

**PARENTS
HANDBOOK**

Year 8

2008- 2009

General Information

Forms

There are two mixed ability forms in year 8. The form teacher is

Form	Form Tutor	Form Room
8O	Dr C Orr	Science 1
8F	Mr P Fahy	English 1

Subjects

The following subjects are studied: English, Mathematics, Science (Biology, Chemistry, and Physics), French, Latin, History, Geography, Religious Studies, Personal Social and Health Education (PSHE), Information Technology, Art, Design Technology, Music, Physical Education. Those pupils currently studying Greek will continue with this subject. Pupils not taking Greek will instead have an extra lesson of French. 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.

Setting

Pupils are placed in sets in the following subject: Mathematics.

The Common Entrance (C) set will cater for all pupils entered for the CE examinations in June.

The Extension set (E) is for pupils aiming for Common Entrance or for Scholarship.

Preps

Each prep slot is 30 minutes. There are two preps set on Monday and Thursday and three on Tuesday and 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. 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.

Prep Diaries

Diaries are an extremely valuable tool in communication between staff, parents and pupils. **If parents could check and sign their child's diary on a daily basis this will prove invaluable in evaluating and refining the prep system as well as aiding communication.**

School Examinations

There will be examinations each term. The dates when these exams start are :

Wednesday 26th November – Tuesday 2nd December 2008
March 2009
Monday 1st June – 4th June 2009 (Common Entrance)

Parents' Evenings

These will be on Thursday 4th December and again in the Spring Term on a date to be decided. 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' evenings you will be sent an interim report that can be used as the basis of your discussions with staff.

Reports

You will be sent a full set of written reports at the end of the summer 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.

Post-Examination activities

After common entrance in June there will be a programme of activities and outings for year 8. Full details of the activities will be sent out at the beginning of the Summer term.

Equipment

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

- A fountain pen (blue washable 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.

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 Bankes (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 8:

Subject		Teacher	Lessons per Week
English		Mr Padraic Fahy	4.5
Mathematics	C	Ms Caroline Turk	4.5
	E	Mr Diljit Babbra	
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
Non Greek (Extra English)		Mr Eric Forgeron	0.5
History		Mr Jonathan Jarvis	2
Geography		Mrs Karen Corfield	2
Religious Studies		Mrs Sue Barnard	2
PSHE		Form Teachers	0.5
Information Technology		Mr Padraic Fahy	1
Art		Mrs Carolyn McGivern	1
Design Technology		Mr Ben Brownless	1
Music		Mrs Lindie Louw	1
Physical Education / Games		PE Staff	6.5

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 8 we build on the work undertaken in Year 7. The English syllabus being based on the demands for Common entrance and Scholarship examinations. Children continue to prepare for the exams through the study of popular and challenging texts, novels and poems as well as past exam papers from specific schools. Speaking and Listening continues to be an important part of the syllabus where further opportunities for debates and discussion continue.

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.

Mathematics

In Year 8 Mathematics has 2 sets. This provides for different levels of attainment and the pupils benefit from low pupil teacher ratios. There is flexibility to move between sets during the year.

Most pupils will have completed the majority of the CE syllabus by the end of Year 7 and the final year allows time for consolidation and revision, as well as extension for higher attainers. Pupils will be encouraged to apply their knowledge to new situations, and to think for themselves and this is enhanced through investigative work. We hope all pupils will leave Hazelwood not only with a good pass at CE or Scholarship but also with the confidence and motivation to tackle senior school maths.

Pupils experiencing difficulty with topics or concepts will be given tutorials in or after school time.

There are three compulsory CE mathematics papers: the mental paper plus papers 1, and 3 (or 2 and 4 for very strong mathematicians). Calculators are allowed for papers 3 and 4. Papers 2 and 4 have an additional syllabus including the following topics:

- Evaluating formulae, including negative and fractional numbers;
- Solution of equations by 'trial and improvement' methods;
- Pythagoras' Theorem;
- Using circle formulae in problems;
- Algebraic and graphical solutions of simultaneous equations.

