



St Brigid's School

To Inspire and be Inspired

Home / School Agreement

Key Stage 3



“To Inspire and be Inspired”

St Brigid's School Home School Agreement

**Through:
Love
Faith
Truth
Respect
Excellence**

Parents/Guardians

As a Parent /Guardian I agree to:

- Take an active interest in all aspects of my child's learning at St Brigid's School.
- Encourage my child to do their best.
- Ensure that my child meets homework/coursework deadlines by checking and signing the planner each week.
- Support school action taken if my child does not comply with the school's code of conduct and other policies.
- Ensure my child abides by the school uniform policy.
- Ensure my child attends school regularly and is punctual.
- Join the school in celebrating success.
- Avoiding booking holidays in term time.
- Contact the school to discuss any circumstances that may affect my child's behaviour or attitude.

Students

I agree to:

- Attend school regularly, on time, in the correct uniform as outlined in the code of conduct.
- Abide by the code of conduct.
- Show respect, care courtesy and consideration to all members of our school community.
- Work hard and meet all course requirements.
- Show responsibility for my learning through self motivation.
- Make the most of the opportunities available to me.
- Abide by the school internet regulations.
- Demonstrate socially responsible behaviour.
- Ensure that my behaviour is of the highest possible standard at all times including the journey to and from school



“To Inspire and be Inspired”

St Brigid's School Home School Agreement

**Through:
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St Brigid's School aims to:-

- Provide a safe caring Christian environment in which all students achieve their full potential.
- Provide an education which is based on high expectations through a balanced, stimulating and well taught curriculum.
- Achieve high standards of attainment and behaviour supported by mutual respect and good relationships between all members of the school community.
- Mark and assess student work to inform them of their progress and help them set targets for the future.
- Ensure all students observe the school's code of conduct.
- Keep parents informed about student progress and other school related issues.
- Inspire and be inspired by our students through meeting individual pupil needs and providing them with extra / extended learning opportunities and extra curricular activities.
- Celebrate the success of all our students.

Other information for Pupils and Parents/Guardians

Please see back of Learning Agreement for all forms which need to be completed, signed and returned to school as soon as possible

Attendance

The school encourages all pupils to strive for 100% attendance. Parents/Guardians will be contacted if attendance falls below 95% as this will affect a pupils' success at school.

The law requires parents:

- To ensure that children attend every day, arriving on time.
- To notify the school if a child is unable to attend due to illness or other valid reason.
- Make an advanced request in writing to the school before arranging to take children on holiday during term time.

Parents should:

- Not take children on holiday during term time because of the detrimental effect this has on progress.
- Help their child aim for school attendance of 100%.
- Let school know by telephone and letter as soon as possible if their child is absent.
- Contact the school if there are attendance problems – the school will ask the Educational Social Worker to work with the family to solve any such problems.

Rewards and Sanctions

It is crucial that school and parents/guardians work together to ensure the best standards of behaviour at school so that all pupils are enabled to fulfill their potential. The school has an Operating Chart which clearly articulates the process by which sanctions are issued; this includes detentions at break/lunchtime with class teachers in the first instance for missed homework or unsatisfactory conduct. The next stage is break detention with a member of the Senior Leadership Team (about which you will be informed). The final sanction is Headteacher detention which is held on Fridays 3.45 – 4.45pm. You will be informed of this in advance and may be called by the Headteacher by phone or requested to come into school.

We believe however, in a positive approach and have a variety of measures in place to celebrate and reward pupils, which often negates the need for sanctions.

Communication

Good communication between the school and parents is vital if children are to receive the best education possible. The school will:

- Provide parents with a calendar of the year's events at the start of every school year, and publish a newsletter at least once every term.
- Provide an annual report to parents on the work of the school by the Governing Body.
- Provide an annual report on each pupil's progress and an opportunity to discuss progress with subject teachers and the head of year.
- Inform parents of any causes for concern or praise due and respond to any parental enquiries.
- Ensure that we respond to any enquiries from parents

Parents should:

- Inform the school of any absence by letter or phone.
- Check the Pupil Planner
- Reply to letters from school
- Contact the school promptly if any problem arises, asking to speak with the Head of Learning (KS3 or 14-19).

Complaints

Complaints/Concerns related to academic progress should be made via the appropriate Head of Learning in the first instance:

Miss Parry-Hughes – HoL Communications (English, Welsh, MFL, Drama, Dance, Music, Art)

Dr Humberstone – HoL Maths/Science/Technology (Maths, Science, Technology, ICT, PE, Photography)

Mrs Ellis – HoL Humanities (RE, History, Geography, Sociology, Business Studies)

Miss Knox – Foundation Phase

Mrs Hughes- KS2

Mrs Jones – Primary Co-ordinator

Complaints/Concerns related to Behaviour/Attendance and Pastoral needs should be made to the appropriate Head of Learning in the first instance.

Miss Price – HoL KS3

Mrs Young / Mr Ayres – HoL 14-19

Mrs Jones – Primary Co-ordinator

If your concern is not resolved then communication should be with the Headteacher via Mrs Lloyd-Davies, the head's PA on 01745 815228 option 1. The school has a formal complaints procedure, but we always strive to resolve problems before the formal procedures are required.

ParentPay

Payments to school for dinner money (Minimum Payment £20), trips and all other school activities can only be made through our e-payment system, ParentPay. We no longer accept cheques or cash at school. You can do this online using a secure website called ParentPay or through local stores where you see the PayPoint logo.

