



LOWER SCHOOL HANDBOOK

Headmaster: D C Humphreys BA
Deputy Headmaster: Mr D N Wood BA
Second Master: Mr J K Jones Cert Ed
Head of Lower School and Year 7: Mrs F L Hughes B.Ed
Assistant and Head of Year 8: Mr K D Eaglestone B.Sc
Chaplain: Rev R Atkinson BA, BD

Woodhouse Grove School
Apperley Bridge
West Yorkshire
BD10 0NR

Telephone 0113 250 2477
Facsimile 0113 250 5290
Website: www.woodhousegrove.co.uk

THE LOWER SCHOOL

At Woodhouse Grove, the Lower School consists of pupils in the First and Second Forms (Years 7 & 8). Mrs Hughes, Head of Lower School, is particularly responsible for the daily organisation, welfare and the monitoring of progress of pupils in Year 7. With the assistance of Mr Eaglestone (Head of Year 8) and ten Lower School Form Teachers, all pupils are well cared for in their early secondary school years.

Any parent who wishes to visit the school to discuss his or her child should, in the first instance, telephone the Form Teacher. Subsequently, you may wish to contact Mrs Hughes or Mr Eaglestone to arrange an appointment.

Curriculum

In their first year, all pupils study Maths, English, Geography, History, French, Physics, Chemistry, Biology, PE, Games, ICT, DT, Religious Studies, and PSE. German and Spanish are introduced in Year 8 for most pupils. (Provision is made whenever possible to improve the English Language skills of pupils for whom English is not their first language). In Year 7 some lessons are taught in form rooms in order to make the transition from primary to secondary school less daunting but eventually most classes are taught in specific departmental areas.

Parents' Evenings

Lower School Parents' Evenings take place in the Summer Term and parents or guardians are invited to attend these in order to discuss their child's progress with the relevant teaching staff. An additional Parents' Evening for Pupils in Year 7 is held in the Autumn Term to help familiarise new parents with school routines and to discuss any concerns with teaching staff and Form Teachers.

In addition to the Autumn Term Parents' Evening, The Friends of Woodhouse Grove (Parents' Association) organise an informal evening for parents of all new pupils to enable them to meet one another and to meet some of the staff who are directly involved with the pastoral care of their children. As this is held at the beginning of the school year it must be emphasised that this is not intended to be an evening to discuss academic progress.

Activities

Whilst progress in the classroom is of paramount importance it is hoped that all pupils in the Lower School will take advantage of the many extra-curricular activities, which our dedicated team of staff has to offer. Many pupils are involved in a whole range of sporting and musical activities and all pupils are encouraged to get involved in the social life of the school in order to grow in confidence and make new friends.

Contacts

If a pupil is absent from school parents are asked to inform the school by telephone as soon as possible and follow this up with a letter on their child's return.

Mrs Hughes and Mr Eaglestone are always happy to discuss any matters of concern. Please phone school to make a mutually convenient appointment.

THE LOWER SCHOOL

**THE FOLLOWING SUBJECTS FORM THE CURRICULUM
FOR FORMS 1 - 2 (YEARS 7 & 8)**

- 3 ART AND DESIGN
- 4 BIOLOGY
- 5/6 CHEMISTRY
- 7 DESIGN AND TECHNOLOGY
- 8 ENGLISH
- 9/10 FRENCH
- 11 GEOGRAPHY
- 12 GERMAN (FROM YEAR 8)
- 13 HISTORY
- 14 INFORMATION TECHNOLOGY
- 15 MATHEMATICS
- 16 MUSIC
- 17 PERSONAL AND SOCIAL EDUCATION
- 18 PHYSICAL EDUCATION AND GAMES
- 19 PHYSICS
- 20 RELIGIOUS STUDIES
- 21 SPANISH (FROM YEAR 8)
- 22 LEARNING SUPPORT UNIT
- 23 SPORTS ADVICE

ART & DESIGN

'Art' is a language that complements those of the literary, mathematical and factually based subjects, and is especially concerned with the development of those complex mental processes involved in visual communication.

'Design' is the considered use of Art in the production of useful and ornamental objects.

'Design' covers many subject areas and is involved with everything we buy, see and own that is man-made.

There are many career choices possible with a background in Art and Design, and this should not be considered an 'easy option'.

Teaching is generally project led allowing room for personal expression, imagination and sensitivity and students will be taken through a number of 'workshops' introducing them to a variety of media and processes.

The aim is to build upon and expand the pupil's range of responses to the world around them and to enrich the individual's personal resources. This in return encourages confidence, builds upon enthusiasm and gives them a sense of achievement.

