



# YEARS 7-9

COURSE INFORMATION 2020-2021



# Our Mission

Woldingham is a happy and successful school developing confident, compassionate and courageous young women.

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# Introduction

At Woldingham our ambition for your daughter is that she will experience the joys and challenges of academic study and, through our curriculum, discover the particular areas of learning that she loves.

It is our belief that these first three years are absolutely vital to any student's future academic success and enjoyment. It is during these years that students can gain the core skills, and the general sense of academic excitement and healthy competitiveness, that are so vital to success in later years.

In Years 7-9 we have banding across the humanities. The aim of banding is to ensure that every student gets the focused attention and style of teaching that they really need.

This means that more able students can be stretched and challenged in an atmosphere of intellectual adventure, while girls in the lower bands can be fully supported and have their confidence built up in smaller classes.

This booklet gives details of the curriculum in Years 7-9: the knowledge, understanding and skills that each subject teaches. We hope that it will be a useful reference document, helping you to support your daughter. If you have any questions, please do not hesitate to contact me, Charlotte Owen (Head of Marden) or Terence Nunes (Head of Year 9).

Please see immediately below for details of how options work for Year 9.

**Nicole Weatherston**  
*Deputy Head Academic*

## Options in Year 9

In Year 9, students continue to study Mathematics, English, Theology, History, Geography, Physical Education and Health Education. Science is taught in the three individual subjects (Biology, Chemistry and Physics) and, of course, remains compulsory.

In March of Year 8, students must choose their options for Year 9 for both Languages (French, German, Latin, Spanish) and the 'creative' subjects (Drama, Art, Music, Design and Technology, Computer Science). All students must continue to study at least one modern foreign language. Some students will continue to study two modern foreign languages, or one modern language and Latin, while the very best linguists may opt for two modern foreign languages and continue with Latin. The number of

creative subjects they can choose is dependent on their languages choices. If they have chosen to study one language they can choose four creative subjects, if they have chosen two languages they select three creative subjects and if they have chosen three languages they just select two creative subjects.

Those students joining in Year 9 who wish to start a new language can join a beginners' language class. As a consequence, they choose either one fewer 'creative' subject or one fewer language.

For those students choosing to pursue three languages, accelerated Latin lessons will be limited to three per fortnight, as opposed to five in their other languages. Our experience is that this represents no handicap for those few students who are such confident linguists and in no way prevents them from carrying Latin forward in Years 10 and 11.



# Marden

## Years 7 and 8

Starting at a new school can be a challenging time for girls; making new friends and getting used to new teachers can sometimes feel quite daunting. On top of this, girls are now attending lessons in a wide variety of subjects, many of which will be new to them. Tutors work closely with the girls to support them in their studies: girls are taught how to plan their homework through the use of the study timetable and their study diaries and, towards the exam period, girls receive sessions on revision techniques. Class teachers liaise closely with the Tutors to ensure that girls are challenged in lessons but that the right support is in place if the girls are struggling. Ms Rose Moorvan, Head of Learning Enhancement, gets to know all of the younger girls well and is available to help with more specific needs.

Both Years 7 and 8 are set for Maths and Science, and they are also banded for the Humanities subjects, which include History, Geography, English and Theology. These groups are constantly reviewed and girls can move up or down a set or band depending on their learning needs and progress. This means that girls are working at a speed appropriate to their ability and may, for example, be in a top set for Maths but a lower band for the Humanities subjects.

Our THRIVE programme (PSHEE) is delivered and focused on helping girls develop skills and positive attitudes which will enable them to flourish. On Monday, Tuesday and Thursday, staff supervise Day Girls' Study for one hour after school. On Tuesday and Wednesday, the Day girls join with the Boarders for study at 5.00pm and Boarders' Study runs from 7.00-8.15pm Monday & Thursday and from 5.00-6.00pm on Tuesday & Wednesday. Marden has its own ICT suite which the girls may use and staff are always on hand to help.

**Charlotte Owen**  
*Head of Marden*

# Year 9

Joining Year 9 is an exciting transition at Woldingham. Girls are introduced to Main House where they begin preparing for the academic challenges awaiting them at GCSE. The IGCSE Mathematics and Sciences courses actually begin in Year 9.

The students often extend their studies beyond the curriculum and start to exploit their strengths to give them a deeper understanding of their preferred subjects. Girls flourish in their banded classes, making the most of the challenge and stretch, while smaller class sizes help students requiring more support. We guide each and every girl to be the best that she can be through regular target setting and monitoring, which is carried out by a strong, supportive and caring Year team.

The girls follow a series of THRIVE sessions which incorporate our newly-introduced programme, aimed at helping them to develop positive life skills and resilience. We continue to build upon the study skills developed in Marden with supervised study sessions provided for both Day girls and Boarders.

Although the girls are encouraged to develop their independent study skills we still have staff on hand to assist, should they require it. Year 9 will offer the girls a wealth of opportunities to develop not only scholastically but also as strong individuals in our wonderful school community, and beyond.

**Terence Nunes**  
*Head of Year 9*







# English

## Aims

The course in Years 7-9 provides a foundation for students' future work by giving them practice in a broad range of language skills and exposing them to a wide variety of literature. The department aims to encourage accuracy in work and to cultivate sophisticated and effective expression. In each of these three years, students will study a novel in the autumn term and a Shakespeare play in the spring term. In the summer term students will analyse a selection of poetry. They will also have the opportunity to focus on non-fiction material, including film, advertising and newspapers. In each KS3 year we encourage students to read widely beyond the curriculum in order to develop their skills as writers and literary critics.

## Course details

### YEAR 7

In Year 7, students will be set a variety of tasks, including both analytical and creative writing. In addition to literary analysis, there is a strong focus on developing students' technical accuracy and grammatical skills. Students will also develop their speaking and listening skills through small group and class discussion.

### YEAR 8

In Year 8, students continue to be set a variety of tasks, building on the skills that they have acquired in Year 7. They also consolidate and develop their spelling and grammatical skills, and we encourage them to use more ambitious vocabulary choices in their oral and written responses. Moreover, group and paired discussion enables students to articulate their ideas with increasing confidence and fluency.

### YEAR 9

In preparation for GCSE, students' work becomes increasingly analytical and students are exposed to even more unseen material. There is strong focus on examination technique, and students will be conscious of assessment criteria and how best to fulfil them. There will also be opportunities for students to write creatively, with a strong focus on employing the literary devices that they will encounter in other fiction and non-fiction texts. With regard to grammar and technical accuracy, students are increasingly encouraged to take responsibility for improving their proofreading skills since SPaG (spelling, punctuation and grammar) forms a significant element of GCSE assessment. Similarly, students are encouraged to take risks when contributing to class discussion and debates in order to develop their ability to argue and defend their ideas.

