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WELCOME TO THE ANGMERING SCHOOL

This is an exciting time for you and your child.

The move to secondary school marks a very important period in any student's learning. Successful experiences here at Angmering will be critical to achieving a successful future.

We believe that the partnership between parents, school and students is vital to a positive start and effective progress through to the Sixth Form. This guide is designed to give you the information you need to play your part in the partnership.

You will find in this guide plenty of information about what the students will learn, how we expect them to learn it, what we aim for them to achieve year by year and also how you can provide practical help and support.

Please log onto our website at www.angmeringschool.co.uk which contains more information which will help you.

We are proud of our induction programme for new students. We aim to make sure every student looks forward to joining us in September and that they all settle quickly.



David Brixey
Headteacher

The Angmering School is committed to safeguarding and promoting the welfare of its students.

INDUCTION TIMETABLE

April – June	Individual Interviews with a member of the School Leadership Team
May	Key Stage 3 Guide is distributed to all new students
Wednesday 24 June 2009	Induction Day for LNC students only
Wednesday 1 July 2009	<p>All Students visit the Angmering School for our Induction Day.</p> <ul style="list-style-type: none"> • Parents arrange for children to arrive at the Angmering School for 8.30 a.m. • Children will need to be collected at 3.00 p.m. • Students will eat their lunch in school. Our dining room will be open so that they can either eat a packed lunch or buy something. Our canteen sells a wide range of food operating as a self-service cafeteria. £1.95 is a guide for the amount needed to buy a meal and a dessert. We will make arrangement for those students who have free school meals. <p>7.30 p.m. New Parents' Evening to be held in the Hall (this is an evening for the parents only).</p> <ul style="list-style-type: none"> • Following a short talk by the Headteacher, and the Year 7 Team Leader, parents will have the opportunity to meet their son/daughter's Group Tutor in their tutor room. • Afterwards refreshments will be available in the Hall and parents will be able to talk to the school uniform suppliers, representatives of the Parent Forum and the teaching staff.
Friday 4 September 2009	<p>First Day of Term – Year 7 only</p> <p>8.30 a.m. – Students arrive and assemble in the Hall.</p> <p>The normal buses from Findon and Ferring will be running on the first day of term.</p> <p>Students will spend part of the day working in their Tutor Groups and will attend two normal timetabled lessons, followed by an Assembly in the afternoon.</p>

GUIDE TO THE KEY STAGE 3 CURRICULUM

This guide contains information about what will be learnt by the students for the first three years at the Angmering School.

In this section we offer some general explanation but if you need more clarification please do not hesitate to contact the school and we will do our best to answer your queries.

OUR CURRICULUM

Our Curriculum is guided by the National Curriculum. In Key Stage 3 students study:

- English
- Mathematics
- Science
- History
- Geography
- Design Technology
- Citizenship
- Art
- One or two Modern Foreign Languages
- Music
- Physical Education
- Religious Studies
- Information and Communication Technology
- Drama

Details of each subject is given later in this guide.

For each one of these subjects there are specified Programmes of Study and specified Attainment Targets for teachers to incorporate into their courses. These are explained in the subject descriptions which appear later in this guide.

We are also required to assess students' achievement in their other subjects using the same levels. You will receive a summary of these levels at the end of Year 9.

We aim to provide breadth and range of experience and knowledge, allowing each student to achieve his or her full potential. We look to work with parents and students in close partnership, focusing on helping the individual student to grow and develop in all aspects of their learning.

In addition to learning through subjects students will be given many curriculum enrichment opportunities which foster their development not just as learners, but as people. For example on Learning Development Days students do not attend timetabled lessons and instead spend a half or full day learning about themes or subjects. This is likely to be with different groups and with different teachers doing activities such as team building or investigations.

ASSESSMENT

Each Curriculum Area carries uses two main methods of assessment of student's learning.

(a) Summative Assessment (Assessment of Learning - AoL)

This takes the form of short tests, end of topic tests, homework, project work, practical skills, coursework, mock exams and quality written feedback on a student's work.

The sole purpose of this type of assessment is to measure attainment (progress to date) and is reported in the form of grades at KS4/5 (Years 10,11,12,13) and in the form of Levels at KS3 (Years 7,8,9). This data is used to inform students, teachers and parents of attainment and inputs into the target-setting process.

(b) Formative Assessment (Assessment for Learning – AfL)

Teachers use this assessment to assess students' learning in **every lesson**.

This takes the form of questioning, discussions, self assessment, peer-assessment, verbal feedback and quality written feedback on students' work.

The sole purpose of this type of assessment is to let students know where they are in their learning and to enable them to know how to improve. This assessment does not involve grades, percentage levels or raw marks being used – it involves a dialogue between teacher-student or student-student specific to their learning at that time.

Assessment Framework

We receive extensive data on all students. In Y7, data is forwarded by their primary school and then in the Autumn term all students sit the Cognitive Ability Test (CATs). West Sussex also provides us with their analysis of baseline expectations for each student. This information is used as the basis for projecting future progress of each student in the form of target levels to be attained in Y7, Y8 and Y9.

National Curriculum Levels achieved by students in Y9, along with CAT scores and data received from West Sussex are all used to set their target grades for GCSE. in Y10 and Y11.

All students receive an academic review grade sheet that reviews the effort put into their work and the progress made in their learning measured against the targets set from the data explained above.

Students also receive an annual written report giving advice on what students need to do to improve. Also in Year 9 students receive a KS3 Result Report.

We hold one subject consultation evening for all year groups. Students make appointments and accompany you to meet their subject teachers at this evening to discuss the progress made. Additional opportunities are provided in Y9 and Y11 at Information Evenings for you to consider your child's strengths and to plan for their future progress.

At Key Stage 3 (Y7, Y8 and Y9) we report progress in the form of National Curriculum Levels. In Key Stage 4 (Y10 and Y11) we use GCSE grades. An explanation of the levels and grades accompany each report sent to you.

In the autumn term we have Tutor Consultations. You receive an appointment time on one of the two appointed days and attend with your child for a 15 minute meeting, to look at progress made and the steps to be taken in order to make any improvements. The tutor will also meet with each of their tutees twice or more in a year. These meetings are used to set and review targets and you may be invited to attend these meetings.

SUPPORT FOR LEARNING

The Angmering School is very well resourced to support and enhance students' learning. Specialist Learning Support staff work with their teaching colleagues to identify and respond to students' needs and constantly monitor and evaluate student progress. The Learning Support Curriculum Area (including the Lavinia Norfolk Centre LNC), supports students with a range of physical, sensory and learning disabilities.

IDENTIFICATION, ASSESSMENT, MONITORING AND REVIEW:

The school follows the process of planning, intervention and review, based on the revised Code of Practice for Special Educational Needs (2002). All teachers differentiate work, identify students' needs, support them, monitor their progress and inform the Learning Support Curriculum Area if additional assessment and / or support is required. Parents may also request information about their child's progress at any time and ask for support if they perceive difficulties have arisen. The SENCO and Learning Support Team respond to any enquiry promptly and work with parents, students and their teachers to resolve issues quickly and efficiently.

Students with individual needs have access to the balanced and broad based curriculum open to all students. Learning is personalised and modifications to their timetable are made as appropriate. Parents are consulted at all stages of this process. Students on School Action, School Action Plus or who, have a statement of Special Educational Needs are placed on the School's SEN Register and onto the information system to which all staff have access. Monitoring and review of each year group is undertaken by the Year Team Leader and the Year Co-ordinator, who works in the SENCO team led by the School's Special Educational Needs Coordinator (SENCO), Mark Andrews.