Subjects will include:

- **Drawing**, in which students are taught to analyse drawing skills looking at line, tone and texture and how these are used in the process of drawing. Colour, perspective, and letterforms are also studied.
- **Painting**, in which students begin to explore the materials and processes of painting.
- **Printing**, in which students are encouraged to analyse colour and pattern in the production of prints and textiles.
- **Contextual Studies**, where students study the works of other artists and designers and relate these to their own work

The Art and Design lower school curriculum is designed to lead into the GCSE Art and Design Edexcel syllabus (unendorsed)

Pupils are expected to have their own basic drawing kit: HB, and 2B pencils, soft rubber, pencil crayons (preferably water-based), and a 30cm rule.

An apron or similar is required to protect clothes.

Years 7 & 8: The school provides most of the materials used, but school hard-backed work-journals and photographic paper (where used) will be charged on account. **WGS hard-backed work journals cost £2.75 and would normally last at least a term.**

BIOLOGY

Forms 1 and 2 (Years 7 & 8)

Biology is taught by subject specialists for 1 double lesson each week. Pupils are taught in forms, not sets.

Biology follows the Key Stage 3 Specification of the National Curriculum for Science.

The "Spotlight Science" course, published by Stanley Thornes, has now been fully adopted and integrated into the curriculum to provide a balanced and progressive syllabus that links sensibly with GCSE in Year 10. The course is able to meet the needs of all ability levels and a strong emphasis is placed on practical work. Extension material is provided for the most able pupils.

The topics covered are as follows:

- Investigating by experiment
- Characteristics of life
- Keys
- Animal and plant groups
- Cells, tissues and organs
- Reproduction
- Simple ecological studies
- Surface area to volume ratios
- Food and digestion
- Microbiology
- Food hygiene

CHEMISTRY

Forms 1 and 2 (Years 7 & 8)

Chemistry is taught by subject specialists for 1 double period per week throughout the first and second year. Pupils are taught in forms, not in sets.

Chemistry follows the Key Stage 3 Specification of the National Curriculum for Science.

The Scheme of Work provides a balanced and progressive syllabus that links sensibly with GCSE in Year 10. The course is able to meet the needs of different ability levels and a strong emphasis is placed on practical work. Extension material is provided for the most able pupils.

The topics covered presently are as follows:

Year 7

Laboratory Rules and Safety

Using the Bunsen Burner

Scientific Investigations:

- predicting
- planning
- interpreting
- concluding
- fair testing
- reliability

Raw Materials and Products

Separating Techniques:

- filtration
- simple distillation
- fractional distillation
- chromatography
- decanting

Acids/Alkalis/indicators and pH

Introduction to Rock Types

Introduction to Elements and Compounds

Year 8

Chemical and Physical Changes

Reactions and Energy Changes

Changes of State

Elements, Atoms, Compounds, Molecules and Mixtures

Extension of Separating Techniques

Chemical Symbols

Simple Formula

Classifying Elements (Metals/Non-Metals)

Properties of metals linked to uses

Properties of non-metals linked to uses

Reactivity of series for metals

Extraction techniques for metals

Water: States

- Test
- Crystallisation
- Treatment
- Pollution

Oil: Formation
 Extraction
 Uses
 Combustion

Extension of chemical reactions

Fire triangle

Fire extinguishers

Respiration/photosynthesis/fermentation

Rusting of iron and its prevention

Rates of reaction

However at the time of going to press the Lower School syllabus is under review so some minor changes may occur prior to teaching in September.

DESIGN AND TECHNOLOGY

FACILITIES

These include separate Workshop areas for the use of Metal, for Wood and for Plastics and a Design Suite comprised of a Drawing Office where initial design work and subsequent formal Working Drawings can be developed in a clean environment, and a Computer Aided Design Room, where C A D drawings and presentation work can be produced.

This subject is intended to give pupils the opportunity to gain experience in identifying, considering and solving problems, through the manipulation of materials and technologies.

DEPARTMENT AIMS

1. To promote a high level of expertise in the manipulation of construction materials.
2. To encourage each pupil to develop an enquiring mind, enabling them to begin to solve practical/technological problems through the processes of analysis and realisation.
3. To develop a range of communication skills which are central to Design, Realisation and Evaluation.
4. To foster attitudes of co-operation and responsibility within the Workshop environment.
5. To develop good value judgements of an aesthetic, technical, economic and environmental nature.

FIRST AND SECOND YEAR (Years 7 & 8)

Time Allocation – 1 double period/week. Approximately 1 hour – 20 mins

Each group is split into two, each one alternately spending approximately half a year at a time in the two main material areas, namely Wood and Metal.

During these first two years our aims are:

1. To develop and encourage a good working environment in the Workshops – one of creativity, responsibility and safety;
2. To introduce each pupil to the constructional possibilities of a wide range of materials through the practice and application of the appropriate workshop processes.

These objectives are realised by pupils working through simple design tasks – designing, realising and evaluating their individual pieces of work.