ParentPay offers you the freedom to make payments whenever and wherever you like, 24 hours a day, 7 days a week - safe in the knowledge that the technology used is of the highest internet security available.

You have a secure online account, activated using a unique set of activation codes (available from the school office). You will be prompted to change these and create your own secure Username and Password for future logins. If you have two or more children at the school, you can merge their accounts once logged in.

Making a payment is straightforward and ParentPay holds an electronic record of your payments to view at a later date; no card details are stored in any part of the system. Once you've activated your account you can make online payments straight away.

Parents not wishing to pay online should contact the school office to request the option of paying at local convenience stores displaying the PayPoint logo. PayPoint payments are recorded in the same way as online payments and may be seen in your payment history.

By registering an e mail address with ParentPay, you will be assisting the school to become paperless, where possible, as we will be able to send all letters, newsletter and information, regarding your child, to you electronically.

Your child will be able to access their dinner money in the canteen, at lunchtime, by using their biometric log-in at the till. This will mean that they do not need to carry cash around in school.



E-safety Rules – Secondary School Pupils

These e-Safety Rules help to protect students by describing what is acceptable and unacceptable computer use.

- ✓ The school owns the computer network and sets the rules for its use.
- ✓ Irresponsible use by any pupil may result in the loss of network or Internet access.
- ✓ Your user ID and Password must not be given to any other person, nor should you use anybody else's user ID and Password.
- ✓ Copyright must be respected. You must not download any file, picture, game or programme that you know is copyright protected. If in doubt, ask a teacher.
- ✓ Messages and e-mails must be written politely and you must not use words that could be abusive or offensive to other people.
- ✓ Do not open e-mails or attachments that you suspect may contain a virus or malware.
- ✓ Anonymous messages and chain letters are not permitted. Forwarding these to your friends may upset them.
- ✓ You must take care not to reveal your personal information (your name, address or the school you attend) in an email, on a social networking site, by personal publishing, blogs or messaging.
- ✓ Do not make arrangements to meet people you have met online without first checking with a parent or guardian.
- ✓ The school ICT systems are to be used for educational purposes only, unless the head teacher has given specific permission to use them for recreational purposes i.e. at break times.
- ✓ Use for personal financial gain, gambling, political activity, advertising or illegal purposes is not permitted.
- ✓ If you accidentally access any site you think is not suitable, report it to a teacher or member of School staff. Using proxy avoidance sites to intentionally access this material is not permitted.

The school may monitor the use of the school's computer systems, including access to the internet, the interception of e-mail and the deletion of inappropriate materials where it believes unauthorised use of the school's computer system may be taking place, or the system may be being used for criminal purposes or for storing unauthorised or unlawful text, imagery or sound.

Electronic Devices

We are aware that more and more students are bringing laptops and other electronic devices in to school. Due to the high value of many of these devices, we are keen to ensure that items of this nature are not brought to school without parental consent.

Students bringing their own equipment to school for study purposes with the intention of accessing the Internet will only be granted access if we have received a completed permission slip (below).

Equipment found to be accessing the Internet through the school network when permission has not been granted will be permanently barred.

The school will not accept liability for any loss or damage to equipment; neither will we provide technical support for devices belonging to students.

By signing the form at the back of the agreement you will grant permission for your child to bring a laptop or similar device to St. Brigid's school and use it to access the Internet.

You will give agreement to the following:

- equipment is brought to school at the owners risk; the school will not accept any liability for loss or damage.
- the equipment will only be used for study purposes.
- provision of Internet access is not guaranteed, and is at the school's discretion.
- the equipment will be used in accordance with the school's acceptable Internet use policy.
- I will ensure that adequate anti virus software is installed and kept up to date.
- logon credentials for Internet access will not be disclosed to anybody else.
- if I wish to withdraw this permission at any time, I will notify the school in writing.

Head Lice

What are Head lice?

They are small insect-like creatures which are sometimes found in the hair of adults and children. They live on, or very close to the scalp - they do not wander far down the hair shafts for very long, and they do not 'prefer' any particular type of hair.

How do they spread?

Direct hair to hair and head to head contact for at least 60 seconds is necessary to spread the lice from one person to another. Transmission of lice within the classroom is relatively rare. When it does occur, it is usually from a 'best friend'. At any one time, most schools will have a few pupils who have active infection with head lice. The perception by parents and staff is often that there is a serious 'outbreak' with many of the children in the school infected - this is hardly ever the case. Also, the level remains constant during school holidays. It is the responsibility of the parent to check their children's hair and to inform the school as soon as possible if head lice are discovered.

What St Brigid's school does if Head Lice are found.

1. The louse causes no ill effects, except occasionally mild itching. The school will send out educational information about head lice as part of our Home/School Agreement.
2. An infection cannot be confirmed in school unless a live, moving louse is seen.
3. If a pupil in school is found to have a live moving louse, the infected child's parent will be informed (in confidence) so that they can treat the infection. All parents in the class where the pupil is infected will be informed. The school will provide the parent with the latest information on treating head lice and advise that the child be taken to the GP or local pharmacy for treatment.
4. The school will inform the school nurse of cases of head louse infection where the same child has been infected on more than three occasions. This is so that, if warranted, confidential contact can be made with the family to offer information, advice and support.
5. A pupil with head lice will not be excluded from school, the only exception is when the carriage of head lice is a persistent problem and part of a problem with the child's hygiene - the child may then be excluded under provisions of the Education Act until management of the hygiene problem, including the eradication of the head lice, is complete.