The demands of the scholarship examinations vary from school to school. Although the papers are based on CE syllabus, the level of difficulty increases significantly. Pupils not only need the knowledge of the syllabus but the ability to apply it in less familiar contexts. To have a realistic chance of reaching the required standard a potential scholar should be capable of scoring 80%+ on the compulsory CE papers by the end of Year 7. Scholarship candidates will be set extension work in addition to, or in place of, normal Common Entrance expectations.

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.

Homework will be set relevant to the current topic of study or to reinforce revision of topics covered less recently. 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 for extra practice and revision.

This year we are introducing a scheme to encourage the quick recall of number facts. Year 8 pupils should aim to achieve the Diamond Level which, among other things, requires instant recall of multiplication tables, squares and square roots up to 15 x 15, knowledge of prime numbers, and the ability to apply that knowledge. 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.

After school sessions are held close to examinations for those pupils wishing to attend, and may be organised at other times if a need for extra tuition arises.

Science

The study of topics required by the Common Entrance syllabus continues during Year 8 and should be completed early in the Summer Term.

Topics required for the Scholarship syllabuses are essentially the same, (although more detail is required), but candidates sitting an earlier Scholarship examination should expect to have some accelerated teaching in the Autumn Term with an accompanying increased workload. After early Scholarship examinations, pupils will be expected to carry out an extended investigation, which they may design themselves.

Throughout the year, pupils will receive homework that is either designed to reinforce the understanding of the topic being studied, or that consists of past paper questions for revision purposes.

During the Summer Term, early morning revision sessions are available on request to help students to prepare for their examinations.

There follows an outline of the programme of study for Year 8:-

Biology

Reproduction: Pupils will study reproduction in animals, including intercourse, fertilisation, inheritance of characteristics, growth and development of a baby, changes during puberty and adolescence, and the menstrual cycle.

Nutrition: The components of a balanced diet will be considered and foods identified in which they are found. Pupils will describe the role of the main nutrients in the body. They will investigate the role of enzymes in digestion, and label a simple diagram of the digestive system. They will describe the role of the blood in transporting the products of digestion.

Skeleton: Pupils will study and name parts of the skeleton and relate them to function; they will describe the action of antagonistic muscle pairs.

Respiration: Pupils will describe the process of respiration in a word equation; they will understand the difference between breathing and respiration. The role of the lungs, ribs and diaphragm in breathing, and the difference between inhaled and exhaled air will be explained. The difference between aerobic and anaerobic respiration (fermentation) will be discussed and pupils will be made aware of applications in the food and brewing industry.

Healthy Living: Healthy eating, exercise and personal health will be considered. The effects of smoking, drugs and alcohol will be discussed.

Micro-organisms: Pupils will classify some micro-organisms, name some diseases they cause, and describe some methods of prevention.

Ecology: Following on from the Hengistbury Head study, pupils will further extend their knowledge of fieldwork techniques by collecting data to investigate an alternative habitat. They will use sampling techniques to collect data to compare populations in a habitat and use ICT to collect, store and present information.

Chemistry

Bunsen Burner: Pupils will undertake a detailed review of the use of a Bunsen Burner.

Reactivity Series: Pupils will study the reactivity series and its link to displacement reactions.

Separation Techniques: Distillation and fractional distillation techniques will be considered. Other separation techniques such as filtration and chromatography will be investigated.

Solubility: The variation of solubility with temperature will be studied.

Acids and Alkalis: Pupils will extend their knowledge of acids and alkalis to cover the use of alternative indicators and neutralisation applications in agriculture.

Chemical reactions: Pupils will investigate the conservation of mass during chemical reactions. They will study the effects resulting from the burning of fossil fuels. They will be able to identify the products of chemical reactions including oxidation, reduction and decomposition reactions.

Extraction of Metals: The extraction of iron and aluminium from their ores will be studied.

Physics

Solar system and beyond:

Pupils will relate eclipses, phases of the Moon and seasonal changes to a simple model of the Earth, Sun and Moon. Pupils will be introduced to satellites and their varied usage.

Magnets and Electromagnets: Pupils will investigate electromagnets and will review examples of the uses of magnets and electromagnets. They will investigate the behaviour of magnets and magnetic materials and draw conclusions from evidence gained during practical investigations.