# Mathematics

## An overview

Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment.

A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of Mathematics, and a sense of enjoyment and curiosity about the subject. Of overall importance is the encouragement of a positive and enquiring approach to this subject, so that girls of differing natural ability can feel a sense of purpose and success.

## Aims

In line with the revised national curriculum for Mathematics, we aim to ensure that all girls:

- Become fluent in the fundamentals of Mathematics. This sees varied and frequent practice, with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- Can solve problems by applying their Mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

## Course details

Mathematics is an interconnected subject in which girls need to be able to move fluently between representations of mathematical ideas. The programme of study for Key Stage 3 includes number, algebra, statistics and shape and space. With girls building on their Key Stage 2 knowledge, they will make connections across mathematical ideas to develop their fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They will, therefore, be well prepared to tackle the challenge of the IGCSE in Mathematics at Key Stage 4.

We cover the standard Key Stage 3 concepts, with students in Year 7 primarily focusing on developing their mathematical reasoning through investigations, extended tasks and group work. In Year 8, the students work on developing their key skills in preparation for starting the IGCSE course, alongside continuing to work on their ability to explain and present their ideas mathematically. In Year 9, the focus is on the more skills-based aspects of the IGCSE, with time taken to sustain their ability to explore Mathematics in a variety of contexts. Students in Sets 1 and 2 will also be taught the AQA Level 2 Certificate in Further Mathematics, as and when appropriate. Although the main bulk of the topics are covered in Years 10 and 11, some topics will be covered in Year 9.

## Extra-curricular

More able mathematicians in Key Stage 3 have the opportunity to prepare for, and participate in, the UKMT Junior and Intermediate Challenges, in which we have excellent success. In addition, teams of girls in Years 8 and 9 participate in the UKMT Team Challenges against local schools, whilst Year 9 students can attend the Hans Woyda Competition Club, again with a view to competing against schools in our area. All students in Years 7 and 8 attend an extended session run by the Happy Puzzle Company, which is held bi-annually. This is a really valuable experience for the girls, developing their problem solving and group work skills.

# Science

## Aims

In Years 7-9 we give girls the opportunity to:

- Develop their interest in all aspects of science by providing thought-provoking and engaging lessons
- Build on their existing scientific knowledge, with the emphasis on practical activities and preparing them for IGCSE
- Use scientific ideas and models to explain phenomena around them and relate them to everyday life
- Work independently on practical investigations on a regular basis
- Develop effective communication skills so that all students are able to convey what they have done in an experiment and explain its significance

## Course details

### YEARS 7-8

Science is one of the core subjects that the girls study at Woldingham and the emphasis is on girls having the opportunity to gain an excellent knowledge base. In Years 7 and 8 we follow the national curriculum requirements for Key Stage 3 (KS3) and so provide an excellent preparation for Key Stage 4 (IGCSE) level.

During Year 7, the three sciences are combined. From Year 8, Biology, Chemistry and Physics are taught as separate subjects. The course is tailor-made to provide girls with the skills needed for IGCSE and is an excellent stepping-stone for the new IGCSE course.

The topics covered during the two year KS3 Science course include:

**Biology** – cells, tissues and organ systems, reproduction in animals, muscles and bones, plants and their reproduction, inheritance.

**Chemistry** – acids and alkalis, mixtures and separation, combustion, the periodic table, metals and their uses.

**Physics** – energy, forces, electricity, earth and space, sound.

### YEAR 9

In Year 9, girls consolidate their earlier work and we launch them on their Edexcel IGCSE courses.

The topics girls cover include:

**Biology** – characteristics of living organisms, cell structure, variety of living organisms, movement of substances into and out of cells, biological molecules, nutrition, enzymes and photosynthesis.

**Chemistry** – particles and states of matter, diffusion, atomic structure, periodic table, reactivity of metals, iron and extraction of metals, Group 1 elements, Group 7 elements.

**Physics** – waves, forces and motion, astronomy and energy transfer.

## Skills

We give girls the opportunity to engage in activities that help them to grasp the nature of scientific ideas through systematic enquiry. Girls learn to appreciate the applications of Science and see its relevance in today's world. There is an emphasis placed on developing strong mathematical skills and evaluating experimental methods.

# Theology

## Aims

Theology at Key Stage 3 aims to introduce the girls to religious and philosophical reflection and exploration. Fostering the skills of reasoning, questioning and thoughtful enquiry, we begin to explore the fundamental questions of human existence which are integral to the subject. Our aim is to deliver dynamic teaching, to uphold intellectual rigour and to provide a firm basis for supporting each of our girls in their pursuit of truth and meaning in life.

## Course details

### YEAR 7

Introduces girls to Woldingham School as part the Sacred Heart community and network. Students are given a firm grounding in Christianity. They explore the idea of the Covenant and Jesus as the New Covenant. A study of Islam is also undertaken. Girls will begin to develop the skills required to engage critically within Theology and will develop their evaluative skills. Girls explore understandings of God, Covenant and defining moments in the development of the Christian Church, examining different Christian denominations and their places of worship.

### YEAR 8

Girls are given the opportunity to explore the religious traditions of Hinduism and Buddhism. Through a case study of Westminster Cathedral, students will explore key features of the Catholic Church, including a variety of Saints and Sainthood. They will be introduced to the Sacraments within Christianity. Girls will also develop their understanding of Lent and the Easter narrative. They also explore Catholic Social Teaching through the work of CAFOD.

### YEAR 9

Girls are introduced to key topics of the philosophy of religion, including traditional arguments for and against the existence of God. Girls will examine the role of conscience in moral decision-making and examples of faith in action from Christianity and another religion. Girls consider a number of carefully selected modern case studies relating to religion, conflict and peace. They also study an introduction to various theological perspectives within the Christian tradition, comparing and contrasting those with theological perspectives in other religious traditions. After half term until the end of the summer term, Year 9 students begin to look ahead to some of the core material they will cover in their GCSE in Years 10 and 11.

## Skills

Communication skills are central to this subject. Girls are encouraged to engage in discussion and debate in a spirit of intellectual enquiry. They learn to articulate and defend their views and beliefs with confidence, while listening respectfully to the views of others. Girls are encouraged to develop their written powers of expression and their essay-writing skills. Students develop their vocabulary, learning philosophical and theological terminology. Research and wider reading are required to support topics covered in lessons. Creativity and imagination are fostered and ICT skills are developed through research, projects and essays.