KEY STAGE 3

Programme of Study

An Overview

Key Stage 3:

Subject: Design and Technology

| | Year 7 | Year 8 | Year 9 |
|---------------|---|--|--|
| Term 1 | Project: Identification Badge – Resistant Materials and Graphics Project – High Visibility Jacket Textiles | Project – Technical Drawing Skills Graphic Products Project – Christmas Stocking Textiles | Project – Recycling Graphics and Resistant Materials Project – Apron and Logo Textiles and Graphics |
| Term 2 | Project – Acrylic Animal Coasters Resistant Materials | Project – Periodic Jigsaw Puzzle Resistant Materials | Project – Cake Shop Food Project – Packaging Graphic products |
| Term 3 | Project – Food- Pizza Project | Project – Biscuit Product Development Food | Project – Acrylic Jewellery |

Key Stage 3: Subject: Art & Design

| | Year 7 | Year 8 | Year 9 |
|---------------|--|--|---|
| Term 1 | <p style="text-align: center;"><i>Self-image</i></p> <p>In this unit students start by exploring their own identity. They create images that reflect ideas about themselves, and work from observation, memory and imagination. They develop skills in using traditional materials and processes that can later be combined with 3D re-cycled materials. They learn about approaches made by artists who have images of themselves and others.</p> | <p style="text-align: center;"><i>Objects and viewpoints.</i></p> <p>In this unit students explore familiar objects from different viewpoints as the starting point for their work. They develop ideas by selecting and abstracting qualities of objects to use as the basis for a collage. They learn about the ideas and approaches of the Cubist painters and their influences and make connections with other artists who worked from still life.</p> | <p style="text-align: center;"><i>Life Events.</i></p> <p>Students explore an event in their own life as a starting point for image making. They analyse paintings, prints, photographs and digital images, including examples of photojournalism, to learn how visual qualities can be manipulated to evoke strong reactions and to represent ideas, beliefs and values. They make connections between 18C and 19C paintings and contemporary visual culture.</p> |
| Term 2 | <p style="text-align: center;"><i>What's in a building?</i></p> <p>In this unit, students explore ideas and feelings about buildings and their experiences of walking through spaces. They record interesting features such as doorways, arches, windows, porches and courtyards, using 2D media and photography. They develop designs for 3D work based on their studies and produce a piece of work using re-cycled materials. They look at the work of architects, designers and sculptors.</p> | <p style="text-align: center;"><i>Shared view.</i></p> <p>In this unit students explore and use natural and other materials to construct a temporary, site-specific work that represents a shared view of their locality. They work in groups to make a collective response. They analyse works from different times and cultures where ideas, values and beliefs are shared and communicated through art, craft and design. IT is also used in the group powerpoint presentation.</p> | <p style="text-align: center;"><i>Personal places, public spaces.</i></p> <p>In this unit students explore examples of public art in their locality. They research the different ways in which ideas, beliefs and values are represented and shared in their local area and in different times and cultures, including those of today. They explore ways of representing their own ideas and then collaborate with others to make a mural or a 3D form for a specific location.</p> |
| Term 3 | <p style="text-align: center;"><i>Recreating landscapes.</i></p> <p>In this unit students explore landscape as the starting point for 2D and 3D work. They collect visual and other information by visiting a landscape and by studying the methods, approaches and intentions of artists and craftspeople who use the environment as inspiration. They manipulate the visual and tactile qualities of materials to convey mood and feeling about landscape.</p> | <p style="text-align: center;"><i>Animating art.</i></p> <p>In this unit, students are encouraged to explore the moving image to communicate ideas about particular genres or styles of art. They analyse a variety of different techniques from painting, drawing, collage, photography, illustration and digital imagery. They should learn how to represent ideas using the moving image, and make connections between this and their chosen artist or style.</p> | <p style="text-align: center;"><i>Change your style.</i></p> <p>In this unit, students explore contemporary design and the ways in which artists take ideas from the work of others and synthesise these into a new creative forms.</p> <p>They develop their own ideas and design and make a body adornment. They investigate the influence of art from different cultures and traditions on fashion and design and the use of re-cycled materials. This will culminate in a fashion show.</p> |

Cyfnod Allweddol 3: Pwnc: Cymraeg Ail Iaith
Key Stage 3: Subject: Welsh Second Language

| Thema Astudiwyd <i>Themes to be studied</i> | Blwyddyn 7 Year 7 | Blwyddyn 8 Year 8 | Blwyddyn 9 Year 9 |
|---|--|---|--|
| Dros y flwyddyn Over the year | <p>They will focus on use of the present tense and the conditional tense. They will revise and learn key question words and patterns for answering. They will learn basic mutation rules and how to express and justify opinion. They will also study the set poems for the Urdd Eisteddfodau.</p> | <p>They will continue to use the present tense, and the conditional tense. They will study the short form past tense and irregular verbs. They will revise key question words and patterns for answering. They will build upon their understanding of grammar and mutation rules. They will be encouraged to develop and extend answers. Opinions will be given and supported with valid reasoning. They will also study the set poems for the Urdd Eisteddfodau.</p> | <p>They will continue to use the present tense, conditional tense and the short form past tense and irregular verbs. They will focus upon using the imperfect tense and the future tense. They will revise key question words and patterns for answering. They will continue to develop their understanding of grammar and mutation rules. They will be encouraged to develop and extend answers. Opinions will be given and supported with valid reasoning. They will also study the set poems for the Urdd Eisteddfodau.</p> |
| Tymor 1 Term 1 | <p>Fi fy hun <i>Introducing myself</i> Ysgol, pynciau, gwisg, rheolau <i>School – subjects, uniform, rules</i> Amser <i>Time</i></p> | <p>Yr Ardal <i>The area</i> Cyfarwyddiadau <i>Directions</i> Anifeiliaid anwes <i>Pets</i></p> | <p>Amser Hamdden <i>Leisure Time</i> Cadw'n Heini <i>Keeping fit</i></p> |
| Tymor 2 Term 2 | <p>Y Teulu & Disgrifio Pobl <i>The Family & Describing people</i> Y Cartref <i>The Home</i></p> | <p>Chwedlau / straeon lleol <i>Legends / Local stories</i></p> | <p>Delwedd <i>Image</i> Gwyliau <i>Holidays</i></p> |
| Tymor 3 Term 3 | <p>Arian ac arian poced <i>Money & pocket money</i> Ffair Ysgol <i>School Fair</i></p> | <p>Technoleg/ffonau symudol/iaith tecstio <i>Technology/mobile phones/text language</i></p> | <p>Y Brif ddinas <i>The Capital City</i> Y Wladfa - Patagonia <i>The Welsh colony</i></p> |