ENGLISH

In Form 1 (Year 7) the pupils are taught in forms. At the end of the year, the five forms are split into five sets according to ability. For the next four years the pupils are taught in sets. Pupils do not necessarily stay in the same set; in Form 2 (Years 8), the setting is reviewed at the end of each Winter and Summer term and pupils are moved as appropriate to needs. The A and B sets contain between 26 and 28 pupils, the C sets between 10 and 24. Consequently, those needing more help are able to receive more individual attention.

In both years, all pupils have five English periods per week.

The syllabus is flexible according to the varying needs of each set, but broadly speaking we aim to reach and, indeed, often go beyond the targets of the National Curriculum in the main component areas: Speaking and Listening, Reading, Writing, and Presentation and Spelling. A wide variety of oral exercises take place: from drama to reading aloud, from the presentation of talks to small group discussions. Each term for the first two years at least two literary texts per term are studied. Pupils are given both encouragement and the opportunity to read more widely.

A range of non-literary texts is also examined by the pupils.

Whilst the demands of Key Stage 3 are covered, the main emphasis in the first two years is on spelling, vocabulary, punctuation and the appropriate use of language. To this end, each term for the first six terms a specific language syllabus is produced and distributed to all pupils. This syllabus constantly reinforces the understanding of spelling rules and uses of language and punctuation, whilst at the same time introducing new rules and making new demands of the pupils each term. Towards the end of each term the pupils are examined in the form of a syllabus test, which measures not only their individual progress but shows their standing in relation to the rest of the year group.

The syllabus tests constitute one of the four ways in which setting is assessed and reviewed; term performances, examination results and the professional judgement of the teachers are also taken into account.

English in the first two years, leading to the study of both English and English Literature GCSEs, necessarily provides a wide, varied and ever-changing syllabus. The main aims are constant, however: accurate writing, clear speaking, careful listening, a wide range of reading and work which is presented neatly and undertaken with pride. High standards are expected of the pupils. It is hoped that the classroom atmosphere is such that the pupils are able to gain the confidence to, and are keen to, achieve those standards. Whilst all the English staff impress on the pupils that rigorous learning is essential, it is also the aim of the department to provide lessons which are vigorous, varied and stimulating.

FRENCH

Aims

At Woodhouse Grove we believe that the learning of a foreign language is of vital importance. In the context of Europe today, our young people will soon be competing with those from other European countries in the job market. Linguistic competence and a high degree of fluency will be essential if they are to succeed.

Organisation

French forms part of the core curriculum and is taught to all pupils up to GCSE level. The only exceptions are those pupils who are severely dyslexic and need additional time in the Unit or foreign pupils who arrive in Year 9.

Pupils are taught in mixed ability groups in Year 7 and then setted. In Year 8 and above pupils are setted according to ability. We would expect all the pupils to gain a grade C or better in GCSE. The vast majority of the two A sets achieve an A* or an A

Method

We work from modern text books and broadly follow the requirements of the National Curriculum. Our schemes adopt an active approach and pupils learn to communicate in French by being given a range of authentic tasks with a real purpose. In addition to developing fully the skills of listening, speaking, reading and writing, pupils are also helped to develop language learning skills. Language awareness, cultural awareness, the ability to work with others and the ability to learn independently are also encouraged.

Following the National Curriculum guide-lines, pupils will be taught in the target language from the beginning and encouraged to use the target language in their normal classroom activities. Foreign language assistants help in the lower school classes from time to time.

We believe that learning a language should be an interesting and enjoyable experience and the department has a wealth of additional material both to stretch the more able pupils and to support the weaker ones. The course books encourage learners to take responsibility for their own learning and to revise and check their progress regularly. After every third unit, there is a mini-test to motivate pupils and assess progress. All classes have a weekly vocabulary test.

Topics studied cover all the areas of experience required for National Curriculum including:-

- Everyday Activities
- Personal and Social Life
- The World Around Us
- The World of Education, Training and Work
- The World of Communications
- The International World
- The World of Imagination and Creativity

Facilities

We have a suite of language rooms and are fully equipped with modern technology, including satellite TV, a language laboratory and IT facilities.

Language Trips

Pupils in Year 7 and 8 are encouraged to participate in our educational trips abroad in preparation for the annual exchanges in the Upper School

GEOGRAPHY

Geography in Forms 1 and 2 (Years 7 and 8) is based around David Waugh's series of Key Stage Three books: 'Foundations', 'Connections' and 'Interactions'. The requirements of the national curriculum are closely adhered to.

The classes are not divided into sets but are taught as form groups. Each form has two periods of Geography a week. Within each year, five main topics are studied and examined as module units.