The demands of the Year 9 syllabus provide the opportunity for girls to develop their powers of conceptual analysis, logical argument and evaluation of complex and sometimes controversial issues.

# Art

## Aims

The Year 7-9 course at Woldingham follows the outline of the national curriculum, tailoring the syllabus to the needs of our particular girls and environment.

The emphasis is on developing observational skills and understanding the processes of making art, as well as challenging the girls' preconceptions of what Art is. Girls learn to investigate, look and understand. Drawing is a fundamental practice in the achievement of these aims and is seen in the broadest possible sense.

The emphasis is also on making a personal response when producing artwork, coupled with learning relevant skills, techniques and processes. We aim to help pupils develop a wide understanding of Art, both historical and contemporary, and its place in society. We encourage girls to be aware of how other artists, designers and craftspeople have used skills and tackled similar subjects

## Course details

### YEAR 7

Basic skills and concepts are taught and we encourage a personal and expressive response at all times. We guide the girls on how to use their developing knowledge of other artists' work imaginatively. Each girl learns good, safe studio practice, including handling and care of materials, use of media and the skills required to observe and record. Instruction is given on the use of line, tone, basic colour theory, texture and pattern. Girls are also introduced to 3D studies and Photoshop. They use a sketchbook for weekly studies and discuss their own work with their peers and teachers.

### YEAR 8

Skills and concepts are reinforced and revisited. Girls undertake projects in painting, drawing and 3D studies. They work at a more sophisticated level and with a wider range of materials. Girls learn to select and differentiate, collect and develop information through research and use of sketchbooks, and begin to make critical judgements.

### YEAR 9

The course follows the same format as in Years 7 and 8. In addition, we introduce the processes and procedures involved in the GCSE specification and start to introduce pupils to the GCSE Assessment Objectives, especially in the use of sketchbooks. These include visual research and the ability to record and experiment with a range of materials. Girls learn to develop an idea sequentially, through thematic enquiry, project-based learning and exploration of art historical issues and other cultural traditions.

## Skills

During Years 7-9, pupils develop visual perception and the skills associated with investigating and making in Art, Craft and Design. Pupils learn skills for recording observations, experiences and ideas, using a variety of media, in both two and three dimensions. Pupils learn to apply a broad understanding of the elements of art and the characteristics of materials, tools and techniques to implement their ideas. The acquisition of skills helps them to review and modify their work as it progresses. Pupils acquire a specialist vocabulary and develop a visual language which enables them to express ideas that are appropriate to their intentions.

### SPECIFIC SKILLS LEARNED

ICT, in particular Photoshop, is used to support and extend their Art practice. Pupils develop visual literacy, as well as knowledge and understanding of Art, Craft and Design. They learn to explore the ways in which artists work and develop their work. They also learn to express opinions about, and justify preferences for, different trends in art, taking into account different points of view. This enables them to apply the methods and approaches of other artists imaginatively in the presentation of their own ideas and feelings.

# Computer Science

## Aims

In Computer Science we aim to develop students' understanding of Computer Science technology through exposure to various programming and procedural tasks, whilst ensuring they are digitally literate and confident users of technology.

Students follow a very detailed and challenging series of lessons designed to enhance their understanding of how a computer functions, as well as learning how to use the computer to develop programmes.

The students will rapidly become competent and independent developers and users of technology who produce work suited to a variety of audiences, whilst developing an understanding of the limitations of the tools used.

## Course details

The Computer Science course at Key Stage 3 aims to put in place the building blocks for competency at IGCSE in Computer Science. The course will range from the scientific and mathematical applications of Computer Science to the social impact of technology on society.

### YEARS 7-8

A development of the computational thinking skills required for programming design. Students gain an understanding of how computers use binary to store information and practise programming at a basic level through drag and drop software to create an animation, learn computer control, sequencing, iteration and the use of functions and procedures. Programming in Small Basic is also introduced for games development.

### YEAR 9

A more in-depth review of the mathematical workings of the computer, including the hexadecimal number system is covered in this year. Students develop programming skills to a more advanced stage, using a high level programming language such as Python. Year 9 students cover much of the content required for IGCSE, for example, how sound is represented on a computer, and develop skills to set up and manipulate network technology. App or website development concludes the course using high-level programming techniques.

## Skills

There are four skills in Computer Science, which are present in each year's curriculum:

- Analysing, designing and developing end-user programmes
- Reviewing, modifying and evaluating work as it happens
- Sequencing and development of ideas
- Exchanging and sharing information

# Design and Technology

## Aims

Girls are taught to develop their design and technology capability using a range of materials (woods, metals, plastics, paper/boards and textiles). They combine their designing and making skills with knowledge and understanding in order to design and make products to a high standard with the increased use of 'Computer Aided Design' (CAD) and 'Computer Aided Manufacture' (CAM).

We are very fortunate to have a range of traditional manufacturing processes along with some of the very latest technologies to enable all students to have experience of CAD/ CAM.

## Course details

### YEAR 7

In the autumn term, girls are given a comprehensive foundation on Health and Safety in the workshop. We show the girls how to identify risks themselves and how to take steps to minimise accidents. Students start off the year researching target audiences, analysing a range of existing desk organisers and using the information to help them design their own. Students are introduced to a range of new design methodologies to help their creativity and complete a design of their own. This project also enables all students to use our CAD/CAM facilities.



## YEAR 8

Girls continue to explore new materials and manufacturing processes, as well as covering some of the theory-based elements. Students increase their subject-specific language through a range of challenging projects.

The initial smart phone deckchair project enables students to look into using industry standard software, such as Adobe Illustrator. Their research on a British designer helps them to design ideas that will challenge their own preconceptions.

The year culminates with a larger Point of Sale project, which is carried out in collaboration with an existing cosmetics company.

## YEAR 9

Students are introduced to a mini project which reinforces previously learnt skills, yet enables them to explore their creativity and innovation. This project makes use of several processes, including the packaging design.

The main project that follows is the biomimicry-inspired mood light. This project makes use of many traditional manufacturing processes, yet at the same time covers many of the theory topics needed to prepare for the GCSE course.

## Skills

Within designing activities, girls learn to identify sources, use design briefs, develop a specification, make proposals and modifications, and to evaluate. They are encouraged to develop their own style, using flair and imagination.

Within making activities, girls learn to select tools, processes and materials, and combine media. They learn to apply appropriate finishing techniques and propose a strategy for making. They also improve, modify, test and evaluate their product and learn how to work safely within a workshop environment.

# Drama

## Aims

The study of Drama in Years 7-9 is an important part of a girl's education. Through the study of Drama, students can develop personal skills and address social attitudes and values. Students will study a wide range of different theatrical styles, together with developing their vocal and physical skills with a view to increasing self-confidence and group awareness. We aim to develop a good understanding of, and lasting interest in, a wide range of drama and theatrical experiences. Girls are also expected to acquire the skills to evaluate and analyse their own work and the work of others. Girls in all year groups will also have the opportunity to watch a piece of live theatre that will enhance their understanding and enable them to develop their analytical skills.

## Course details

### YEAR 7 – CORE DRAMA SKILLS

This year's course aims to develop self-confidence, self-esteem and assertiveness through participation in a range of activities. The girls will be introduced to core Drama skills, including freeze-frame, mime, thought-tracking and improvisation. In most lessons, they will participate in group activities to cement their understanding of these skills.

By participating in the activities, girls have the opportunity to develop group dynamics, positive relationships, trust and co-operation. Evaluation also plays an important part in the learning process and girls are encouraged to reflect on the effectiveness of their work, both through class discussion and written evaluation.

Throughout the year, girls will also work in groups to produce and perform a script. This incorporates scripted acting and learning production techniques, such as set design and costume.

### YEAR 8 – CHARACTERISATION AND ISSUE-BASED THEATRE

The Year 8 Drama course develops the skills introduced in Year 7, in particular more detailed characterisation through skills such as hot-seating and improvisation, both polished and spontaneous.

Girls are then encouraged to explore a more expressive style of presentation with increasing awareness and understanding of the effect of the drama/theatre on an audience. They will learn to understand physical theatre and will experiment with more advanced movement skills and the creation of atmosphere and tension.

Pupils are taken on a theatre trip which will inform and enhance their knowledge of drama and performance.

### YEAR 9 – GENRES AND STYLES

Girls opt to continue their study of Drama in Year 9. The emphasis during this year's course is on gaining knowledge and understanding of the development of various genres of theatre. Topics may include Italian Commedia dell'Arte, Pantomime and Melodrama, through to Contemporary Theatre.

Through practical exploration of text and production techniques, girls learn about the style and structure of drama of the time, the different use of theatre space and the relationship between performer and audience.

Pupils also study the background to staging and design skills. The course also offers a good grounding for those students wishing to study Drama at GCSE and beyond.

# Geography

## Aims

Geography at Woldingham aims to both provoke and answer questions about the world around us.

In Years 7-9 at Woldingham the programme of study is based upon the national curriculum, thereby ensuring that the course is wide ranging and incorporates many disciplines and topics from both Physical and Human Geography. However, it also has the flexibility to include current events and issues. We also ensure that all students learn and practise the essential geographical skills, as well as develop their own knowledge of places and locations. The activities used in classes are innovative and dynamic, employing a range of resources, including the latest text books incorporating photographs and detailed explanations, all supported by appropriate fieldwork trips.

## Course details

### YEAR 7

The Year 7 course has been designed to be modern and engaging. It begins by seeking to develop the essential geographical skills of map reading and interpretation. With each term, the students experience a broader scale of study to continually develop their knowledge of place, from local to global. We explore a range of physical and human geography, including The UK and Sustainable Living and Global Ecosystems, focusing on Tropical Rainforests.

### YEAR 8

The course begins with looking at Antarctica and the physical geography of this vast continent and the pressures that human activity are putting on this environment. The second topic of the year focuses on an exploration of the varying levels of development around the world, and prompts students to consider what defines rich and poor. This theme provides an opportunity for a country study, and the students are introduced to Ghana, considering both the human and physical causes of its underdevelopment. The topic concludes with a focus on Fairtrade, exploring how simple aid schemes can benefit the world's poorest countries. In the final term, students focus on the Geography of Retail, looking at the global fashion industry and the importance of 'ethical' shopping.

## YEAR 9

In Year 9, we encourage the girls to develop learning skills useful for GCSE and A Level by facilitating a learning approach that is both collaborative and independent. This involves the study of eight interesting and topical issues; the students are introduced to each topic and then have to research a series of set points and questions, culminating in an extended piece of writing. The topics are grouped under three headings, as follows; HAZARDS (Super-volcanoes / Tsunami / Climate Change); ENVIRONMENTAL (Plastics in the Oceans / BP Gulf Oil Spill / Chernobyl); HUMAN DEVELOPMENT (Megacities / Squatter Settlements). The topics may change from time to time, reflecting changes in geography and global events. Assessment is via marking each report produced by the students and tests each half term. In the summer term, students choose one of the topics that they have previously studied and come up with their own focused question and project (Extended Project Assessment – EPA). This culminates in a five-minute presentation. Students work in pairs to produce the EPA and presentation.

## Skills

The curriculum in Years 7-9 is largely based on skills and it is expected that by the end of each academic year girls will be confident in the use and application of a large number of geographical skills. All girls should be able to use an atlas to locate places across different spatial scales and to discover a range of information concerning different countries. Girls should be able to draw various graphs and diagrams successfully to display a range of information.

A comprehensive set of map skills is developed, whereby girls can confidently use both four and six-figure grid references, use scale, direction and symbols, and be able to recognise and draw simple contour patterns. Basic map-drawing skills are established. Girls learn how to draw detailed, annotated field sketches to record and interpret landscapes. Techniques in interpreting thematic maps are also developed. Much use is made of ICT, as well as encouraging students to investigate, organise and present geographical concepts.

# Health Education

## Aims

Health Education at Woldingham is an integral part of the curriculum, providing necessary preparation for girls to take a full and active part in adult society. Our task is to support and promote attitudes, practices and understanding conducive to good health. We aim to build in individual pupils a feeling of worth and self-esteem and to encourage the conviction that it is possible to be in charge of one's own lifestyle.

## Course details

### YEAR 7

This course introduces the girls to living in a community, considering relationships and how self-esteem can affect development. We take a look at nutrition and sensible healthy eating habits.

The girls start their drugs education by identifying legal and illegal drugs, as well as looking at how school rules apply to them. Smoking as a drug is looked at in detail. We explore how the girls can develop their self-confidence and the importance of being able to make healthy choices.

Puberty is introduced through the topic of menstruation. The girls are given detailed information on the changes and how to cope with them. Throughout the year the topics of self-esteem and body image are highlighted so that the girls are aware of how important these issues are for them to develop as individuals.

### YEAR 8

This course builds on the work started in Year 7. The girls learn to respect the differences between people and develop their own sense of identity. Self-esteem and how to be assertive in coping with different situations are developed within the context of living in a community. Drugs awareness is continued with detailed work on alcohol abuse.

We take a more detailed look at the endocrine system in relation to puberty and changes during adolescence for males and females, including personal appearance and healthy eating.

Healthy relationships are discussed, as well as ways to recognise and manage risks and make safer choices about healthy lifestyles.

### YEAR 9

This course delivers the main drugs awareness element of the girls' education, including scientific terminology, the law and decision-making. Girls learn about the effects and risks involved, as well as what to do in an emergency situation and where to get help and support. Each pupil works on an extended project related to the issues raised.

The course then looks at sexual health and relationships. In the context of the importance of relationships, girls are taught about human reproduction, conception, pregnancy, sexually transmitted infections, HIV/AIDS, contraception and high-risk behaviours, including early sexual activity.

A detailed project on parenting allows pupils to explore the real responsibilities and skills needed to be a good parent. The topic of abuse is introduced, with guidance about where to get support and help.

## Skills

The girls are given the opportunity to develop their decision-making skills through discussions, debates and role play. Factual information is given, which increases general awareness of an issue. Skills-based activities provide opportunities for girls to develop the necessary strategies and attitudes for coping in specific situations. Exploration of factual information is encouraged and discussion allows individuals to exchange ideas within the class. Communication skills are developed as well as assertiveness. The girls learn to research and collaborate when working on projects. At the end of their course, girls should be able to make informed decisions about their lifestyle.

# History

## Aims

We believe History in Years 7-9 should be fun, but should also give students a solid grounding in the historical skills they will need further up the school. We teach topics covering the time period from the Battle of Hastings to the end of the 20th Century. Within this, we introduce thematic topics within a broadly chronological spine.

## Course details

### YEAR 7

The overall focus is Medieval England, looking at both those in power and the lives of the ordinary people. We start by studying the power of English kings, like William I, Henry II and John, examining how they established their power and control over the state, and how this was challenged by the Church, and by the barons. The second half of the year shifts the focus to the lives of the people, including the power the Church had over them, the impact of the Black Death and the everyday challenges they faced.

### YEAR 8

Year 8 analyse change in the English Church under the Tudor monarchs and look at the problems facing Elizabeth I in more depth. They then move on to analyse the causes of the English Civil War and Parliament's victory. This is followed by a detailed look at Cromwell's years in power, focusing on the wide-ranging interpretations of his rule and why people have reached these conclusions.

The last part of the course bridges the gap between early modern and modern history, looking at the themes of slavery c.1700-1833, and the impact of the Industrial Revolution on British society in the 19th Century.

### YEAR 9

Year 9 follow a 20th Century course, beginning with the causes and course of the World War I, focusing on the Western Front. Every October we take a day trip to visit the battlefields and graves around the Ypres area.

During the spring term we move away from Europe and study the political, economic and social changes in the USA between the wars. Part of this involves the students producing independent research projects, allowing them to look in depth at a social change that piques their interest. In the summer term we look at the causes and events of World War II, focusing on the impact of the war on the British Home Front.

We end Key Stage 3 with a study of the Holocaust, a topic that all students, even the minority who do not continue to GCSE, should know about.

## Skills

By the end of KS3 History, students should have a solid grounding in the skills necessary for GCSE, including source analysis, an understanding of historical interpretation and the ability to write well-argued and well-structured essays. All of these skills are developed and built upon over the three years.

# Languages

## An overview

The study of languages has always been a key feature of the academic programme at Woldingham. As more barriers to international trade and understanding are lifted, and as businesses become increasingly multinational, it is ever more necessary to take up the challenge of communication in other languages. At Woldingham, all students are expected to study at least one Modern Foreign Language (MFL) to GCSE.

In Year 7, all students will have the opportunity to study two Modern Foreign Languages, from French, German or Spanish, and take Latin as a compulsory subject. Upon joining Woldingham, students will experience 'taster' lessons in all three MFLs before they make a choice regarding the two they wish to study in Years 7 and 8. The only exception to this is students requiring Learning Enhancement, or for whom English is their second language, who do not study Latin. There are four lessons per fortnight for MFL and three per fortnight for Latin.

In Year 8, all students continue with both of the MFLs they started in Year 7 and Latin. Those students joining the school in Year 8 and wanting to study a foreign language will be expected to have studied it for at least one year.

In Year 9, all students will study at least one foreign language (either French, German, Spanish or Latin) for five lessons per fortnight. Students have the opportunity to study a second language (whether Latin or an MFL) for five lessons per fortnight. Some students may – with approval from the school – choose to study two MFL and accelerated Latin (although Latin will only be available to these students for three lessons per fortnight). Students who are new to Woldingham in Year 9 can either pick up two languages they have studied before or choose one language they have studied before and begin another language in a beginners' class. Beginners' language classes in Year 9 are offered in French or Spanish and they have five lessons per fortnight. Due to the large amount of content that needs to be covered, this course is only suitable for those students with an aptitude for languages and requires extra commitment and dedication. Students for whom English is a second language have the option to only choose one MFL. Those students joining the school in Year 9 and wanting to do a foreign language in the standard course will be expected to have studied it for at least two years.

MFL classes at Woldingham are largely conducted in the target language. Teachers employ up-to-date authentic materials in a variety of media, from newspapers to Internet sites and online material. The emphasis is very much on active student participation in all classes. At GCSE level (Years 10 and 11) students are offered extra conversation classes with foreign language assistants. Our flexible courses successfully cater for students of all abilities, and their grades in public examinations are consistently high and often exceptional.

# - French

## Aims

We aim to:

- Enable girls of all abilities to understand and use French effectively for practical communication
- Broaden girls' cultural awareness and foster positive attitudes to other cultures
- Develop girls' learning skills and encourage them to work both independently and collaboratively
- Provide a firm foundation for further study and use of the language both at school and in later life

## Course details

### YEAR 7

Topics covered include personal identification, home, weather, alphabet and phonetics, numbers, calendar, school, time, routine, food, family, animals, places in town, tourist information, France and leisure time. Alongside and through these topics, girls are introduced to the concept of masculine and feminine, agreement of adjectives, the present tense regular verbs, irregular verbs, questions and answers, possessive adjectives and negatives.

Every year in the summer term, we take all Year 7 girls studying French to Northern France on an overnight trip, where the girls can experience the French way of life, buy products at the market, taste French food, and practise their spoken French.