Key Stage 3:

Subject: Mathematics

| | Year 7 | Year 8 | Year 9 |
|---------------|--|--|---|
| Term 1 | Properties of numbers Sequences and Patterns Whole numbers and decimals Area and perimeter Fractions and percentages Grouped data and simple statistics Angles | Properties of numbers Angles and shapes Linear sequences Probability Expressions and formulae Measures and mensuration | Powers and roots Sequences and graphs Measures and mensuration Proportional reason Equations and formulae 2D and 3D shapes |
| Term 2 | Probability Decimals and measure Equations and formulae Functions and graphs Transformations Percentages ratio and proportion Properties of shapes | Functions and graphs Percentages Proportional reasoning Transformations Equations and formulae Whole numbers decimals and fractions | Calculations and calculators Probability Functions and Graphs Transformations Using algebra Angles and constructions |
| Term 3 | Investigations Constructions Using algebra More probability Solving number problems | Investigations Constructions Using algebra Solving problems | Investigations Equations, formulae and graphs More Probability Problem solving |

Key Stage 3:

Subject: Geography

| | Year 7 | Year 8 | Year 9 |
|---------------|--|---|---|
| Term 1 | <ol style="list-style-type: none">1. <u>Map Skills</u> - free map from O.S.2. <u>Inside the Earth</u> - model volcano * Assessment 1. | <ol style="list-style-type: none">1. <u>The Population Explosion</u> – class survey on country of birth.2. <u>Settlement Patterns</u> – mapping home region. | <ol style="list-style-type: none">1. <u>Global Climate</u> – Climate Change – questionnaire.2. <u>Indigenous People</u> – the Brazilian Amerindians (enquiry based work) Assessment 1. |
| Term 2 | <ol style="list-style-type: none">3. <u>The Tsunami Hazard</u> – perception, emergency aid. Assessment 2.4. <u>Our Nation – the United Kingdom</u> – citizenship. | <ol style="list-style-type: none">3. <u>New Trends in Shopping</u> – the Internet Revolution. Assessment 1. <p><u>Transport Problems</u> – congestion and solution</p> | <ol style="list-style-type: none">3. <u>The European Union</u> -4. <u>About Italy</u> – “Planning a holiday” leaflet. |
| Term 3 | <ol style="list-style-type: none">5. <u>Our Home – Wales</u> : Croeso i Gymru. Cultural identity.6. <u>Farming</u> – research. | <ol style="list-style-type: none">4. <u>St Brigid’s Traffic Survey</u>- an investigation. Assessment 2.5. <u>Weather</u> - model weather instrument *- data recording, poetry. | <ol style="list-style-type: none">5. <u>Tourism</u> - Mallorca travel brochure * Assessment 2.6. <u>Rivers</u> – lead into GCSE. |

Key Stage 3:

Subject: Music

| | Year 7 | Year 8 | Year 9 |
|---------------|--|--|--|
| Term 1 | Bridging Unit: Music Express Graphic Scores and/or Winter Production | Samba Music/Ensemble Skills Keyboard Skills and/or Winter Production | Blues Music Musical Devices and/or Winter Production |
| Term 2 | Musical Elements Music Theory | Music and Mood Composition | Musical Structure Film Music |
| Term 3 | The Orchestra Music of Wales | Chords/Love Song World Music | Music for Special Occasions Musicals |

Key Stage 3:

Subject: Science

| | Year 7 | Year 8 | Year 9 |
|---------------|---|--|--|
| Term 1 | Tissues and Transplants Acids and Alkalis Energy and Sustainable Living | Food Glorious Food Water Heat Transfers | Pollution Energy Elements, Mixtures and Compounds |
| Term 2 | Sex and Science Bubbles, Bangs and Burning Forces and their effects | Materials and Recycling The Way of the Dodo Light | Health Using Forces Matter |
| Term 3 | Ecology Matters What a Waste Electrical Circuits | Going for Gold All that Glitters Sound and Hearing | Variation Chemical Reactions Electricity and Magnetism |

Key Stage 3:

Subject: History

| | Year 7 | Year 8 | Year 9 |
|---------------|---|--|---|
| Term 1 | <ul style="list-style-type: none">• Introduction – What is History?• What was life like in Britain and Wales before the Normans?• Why was there a crisis in 1066?• Why did William win the Battle of Hastings in 1066?• How did the Normans attempt to gain control of England and Wales? | <ul style="list-style-type: none">• What was Britain and Wales like in the 1500s?• Were there important changes in people's private lives between 1500 and 1750?• What was the Reformation and why did it occur?• Why did Henry VIII dissolve the monasteries in Britain and Wales? | <ul style="list-style-type: none">• How did Slavery help cause an Industrial Revolution in Britain?• Why was there an Industrial Revolution in Britain between c. 1750 and 1900?• How did Industrialisation impact on British society? |
| Term 2 | <ul style="list-style-type: none">• What was life like for ordinary people in the Middle Ages• The Clash of Church and Monarchy• What do we know about Robin Hood and Twm sion cati | <ul style="list-style-type: none">• How did the church change during Edward VI's reign?• Did Mary 1 deserve her reputation as Bloody?• Why was Elizabeth's reign seen as a 'Golden Era'? | <ul style="list-style-type: none">• How did the government react to the industrialisation of Britain?• How did Britain export its Industrial Revolution and Political ideas, and how did other countries react to this?• What were the causes of the First World War?• Why was the war such a bloody and drawn out conflict? |

Term 3

- How bad was King John
- The Conquest of Wales
- The Black Death

- Who were the Puritans and what did they believe?
- Was the Gunpowder Plot genuine or a set up?
- Why was there civil war in Britain and Wales from 1642?
- Why did Charles 1 lose the Civil war?
- How fair was the execution of Charles 1?
- Oliver Cromwell – was he a hero or a villain?

- How was war to be avoided in the future?
- How was the Holocaust made possible in 20th Century Europe?

Key Stage 3:

Subject: FRENCH

| | Year 7 | Year 8 | Year 9 |
|---------------|---|---|---|
| Term 1 | <p>Bienvenue:</p> <ol style="list-style-type: none">1. Comment tu t'appelles2. Mes affaires3. Comment ça s'écrit4. Quel age as-tu5. L'anniversaire6. Les couleurs7. La Francophonie8. Special Noël | <p>Mes loisirs:</p> <ol style="list-style-type: none">1. Les sports2. Que fais-tu?3. Jouer4. Qu'est ce que tu aimes faire?5. Le week end6. Le temps et les activités7. Special Noël | <p>Salut :</p> <ol style="list-style-type: none">1. Je me présente2. Le passé composé3. Qu'est ce que tu as fait hier4. Le week end dernier5. La semaine dernière6. Les vacances dernières7. Special Noël |
| Term 2 | <p>Toi et moi:</p> <ol style="list-style-type: none">1. Où habites-tu?2. La famille3. Les animaux4. Les yeux et les cheveux5. Tu es comment?6. Special Pâques | <p>Chez moi:</p> <ol style="list-style-type: none">1. Nous habitons...2. Les directions3. Les types de maisons4. Le plan de la maison5. Chez moi6. Dans ma chambre7. Special Pâques | <p>Ma vie:</p> <ol style="list-style-type: none">1. La routine quotidienne2. Les verbes pronominaux3. Qu'est ce qu'on pourrait faire ce soir?4. Ce soir...5. Ma famille et copains6. Special Pâques |
| Term 3 | <p>A college:</p> <ol style="list-style-type: none">1. Les matières2. L'heure3. L'emploi du temps4. Une journée au college5. Les vêtements6. Le defile de mode | <p>Les vacances:</p> <ol style="list-style-type: none">1. Où vas-tu?2. Qu'est ce que tu vas faire?3. Aller en ville/tourisme4. Acheter des souvenirs5. Au quick6. Le film | <p>Divers :</p> <ol style="list-style-type: none">1. J'ai mal docteur !2. A table3. Le petit déjeuner4. La nourriture et les magasins de bouffe5. L'invitation6. A Paris ! |

Key Stage 3:

Subject: ICT

| | Year 7 | Year 8 | Year 9 |
|---------------|--|--|---|
| Term 1 | Introduction to ICT - About Me presentation task. Databases - making a Christmas shopping database. | Presenting Information - Reliability, Validation and Bias - presentation on a contentious issue whilst considering sources of information. | Safe Social Networking. Producing a podcast about how to use social media safely. |
| Term 2 | Presenting Information - Producing a Newspaper - a collaborative task with links to Year 7 English. | Spreadsheet modelling - analysing the class sports performance using spreadsheets. | Digital photography. How to plan, capture and edit a portfolio of digital images. |
| Term 3 | Spreadsheet Modelling - creating an Edwardian castle in Google Sketchup using a spreadsheet price list. | Handling Information - using databases to explore genetic inheritance. | Digital Video. Pupils plan, shoot and edit a short video. This takes place on collaboration with Drama and English. |

Key Stage 3:

Subject: PHYSICAL EDUCATION

| | Year 7 | Year 8 | Year 9 |
|---------------|---|---|--|
| Term 1 | Invasion games: Understanding the principles of attacking and defending in all invasion games including rugby, netball, football and hockey. Creative: Gymnastics Health, fitness and well-being: Circuit training/ healthy eating target books | Competitive activities: Netball – girls Football – boys Hockey – girls Rugby – Boys Creative: Gymnastics Health Fitness and Well-being: Fitness training, circuit training | Competitive Activities: Netball Creative: Dance 1960's genre |
| Term 2 | Competitive Activities: Hockey – Girls Rugby / Football – Boys Adventurous Activities: Problem Solving activities Orienteering Bouldering | Competitive Activities Rugby – Boys Tag Rugby – Girls Adventurous Activities: Problem Solving activities Orienteering Bouldering | Competitive: Hockey Health, Fitness & well-being: Core circuit training and fitness testing – flexibility/stamina/speed |
| Term 3 | Competitive: Athletics Striking and fielding games: Tennis and Rounders | Competitive: Athletics Tennis Cricket | Competitive: Athletics Tennis Rounders |