Year 7		Year 8
1.	What is Geography? Map Skills	Weathering, rivers and coasts
2.	Weathering and climate	Population
3.	River Basins	Primary activities
4.	Settlement	Secondary activities
5.	Transport	Management and planning

In Year 7 the topics are mainly concerned with physical and human aspects of the British Isles. In Year 8 the focus is on ways in which natural and human processes lead to change in their respective environments.

It is considered important to make the subject as relevant as possible to the world around us. Every effort is made to incorporate current news items in order to underline the relevance of the subject to everyday life. Discussion and the development of reasoned opinions are encouraged at each stage. Essential skills such as map reading, atlas work, and use of basic graphing techniques are learnt early in Year 7 and then practised and developed in Year 8.

The curriculum fosters cross curricular links with Chemistry, Biology and Maths. Increasing use is made of the Internet as a source of information, CD Roms and of desk top publishing in order to produce projects and reports. It is hoped that, as a result, Geography fulfils its role as a pivotal subject within the curriculum providing pupils with the means by which they may begin to understand the world around them.

GERMAN

Aims

At Woodhouse Grove we believe that the learning of a foreign language is of vital importance. In the context of Europe today, our young people will soon be competing with those from other European countries in the job market. Linguistic competence and a high degree of fluency will be essential if they are to succeed.

Organisation

In Year 8 most pupils begin German, taught in sets, and in Year 9 German becomes an option, but a good number of pupils continue with German (along with French) up to GCSE level, nearly all gaining a grade C or better with large numbers achieving grade A or A*.

Method

We work from a modern text book (Klasse 1) and our schemes adopt an active approach and pupils learn to communicate in German by being given a range of authentic tasks with a real purpose. In addition to developing fully the skills of listening, speaking, reading and writing, pupils are also helped to develop language learning skills. Language awareness, cultural awareness, the ability to work with others and the ability to learn independently are also encouraged.

Pupils are taught in the target language from the beginning and encouraged to use the target language in their normal classroom activities. Foreign language assistants help in the lower school classes from time to time.

We believe that learning a language should be an interesting and enjoyable experience and the department has a wealth of additional material both to stretch the more able pupils and to support the weaker ones. The course book encourages learners to take responsibility for their own learning and to revise and check their progress regularly. After every third unit, there is a mini-test to motivate pupils and assess progress. At the end of each module, there is a more formal test in each of the four skills, Speaking, Writing, Listening and Reading. All classes have a regular vocabulary test.

Topics studied include:

Personal Information

Family

School

House and Home

Food and Drink

Shopping

Facilities

We have a suite of language rooms and are fully equipped with modern technology, including satellite TV, a language laboratory and IT facilities.

Language Trips

Pupils in Year 8 are encouraged to participate in educational trips to Germany, which we run from time to time.

HISTORY

‘Study the past, if you would divine the future’
Confucius (551 – 479BC) – Chinese Philosopher

‘As a man without memory and self knowledge is a man adrift, so a society without memory (or more correctly with recollection) and self-knowledge is a society adrift’
‘Arthur Marwick – 1970 – Historian’

History in the Lower School is primarily inspired by a wish to give individual pupils an understanding of their past and of society. As Marwick argues, History has a duty to ensure that individuals and society have ‘self-knowledge’ – that they have historical memory and are not ‘adrift’, unable to understand the past and hence only have a partial grasp of the present.

We aim to stimulate interest in History through the use of enquiry and imagination and to create an awareness and understanding of what life in the past was like. History teaches a number of valuable skills including the clear expression of logical argument, relevant selection of material, fair assessment of character and the ability to see change and continuity over time.

The Lower School course aims to provide a background to the History of this country on which those who continue with the subject in the Upper School can build.

The course is broadly based on the National Curriculum. We concentrate predominantly on British History since we believe that both understanding and knowledge of one’s own country are important before going on to look at others. However, we do not exclude the links between Great Britain, and other parts of Europe and the world.

In Year 7, we cover British History from early times through the Roman, Anglo-Saxon and Medieval periods dealing with specific aspects of life in addition to the broad chronological sweep.

In Year 8, we cover the period 1485 to the early 18th century concentrating on life in Tudor and Stuart England, specifically focussing on the role of Church, Monarchy and Government and the effects on the people.

History in the Lower School is taught by form and not in sets. Differentiation will take place either by task or by outcome and will meet the needs of the pupils in their own form group.

We encourage pupils to undertake some private research, including the use of IT and we promote class trips to places of relevant to the course. In Year 7, we have visited Kirkstall Abbey and Abbey House Museum and in Year 8 we have visited the Royal Armouries and have been involved in History drama workshops on the Gunpowder Plot and a visiting theatre group. Pupils are encouraged to formulate their own views on historical issues and to discuss them with others.

We hope that the interests and skills developing in the Lower School, will encourage pupils to continue with their study of History through to GCSE (OCR – World History in the 20th century) and to AS and A levels. We also hope to encourage a love of History and an awareness of the relevance to the present day – to stimulate an enquiring and analytical approach to information as a skill for life.