Annual reviews are conducted for all students who are the subjects of Statements of Special Educational Needs. These reviews provide parents and staff with an additional opportunity to share information. Students are fully involved in all the stages of this process of reviewing their progress.

The school has target-setting strategies in place to ensure student progress is monitored as part of its Academic Mentoring. All students are set individual aspirational targets for achievement in each subject and graded for their effort and behaviour. Students who meet the criteria for additional support as described in the Code of Practice and the Local Authority Guidelines, have Individual Education Plans that incorporate their general targets with specific additions as appropriate. These targets are reviewed twice yearly. Students whose behaviour impedes learning may have an Individual Behaviour Plan (IBP).

Students have access to systems and support including counselling, and health support workers who work with students who are feeling vulnerable.

Evaluation of the success of these interventions, is built into the review process.

IN YEAR 7

A very full transition programme ensures that high quality Information from students' primary schools is collated to help teachers to assess students' learning needs. The Learning Support Team, with each Curriculum Area, evaluates the results of spelling, reading, writing and Cognitive Abilities Tests to determine individual levels of need, including the necessity for extension for more able students. Reassessment of student progress by teachers continues throughout the year.

Small groups are withdrawn for literacy and numeracy booster classes. This is focused largely on students who achieved level 3 or below at Key Stage 2. Students may be offered small group work, or a numeracy, spelling or reading improvement package to work on at home.

IN YEAR 8

A reassessment of literacy, (reading, writing and spelling) and maths progress is undertaken for all students. Those students identified as having ongoing literacy or numeracy needs are closely monitored and supported as appropriate. There are literacy classes in Year 8 for selected students, who thereafter follow only one language to the end of Year 9.

IN YEAR 9

Particular care is taken to evaluate the needs of students through ongoing formative assessment and summative tests. Ongoing support and special arrangements are in place to enable them to perform to the best of their ability in informal assessments. Careful consideration is given to meeting on-going needs in the transition to KS4. Students have the opportunity to meet teachers with their parents to consider their strengths and needs at this time of transition to Year 10.

Some students may have additional meetings to consider modifications to their Key Stage 4 choices and great care is taken to ensure that choices made for KS4 are appropriate and this involves consideration given to regrouping and redeployment of support.

GENERAL SUPPORT AVAILABLE TO STUDENTS ACROSS KEY STAGE 3

A range of provision is available to meet the special educational needs of all students.

- ✓ In-class support by specialist teachers or Special Support Assistants
- ✓ Small group work, some before or after school
- ✓ Individual tuition
- ✓ Literacy tuition
- ✓ Numeracy tuition
- ✓ Modified curricula
- ✓ Individual Education Plans
- ✓ Advice and counselling
- ✓ First Aid
- ✓ Technological aids
- ✓ Assessment for specific learning difficulties

Some special support in physiotherapy, speech therapy or occupational therapy is available for students who have been assessed as requiring it. Where it is deemed appropriate, additional assessment may be undertaken by these professionals, an Educational Psychologist or a specialist teacher.

In addition the LNC provides specialist support for students with Statements of Special Educational Needs.

This includes:

- ✓ Specialist teachers
- ✓ Learning Support Assistants
- ✓ Backup of subject work
- ✓ Hydrotherapy
- ✓ Purpose-built teaching, therapy and cleansing facilities
- ✓ Physiotherapy
- ✓ Audiology
- ✓ Speech therapy
- ✓ Specialist careers advice
- ✓ Occupational Therapy
- ✓ Additional extra curricular activities
- ✓ Life Skills

PARTNERSHIP WITH PARENTS AND STUDENTS:

Parents are invited to share their unique knowledge of their children in regular meetings and to work with the school in supporting and encouraging their children in their learning. Students are consulted and are encouraged to play a full and active role in determining what provision is made to support their learning.

HOMEWORK

INTRODUCTION

Homework plays an essential part in students' education and parents play an essential role in encouraging and supporting their child in this area of their work.

Homework will be set as and when it arises out of the lessons taught. The frequency and amount will vary throughout the year.

Our emphasis will be on the **quality and purpose** of the homework and also on the **quality and feedback** given by the teachers so that it is valued both by students and teachers.

WHAT IS THE VALUE OF HOMEWORK?

- To provide time for essential learning activities that do not require the presence of a teacher.
- To enable students to review knowledge and skills taught in class and to develop and pursue new interests.
- To allow students to work at a pace that is appropriate to their abilities.
- To encourage independent study skills and reflection.

HOW BEST TO SUPPORT YOUR CHILD WITH HOMEWORK?

Since this type of work is all done in the home, then as a parent/carer, you have the most positive influence when offering moral support to your child.

- Only actually help with homework if your child specifically asks you to, but always take an interest in their homework.
- Check your child's planner for the homework set.
- Allow your child to choose when and where they do their homework.
- If your child abuses this freedom to choose when and where they do the homework themselves, then give them the consequence that you will control the time and place instead.
- Help your child to adapt the homework environment to suit their learning style.
- Support your child by providing whatever resources they might need to complete the homework.

HOW MUCH TIME SHOULD BE SPENT ON HOMEWORK?

- ✓ teachers will give minimum and maximum times expected
- ✓ full details are given on the homework framework at the end of these notes

WHEN SHOULD HOMEWORK BE DONE?

The student planner has a planner for each week and students note on this when they will do their homework. In this way, those students with sports and youth group commitments can plan so that these activities will still fit in with their work.

HOW DO TEACHERS RESPOND TO HOMEWORK?

We respond to homework in the same variety of ways as classroom work. These may be to:

- ✓ use data or information, gathered for the homework, in the lesson itself
- ✓ ask students to check their own or other students' work against 'models' given
- ✓ mark the work formally

WHAT WILL HAPPEN IF HOMEWORK HAS NOT BEEN COMPLETED?

There is a high expectation that all students complete the work set to be done at home and so as parent/carer, the responsibility for this will be largely down to you.

Failure by student to complete work set to be done at home will trigger a letter to the parent/carer explaining the situation. The parent/carer will take responsibility for the student to complete the homework and all future homework set.

All homework not completed will be given a zero mark.

Another failure to complete homework will trigger a second letter informing the parent/carer of the situation. The parent/carer will take responsibility for the student to complete the homework and all future homework set.

If your child persistently does not complete homework then we will work with you and support you in getting the situation resolved.

WHAT IS THE ROLE OF THE GROUP TUTOR?

Group Tutors check student planners on a three weekly cycle. They welcome the support of parents in the monitoring of the student planner. Students who have inadequate records or who are spending too much time on homework are brought to the attention of their teachers as soon as possible.

HOW CAN PARENTS COMMUNICATE WITH TEACHERS ABOUT WORK SET?

- ✓ Check the student planner each week and sign it
- ✓ Use the "dialogue box" to jot down notes informally

Please make sure your son/daughter shows these to the teacher. However, if there are more serious matters you are asked to contact your child's tutor by letter or telephone.

GETTING PREPARED

The transition from primary school to secondary school is an exciting and busy time for children. They need their parents' support to help them prepare for the changes they face. The first step is to gather together all the things they will need and name everything clearly!

This year is an important year for the school and your child as we are changing our school uniform. Year 7 will set the standard for our new "look". It will mean for this year at least, as we phase it in, that year 7 will be the only full year group in the new uniform. Everything must be clearly labelled.