Key Stage 3:

Subject: English

| | Year 7 | Year 8 | Year 9 |
|---------------|---|---|---|
| Term 1 | <p>Pupils will be completing work on their Transition Project initially, which will be used for a display.</p> <p>Poetry booklet – reading and writing poetry from the <i>St. Brigid's Anthology</i>, which covers a range of styles and themes.</p> <p>Short stories and travel writing – pupils will write their own versions, having read and discussed a range of examples.</p> <p>Autobiography project.</p> | <p>War theme: class reader–<i>Private Peaceful</i>.</p> <p>WW1 poetry – developing analytical skills.</p> <p>Class reader: <i>The Boy in Striped Pyjamas</i>, accompanied by film adaptation</p> <p>Advertising focus: study of moving and still image.</p> | <p>Fiction based unit: e.g. <i>Lord of the Flies</i></p> <p>20th Century poetry e.g. Ted Hughes</p> <p><i>Northanger Abbey/ Jane Eyre/ Great Expectations</i></p> <p>Pre- 1914 poetry: e.g. Emily Dickinson</p> <p>Non-narrative unit: non- fiction analysis and writing – speeches, letters, reports, advertisements etc.</p> |
| Term 2 | <p>Storytelling focus – <i>Creation Myths, Greek Myths, Welsh legends</i> and <i>Beowulf</i>.</p> <p>Poetry from other cultures and traditions.</p> <p>Instructions</p> <p>Individual presentation on a topic of interest.</p> <p>Novel: <i>Underground to Canada</i></p> <p>Newspaper and screenplay writing.</p> | <p>School theme: reading range of extracts from <i>Jane Eyre</i> and <i>Tom Brown's Schooldays to Cider With Rosie</i>.</p> <p>Poetry on school theme.</p> <p>Argument and discussion – teenage issues.</p> <p>Drama: <i>Our Day Out</i></p> <p>Persuasive writing – analysis and own work.</p> | <p><u>Introduction to GCSE:</u></p> <p>Narrative writing – GCSE style tasks</p> <p>ESB preparation – leading to formal examination in summer, which may be used as GCSE Speaking and Listening assessment piece.</p> |
| Term 3 | <p>Contemporary novel: e.g. <i>Skellig</i></p> <p>Pre-1914 poetry: e.g. William Blake selection.</p> <p>Shakespeare: <i>The Tempest</i> project and associated drama and design work.</p> <p>Research skills: biographical/historical contexts.</p> | <p>Persuasion: speech writing and delivery</p> <p>Stories about imagined worlds – extracts and film adaptations; hero's journey format.</p> <p>Shakespeare: <i>A Midsummer Night's Dream</i> project – drama, design and research work.</p> | <p>ESB preparation continued</p> <p>Descriptive writing – GCSE style tasks</p> <p>Shakespeare play – GCSE preparation.</p> |

Key Stage 3: Subject: Religious Education

| | Year 7 | Year 8 | Year 9 |
|---------------|---|--|---|
| Term 1 | <p>An Introduction to World Religions;</p> <p>Worship – Holy Communion;</p> <p>Festivals – Advent and Christmas</p> | <p>Identity and Belonging: Rites of Passage.</p> <p>Creation and the Environment</p> | <p>The Five Pillars of Islam;</p> <p>Pilgrimage - Hajj</p> |
| Term 2 | <p>Special Places: The Church and the Synagogue.</p> <p>Lent and Easter.</p> | <p>Judaism – Beliefs and Practices</p> | <p>The Work of Charities</p> <p>Good and Evil</p> <p>Prejudice and Discrimination</p> |
| Term 3 | <p>Sacred Writings – The Bible</p> | <p>Festivals – Pentecost</p> <p>Prayer</p> <p>Faith in Action</p> | <p>GCSE; Topic 1: Relationships</p> |

Key Stage 3:

Subject: Dance

| | Year 7 | Year 8 | Year 9 |
|---------------|--|---|--|
| Term 1 | <p>In this unit pupils focus on popular dance styles of different eras. They explore a range of dances, using step and gesture patterns, body shape, contact work and contrast in dynamic and rhythmic patterning. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their feelings. As they work, they develop an awareness of the historical and cultural origins of different dance.</p> | <p>In this unit pupils explore the different types of dance and focus specifically on developing their knowledge and understanding of composition. They develop their understanding of communicating the choreographic intention as performers and choreographers.</p> <p>School Days – expressive arts</p> | <p>In this unit, pupils develop their knowledge of dance styles and forms, focusing on a range of themes that give rise to different types of dance, e.g. abstract, comic, dramatic and narrative.</p> <p>Strictly Ballroom – strictly competitive.</p> <p>Salsa, Cha cha cha and Jive</p> |
| Term 2 | <p>1970s Dance - Disco Dance</p> <p>Saturday Night Fever</p> <p>Pupils perform at the Urdd competition with Disco Dancing.</p> | <p>Headlines</p> <p>Using newspaper headlines of the recent events.</p> <p>Creative Dance.</p> | <p>Chaos and Conflict</p> <p>West Side Storey</p> <p>Street Jazz, Hip Hop.</p> |
| Term 3 | <p>1950s Dance – Rock n roll</p> <p>Fun Day Performance</p> | <p>World of work – Cultures and eras</p> <p>Creative & Clog Dancing – Wales</p> <p>Llangollen, International Eisteddfod Dance Trip.</p> | <p>Social Events, Political issues, Chaos.</p> <p>Creative Dance</p> <p>Fun Day performance</p> |

Key Stage 3:

Subject: Drama

| | Year 7 | Year 8 | Year 9 |
|---------------|---|---|---|
| Term 1 | <p>In the first term students will be introduced to some basic drama concepts; Freeze, Still Image, Focus etc... They will also explore characterisation through an improvised structured drama based on <i>evacuees</i></p> | <p>In the Winter term of this year students explore Physical Theatre and look at the performer as a non-human. With the actor at the heart of the theatrical experience students use expression and communication of body language, focussing on gesture and space to create performances that tell the dramatic story in a physical way.</p> | <p>In the first term students will complete a Theatre Staging and Set Design unit, where they explore the artistic and practical demands of set design and apply ideas of atmosphere, symbolism and entertainment with their own design ideas.</p> |
| Term 2 | <p>In the second term students will complete a Story Teller unit. They will explore the art and history of telling stories. And look at the story circle as a performance space. They will use this format to present their own supernatural or ghost story</p> | <p>In the Spring Term students looked at Greek Theatre, Melodrama and Pantomime as a springboard to creating their own 'larger than life' performances.</p> | <p>In the Spring Term students will explore how filmic language applies to the dramatic form exploring units of action, shot story board, visual imagery, mis en scene, practical filming requirements, scenic development, framing, camera skills, shot style and techniques, 180 degree rule and continuity, all important for the creation of film and television.</p> |
| Term 3 | <p>In the Summer Term students learn to work with a script, culminating in a short performance. They will explore the poem 'Overheard On a Saltmarsh' and a selection of scenes from 'A Midsummer Night's Dream' to create an open air performance.</p> | <p>In the Summer term students complete a Mask unit and look at the rules and techniques of wearing masks on stage. They will explore 'Trestle theatre Company' and Commedia D'elle Arte to develop skills in mime, how to frame the mask, facing front and bringing the mask to life.</p> | <p>In the Summer Term students will complete a 'Devising' unit. Students will explore the skills and techniques involved in devising their own drama and put apply this practically in their own dramatic creation.</p> |

**Documents
for completing, signing and
returning to school
from this point onwards.**



“To Inspire and be Inspired”

**Through:
Love
Faith
Truth
Respect
Excellence**

**St Brigid’s School
Home School Agreement**

Agreement to be signed by both Parents and Pupils

Parents/Guardians

As a Parent /Guardian I agree to:

- Take an active interest in all aspects of my child’s learning at St Brigid’s School.
- Encourage my child to do their best.
- Ensure that my child meets homework/coursework deadlines by checking and signing the planner each week.
- Support school action taken if my child does not comply with the school’s code of conduct and other policies.
- Ensure my child abides by the school uniform policy.
- Ensure my child attends school regularly and is punctual.
- Join the school in celebrating success.
- Avoiding booking holidays in term time.
- Contact the school to discuss any circumstances that may affect my child’s behaviour or attitude.

Parent..... Date.....

Students

I agree to:

- Attend school regularly, on time, in the correct uniform as outlined in the code of conduct.
- Abide by the code of conduct.
- Show respect, care courtesy and consideration to all members of our school community.
- Work hard and meet all course requirements.
- Show responsibility for my learning through self motivation.
- Make the most of the opportunities available to me.
- Abide by the school internet regulations.
- Demonstrate socially responsible behaviour.
- Ensure that my behaviour is of the highest possible standard at all times including the journey to and from school

Student..... Date.....

Essential Information Update

Please will you fill in and return the information grid below so that our records can be kept up to date.

| | |
|---|--|
| Pupil Name | |
| Form Class | |
| 1 st . Emergency Name & Contact number Relationship to student | |
| 2 nd . Emergency Name & Contact number Relationship to student | |
| 3 rd .Emergency Name & Contact number Relationship to student | |
| Any medical condition/allergy | |
| Medication prescribed by a Doctor /or for emergency use only | |
| Medication to be given in school Please ensure any inhalers/ Epi pens / medication given into the school office are within the best before date. | |

There may be occasions when it is necessary to discuss your child with other agencies e.g school nurse/councilor/chaplain/ESW re. attendance matters etc. Please inform the school in writing if you wish to attend all or any of these meetings (should they be required).

Contact the appropriate Head of Learning:

Miss Price - HoL KS3

Mrs Young / Mr Ayres - HoL 14-19

Mrs Jones – Primary Co-ordinator



St Brigid's School

Annual Educational Visits Medical Information/Consent Form

This form requests medical and contact information for the named pupil to be used for all low risk educational visits, day trips and off-site sporting activities undertaken in the academic year 2010-2011.

No pupil will be allowed to attend any visit/activity unless this information/consent form has been fully completed and returned to the School.

