department during the external school examinations (Year 6 SATs, Common Entrance for Year 6 and Year 8, including the Year 7 mock exams. The use of laptops is recommended where appropriate.

The School Library

Children from Y4 to Y8 use the Library upstairs in the Gym block. It is very well stocked with almost 6,000 titles, many of which are recent publications.

Children can come to the Library during fruit and lunch breaks. It is a peaceful place where they can read, do homework or play quiet games like chess.

There are two computers that children can use for research purposes.

Reading is a vital part of the children's education. Our aim is to guide and encourage private reading for enjoyment throughout their time at Hazelwood. And the correlation between good reading habits and excellent exam results (either at Scholarship or at Common Entrance level) is not accidental!

Lessons

Year 4 classes have a 50-minute weekly lesson in the library.

Years 5 and 6 come for a 50-minute lesson on a fortnightly basis. Years 7 and 8 may come occasionally, depending on the demands of the English syllabus. Other subject teachers can also make use of the Library if they wish their classes to do project or research work.

During these lessons, children can borrow and return books. They also discuss books they have enjoyed, recommending titles to one another. Sometimes they do research using the non-fiction books. Other lessons may include the reading of newspapers, listening to stories read aloud (or on tape), discussing current affairs or an activity requested by the accompanying teacher.

Book Borrowing

Children from Year 4 to Year 8 are entitled to **THREE books** at any one time. They can change books every day if they wish to do so. Occasionally, if a child is both an avid reader and a reliably fastidious returnee of books, I do allow four or even five books out at a time. This is by special arrangement only.

The borrowing period is for **two to three weeks** and is indicated by the date stamp at the front of the book.

Books can be kept over half-term if they are legitimately due back after that week. During the Christmas and Easter holidays, books can be taken out but only if they have been stamped with a **GREEN date stamp**. I need to differentiate between books that have been borrowed for the purposes of holiday reading and others that have been mislaid during the previous term. Borrowing over the summer holidays is not usually possible because of the need for stocktaking.

Fines And Replacement Costs

If a book is three weeks (or more) overdue and has not been returned at the end of a term, a fine of £3.00 per book is charged on the end-of-term bill. If the book is still not returned after the holiday, the full cost of replacing the book will be charged. If an overdue fine is levied, and the book is then found to be lost, the overdue fine is subtracted from the “lost book” charge.

To make it easier to keep track of library books that go home, a luminous yellow label is stuck to each book spine so that Hazelwood books are instantly identifiable amongst others! It is much appreciated if parents help their children keep track of library books, as we would prefer to maintain the stock we have rather than constantly be fining for and replacing mislaid books.

Reading Certificates

This system was devised to help children structure their own reading programmes, according to their own particular levels, interests and pace. In brief, children can choose a certificate, or more than one, on which to work; they put a list of the books into their own plastic folders and come to have the books signed off as they finish reading them. Each certificate has three levels – gold, silver and bronze – with each level requiring a different number of books to be read. When a certificate is achieved, the child is awarded a personalised, laminated bookmark, in the context of the Monday assembly. In this way, reading is recognised publicly as a “Good Thing” and children are able to target their own goals.

The Role Of Parents

We do what we can to guide and encourage children in their reading. If they are supported at home as well, the likelihood of success is greatly increased. Parents can help in the following ways:

By helping children to keep track of what they have borrowed and when the books are due back

By encouraging them to read what suits their interests and their reading abilities

By building time into their busy lives for leisure pursuits such as reading