Electricity: Pupils will design and construct series and parallel circuits and learn how to measure and make predictions about the current flowing in different parts of the circuits.

Sound: The structure of the ear and how sounds are heard will be studied. The terms amplitude, frequency, pitch and volume, will be covered.

Force and Rotation: Pupils will investigate the principle of moments, the action of levers and their use in simple machines.

Pressure: The relationship between force, pressure and area will be reviewed.

Energy resources and Energy transfer: Pupils will study the variety of energy resources on Earth and how electricity is generated. They will appreciate the significance of the Law of Conservation of Energy. The Sun as a key energy resource will be discussed.

French

Most of the students in the group will be working towards the Common Entrance exams, the others will be following a syllabus tailored to the needs of their Scholarship examinations.

The Scholarship papers include the CE schemes of work yet they go beyond this expecting the scholars to have a wider vocabulary and grammar base – also to be more fluent and confident French speakers.

The students will work together on most points in class, with the scholarship candidates progressing on to extended work and the CE candidates working towards their papers. There is the possibility to work with the French Assistant. As from Spring 2008 a new syllabus has been introduced.

Areas of work covered are:

- Revision of regular –er, -ir and –re verbs in the present tense
- Revision of reflexive verbs
- Revision of common and not so common irregular verbs in the present tense
- Revision of the simple future tense
- Revision of the past (perfect) tense
- Revision of grammar points covered to date
- Revision and consolidation of negatives
- Introduction of future tense – Scholars only
- Introduction of imperfect tense – Scholars only
- Introduction of conditional tense – Scholars only
- Regular past paper practise in all four skills in class and at home for prep.
- The 16 basic topics for CE examination

Both examinations, in November and March, will be full past CE papers. There will be separate speaking examinations both times in the exact examination conditions that will occur for the real CE examination. **Please note that the CE speaking and listening examinations take place during the beginning of May – usually the first week back after the Easter holidays.**

Latin

In Year 8, if a pupil is aiming for Level 1 then it is a simple case of revising all we have covered hitherto by means of consolidation exercises taken from the companion workbook to Latin Prep 1, working through past CE papers, continual assessment of vocabulary, grammar, and Background topics.

For Level 2 candidates, the same is true in that the syllabus will have been covered. If this is not the case then obviously the first term will be used to complete Latin Prep 2 and the topics listed in the Year 7 Parental Handbook. Otherwise, time will be spent on going through Level 2 past papers and learning thoroughly the Level 2 Vocabulary list.

If pupils show an especial aptitude for the language in Year 7 then they will embark upon completing Chapters 1-6 of Latin Prep 3 and thus covering the following topics needed for Level 3 CE;

- 5th Declension
- Passive verbs
- Imperfect subjunctive
- Irregular verbs
- Participles
- Relative clauses
- Purpose clauses
- Indirect commands
- Numbers 21-1000 and mille

If a pupil is sitting Latin CE at Scholarship Level, then time will be made to cover the extra

grammar and syntax necessary. This is all to be found within the second half of Latin Prep 3.

- 4th Declension
- Deponent verbs
- Perfect infinitives
- Pluperfect subjunctive
- Passive infinitives
- Ablative absolutes
- Indirect statements
- Cum+ subjunctive

With regards to Scholarship Papers for specific schools, provision will be made to prepare pupils appropriately.

Greek

In Year 8 this will either involve revision of Level 1 work already covered using past papers and the ISEB text book, interspersed with background work on the Odyssey or a revision of the Level 2 work covered in Year 7 using Greek for Beginners and in-house work sheets. There will be regular assessment of the necessary vocabulary for each level.

If a pupil is aiming for CE Scholarship Level then the background work on the Odyssey, homing in especially on Books 9 and 12 will cover this.

Obviously, if a pupil is sitting a Greek scholarship for a school which sets its own paper then appropriate provision will be made for that candidate.

History

Aim – 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.

Scholarship Syllabus - In year 8 all scholarship Pupils receive an additional half-hour lesson during the spring term prior to examination. The content is largely dependent on the individual character of the chosen school's paper but topics include, the importance of studying history, causes and effects of major wars, a contemporary understanding of British Politics, the impact of key individuals on History and the nature of evidence. Pupils will be able to select a percentage of the additional topics, which are covered.