INFORMATION TECHNOLOGY

The OCR New Clait Level 1 IT User Qualification will be studied for the first time this year starting in year 7 and progressing into year 8. This course will involve 5 units of work:

Using a Computer

Presentation Graphics

Spreadsheets

Desk Top Publishing

Becoming Web Wise (on-line learning and assessment via the BBC website)

Year 7: Pupils have two lessons per week of 40 minutes.

Year 8: Pupils have one lesson per week of 40 minutes.

MATHEMATICS

Mathematics is a core curriculum subject taken by all pupils in Forms 1 - 5 (Years 7 - 11).

It is important as an essential qualification for further study, as the provider of skills necessary in many other subjects and for its own intrinsic interest.

We aim to encourage pupils' confidence in their knowledge of Mathematics and their ability to apply it. Pupils are particularly encouraged to develop facility in arithmetic and in basic algebraic processes. A small amount of course work involving the investigation of a mathematical problem through an extended piece of work is required in the first three years. The work covered follows the general line of the National Curriculum but is not bound by it. We aim during the first three years to provide a sound basis for success at GCSE in Forms 4 and 5. Pupils should have a calculator, which they should have with them at all times, simple geometrical instruments and a hard pencil available for use in all Mathematics lessons. The calculator will be used where appropriate and not as a substitute for the ability to perform arithmetic operations mentally.

Pupils are setted according to ability in Form 1, usually by Christmas. This is done to enable us to cope with, and provide suitable provision for, a wide range of abilities. There are generally four or five sets, the more able of which contain between 26 and 28 pupils and the least able being of the order of 12 to 15 pupils.

Examinations take place twice a year. Pupils are placed in sets according to their performance in the examination and during the term but they can be moved between sets at other times on staff recommendation.

Homework is set, twice a week in Forms 1 and 2. It may be a traditional exercise, some learning of formulae and methods or some aspect of investigation work.

* For consistency of operating systems we ask that all pupils should use a Casio calculator (the latest version is 85WA)

MUSIC

Music plays an important part in the life of the school and a strong emphasis is placed on practical music-making at all levels. Individual instrumental/singing lessons are provided each week and these include violin, cello, flute, oboe, clarinet, saxophone, trumpet, French horn, trombone, tenor horn, euphonium, tuba, classical and electric guitar, percussion, piano and voice. A variety of school instruments is available and can be borrowed for the first year of tuition. We have a team of 16 peripatetic teachers who visit the school each week, and pupils are timetabled to come out of a different class each week in order to have their lessons. Many of the visiting staff are involved in extra-curricular activities in addition to their teaching responsibilities. We also provide theory lessons and aural training and a large number of pupils are entered for the Association Board examinations each term.

As soon as they enter the school, pupils are encouraged to join one of the many musical activities for which rehearsals are held at lunch-time as a general rule, although some further practices are held after school for those who are not involved in sports activities. There are three orchestras, 2 string orchestras, a Concert Band, Junior and Senior Brass Ensembles, Junior and Senior Flute Choirs, Saxophone Group and Junior and Senior Clarinet groups as well as year group ensembles, which can involve a wide variety of instruments and players of varying standards. For singers we have a Junior Choir, a Senior Choir and a Senior Choral group known as The Grove Singers.

In Form 1 (Year 7) and Form 2 (Year 8), there is a double period of music each week. We cover essential music theory and learn about the instruments of the orchestra. Wherever possible, the children are encouraged to try out the different instruments, sometimes with demonstrations being provided by our visiting staff. This often leads to a child trying out a course of lessons in that particular instrument. Every child does keyboard work and we have schemes of work to suit complete beginners and more advanced players. Pupils are encouraged to express themselves in performances, both in ensemble groups and as soloists and they also learn to compose. Listening skills are developed and we try to listen to a varied programme of music. Instrumentalists are encouraged to play together as an ensemble within the classroom situation.

Pupils are encouraged to take part in the many concerts we give throughout the year. Each term, there is now a junior and a senior recital concert, giving the opportunity to perform an examination piece, or simply a favourite piece which has been well prepared, in front of a small, sympathetic audience. At the end of each of the Autumn and Spring terms, there is a full scale concert during which all the ensembles, Bands, Orchestras, Choirs and soloists can demonstrate what they have been rehearsing throughout the term or year. In addition, we have a competitive music festival during the Autumn term in which everyone takes part, regardless of musical ability.

All the Lower School musicians are given the opportunity to take part in our annual Orchestral/Band/Choral Day which involves children from a number of other schools, the Lower School Variety Show and we hope to do regular junior musicals in the new Theatre.