Year 7

- ✓ Tailored black trousers, black skirt (knee length or longer), or tailored knee length black shorts
- ✓ A dark navy blue blazer with the Angmering Logo
- ✓ An **optional** v-necked navy blue jumper with the Angmering Logo
- ✓ Black shoes
- ✓ An Angmering school tie – a clip on or ordinary tie will be available
- ✓ White (KS3) tailored shirts with collar (no polo shirts, full or half length sleeves)
- ✓ White or black socks or black tights

Personal organisation is one of the greatest challenges to new students. Here are some top tips:

- Get used to using your 2 week timetable on the back of your planner by checking it every night to get ready for the next day
- Get your parent or guardian to do this with you for the first week or so
- Get a sturdy school bag which is big enough to carry all your books and other equipment – a rucksack is the option for many students.
- Apply for a locker. To do this you must provide a padlock which for security reasons must have a 7mm shackle to secure their locker. You must be responsible for spare keys and you can get your lock from: R & I Stacey, Ironmongers, 130 The Street, Rustington. Tel. 784431 who can supply a 6.3mm lock for approximately £5.30 called a 'Squire LP9'.

Year 7 and 8 only are allowed lockers due to a limit on space

Lastly and most importantly you need the following equipment for lessons:

- ✓ pens
- ✓ pencils
- ✓ rulers
- ✓ an English dictionary
- ✓ a dictionary for French or German
- ✓ a calculator
- ✓ PE kit

(Calculators and other mathematical equipment can be purchased at reduced prices from our Mathematics Department).

HOW TO GET TO SCHOOL

Many students will be facing a longer journey to school, perhaps on their own for the first time, and we realise this can be a worry for new parents. To alleviate any anxiety it is an idea to accompany your child on a practice journey to school and possibly for your child to try an unaccompanied journey.

Cycling to school is an attractive option for many students. In the interests of safety we organise a safe cycling course early in the Autumn Term of Year 7. We strongly urge students to wear cycle helmets if they cycle to school and to use the footbridge to cross the A259. Cycles can be locked up in the special area at the front of the school or near the north east gate. However, cycles are brought into school at the owner's risk and students are advised to use a good lock.

The entrances to the school are often congested at the start and end of the school day. We can reduce this problem and promote general fitness for students by encouraging them to walk or cycle wherever possible rather than be brought by car. Please make sure you cross the A259 safely by using the toucan crossing linking to the new cycle path/footpath at the south eastern corner of the school or the footbridge. Anyone who crosses at the Sainsbury's Crossing to come to school must follow the public footpath through Ham Manor to Station Road near the Angmering Medical Surgery and then come back down to cross Station Road with the crossing patrol. Students cannot walk through East Drive, Ham Manor as this is a private road.

If you must drive your child to school you will find it beneficial to drop off to the south of the A259 and for the student to use the footbridge to walk into school, or drop your child off on the Bramley Green Estate, but please use the turning point at the junction of Rowan Way and Parsons Close and do not drive into the Walkway, Wayside Road or Willow Wood. You can use the circular lay-by at the end of Nursery Road.

If you do bring your child to school by car there is a lay-by for dropping children off; to park anywhere else is extremely hazardous. For the safety of students the entrance to the Lavinia Norfolk Centre must be kept clear at all times.

HELP AND GUIDANCE FOR STUDENTS

We have high expectations of students' achievement and behaviour. We provide a happy and supportive environment in which every student feels valued, where everyone is treated as an individual and all students have opportunities to experience and celebrate success.

Our teachers go into the primary schools and meet the Year 6 teachers. These meetings help decide how to put the students into the most effective learning groups. We also work with junior school teachers on activities that will prepare the students for life at Angmering and to settle in quickly. Each Tutor Group is led and supported by a Group Tutor who oversees the students' welfare and learning development. We do our best to arrange that a Tutor Group has the same Tutor for several years. The Group Tutor will get to know the group well and this will promote a relationship in which the student will feel confident and able to communicate easily. Parents are an essential part of this partnership and the Group Tutor will maintain regular contact.

Each Year Team is led by a Year Team Leader. This team works to ensure maximum student progress. In the absence of the Group Tutor, the Year Team Leader is the next point of contact.

This team works closely with and is supported by the Student Support Team who deal with the welfare concerns of the students. The Student Support Team consists of the Student Support Manager and Student Support Assistants. They are available to students throughout the day and offer support and guidance on a range of issues.

From time to time students may need support from agencies outside the school. For example, our Education Welfare Officer is in regular contact with the Year Team Leaders.

WORKING TOGETHER

We are an open school where your contribution and opinion are always welcome. We believe that to ensure the quality to which we are committed we need to work closely together.

We will discuss our Home School Agreement with you and your child at the Headship Interview in May / June 2009. The Agreement reflects our wish to further the three way partnership. You will be asked to sign the Agreement in September 2009.

We have a Parent Forum. This group meets twice a term to discuss how the school operates for your children. We will use it to consult parents on major changes and to gather issues the parents feel need reviewing. You can view the minutes of the last meeting on the website www.angmeringschool.co.uk

The meetings are open to all with forward notice being given in Weekly News and on the website.

The Parent Forum takes on part of the role traditionally carried out by a PTA. This includes deciding how to spend money donated through our Gift Aid Scheme. This provides an easy way for you to give regular financial support for your child's education. In the past, funds have been used to provide many items which are 'luxuries', for example:

- ✓ a digital editing suite
- ✓ display facilities in the PE Foyer
- ✓ a CAD/CAM machine for Technology
- ✓ books, CD Roms and DVDs for the library
- ✓ lights for drama productions
- ✓ Support for School Minibuses

You will have received a Gift Aid form with the school admission forms. If you have not yet filled it in, please consider doing so.

A list of important dates for the next academic year will also be provided at the beginning of the new school year. These are also posted on our website.

As part of our development strategy to keep parents informed we use an automated absence system to contact you directly if your child is marked absent at morning registration. It will enable you to respond, if your child is away with good reason, giving the reason for absence and saving you writing a note.

If you do receive a call then please do listen to the whole of the recorded message and respond to the instructions given, leaving a date on when you anticipate your child will return to school. Please do not ignore the call and hang up as the system will continue to ring you.

We have some queries from mobile phone users as to why they continue to get reminders of the calls all evening. This is not our system ringing you but your own voicemail facility. Once you have listened to the message please delete it.

The system has been a great success. We urge parents to call early in the day on any occasion their child/children will be absent and not wait for the automated system to contact them. We have found the system to be an excellent way to help us continue to ensure the safety and well being of our children. We also use Call Parent which enables us to inform parents of important events at the school by means of text messages or automated calls.

A TYPICAL DAY

We expect all students to be punctual. The school site is open at 8.00 a.m. Formal supervision of students by staff commences at 8.30 a.m. Students are called to registration at 8.45 a.m.

Year 7 students will have an assembly each week.

There is a 25 minute break at 11.00 a.m. Many students eat part of their lunch at this time to enable them to take part in the large variety of lunchtime clubs and activities. There are picnic tables and areas for play around the school and students have access to some classrooms where they may sit quietly and eat their lunch.

The dining room is open at break and lunchtime. A meal can be purchased for £1.95 including a dessert. Students who are entitled to free meals are able to collect a meal ticket from reception at break or lunch for use in the dining room. If you think your child may be eligible for free meals then please ask for a form at reception. Students may bring packed lunches.

Students are not allowed to leave the site at break and only at lunchtime if they have written permission from their parents to go home. You will be asked to indicate on our admission form if your child will be lunching at home on a regular basis.

As you will have seen from the Prospectus, there are a large number of clubs and activities on offer. These will be advertised via the Student Bulletin which is read to the Tutor Group each morning at registration. There are also notices displayed in the Faculty areas. Evening Youth Project activities are also advertised in the bulletin and booked with Mr Frayne, Youth Project Manager.

Many students have lessons on a musical instrument. If you would like your child to have lessons please contact Mrs Crocker (Subject Leader: Music) as soon as possible for further details.

The ICT Centre is open every lunchtime for use by students of all ages as part of the Computer Club. The Library is open from 8.15 a.m. to 4.30 p.m. every day.

Registration	8.45am
Period 1	9am – 10am
Period 2	10am – 11am
Break	11am – 11.25am
Period 3	11.25am – 12.25pm
Period 4	12.25pm – 1.25pm
Lunch	1.25pm – 2.15pm
Period 5	2.20pm – 3.20pm

On the following pages we have included details of each of the courses studied in Key Stage 3. These are subject to change as we develop our curriculum. If you would like more information please contact the relevant subject leader.

ART

Art is one of the National Curriculum subjects that secondary schools are required to teach according to nationally set requirements. At each Key Stage pupils are expected to work within a range of attainment levels. At Key Stage 3 the majority of pupils work within levels 3 to 7.

An attainment level indicates the knowledge, skills and understanding that a pupil has achieved. By the end of Key Stage 3 (Year 9) we would expect most pupils to have achieved levels 5 or 6.

Art is taught in the following ways at Key Stage 3:

- In Year 7 students are taught 3 lessons per fortnight and study the Themes of Line, Colour, Texture and Pattern.
- In Year 8 students are taught 2 lessons per fortnight and study the Themes of Tone, 3D/Form and Structure and Colour and Pattern.
- In Year 9 students are taught 2 lessons per fortnight focusing on 3 main projects. Drawing and painting with Still Life and Pop Art. 'Pot for an Artist' based on the work of Miro and Kandinsky. Lino printing with the theme of Aboriginal Art.
- A range of procedures are used to assess student progress: such as homework record sheets in sketchbooks, written project assessment and formative assessment.
- Groups are generally mixed ability and remain the same throughout the Key Stage.
- We set an average of three homework's per project. Each homework should be a minimum of 60 minutes up to a maximum of 80 minutes in Year 7 and 8. In Year 9 the maximum time is 120 minutes.
- Within Art students are expected to bring with them basic drawing equipment such as a 2B pencil, a sharpener and a rubber. It would be helpful if the students could also bring a set of colouring pencils. All students are provided with a sketchbook for artwork. If students wish to keep all their sketchbooks and work produced in Art and Technology over the Key Stage, we do ask that a one off contribution of £12 be made at the start of year 7.
- The Faculty actively encourages students to make use of the workshops and facilities throughout lunchtimes and at pre-arranged times outside of school hours.

DESIGN TECHNOLOGY

At Key Stage 3 the majority of pupils work within levels 3 to 7. These attainment levels indicate the knowledge, skills and understanding that a pupil has achieved. By the end of Key Stage 3 (Year 9) we would expect most pupils to have achieved levels 5 or 6 in the following six aspects of Design and Technology.

- In Year 7 students undertake a foundation course in Food Technology and Resistant Materials Technology for two lessons for each subject per fortnight for the whole year.
- In Year 8 students are taught in 26 lesson modules on a carousel system in a range of technology areas – Systems and Control, Graphic Products, Textiles, Product Design and Food Technology.
- In Year 9 this carousel system continues with the addition of Product Analysis.
- In Year 8 and 9, aspects of Design and Technology are paired together. e.g. Textiles is taught with Product Design as a kite project.
- The Technology Faculty uses a range of procedures for assessing student progress: such as written project assessment and teacher comments in sketch books.
- Groups are mixed ability and are regrouped in Year 8 and remain in these groups for Year 9.
- In order to help students to manage their homework we set out the times required. An average of one homework in each area every three weeks is set. Each homework should be a minimum of 30 minutes up to a maximum of 80 minutes in Years 7 and 8. In Year 9 the maximum is 120 minutes. The Year 7 homework booklets encourage students to explore wider aspects of technology and recognise the variety of students' strengths and learning styles.
- All students are provided with the necessary resources and materials to produce their own products and other work. If students wish to keep their work in Art and Technology over three years we ask that a one off contribution if £12 is made at the start of year 7.
- Within Food Technology students will be involved in the planning and preparation of food and generally are expected to provide their own ingredients. Students retain ownership of the prepared foods for their own consumption. Where students are unable to provide ingredients for practical lessons, parents should contact the Head of the Food Department and the school will provide the necessary items. Please give at least two day's notice in the event of a difficulty.
- Could parents please alert the teachers also to any food allergies that their son or daughter might have.

- In Design and Technology lessons the school provides all equipment and tools. Students are expected to bring with them basic drawing equipment e.g. pencil, ruler, rubber and sharpener.
- There may be opportunities for students to use the workshops at lunchtime or after school when a member of staff is able to supervise.

Key Stage 3	Design Technology		Food Technology	
<p>Year 7</p> <p>Students undertake a foundation course in Food and Design Technology for 2 lessons for each subject per fortnight for the whole year</p>	<ul style="list-style-type: none"> • Workshop safety • Introduction to graphics – drawing techniques • Personalised stamp – ergonomics, smart materials, logo design • Pocket maze game – CAD/CAM, manufacturing with polymers 		<ul style="list-style-type: none"> • Safety and Hygiene • Sensory appreciation of foods • Nutrition, Fruit & Veg DMA • Developing food for a healthy lunchbox 	
<p>Year 8</p> <p>Delivered in 26 lesson modules on a carousel system in a paired range of technology disciplines</p>	Systems and Control	Product Design	Food Technology (Double Module)	Mechanisms
	Use of different LEGO models incorporating control systems, to make smart robots.	Kite project. A design and make using modern fabrics, polymers and woods	Staple Foods. A range of design and make activities to look at producing a health school canteen meal	Exploring how simple mechanisms work. Creating a card mechanism for a target market.
<p>Year 9</p> <p>The carousel continues with the addition of Product Analysis</p>	Textiles with Product Analysis	Systems and Control with Product Design	Food Technology	Graphic Products
	<ul style="list-style-type: none"> • Investigating the use of smart materials. Students are to design a range of sportswear textiles products for Debenhams. • Student design project - trainers 	Designing and making an electronic night light. Students use an electronic sensor housed in a polymer casing. To design for a chosen user group.	Food – making meals designed for vegetarians and people on low fat diets.	Designing and modelling prototypes for a mobile phone for a chosen target market.

DRAMA

At Key Stage 3 Drama offers three major opportunities to students. It is a practically based course allowing students the opportunity to work imaginatively, creatively and collaboratively. It is a tool to help learning across the curriculum and supports the teaching of English, Literacy, History and Citizenship. It is also an opportunity for students to be involved in role play and to learn through practical engagement with a variety of themes and issues. Drama is also a performance art and students are helped to gain confidence and to engage with the process of creating drama, to perform and evaluate the work of others.

- In Year 7 students cover Mime & Tableaux, Myth and Legend – Dance/Drama, Basic Masks, Revolting Rhymes, and Script work.
- In Year 8 students cover Mask & Mime, Physical Theatre, Risk Sports – Dance/Drama, The Media – Including technical skills, Melodrama, Scripted and issue based drama (the bully), The Matrix, Armageddon - Dance/Drama.
- In Year 9 students cover Crime and Punishment, School Daze, Grand Guignol, Monologues, Script Work, Improvisation and Devising Skills, Greek chorus and mask - Physical Theatre.
- Throughout Years 7, 8 and 9 students have two hours of drama each fortnight. In addition, students are expected to practise their performance skills and these are appraised by themselves, by their classmates and by the teacher. The learning is holistic and collaborative.
The aim is to support students in becoming creative, self-disciplined, confident, open-minded and positive about communicating and collaborating in drama and dance projects.
- Along side and within the whole school reporting system, the Drama Department use three main areas for following procedures for assessing student progress: Creating, Performing and Evaluating. All students have the opportunity for positive achievements which is verbally rewarded and suggestions for extension work offered. Students evaluate and assess their own, and that of their peers, achievements and progress regularly. The teacher will assess progress and understanding using level indicators and award an overall mark for reports.

- Drama and dance in Year 7 are taught in all-ability groups. Subsequently, students are taught within mixed ability GCSE Option groups if they choose to continue Drama and/or Dance within Years 10 and 11.
- Homework is set as and when it is appropriate and it will generally be a continuation of or preparation for class work. Students will note homework in their Student Planners. Parents can support their children by checking the planners and talking with their son or daughter about the work.
- The Drama Department is very well resourced with one dedicated drama teaching space and a second rehearsal space. Students will also have the opportunity to use the dance studio. The main studio is equipped with stage lighting, excellent speakers and digital projector.
- Students are encouraged to take part in productions that are regularly put on during the year. In addition, there are opportunities for students to go to various theatre productions to perform in a variety of professional venues and to see the work of older students within the school. There is a varied workshop programme provided by professionals in a variety of genres and forms. Opportunities frequently arise for students learn technical aspects of theatre arts. There are lunch time clubs for all year groups.

ENGLISH

English is one of the three Core subjects within the National Curriculum along with Science and Mathematics. It has three Attainment Targets which are Speaking and Listening, Reading and Writing.

- **In Year 7** the students will cover writing fiction, active reading skills, media, a novel, a play, poetry and an ongoing library programme, together with an introduction to Shakespeare.
- **In Year 8** the students will cover poetry, argument and persuasion, detective writing, a novel, a play, and Shakespeare.
- **In Year 9** the students will cover poetry, media, classic authors, Romeo and Juliet, comparing short stories and the persuasive speech.
- Students are **assessed** both formally and informally throughout KS3 through written and verbal feedback on work. Targets for improvement are set and resources are made available to help students to achieve their individual targets. In addition, there are a series of 'formal' assessments, which are assessed against National Curriculum levels. Some of these assessments take the form of timed tests, others are essays or speaking and listening activities.
- English is currently taught in all-ability groups in Year 7. From Year 8, they are grouped by ability and attainment.
- **Homework** is set once a fortnight on average and is recorded in the Student Planner. A range of homework tasks is set including reading, research, drafting or re-drafting work. It is hoped that parents will be actively involved in their children's homework. The most useful support parents can give is to help and encourage their children to complete their homework on time. Students may need help to check their work for accuracy and they should be encouraged to **use a dictionary** or spell-checker to correct as many mistakes as they can for themselves. **Reading through completed work** is an essential stage in the writing process which is often neglected, so parents should help by encouraging students to do this. In addition, it is extremely important that students develop the habit of **reading**. Parents are asked to support students in this. If parents wish to provide additional support they are welcome to approach the relevant English teacher or the Head of Faculty for advice.
- It is vital that all students come to their English lessons prepared with the following equipment: a hand-writing pen (e.g. Berol), pencil, eraser, 'private reading' book, which is a book (such as a novel) which they are reading on their own at home.

- Throughout years 7, 8 and 9 students are given opportunities to visit the theatre both locally or in London. Recent successful trips have included ,“The London Globe”. Whenever possible we like to give students the opportunity to explore texts they are studying through a workshop approach with professional actors. In recent years the Rainbow Theatre has visited the school to work with students. There is also a school magazine, which students are encouraged to contribute to or help to run. The magazine is produced using the excellent I.C.T. facilities of the school. There are also a number of Reading Groups and Scrabble Club.

HUMANITIES

Humanities provide our students with a balanced and cohesive experience of Geography, History, Religious Studies and Citizenship in Year 7 and separate Geography, History and RS in Years 8 and 9, with Citizenship taught through Geography in Year 8 and History in Year 9.

Geography and History are National Curriculum subjects which therefore means that we are required to follow the prescribed Programmes of Study. Citizenship and Religious Studies are subjects which we are required to offer to all our students as part of their experience at secondary school.

Citizenship:

In Year 7 Citizenship focuses on three core and community based areas of:

- **What is Citizenship and what does it mean to me?**

Where the students receive a general overview of what Citizenship is and why we study it. This unit looks at how we can be a good citizen and what kind of citizen the students of the Angmering School are.

- **Britain a diverse society?**

Where students take a closer look at the country in which we live. It hopes to identify where most people live and why people want to live here. A clear focus of the unit is on immigration and Great Britain's ethnic diversity and how we nationally and locally celebrate this. The second half of this unit introduces the students to the tricky subject of British politics and the Royal Family, asking do we really need them.

- **The Euro and us**

Where students investigate what the European Union is all about, what symbolises it and why is it important? The final Year 7 Citizenship unit hopes to enthuse the pupils to take an interest in politics and where their laws come from.

Geography:

In Year 7 Geography we study three topic areas including:

- **What is Geography?**

Where students learn and recap their key geography skills.

- **Maps and Mapping**

Where students learn the new key skills of reading and interpreting maps, with each students receiving a 'FREE' OS map of our local area as part of this unit.

- **Volcanoes and Earthquakes**

Where students investigate the causes, effects and responses to natural hazards like Hurricane Katrina (2005) and the Boxing Day Tsunami (2004)

In Year 8 Geography the course encompasses both physical and human Geography as well as interlinking Citizenship throughout. The students study:

- Weather and climate
- Population and migration
- Coasts and their landforms
- Crime
- Ecosystems
- France and the EU

In Year 9 Geography the course also encompasses both physical and human Geography and directly assists the students of the wish to carry on Geography into GCSE. The students study:

- Brazil (a country study) and independent research
- Development
- Rivers
- Energy (is it over used?)
- Tourism in and out of the United Kingdom
- Globalisation and fashion

This gives the students a balance and a great overview of Geography.

History

In Year 7 History we study three units

- What is History?
Students employ existing historical skills such as using chronology and analysing evidence.
- The Romans
- The Middle Ages
Students study a range of events from the Battle of Hastings to the Black Death. They focus on life for a peasant at this time.

In Year 8 students follow a range of courses

- Britain 1500-1750, a detailed study of the Tudor and Stuart dynasties.
- Native Americans, analysing the impact of white settlers upon Native American communities.
- Industrial Revolution 1750-1900. A study in the changing face of Britain. Focusing on key individuals and their contribution to the Industrial Revolution.

In Year 9 students study units that have strong links to the curriculum in Year 10. This is to provide a successful transition for those students taking History GCSE. The year begins with

- Empire and Slavery. A detailed study on the impact of slavery and conditions for the slaves.
- The First World War, 1914-1918. Students investigate all aspects of World War one, its causes, trench warfare, weaponry and peace agreements
- Emily Davison. A source of investigation where students analyse evidence to determine the reason for Davison's death.
- The Holocaust. This unit uses a lot of group work and discussion to inform students of Nazi policies towards Jews and other minorities. This unit has close links to Citizenship.

Religious Studies:

In Year 7 Religious Studies the course covers:

- What has RE got to do with me?
- Code breaking.
- What do people believe about God?
- What happens when we die?

- Islam.
- Founders: Mohammed – Pilgrimage to Mecca.