### YEAR 8

Topics covered include shops, food, meals, transport, countries, Europe, describing places, staying with a family, school life, description of people, clothes, the body, at the doctor's, going out, holidays and leisure activities. Alongside and through these topics, girls are studying expressions of quantities, present tense, reflexive verbs, irregular verbs, comparisons, direct object, expressions with 'avoir', the perfect tense, 'c'était', the use of 'aller' to express future ideas and form questions.

During the course of the year, we sometimes take all Year 8 girls studying French to the British Film Institute or 'L'institut français' in London for a study day on French cinema, depending on courses available.

### YEAR 9

Topics covered include Francophone countries, Paris, family relationships, descriptions, personality, school, jobs and money, future plans, leisure activities, holiday and health. Grammar points studied include the present, perfect, imperfect and future tenses, direct and indirect object pronouns, comparatives and superlatives, negatives, pronoun 'y', 'il faut', adverbs, 'qui' and 'que'.



Beginners’ French can be offered to those girls entering Year 9 who have never studied the language before. The programme of study for Years 7, 8 and 9 will be largely covered in one year. It must be noted that, for obvious reasons, the pace in the delivery of this course is considerably faster.

Every year in June, we organise an exchange programme open to all Year 9 girls studying French. They have the opportunity to spend a week in France with a French family in the Lorraine region and welcome their French partner to the UK for a week.

## Skills

There are four key skills in French: listening, speaking, reading and writing. Wherever possible, these skills are taught in combination, and most lessons will involve all four. In listening and reading, girls have opportunities to follow instructions given in French, understand gist and/or detail and respond to a variety of authentic material.

Dictionary skills are taught and practised and girls are encouraged to read for personal interest and enjoyment. In speaking and writing, girls have opportunities to communicate a variety of types of message (from lists, postcards or posters to longer paragraphs, essays or presentations). They learn to express personal opinions and to refer to past, present and future events. High standards in pronunciation and accuracy are encouraged. In addition to the four key skills, we would also expect girls to develop the ability to notice structural patterns in French and to deduce and apply grammatical rules.

Emphasis is also placed on ICT skills in the classroom. We use online digital books and matching resources using the Kerboodle learning platform, the interactive whiteboard, the touch screen and iPads – all of them being very much appreciated by the girls.

# - German

## Aims

The aims of the Year 7-9 courses in German are to provide an effective and enjoyable introduction to the language, to ensure that girls are prepared for a possible visit to Germany and to lay the foundations for further study of the language at GCSE and beyond. To these ends, girls use resources which are up to date, varied and entertaining; at the same time they are encouraged to view accuracy and precision in their work as an essential complement to the communicative skills they will acquire.

### YEAR 7

Girls will participate in a fast-paced and fun course, with much emphasis placed on communicative activities and conversation skills. Similarities between English and German will be highlighted and easy pronunciation strategies demonstrated. As the course progresses, girls will be made increasingly aware of important grammatical structures and elements of German, such as word order, different tenses and case endings. Girls will first be introduced to cultural aspects of German-speaking countries and will then cover the following topics: greetings and introductions, family life, school, home life, free time, describing your home town, food and drink, shopping and the weather.

### YEAR 8

Girls will consolidate their knowledge from Year 7 and prepare for the visit to the Christmas market at the end of November. The course will revisit the topic of shopping and will introduce girls to specific vocabulary linked to the German Christmas market tradition and Christmas celebrations. The topics in the Year 8 syllabus are: celebrations, media, hobbies, healthy lifestyle and a trip to a German city. The grammar in this year will revisit the present tense, nominative, accusative and dative cases and add imperfect tense, perfect tense with ‘haben’, ‘sein’ and ‘geben’, modal verbs and structures with ‘um...zu’.

### YEAR 9

Girls are expected to consolidate their knowledge of German tenses, and are given guidelines on how to produce longer pieces of written work. The topics in the Year 9 syllabus include: family and friends, daily routine, health, holidays, in the town, future plans, school, celebrations and environment.

## Skills

Girls learning German acquire the four standard language skills of listening, reading, speaking and writing in the language.

As they progress through Years 7-9, they find that increased demands are placed upon them in terms of the complexity of the tasks they are expected to accomplish in each of the skills.

In ‘listening’, girls can be expected to progress from understanding numbers, letters and shorter individual items of information in Year 7, to being able to sequence events in a narrative or understand opinions about fairly complex topics by the time they are in Year 9.

In ‘reading’, there is a similar progression from recognition of basic items of vocabulary similar to their English equivalents at the beginning of Year 7 to analysis of much longer texts and extracts in Year 9.

The ‘speaking’ skills acquired in Years 7-9 are intended to be of immediate practical and communicative use to the girls.

In Year 7 they learn how to provide information about, for example, themselves, their families and interests, and school life, as well as learning how to obtain this information from others. At a fairly early stage in Year 7, girls find that they have acquired sufficient vocabulary and knowledge of structure to write a letter or article on the subject of ‘My Family’.

By Year 9 girls are able to produce an extended and imaginative piece of writing. The correction of study by both teachers and girls and adherence to a universally understood assessment policy are important elements in developing and improving writing skills.

By the time they reach the end of Year 9, they start to express opinions on more abstract topics. Good ‘writing’ skills are necessary in order to consolidate knowledge acquired in the classroom, and considerable emphasis is placed on accuracy and neatness of presentation from the outset.

Pupils are also taught ICT skills. They spend some of their lessons each term using their word-processing skills to produce written material and they also learn to use interactive language programmes which can supplement their revision inside and outside class.

# - Latin

## Aims

At Woldingham we value the opportunity to study Classics. We believe Latin offers the unique combination of studying a language alongside an ancient culture. Through studying Latin, the girls learn language skills which help their understanding of all languages, including English. We explore the culture and society of the Roman world and its influences on life today. We also aim to have great fun.

## Course details

### YEAR 7

All pupils study Latin in Year 7, using Book 1 of the latest full-colour edition of the Cambridge Latin Course, together with the fantastic Cambridge School Classics Project eLearning software.

This course enables pupils to translate and comprehend straightforward stories in Latin and gain an insight into Roman civilisation. Book 1 of the course explores the features of daily life in Pompeii in the first century AD, including the family, Roman houses and the forum.

### YEAR 8

All members of Year 8 continue the study of Latin with the Cambridge Latin Course and the eLearning software. Knowledge and understanding of the language develop through Latin stories. New aspects of life in Pompeii, such as the baths, gladiatorial shows and education, are explored.

### YEAR 9

Latin is a popular language option in Year 9, where students move on to Book 2 of the Cambridge Latin Course. More complex language features are developed through stories set in Roman Britain, in particular the palace at Fishbourne, where new characters continue the story. The latter part of Book 2 focuses on Alexandria, in Egypt.

At the end of Year 9, pupils will take a Level 1 Certificate in Latin and Roman Civilisation (equivalent to a Foundation Level GCSE). Many then choose to continue Latin in Years 10 and 11.

Accelerated Latin is available – with approval from the school – to girls who wish to study Latin alongside two modern foreign languages. This is taught in three lessons per fortnight rather than the usual five.

## Skills

The study of Latin in Years 7-9 gives girls the opportunity to develop skills in three key areas:

- Latin language
- Roman civilisation and society
- The connections between ancient and modern languages

Girls learn how to translate and answer questions on Latin passages, guided by the knowledge of grammar and vocabulary which they develop throughout the course. Girls also learn how to write simple Latin sentences.

Girls develop an understanding of how Latin influenced the development of modern languages, expanding their vocabulary by exploring the Latin roots of English words. Students also develop language skills which help them learn modern foreign languages, particularly the Romance languages, such as French and Spanish.

All students are encouraged to explore Roman civilisation and society, analysing evidence from the ancient world. The girls are also encouraged to articulate their own responses to Roman civilisation and understand the influence of Roman civilisation on the modern world. They also compare and contrast it to life today.

# - Spanish

## Aims

The Year 7-9 Spanish course aims to encourage the girls to communicate in Spanish as much as possible. The principal aim is to build the girls’ confidence in oral and written communication and emphasis is placed on vocabulary building. This approach helps the girls to understand the importance and usefulness of language learning for practical communication in social, vocational, or leisure situations. They also learn about relevant aspects of Spanish culture with its customs and traditions.

## Course details

### YEAR 7

In Year 7, the girls are introduced to the language in a way which allows them quickly to use Spanish for themselves and build their confidence. Equal emphasis is placed on the four skills of reading, speaking, listening and writing. We encourage the girls to use the Spanish language whenever possible, and they use a variety of materials which have been carefully selected and created by the department. Topics and situations covered include greetings, dates and numbers, family and friends, in the classroom, my town, countries and nationalities, instructions for directions, the time, in the tapas bar, and typical traditions.

Special attention is paid to developing accuracy when communicating, both in speaking and writing. We will also focus on mastering the basics of grammar by paying attention to nouns, adjectives, articles and prepositions in the context of the present tense.

### YEAR 8

In Year 8, we enhance the girls’ knowledge of grammar and language in topics and situations such as personal information, finding the way, shopping, in the cafe, at the Tourist Office, likes and dislikes, hobbies and life at school and at home. Grammar topics include noun and adjectival agreement, word order when structuring sentences, some irregular and reflexive verbs and expressing the future, together with the usage of the verbs ‘ser’ and ‘estar’. Strong emphasis on developing confidence and accuracy when communicating, both in speaking and writing, is maintained.

Every year, the Spanish department runs an educational trip to Spain. Year 8 students spend six days in Seville during the autumn half term, where they get the chance to experience the cultural life of this vibrant city, as well as practise the language skills they have acquired so far.

Every year the department also organises an interactive workshop in which Year 8 students get the chance to not only see a Spanish drama production, but also take part in it.



## YEAR 9

In Year 9, we introduce topics such as holidays and the weather, school life, daily routines, Spanish food and customs, at the doctor's and chemist, using public transport, home, town and the environment, at the hotel and shopping for clothes.

Grammar topics include revision of all the aspects covered in Year 8, with emphasis on the command of present tense of regular and irregular verbs, reflexive verbs, expressing the future and referring to the past using regular and some irregular verbs, and expressing continuous actions in the present.

Increasing focus is placed on accuracy and depth of content by justifying opinions, when speaking and writing, as well as encouraging the girls to become more independent about their learning.

Beginners' Spanish can be offered to those girls entering Year 9 who have never studied the language before. The programme of study for Years 7, 8 and 9 will be largely covered in one year. It must be noted that, for obvious reasons, the pace in the delivery of the learning objectives will be considerably faster.

## Skills

The course is carefully structured and delivered so that the four key skills of listening, speaking, reading and writing are taught in combination. In listening and reading, girls have to follow and respond to instructions given in Spanish, as well as understand extended comprehension tasks.

In speaking, girls are encouraged to communicate in Spanish as much as possible, both inside and outside of the classroom. High standards of accuracy and depth of content, with detail and justification of opinion, are encouraged, both in writing and speaking.

All the vocabulary and grammatical aspects covered at Key Stage 3 can be reinforced with the materials which are available to all students on Firefly, the school's learning platform. The information and activities are organised by topic, and within each topic there is a range of materials available, including downloadable copies of the vocabulary content, activity pack and grammar sheets and explanations, a digital recording for the vocabulary content, spelling and matching games and links to sites such as 'quizlet' where the students will be able to access customised pages which will reinforce all the material covered in the lessons, in a relaxed, fun way. Additional revision material is also available in preparation for their end-of-year exams.

# Music

## Aims

### YEARS 7-8

The Music curriculum in Years 7-8 develops the talent, skills and musical ability of all students. Music is taught through a series of practical projects, where girls explore and learn about music by being musicians: performing, composing and listening. The emphasis on performance and composition, with structured listening, allows the students to learn by doing: through the experience of feeling the music at first hand (performing); by deconstructing, thinking and understanding (listening); then creating new ideas (composing); and communicating through written and/or recorded music.

The girls are encouraged to use their instrumental and vocal skills as much as possible in lessons, and the vast resources of the Music department (two fully-equipped, dedicated classrooms with Macs, a recital room, a professional recording studio and practice rooms) are always in use. All performance and composition work is brought together with critical and reflective listening – to a wide variety of music, to students' own pieces, to solo and ensemble performances.

All work is further enriched by regular theory exercises, in line with ABRSM graded theory exams. Music Technology is used increasingly as one means of composing and realising compositions; the state-of-the-art MIDI suite and recording studio are equipped with industry standard iMacs running Logic and Sibelius. The students use Auralia and Musition to complete study and for personal use. These cloud-based programmes reinforce aural skills and theoretical knowledge.

## Skills, Concepts and Knowledge expected by the end of Year 8

The course through Years 7 and 8 is designed to develop the musical skills of every girl, whatever her level of musical experience and ability. By the end of the course every girl will have:

- Improved her keyboard skills using basic chord patterns and accompaniments (playing two handed, and with a degree of fluency)
- Sung in at least two public performances
- Learnt to listen critically and developed her inner ear skills
- Composed in groups and individually
- Used ICT to generate musical ideas in composition
- Improved her theoretical knowledge and understanding of music

## YEAR 9

The course in Year 9 further prepares girls for study at GCSE, building on all the skills learned and developed in Years 7 and 8: honing keyboard and vocal skills; working on individual composition exercises; solo performance on the student's own instrument; analysis; theory and GCSE aural skills.

## Extra-curricular

At Woldingham, all instrumentalists are expected to participate in at least one of the many ensembles, and singers have a choice of four choirs: Amaris, Senior Choir, Junior Amaris and Year 7 Choir. Instrumental Ensembles include Symphony Orchestra, Concert Band, Jazz Band, Training Orchestra, Scholars' Ensemble, Violin Quartet and a wide variety of smaller chamber groups. All girls taking lessons are expected to practise regularly and a busy concert programme provides ample opportunities for performing, both in school and to the wider community.

# Physical Education

## Aims

At Key Stage 3, the Physical Education curriculum seeks to foster the ideals of Sacred Heart education through the foundation skills of Games, Gymnastics, Athletics, Swimming, Dance and Health Related Exercise (HRE).

Enjoyment in Physical Education is encouraged by a variety of teaching and learning styles, particularly in the development of independent learning, teamwork, creativity, health, fitness, safety, skill levels, leadership, confidence and communication. Through Physical Education, girls recognise their strengths and weaknesses. Each girl's achievements, however large or small, are to be valued just as much as her academic success.

## Course details

### YEARS 7-9

(1 x 55 minute lesson Core PE and 1 x 2-hour Games Afternoon)

In Years 7, 8 and 9, the autumn and spring term curriculum consists of one Core PE lesson which lasts for a half term and includes swimming, health-related exercise (HRE), dance and gymnastics for Years 7 and 8. The Year 9 curriculum looks at an introduction to GCSE PE through HRE, and badminton replaces the dance module. During the Games Afternoons, girls focus on netball and hockey. In the summer term, the curriculum changes to athletics, tennis and cricket. Expectations and complexity of skills/tactics increase as pupils progress through the school. Girls learn to perform, understand and improve their skills. They perform as individuals and also as members of a group or team. They learn the importance of warming up, leadership, working with others, rules and regulations and safety procedures. Girls also learn to evaluate their own and others' strengths and weaknesses in terms of their performance.

## Skills

In hockey and netball lessons, girls learn the following skills: attacking, defending, shooting, footwork, passing, receiving, dodging, dribbling, goalkeeping, tackling, corners, free passes, penalty passes, game play tactics, coaching formations, set plays and umpiring. In swimming lessons, girls cover the four main strokes, turns, water skills, starts, finishes, personal survival and lifesaving.

In the creative areas of dance and gymnastics, girls develop the following skills: directions, rhythm, speeds, levels, shapes, individual, duo, mirroring, matching, personal space, relationships, pathways, co-operation, gesture, safety, counterbalance, counter tension, stillness, body control, contrast, canon and unison.

In health-related exercise, girls will investigate the benefits of exercise, its effect on the body, how to work safely, how to test for fitness and different types of fitness/training. In the racquet games, the girls cover all the major strokes and look at constructing rallies and training routines. They learn to play singles and doubles, with associated tactics and umpiring. In cricket, girls perform over-arm throwing, catching, bowling, wicket keeping, batting, fielding, tactics and umpiring.

In athletics, girls learn and take part in the throwing, running and jumping events. Girls are provided with opportunities to co-operate and compete within the PE curriculum. Some Inter House Sports events are run during lessons and these involve most pupils in a competitive sporting capacity.

# EAL

## English as an Additional Language

### YEARS 7-9

Although most of the girls who join Woldingham have English as a first language, we also welcome many girls into the school who are not native English speakers. We aim to eliminate as rapidly as possible any issues a girl may encounter because English is not her first language. Therefore, all such pupils will take a placement test upon arrival in order to identify their strengths and weaknesses in the use of English and to determine their level of language ability according to the Common European Framework of Reference (CEFR).

Although Woldingham staff will always provide support to students with their written and spoken English in other subjects, EAL lessons are usually necessary and recommended. In such cases, tuition is arranged in small groups, taking into consideration the student's language proficiency, with a minimum of three lessons a fortnight.

Depending on their language ability, short-stay students will be given the opportunity to prepare in order to take Cambridge ESOL Examinations, such as Preliminary English Test (PET) and First Certificate in English (FCE).

Other students may choose to stay on at Woldingham for more than a year, in which case we ensure that they improve their English skills efficiently in order to fully access the curriculum. These students will use Oxford and Cambridge University Press ESL course books and study to improve their language fluency and accuracy.

We aim to ensure that each girl acquires the skills needed to comprehend and communicate confidently in English. All students' progress is closely monitored and parents are kept informed about their daughter's performance and progress. We find that our pupils from overseas continually achieve good results and rapidly become part of the school community as, with increased fluency in English, their confidence and commitment flourishes.

# Learning Enhancement

Learning Enhancement support is offered to those students who have dropped a language (or another subject) following discussions with the Head of Department, Head of Year and Deputy Head Academic, due to specific learning difficulties they may experience. This space on the timetable allows the Learning Enhancement Department to schedule either a fortnightly or weekly session with the student. These will be either small group or individual sessions. Their focus will be to address the student's specific needs and may also include support for consolidation of work, literacy, numeracy, organisation, revision strategies and/or exam technique. The overall aim of these sessions is to build the capacity of the students to become confident, resilient and independent learners who realise their full potential.

Students who join in Year 7 with additional learning needs are encouraged to 'have a go' at doing all Languages and this is then reviewed (with parents and staff) after their end of year exams, with a view to suggesting that certain students drop a Language to pick up Learning Enhancement sessions.

For students who come in with their needs known to the school and a professional assessment report, an Individual Education Profile (IEP) is drafted, based largely on that report, and sent home for parents to discuss with their child and make amendments. Once feedback from parents is received, the final copy of the IEP is put on a centralized information system at the start of the school year for staff to access.

The IEP outlines important information on the student's areas of strength, as well as areas for development. More importantly, it suggests strategies that both the student and staff can use in the classroom to accommodate the student's individual need/s.

The Learning Enhancement Department has an open door policy and we do encourage students to see us if they have any concerns about their learning.

For more information, please contact Ms Rose Moorvan, Head of Learning Enhancement.

# Careers Programme

In Years 7 to 9 we have an age-appropriate programme which helps the girls to think about their own interests, the opportunities that are available to them and the various skills that are needed for different types of career.

In Year 9, each student completes a Morrisby Aspirations Questionnaire, which gives her an initial insight into where her career and study interests may lie.





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