Resources- Much of the work is presented through worksheets and topic pamphlets created by the

department. Textbooks are used as a supporting resource, not as core coursebooks - largely as there is no such CE or scholarship specific literature. Visual aids such as slides and OHP are employed to illustrate or develop certain aspects of the topics covered and video has been firmly established as a teaching aid, making use of the department library of some 50 tapes.

Visits and Trips- If possible a visit to the Houses of Parliament to see Prime Minister's question time

Geography

Geography is taught as a separate subject. Each class has 2 lessons per week, plus a 35-minute prep. Both classes are taught by the Head of Department – Mrs Karen Corfield – who is a specialist geography teacher.

Weather and Climate

Understand the difference between weather and climate the different species and weather, why and how it rains, the climate of the UK and comparisons with equivalent and closer climates and fieldwork investigating, studying microclimates will be included in this unit. Case study investigation into droughts and tropical cyclones will be completed.

Fieldwork Investigation

For Common Entrance a fieldwork visit will be undertaken and five weeks of school time will be used. The pupil's write up accounts for 20% of the marks available.

The remainder of the year is spent on preparing both Scholarship and Common Entrance candidates for their examinations. Past papers are completed and examination technique and guidance is given. Each topic within the Common Entrance syllabus is revised, and is guided by the children's own requirements.

Children are not issued with a set textbook.

The Geography for Common Entrance text book 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

Ext In the extension work the CE syllabus remains the core of the course as far as pure knowledge is concerned. Using this, scholarship candidates are encouraged to make use of their knowledge in applying it to more searching questions which may be related to current personal, moral, social and international affairs and concerns, and also, in an appropriate way, to theological and philosophical problems.

Scholarship papers vary enormously from not being set at all, being optional, being compulsory but comprising one third of a general paper through to a separate full-blown one and a half-hour paper. The teaching method relies upon discussion and debate, and the research of pupils. Individual needs are increasingly addressed as the exam deadlines approach.

The pupils are encouraged to take individual positions, and to challenge established opinions, though always underpinned by both their religious studies knowledge and their

knowledge of current affairs. Current topics which have been set recently, and which are prepared for, include The Christian Response to War, The Pros and Cons in the Christian Perspective of Euthanasia and Abortion, A Christian Response to Environmental Exploitation and World Poverty.

CE By Year 8 all CE candidates should have completed the syllabus and time is spent on revision of relevant Old Testament and New Testament passages. The students are encouraged to look more deeply into the contemporary issues involved with their study and to relate this not only to their own personal experience but to the wider world. This work will be based on the passages that have been selected for the CE exam. Exam technique is also taught together with continued practice from past CE papers. Revision notes are given and the use of books to widen their knowledge is encouraged. Following the CE exams, if time, we look at other faiths, which provide a basis for further study in Senior Schools.

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, diet, exercise, the body – revision of sex education, keeping our bodies safe – revision of the effects of smoking, alcohol, drugs and solvents, rights and responsibilities, managing feelings and emotions, introduction to critical thinking and decision making

2. Taking care of others

Discussing listening, co-operation and respect for the feelings and views of others. Discussing being aware of and sensitive to the needs of others.

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 8 as much time as necessary will be devoted to supporting essential project work in all subjects. In addition the following will be covered:

1. Healthy Snacks project, consolidating several IT skills involving the use of Word, Publisher and Excel
2. Extending the use of PowerPoint by devising a quiz using hyperlinks

3. Extending the use of Excel in the context of developing a plan for a small business
4. Introduction to Access: creating and using a database

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 use a wider variety of materials, tools, techniques and equipment to complete one or two projects in their final year. Each main project incorporates an investigation, a practice task, a design and make assignment and simple evaluation. Once complete they usually have a choice of smaller, simpler projects to take them to the end of the summer term.

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 all 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 Banks 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

Fines And Replacement Costs

If a book has not been returned at the end of a term (and has not been renewed or specially borrowed for the holiday) 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. To make it easier to keep track of library books that go home, we have been sticking a luminous yellow label to each 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.

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