In Year 8 Religious Studies the course covers:

- The beginning of Religious Belief
- Judaism
- The Life of Jesus
- Faith in Action
- Sikh Worship
- Living our beliefs (Gandhi)

In Year 9 the course covers:

- Creation and Science
- Creation stories
- Rites of passage
- Buddhism
- Caring for creation

The Humanities Curriculum Area use a range of procedures for ongoing assessment of student progress and learning. Positive achievements of individuals are recognised, discussed and rewarded and extension work is always offered. The class teacher will regularly test understanding via whole class review and discussion, with an individual or small group of students. Over the course of Key Stage 3 students will complete assignments based on the modules outlined earlier. Each of these allows the student to demonstrate what they can do and what they know. An assessment profile sheet provides valuable feedback to the students on their achievements and targets for future improvement. These develop skills required for success at GCSE and mirror the approach taken to the completion of GCSE coursework.

Groups are taught within all-ability groupings throughout Key Stages within the Humanities Curriculum Area.

Homework is set as and when it is appropriate and it will generally be supportive of the class work. Students will note homework in their planners. Parents can support their children by checking the planners and talking with their son or daughter about the work. If parents wish to provide additional support they are welcome to approach the relevant class teacher or the Subject Leader for advice. Otherwise, parents are encouraged to take their son or daughter to places of geographical, historical and religious interest.

The Humanities Curriculum Area is very well resourced with many Humanities teachers having attained Interactive Whiteboard Goldmark awards. Students are provided with books, paper and study materials. They are expected to undertake research on projects and homework tasks as well as bring standard school equipment of pen, pencil, ruler and crayons to each lesson.

A range of trips and events are organised for students. The History and Geography Departments run a range of trips.

INFORMATION & COMMUNICATION TECHNOLOGY (ICT)

The Angmering School is committed to a programme of sustained investment in high quality, up to date ICT infrastructure, which is accessible to all students. We enjoy a sophisticated network backbone that we are building on by adding a number of workstations across the school. A new server has been installed to cope with growing demand for ICT resources

The core of our provision is currently based in the ICT and Sixth Form centre, with five fully equipped rooms running Windows XP. In addition to these we have small computer suites located near to our English, Maths, Modern Foreign languages and Design and Technology departments and clusters of PCs in areas such as Media Studies. At present the network comprises 450 machines.

ICT is taught in the following ways at Key Stage 3:

- Year 7 introduces students to the school system and to a wide range of high specification, commercial software packages (including word processing, databases, spreadsheets and graphics packages). These sessions provide students with the confidence and ability to engage in ICT to support their learning in all curriculum areas at Key Stage 3.
- In Year 8 our exciting new course offers students the opportunity to be involved in ICT project work with the emphasis on students taking responsibility for their use of ICT. We offer new software, multimedia challenges and higher level skills to enable and encourage students to be autonomous users of ICT.
- In Year 9 students work towards the introductory elements of the Diploma in Digital Applications. This course aims to deliver the ICT curriculum in a more dynamic and interactive manner. The course is equivalent to up to 4 GCSEs and students may carry this work forward if they choose to continue to study ICT at Key Stage Four.
- At Key Stage 3 ICT is also organised in the majority of curriculum areas. Diverse activities, whole class, small group and individual are integral to many schemes of work. For example, classes of students will be booked into the ICT rooms to undertake the production of a newspaper in English, to tackle problem-solving in Mathematics, to research and use internet research and databases in Humanities, to examine Science problems, to assist with their languages studies and to undertake computer-centred activities in Technology using Legodacta software and hardware. These and many other activities are encouraged and enhanced in keeping with our aim to create a cohesive approach across the curriculum.
- Students enjoy open access to ICT at lunchtime and after school. They are encouraged by specialist staff to engage in the use of hardware and software to complete curriculum-based tasks, or simply to enjoy and explore their enthusiasm about what ICT has to offer.

All students have filtered access to the Internet and their own E-mail addresses, which can be accessed from home.

Since September 2007 all students have had access to Moodle, a learning platform which allows sharing resources, exchange of work and online activities. This is accessible whenever there is internet access.

The investment we have made as a school has been a great success – it has provided encouragement to staff and students alike. We are already building on this success and are determined to keep “The Angmering School” at the forefront of ICT provision within West Sussex. Our aim is to make all students confident, safe competent and independent users of ICT.

MATHEMATICS

Mathematics is one of the three Core subjects within the National Curriculum along with Science and English. There are four sections in the Programme of Study which are using and applying Mathematics, number and algebra, shape, space and measures and handling data.

- In Year 7 students study geoboard explorations, number pattern activities; early algebra, co-ordinates, factors, multiples and number properties, symmetrical triangles, angles and polygons, area and volume, fractions, decimals, percentages; reading scales; measure, probability scale, estimation and rounding, data collection, calculating key statistics.
- In Year 8 students study number patterns and sequences to formulas, think of a number algebra activity, algebra and equations, angles and symmetry, probability, graphs: drawing and interpretation, volume, estimation, enlargement, fractions, decimals and percentages, area and circumference of circles, statistics in context.
- In Year 9 students study algebraic manipulation and equation solving, graphs of equations, transformation geometry, scientific calculator activities, pythagoras, probability (combined events), statistics: questionnaire and data presentation, angles & bearings, ratio, geometric construction, loci.
- In line with the philosophy promoted by the National Framework for Mathematics, we choose not to use a published text book scheme which would curtail creativity and tend to nullify students' views of mathematics as a subject where teachers plan day-to-day lessons to meet their varying needs. Mathematics has a suite of nine teaching rooms and an integral Mathematics Staff Work Area Office and resource base. Therein lies a vast selection of resources, and teachers devise their own lessons using our scheme of work resource files, books, journals and materials. Activities, ideas, materials are developed and shared by members of the team to suit the needs of their particular classes; the sharing of ideas is a central feature of our Mathematics Work Area.
- Mathematics teachers use a range of procedures for assessing student progress. Positive achievements of individuals are looked for, discussed and rewarded and suggestions for additional work offered. The class teacher will regularly test understanding via whole class review and discussion, via a short test review, and via discussion with Learning Support staff. All students have a personal Mathematics ring binder which is kept in their maths teaching room.
- Students take the National Curriculum Tests towards the end of Y9 and these results are published to parents. Year 7 and Year 8 students take the QCA National (Optional) Tests in Mathematics in the Summer Term.

- Mathematics in Year 7 is taught in all-ability Tutor Groups. At the beginning of Year 8, students are organised into either a “standard-paced” group or into a “faster” group. This type of grouping structure is maintained for GCSE Mathematics in Years 10 and 11. A careful eye is kept on individuals to ensure that the appropriate grouping decisions have been made.
- When homework is set it is generally linked to current class work. Students will note homework in their Student Planner. Parents can support their children by checking the Planners and talking with their son or daughter about the work. If parents wish to provide additional support they are welcome to approach the relevant class teacher for advice. ***We recommend a Maths dictionary for reference use at home. These are sold by the Maths Department at £3, and will also be available at our Year 6 Parents’ Evening on Wednesday 1st July 2009.***
- It is vital that students always come to their Mathematics lessons prepared with the following equipment: pen, pencil, ruler, eraser, scientific calculator, protractor, compasses. All these items may be purchased from the Mathematics Office direct at any time during the year. We will also have a stationery stall at the Year 6 Parents’ Evening on the 1st July 2009 when a variety of items will be available on sale.

MODERN FOREIGN LANGUAGES

Modern Foreign Languages are part of the National Curriculum range of subjects. There are four Attainment Targets: listening and responding, speaking, reading and responding and writing.

- In Year 7 Students will study French or German covering the key topics: personal details, school, leisure, home and holidays (French) and personal details, school, family, leisure, home and my town (German).
 - In Year 8 students will study French and German covering the key topics: world language and countries, sports, food, places in town and giving directions, descriptions and French history (French), and holidays, shopping, food, leisure activities, health, going out and going on a school exchange (German).
 - In Year 9 students will study French and German covering the key topics: French regions, TV and film, tourism, illnesses, media and excursions (French), and the media, school, future plans, global issues, people and visiting Germany (German).
- The Modern Languages Curriculum Area uses a range of procedures for assessing student progress. Individual achievements are discussed and rewarded and suggestions for extension work offered; the class teacher will regularly test understanding via whole class review and discussion/or via a discussion with an individual or small group of students, Students are formally assessed at the end of each unit or topic in one or more of the attainment target areas.
 - Students will study both French and German during Key Stage 3, but will begin by studying one language (French or German) in year 7 to give a firm basis for developing language learning skills.
 - Languages in Year 7 are taught within mixed ability groups. In Years 8 and 9, the students are organised into separate ability groups. Students are placed in the appropriate group according to their progress and teacher recommendation. Students are carefully monitored throughout the year to ensure that they are in the right group in terms of their understanding and facility in the language.
 - Homework is set regularly and it will generally be a continuation of, or preparation for, class work. The type of work set may comprise learning of vocabulary, the completion of a piece of written work, a reading exercise or preparation for a speaking task in class.

- Students will note homework in their Student Planners. Parents can support their children by checking the planners and talking with their son or daughter about the work. In particular, testing their son or daughter on vocabulary, or, if possible, engaging them in conversation would be especially beneficial. If parents wish to provide additional support they are welcome to approach the relevant class teacher or the Head of Curriculum Area for advice.

- The Modern Languages Curriculum Area is very well resourced with a range of rooms including a computer suite, and a variety of audio-visual equipment. Students are issued with an exercise book in which to complete classroom and homework tasks and to record new words and structures. Booklets containing worksheets are also provided. It is desirable that every student obtains a dictionary for each language. **Students are expected to bring with them to each lesson their books, a pen, pencil, ruler and eraser.**

- The Curriculum Area has well-established exchange links with schools in France (Ouireham) and Germany (Rheinstetten) and all students in Years 8, 9 and 10 are encouraged to take part in these exchange opportunities. Residential visits to Germany and France also take place for Years 8 and 9.

MUSIC

Music is one of the 10 National Curriculum subjects that secondary schools are required to teach according to nationally set requirements which are referred to as Programmes of Study. The attainment targets are:

1. Controlling sounds through singing and playing – performing skills
 2. Creating and developing musical ideas – composing skills
 3. Responding and reviewing – appraising skills
 4. Listening, and applying knowledge and understanding
- The scheme of work is designed to continually reinforce and build on the knowledge and understanding developed in the previous units. The National Curriculum programme of study and knowledge and understanding of the seven elements of music are re-introduced and revised in Year 7, and then continue to be developed throughout KS3. These skills are developed through personalised learning.

In Year 7

the students study Bridge unit:

Unit one:	Dynamics; understanding basic rhythmic notation; basic structures; tempo; improvising; listening skills; creating and performing ostinatos.
Unit two:	Keyboard basic technical and performance skills and understanding pitch and creating an interesting melody.
Unit three:	Orchestral instruments – listening and understanding; composing atmospheric music.
Unit four:	Learning to use Cubase LE
In Year 8	
Unit five:	Understanding structure in music; creating in Termer or Rondo forms using Cubase LE.
Unit six:	Understanding African music.
Unit seven:	Blues music.
Unit eight:	Understanding song arrangement.
In Year 9	
Unit nine:	Ground bass variations and developing the theme of ground bass, using Cubase LE.
Unit ten:	Song writing; composing and performing; listening
Unit eleven:	Understanding classical music
Unit twelve:	Music in the media; film music; composing and developing; music to enhance the mood of the scene.

- The Music Department uses a range of procedures for assessing student progress including giving National Curriculum attainment levels at the end of each unit, positive achievements of individuals are looked for, discussed and rewarded and suggestions for extension work offered, the class teacher will regularly test understanding via whole class review and discussion. All students keep an Assessment Record Sheet which is completed under teacher direction, listening, composition and performance are peer and self assessed although it is the teachers mark that is entered in the Teacher Record File. There is a Performance/Composition Evaluation Sheet and student progress book that is used alongside the teacher assessment.
- Music in Year 7, 8 and 9 is taught in ten all-ability groups. Subsequently students are taught within mixed ability GCSE Option groups if they choose to continue Music in Years 10 and 11.
- Homework is set as and when it is appropriate and it will generally be a continuation of the class work. Students will note homework in their planners. Parents can support their children by checking the planners and talking with their son or daughter about the work. If a student shows particular ability in Music, we will often encourage them to learn an instrument and/or join one of the many music clubs that are on offer. It is hoped that parents will encourage practice at home and regular attendance at rehearsals. Many students enjoy following up work done on keyboards in lessons on their own keyboard at home.
- The Music Department is very well resourced with a wide range of classroom instruments, keyboards and computers. However, all students are expected to bring to every lesson a pen, pencil, ruler and student planner. Instrumentalists will also be asked to bring in their instrument to use in lessons.
- Lessons are available on a wide range of instruments, including drum kit, electric guitar, woodwind, string instruments, keyboard, piano, brass and voice. Details can be obtained from the Music Department.
- The following extra-curricular activities are currently available at lunchtime: orchestra, keyboard club (KS3 and 4), vocalise, theory & workshop for GCSE, world music percussion group, rock and pop bands, Music Technology club.
- Concerts are regular features of the extra-curricular range of activities and a high standard of commitment and involvement is encouraged. The concerts include a Christmas concert, GCSE showcase, Music Mania New Year's Bash, Music Mania 2, Summer Concert and the Family Group Music Festival.

PHYSICAL EDUCATION

Introduction

- Physical Education and sport is at the centre of the Angmering School's success and achievements. Students arriving from primary school are fully aware of our specialist 'Sports College' status and the opportunities on offer. We know how important it is to lead an active and healthy life style which is why we believe that students should be healthy, safe and enjoy achieving. Dedicated PE Teachers at the school provide opportunities for all students to take part in and develop positive attitudes towards physical activity. The highly qualified staff will support those students who have the desire to compete and train at a high level and/or explore our extensive outdoor pursuits opportunities as well as just take part and enjoy being active.
- Angmering's high quality PE curriculum enables all pupils to enjoy and succeed in many kinds of physical activity. They will develop a wide range of skills and the ability to use tactics, strategies and composition ideas to perform successfully. When they are performing they are expected to think about what they are doing, analyse the situation and make decisions.
- The Key Stage 3 programme at Angmering has a varied and broad curriculum with plenty of opportunities for students to access a wide range of physical activities, over and above what is expected nationally. Furthermore, considerable care is taken to create a smooth transition from Key Stage 2, and build upon the skills they have already acquired and developed through primary school PE.
- The high quality physical education programme in Key Stage 3 is based on developing physical, emotional, social, moral and cognitive skills through an exciting range of activities. Students enjoy taking part in different activities and succeed by achieving the lesson objectives which are matched to every student's needs and abilities. As a result Angmering students develop the confidence to take part in different physical activities and learn about the value of healthy lifestyles and discover what they like to do and where to get involved outside of school.
- Students work as individuals, in groups and in teams, developing concepts of fairness and responsibility. They will take on different roles and responsibilities including leadership, coaching and officiating.

They explore and develop positive qualities, such as communication, dedication, encouragement, listening, decision making, co-operation and evaluating skills. These invaluable qualities are vital in any environment and work place. Our aim is that as our students succeed they will be better equipped to make positive a contribution to society as a whole and achieve well being in their chosen careers.