You will be informed of the detail of each visit by letter at the appropriate time. Separate visit specific forms will be provided for each residential/overseas visit or visits involving higher risk activities, for which specific consent will be required. Please note any activities that will, or might, involve swimming (e.g. sailing) will also require separate consent.

| | | | | | |
|---|----------------------|-----------------------------------|-----------------------------|--|----|
| Pupil's Name | | Form/Class | | Date of Birth | |
| 1. Medical Information | | | | | |
| GP'S name | | | | Tel.No. | |
| Address | | | | Post Code | |
| Is your child currently vaccinated against tetanus? | | YES | NO | Date of last booster | |
| May your child be given paracetamol? | | YES | NO | | |
| May your child be given ibuprofen? | | YES | NO | | |
| Does your child have any condition or illness not mentioned below that requires medical or surgical treatment, including medication? If YES please provide details below: | | | | YES | NO |
| | | | | | |
| Does your child suffer from any of the following conditions? Please tick as many as are applicable: | | | | | |
| Anxiety or Depression | Asthma or Bronchitis | Menstrual problems | | Fits, fainting/blackouts | |
| Severe headaches/migraine | Heart condition | Diabetes (sugar tolerance issues) | | Travel sickness (car, bus, sea or air) | |
| Does your child have any allergies? (dietary/medicinal/materials/animals/insects) | YES | NO | If yes please give details: | | |
| Specific dietary requirements | | | | | |
| Any other relevant information | | | | | |
| <p>Please note:</p> <p>1. Where medication is required, an adequate amount for the entire visit must be provided in its original packaging, labelled with the pupil's name, the name of the medication, the condition which it treats and the appropriate dosage.</p> <p>2. If specific advice needs to be followed in an emergency, these details and a doctor's letter, confirming the treatment, and fitness to participate in the individual visit must be provided.</p> | | | | | |

2. Contact Information

In case of an emergency, please use the following contact telephone numbers, in order of preference:

| | | | | |
|--------------------------|------|--|----------------------|--|
| First preference | Name | | Home telephone No. | |
| Relationship to pupil | | | Work telephone No. | |
| Address | | | Mobile telephone No. | |
| Email address | | | | |
| Second preference | Name | | Home telephone No. | |
| Relationship to pupil | | | Work telephone No. | |
| Address | | | Mobile telephone No. | |
| Email address | | | | |
| Emergency Contact | Name | | Home telephone No. | |
| Relationship to pupil | | | Work telephone No. | |
| Address | | | Mobile telephone No. | |
| Email address | | | | |

3. Consent

1. I agree that my daughter/son, named above, may attend and participate in all low risk educational visits, day trips and off-site sporting activities organised by St Brigid’s School during the academic year 2010-2011.

2. I have ensured that my daughter/son understands that it is imperative for their safety, and the safety of the group, that rules and instructions given by persons in charge of the visit/activities are obeyed. I accept that if they do not meet the Code of Conduct requirements then they may be returned home, accompanied by an adult before the end of the trip, and that I will be required to bear the cost of this and also the cost of any loss or damage caused by my daughter/son which is not attributed to the negligence of the school or the staff accompanying the trip.

3. I authorise members of staff to approve such medical treatment for the above named pupil as is deemed necessary in an emergency. While I understand that the school will use all reasonable endeavours to contact me, I agree to them receiving medical treatment, including anaesthetic, as considered necessary by the medical authorities present, and that I will be responsible for any costs not covered by insurance.

I do not agree to my daughter/son receiving the following medical treatment (please specify if any)

.....

4. I undertake to inform the visit leader / form teacher / head teacher in writing **as soon as possible** of any change to the information provided above. I understand that the Head may decide that it is not in the interest of the group that my daughter/son participates if his/her medical condition is likely to affect his/her safety or the safety of the group.

5. I agree to this form being used solely for the purpose of organising educational visits and understand that it, and all copies, will be destroyed at the end of the academic year

| | | | |
|-----------------------------|--|------|--|
| Parent/Guardian’s Signature | | Date | |
|-----------------------------|--|------|--|

THE INFORMATION ON THIS FORM WILL BE TAKEN ON EVERY VISIT BY THE GROUP LEADER WITH A COPY RETAINED BY THE SCHOOL EMERGENCY CONTACT DURING THE DURATION OF THE VISIT

E-safety Rules – Secondary School Pupils

Agreement to be signed by both Parent and Pupil

Pupil Agreement:

- I have read the e-safety rules and agree to abide by them.
- I will make sure that I use the school computers in a responsible way and understand that any misuse may result in the withdrawal of my IT use.
- I know that internet and network use may be monitored by my school who may report concerns about my use to my parents or guardians.

Name: Class:

Signed: Date:.....

To be completed by a Parent or Legal Guardian:-

Consent for Publication of Work and Photographs

I agree that my son/daughter's work may be electronically published on the internet, for example the schools website.

I also agree that appropriate images and video that include my son/daughter may be published, but for safety reasons any photographs will not be accompanied by pupil names.

Consent for Internet Access

I have read and understood the school e-safety rules and give permission for my son / daughter to access the Internet. I understand that the school will take all reasonable precautions to ensure that pupils cannot access inappropriate materials.

I understand that the school cannot be held wholly responsible for the content of external websites accessed and I will ensure my son/daughter is fully aware of the e-safety rules and that any misuse may result in withdrawal of network or internet access.

Signed:

Date:.....

Electronic Devices

By signing this form, I grant permission for the person named below to bring a laptop or similar device to St. Brigid's school and use it to access the Internet.

Name of pupil:..... Form:.....

I agree to the following:

- equipment is brought to school at the owners risk; the school will not accept any liability for loss or damage.
- the equipment will only be used for study purposes.
- the equipment will only be used for study purposes.
- provision of Internet access is not guaranteed, and is at the school's discretion.
- the equipment will be used in accordance with the school's acceptable Internet use policy.
- I will ensure that adequate anti virus software is installed and kept up to date.
- logon credentials for Internet access will not be disclosed to anybody else.
- if I wish to withdraw this permission at any time, I will notify the school in writing.
-

Signature:.....

Name:.....

Date:.....

Relationship to pupil:.....