Music Technology is becoming an increasingly important part of the curriculum. Each year group is given the opportunity to try out different techniques of composition using a variety of software. We are now able to offer Music Technology as an AS course.

Music is taken very seriously as an academic subject. The numbers doing GCSE and 'A' Level are increasing all the time but it is also seen as being highly important in the development of social skills, the building of personal confidence and as a means of developing a sense of team spirit and commitment.

PERSONAL AND SOCIAL EDUCATION

Personal and Social Education is taken by all pupils in Forms 1 and 2 (Years 7 & 8), covering their course through form periods, tutorials and normal timetabled lessons. Each course covered introduces aspects of education for social and moral issues, personal relationships, health education and studies appropriate aspects according to the age group. The approach to these topics is designed to promote individual, pair work, group work and whole class discussion. As the pupils grow and develop so the topics we deal with are intended to reflect the interests and maturity of that age group, to build up confidence and success in a pupil and encourage them to develop a better understanding of themselves and others.

Form 1 (Year 7)

In the First Form Personal and Social Education programme we aim to use the first term as a getting to know each other and settling in time; a getting to know school e.g. rules, preps, tests and exams and matters arising from these in a new community e.g. honesty, cheating and a comprehensive anti-bullying programme.

The year then progresses with friendships, relationships, growing and changing both physically and emotionally, and finally moving on to health issues:- fitness and diet and a basic first aid programme.

Form 2 (Year 8)

The Second Form starts with “What’s special about being a 2nd former?”; “What’s changed from form 1?”; second form friendships; knowing your friends; sharing and understanding. We then continue the health and fitness programme from Form 1, charting their personal life style and looking at getting the balance right. This then leads on to the topics of smoking, alcohol, solvent abuse and drugs, getting the right facts and information and understanding the consequences on their health from use and misuse of these. Issues are followed by pupils from the complete course of PSHE and Citizenship books – ‘Your Life’.

Where appropriate in Forms 1 and 2 the use of outside speakers will be incorporated into the teaching programme.

PHYSICAL EDUCATION AND GAMES

Aims

- a) To encourage and enable pupils to develop knowledge and understanding of Physical Education and Sport via participation in a range of physical activities and contexts.
- b) To facilitate the acquisition and application of skills appropriate to each activity and a knowledge of the safety considerations relevant to such activities.
- c) To encourage the development of personal attributes - interest, enthusiasm and loyalty, co-operation and competition, responsibility, initiative, organisation and presentation, determination and self-confidence and to develop enhanced sporting and social attitudes.
- d) To promote awareness and understanding of physical fitness and its contribution to general health.
- e) To promote extra-curricular activities of the highest possible standards.

We believe that participation in Physical Education and Games also contributes to the overall aims of education, assisting with self-expression and communication, social and moral education and the emotional development of our children.

The Lower School Physical Education programme provides a solid foundation for future development. It is during this time that the pupils become familiar with the importance of a healthy and active lifestyle along with the sporting ethos of the school. The Upper School years then provide some more opportunities for the curriculum to be broadened as a few more options become available.

The school is very proud of its sporting traditions and there is a full schedule of extra-curricular activities which our children attend. Practices for school teams are priority activities after school and fixtures are also played at this time. Saturday in particular is considered the major day for sports fixtures and these take place both in the morning and afternoon. **Representing the school is an honour and those chosen for a team/squad are expected to attend all practices and matches.** Fixtures are published on the school diary issued no later than the start of each term.

Organisation

Year 7 & 8 - Physical Education and Games (Years 7 and 8)

- a) Two periods of Physical Education a week, involving the following activities:-
Swimming, Basketball, Gymnastics, Athletics, Rounders, Cricket, Tennis, Rugby and Netball Ball skills and Health Related Fitness.
- b) Games - a 'double' period

Winter - Boys

Rugby
Cross Country
Squash (Yr 8)

Winter - Girls

Netball
Hockey
Badminton

Summer

Cricket
Athletics

Summer

Tennis
Rounders
Athletics

Where staffing allows a squash option is run during years 7 & 8 games.

PHYSICS

As part of the lower school science curriculum, pupils in Years 7 and 8 are taught Physics in their form groups for one double period (80 minutes) each week in a laboratory environment.

A balanced and progressive syllabus has been developed which adequately covers the requirements of the National Curriculum, provides continuity into the middle school and is able to meet the needs of most ability levels. Where possible, extension work is provided for the most able pupils.

There is an emphasis on experimental and investigative work throughout the course and priority given to the development of the scientific skills and techniques needed for more advanced study in later years.

All the main topics of physics are introduced over the two year course including:

Energy

Waves, Light and Sound

The Universe

Forces and Motion

Electricity and Magnetism

RELIGIOUS STUDIES

This subject sees itself as the more academic part of the 'Religious Studies' of the school. The majority of the time will be given to Christianity, with plenty of study in the biblical texts. An understanding of some other of the locally and nationally relevant Faiths will be sought. Atheistic options will be explored. Moral issues will be debated.