- Each lesson is planned to enhance independent thinking and greater responsibility for themselves and others which leads to increased confidence and greater self-esteem. Lessons are aimed to challenge students within a safely managed positive learning environment. Every opportunity is given to allow students to reach their potential and the Key Stage 3 programme is an excellent spring board into Key Stage 4 and further sports related courses offered here.

This table shows Activities students will take part in during Curriculum time. This list is not inclusive of the Clubs.

KEY STAGE 3	BOYS	GIRLS
YEAR 7	<ul style="list-style-type: none"> • Table Tennis • Basketball • Football • Gymnastics • Dance • Rugby 	<ul style="list-style-type: none"> • Cross-Country • Athletics • Cricket • Rounders • Tennis • Rock-Climbing
YEAR 8	<ul style="list-style-type: none"> • Orienteering • Basketball • Gymnastics • Trampolineing • Cross Country • Rugby • Tennis 	<ul style="list-style-type: none"> • Football • Table • Tennis • Athletics • Cricket • Rounders
YEAR 9	<ul style="list-style-type: none"> • Basketball • Cross Country • Rugby • Football • Gymnastics • Trampolineing • Rock-Climbing • Outdoor Pursuits 	<ul style="list-style-type: none"> • Table • Tennis • Athletics • Cricket • Rounders • Badminton • Team-building

HOW ARE STUDENTS ASSESSED?

The teacher may use one or all of these methods to assess students:

- Observations and records of performance and fitness scores
- Worksheets completed / homework
- Feedback students provide about performance
- Answers to questions with the teacher and discussions within groups
- Progress tracker, students tracks *their own* progress across the entire year for each activity and strand.

TEACHING GROUPS

Students are taught within single gender groups. In Years 8 and 9, groups are arranged by abilities. Students are identified during Year 7 for the start of Year 8 for *fast track* PE which enables them to complete the GCSE PE at the end of year 10. Students who are not in the *fast track* group are still eligible to take the GCSE a year early if they exhibit the appropriate commitment and attainment.

FACILITIES

The school is well served with a Fitness Suite (with resistance and CV machines), free weights, a Gym, a sports hall, a dance studio, a variety of tennis, netball and basketball courts and large playing fields for all team sports.

The programme is planned to maximise teaching space and provides quality equipment appropriate for all students' size and ability.

KIT

All students are expected to have the correct indoor (navy blue kit) and outdoor kit (rugby shirt or games top for both boys and girls) for all their lessons (this includes socks). Students are permitted to wear plain (minimum logos and stripes) navy blue track suit trousers in the case of cold or poor weather. (Check uniform rules for more details).

BEHAVIOUR

We expect excellent behaviour before, during and after lessons and, of course, whilst representing the school on fixtures.

ACTIVITIES

The PE Faculty offers a huge range of activities delivered by dedicated specialists who provide expert teaching, coaching and instruction. Activity Clubs are available for all students at lunch times and not restricted to just

team members (for more details please see (www.thesportscollege.com)). Where Students show ability they are expected to attend clubs in order to achieve their full potential. *Fast track* students are required to attend a minimum of 2 clubs per week. Sports equipment is also lent out at lunch times for recreational purposes.

TEAMS

Teams are run for a large number of sports and students compete in league and cup competitions. There are also alternative fixtures purposefully aimed at those students who are not on the school teams in addition to B team fixtures. All students who have represented the school will receive e-credits and if they win a league or cup they will be presented with awards at our Sports Presentation Evening. (See www.thesportscollege.com)

FIXTURES

For Year 7 students, teachers arrange fixtures with other schools and these can be at short notice. There is no set day for sporting fixtures for Year 7. For all other year groups the sporting fixtures are updated on a Monday and available on the website: www.thesportscollege.co.uk/weeklyfixtures.php

Students will be invited by the teacher to be part of a team. Students can read the details and indicate whether they are able to play and are responsible for informing their parents of the times involved. In most cases students will be issued with a school team top, although full PE kit must be brought into school on that day.

SCIENCE

Science is one of the three core subjects of the National Curriculum along with Mathematics and English. A new National Curriculum for Science was introduced in September 2008 with the old curriculum being phased out by 2011.

The study of Science in the new curriculum will include: Attainment Target 1 – How Science works; Attainment Target 2 – Organisms, their behaviour and the environment; Attainment Target 3 – Materials, their properties and the Earth; Attainment Target 4 – Energy, Forces and Space.

Students are encouraged to discover as much as possible through experimentation. Practical application of knowledge is highly prized within the Science Faculty and students will be encouraged to test and develop their knowledge and skills through a practical approach to science. Students starting the school in September 2009 will be taught the following programme of study:

- In Year 7 students will study Staying Alive; Why we are different; What things are made of; Be reactive; How things move; Using Energy and Earth Space and Beyond, Cells, Reproduction, Differences, Classification, Acid Reactions, Particles, Elements and Compounds, Chemical Reactions
- In Year 8 students will study Life Support, Keeping Healthy, People and Environment, Shaping Life, the Period table, Using Elements, Metal Reactions, What's in Rocks, Heating and Cooling, Light, Sound and Moving around.
- In Year 9 students will study: Are you Fit?; Upsetting the Balance; Chemical Reactions; Environmental Chemistry; Calculating Forces; Space and Satellites and Energy and the Environment.

In September 2009, Year 9 students will study Inheritance and Selection; Reactions of Metals; Energy and Electricity; Fit and Healthy; Patterns of Reactivity; Gravity and Space; Plants and Photosynthesis; Environmental Chemistry; Speeding up; Plants and Food; Using Chemistry; Pressure and Moments; Investigating Scientific questions.

- The Science Faculty use a range of procedures for assessing student progress including Assessment for Learning, Positive achievements of individuals are looked for, discussed and rewarded and suggestions for extension work offered; The class teacher will regularly test understanding via whole class review and discussion; via a short test review and via discussion with Learning Support staff; Regular progress assessments standardised to National Curriculum criteria are held and the results logged by the teacher. To encourage communication between parents and teachers, students bring progress assessments home showing their score and present level of attainment. Reply comments from parents are encouraged; All students take the National Curriculum Tests at the end of Year 9 and these results are published to parents; Continuous practical assessment of scientific skills standardised to National Curriculum criteria.

- In Year 7 and 8 homework is set at the start of each term. Students receive a homework booklet which gives them a variety of homework choices which will utilise various learning styles. Each student must complete 10 points worth of homework. The aim is to encourage independent learning skills and enthuse the students about science. Further homework may also be given.

- Extra curricular activities are available for students to take part in. These include a weekly science club for Year 7 and 8s. We have a partnership with Sussex University and run joint activity days and lectures. School based activities including a 'science summer school' which meets during the first two weeks of the summer holidays. Students are offered places on the courses funded by West Sussex County Council. Enrichment sessions are run for some students prior to National Curriculum Tests in the Spring Term.

- Apart from 2 higher groups in Year 8 and Year 9 all teaching is otherwise taught in mixed ability groups. At the end of Year 9 students have the option of taking triple Science or will undertake a dual award course. The triple award results in separate GCSEs in Biology, Chemistry and Physics, while the dual award results in a core Science GCSE and an additional or applied GCSE. Students will be taught at either foundation or higher level.

- The Science Faculty has a suite of 10 laboratories. Students are generally encouraged to work in groups of 2 or more within the laboratories. There are worksheets and other learning materials provided to support the investigations carried out. DVD's, ICT and computer programs are used widely throughout Key Stage 3 Science.

- Students are expected to come prepared for their lessons with exercise book, pen, pencil, ruler, eraser and calculator.