The ambition of the teaching staff is fulfilled "when they lead pupils out to explore their own, free-will responses to the great questions about life and the universe, providing the pupils with a pathway to a deeper meaning in their lives".

Considerable emphasis is given to developing the universally important skill of clear thinking. Pupils quickly progress from the 'That's stupid' response, learning to reason, explain and debate, without necessarily having to change their original presupposition.

We are very anxious that pupils 'from all faiths or none' (as the GCSE and 'A' level rubrics have it) should feel comfortable, be able to participate fully and be equally successful.

Young people are at risk today if left in a spiritual vacuum. Teenage crime from privileged family background, the regular news of Sects, the prevalence of occult practices, all admonish us as parents and teachers to equip our youngsters in advance; by giving them admirable options and teaching about issues of truth and morality.

The syllabus during the first two years will be structured 'spirally'. Topics will not occur once only for exhaustive treatment, but will recur for consideration at the appropriate level, in increasing depth. Thus, the lower school prepares pupils to look at religious topics from new perspectives which sets the foundations for what they will study in Year 9 and possibly beyond.

New pupils need to buy their own Good News Bible

It is available in the School Shop.

SPANISH

Aims

At Woodhouse Grove we believe that the learning of a foreign language is of vital importance. In the context of Europe today, our young people will soon be competing with those from other European countries in the job market. Linguistic competence and a high degree of fluency will be essential if they are to succeed. With more than 100,000,000 Spanish speakers worldwide, and as a second language in the USA, Spanish has global importance for everyone.

Organisation

In Form 2 (Year 8) most pupils begin Spanish, taught in sets, and in Year 9 Spanish becomes an option, but it is hoped that a good number of pupils will continue with Spanish (along with French) up to GCSE. Spanish is an A Level option, with AS in L6 and A2 in U6. The Institute of Cervantes has frequent talks and cultural activities which we attend at Leeds University

Method

We work from modern text books and broadly follow the requirements of the National Curriculum. Our schemes adopt an active approach and pupils learn to communicate in Spanish by being given a range of authentic tasks with a real purpose. In addition to developing fully the skills of listening, speaking, reading and writing, pupils are also helped to develop language learning skills. Language awareness, cultural awareness, the ability to work with others and the ability to learn independently are also encouraged.

Following the National Curriculum guide-lines, pupils will be taught in the target language from the beginning and encouraged to use the target language in their normal classroom activities.

We believe that learning a language should be an interesting and enjoyable experience and the department has a wealth of additional material both to stretch the more able pupils and to support the weaker ones. The course books encourage learners to take responsibility for their own learning and to revise and check their progress regularly. After every third unit, there is a mini-test to motivate pupils and assess progress. At the end of each module, there is a more formal test in each of the four skills, Speaking, Writing, Listening and Reading. All classes have a weekly regular test.

Topics studied cover all the areas of experience required for National Curriculum including:-

- Everyday Activities
- Personal and Social Life
- The World Around Us
- The World of Education, Training and Work
- The World of Communications
- The International World
- The World of Imagination and Creativity

Facilities

We have a suite of language rooms and are fully equipped with modern technology, including TV and video in classroom, satellite TV, a language laboratory and IT facilities. We are lucky to have a native Spanish-speaking assistant and all pupils have an opportunity to speak Spanish with the assistant on a regular basis.

Language Trips

Pupils are encouraged to participate in our educational trips abroad.

THE LEARNING SUPPORT UNIT

The school operates a small unit to cater for pupils with Special Needs, largely dyslexia. Entry to the unit is based on performance in the Entrance Examination, information from previous schools and a current Educational Psychologists Report. It is important that pupils are able to follow the normal academic courses at school, with supplementary help from the Unit.

Unit pupils are withdrawn from an agreed subject, usually French for 3 or 4 x 40-minute periods per week. Our main focus in the Lower School is to improve basic English skills using multi-sensory teaching methods. We support the English Department in their language and grammar syllabus from Year 7 to Year 8. It is important that Unit work is seen to have application across the curriculum and so exam technique, study skills and comprehension exercises are very much part of our work at appropriate times in the school year.

In the GCSE years we offer supervised private study to enable pupils to keep up with assignment deadlines. Unit pupils sit between 7 and 9 GCSE's and many go on to Higher Education. Our pupils are fully represented in the wider sporting, music and drama activities of the Grove.

We provide flexible support and welcome 'space' within the busy and demanding school life. Further details of our work can be obtained by contact Mr Maud or Mrs Foody, our two full-time members of staff in the unit.

SPORTS ADVICE**PROTECTIVE CLOTHING
(Curricular and Extra-Curricular Activities - Matches and Practices)****Rugby**

Mouthguards	Mandatory in all R.F.U. sanctioned activity.
Headguards/Protector	IRB approved types permitted (optional)
Shoulder Pads	IRB approved types permitted (optional) (ensure IRB logo is attached to item when purchasing)
Shin Pads	Optional - but advised

Cricket (Where hard ball is used)

Helmets	Mandatory (provided by school - where necessary)
Pads, Gloves, Abdominal Protector (Box)	Mandatory (provided by School - where necessary)
Thigh Pads, Arm Guards	Optional Extras

It is recommended that items of a more personal nature are provided by the individual pupil e.g. abdominal protector and athletic support

Squash

Eye Protectors	Mandatory
Mouthguards	Recommended

Hockey

Mouthguards	Mandatory
Specialist Goalkeeping Equipment	Provided by school

The above lists indicate the degree of equipment available. It is possible that the mandatory wearing of more of the above will develop in time. The school will do its utmost to keep parents and pupils informed and where practical the school shop will stock appropriate protective clothing. This is not possible with mouthguards.

Expert opinion on mouthguards is that they should be custom fitted and that this type of mouthguard offers significant protection and advantages.

- i) Teeth are offered increased protection.
- ii) Damage to the jaw and concussion are reduced.
- iii) Accidental choking as a result of a loose fitting mouthguard is reduced.

Mouthguards can initially feel slightly uncomfortable to the wearer, though with familiarity this is soon overcome.

School Shop – Protective Equipment Prices (June 2004)

Rugby Headwear (IRB Approved)	Headcase	£13.75
	Grey or Black Jun, Sm, Med. Lg.	
	Mitre	£7.50
	Grey or Blue Sm, Med. Lg, XL	
	Armaflex	£14.50
	Black or Blue Mb, Lb, Sm, Med, Lg, XL	
Squash Eye Protectors (SRA Approved)	Greatspeck	£7.25
	Dunlop	£10.80

**SCHOOL POLICY REGARDING THE WEARING OF MOUTHGUARDS
W.E.F. 4TH SEPTEMBER 2002**

**PLEASE COMPLETE THE FORM BELOW AND RETURN THE LOWER PART TO
SCHOOL FOR THE ATTENTION OF MR R HOWARD, DIRECTOR OF SPORT**

1. In the interest of health and safety of pupils, the school has adopted a policy of pupils being required to wear mouthguards in rugby and hockey.
2. It is recommended that mouthguards are made from a dental impression of the teeth.
3. Teachers, referees and team coaches are not qualified to make a judgement on the quality of mouthguards or other protective items; that remains the responsibility of the parent. The school responsibility is to see that the protective item is being worn, as agreed by the parent/guardian.
4. A parent/guardian wishing to opt out of this policy and provision should utilise and sign the following disclaimer, which will be accepted by the school as an agreement to excuse the pupil from wearing a mouthguard.

✂.....

To: Mr R Howard

- i) We/I.....parent/s/guardians of..... confirm that we/I have been advised in writing of the school's policy on the wearing of mouthguards and of the reasons for this policy.
- ii) I/we have read and understood the information about the purpose and value of wearing mouthguards.
- iii) We/I agreed thatmay engage in..... (indicate which sports as appropriate) without wearing a mouthguard.
- iv) We accept full responsibility and liability in the case of an accident where the wearing of a mouthguard could have prevented or reduced any injury sustained.

Signature: Date:

**SCHOOL POLICY REGARDING THE WEARING OF EYE PROTECTORS (SQUASH)
W.E.F. JANUARY 2003**

**PLEASE COMPLETE THE FORM BELOW AND RETURN THE LOWER PART TO
SCHOOL FOR THE ATTENTION OF MR R HOWARD, DIRECTOR OF SPORT**

- 1. In the interest of health and safety of pupils, the school has adopted a policy of pupils being required to wear eye protectors in squash.
- 2. Teachers, referees and team coaches are not qualified to make a judgement on the quality of eye protectors or other protective items; that remains the responsibility of the parent. The school responsibility is to see that the protective item is being worn, as agreed by the parent/guardian.
- 3. A parent/guardian wishing to opt out of this policy and provision should utilise and sign the following disclaimer, which will be accepted by the school as an agreement to excuse the pupil from wearing eye protectors

✂.....

To: Mr R Howard

- i) We/I.....parent/s/guardians of..... confirm that we/I have been advised in writing of the school's policy on the wearing of eye protectors and of the reasons for this policy.
- ii) I/we have read and understood the information about the purpose and value of wearing eye protectors.
- iii) We/I agreed thatmay engage in squash without wearing eye protectors.
- iv) We accept full responsibility and liability in the case of an accident where the wearing of eye protectors could have prevented or reduced any injury sustained.

Signature: Date: