

CARDINAL GRIFFIN CATHOLIC COLLEGE



Parent & Student Guide

**Upper Grammar (Year 10)
Handbook and Curriculum Guide
2016-2017**

loving
hopeful
attentive
faith-filled
generous
eloquent
intentional
learned
prophetic
truthful
curious
wise
grateful
discerning
compassionate
active



DEDICATION OF STUDIES

Prayer of St Ignatius

Lord, teach me to be generous:
to serve you as you deserve;
to give and not to count the cost;
to fight and not to heed the wounds;
to toil and not to seek to rest;
to labour and not to ask for
no reward
save that of knowing I do your will.
Amen

End of Day Prayer

May the Lord support us
all the day long,
till the shadows lengthen,
and the evening comes,
and the busy world is hushed,
and the fever of life is over,
and our work is done.
Then, in his mercy,
may he give us a safe lodging,
a holy rest,
and peace at last.

Welcome

Welcome to the Figures Handbook and Curriculum Guide. It is our intention that this guide should serve as a handy reference for parents who may have questions about their child's learning. To this end, we have tried to include all the general information you might want to know including curriculum, assessment guidance useful reading list as it is essential that wider reading is a continual focus of your child's academic development. We have also suggested ways of supporting your child with their studies, as well as aiding you to keep abreast of their progress.

Our promise to you as parents is for your child to be happy, safe, receive an outstanding education and be known as the individual that God has created them to be. In achieving this, we expect all to develop knowledge, understanding and skills through a rigorous programme. Beyond the curriculum there are many opportunities for your child to participate in extra-curricular activities, from sports to music, and from chaplaincy to charity events.

Your child will be taught all the National Curriculum subjects and in addition they will also learn to develop essential qualities and skills through our Curriculum

I would like to use this opportunity to highlight some key dates for this academic year:

EVENT	DATE
Whole College Events	
Michaelmas Term	(Rudiments & Poetry only) 6 September 2016 – 20 October 2016 (All Years) 7 September 2016 – 20 October 2016
Christmas Term	31 October 2016 – 16 December 2016
Epiphany Term	3 January 2017 – 17 February 2017
Lenten Term	22 February 2017 – 7 April 2017
Whitsun Term	24 April 2017 – 26 May 2018
Trinity Term	5 June 2017 – 21 July 2017
INSET dates: (Pupils should not attend college on these dates)	5 September 2016 7 October 2016 21 October 2016 24 July 2017 25 July 2017
Open Evening (1800 – 2000)	6 October 2016
Awards Evening (1830 for 1900 start)	20 October 2016
Christmas Service	15 December 2016
College Mass	15 May 2017
Sports Day	29 June 2017
External Exams	30 June 2017

Upper Grammar	
Upper Grammar PTLP	26 September 2016
Upper Grammar Parents Evening	30 January 2017
Internal Exams	05 – 9 December 2016
PPE1	22 – 26 May 2017
Publication of Upper Grammar PD 1	25 November 2016
Publication of Upper Grammar PD 2	17 February 2017
Publication of Upper Grammar PD 3	14 July 2017
Publication of Upper Grammar Reports to parents.	9 June 2017
Publication of Mock results (PPE1) to parents	22-23 May 2017

Please do not hesitate to contact me at the college for any further information.

On behalf of all the college staff, I would like to take this opportunity to wish your child a successful year at Cardinal Griffin Catholic College.

Mr M Burrowes
Headteacher

Mr S Davies
Raising Standards Leader for Upper Grammar

General Information

College Timings—model of the day

Pupils must be past the statue of Our Lady before 08.40

Before college	
08.45—09.45	Lesson 1
09.45—10.45	Lesson 2
10.45-11.05	Break
11.05—12.05	Lesson 3
12.05—13.05	Lesson 4
13.05—13.40	Lunch
13.40—14.00	Form/Assembly Time
14.00—15.00	Lesson 5
15.00—16.00 (Thursdays)	Lesson 6

***There is no form/assembly time on a Friday,
the College day finishes at 14.40**

The House Tutor Team

I would like to take this opportunity to formally introduce you to the team that will be responsible for your child's academic and pastoral development during this very important year at the college. Please do not hesitate to contact them via the college planner or telephone.

ALLEN			NEWMAN		
Head of House: Mrs J Archer			Head of House: Mrs J Burrowes		
Allen 1	Mrs L Hamilton	B5	Newman 1	Mrs R Brindle	E1
Allen 2	Miss M McInerney	A14	Newman 2	Mr S Forrester	E4
Allen 3	Mr S Holsgrove	D8	Newman 3	Mrs R Mahmood	B14
Allen 4	Mr R Ardin	A13	Newman 4	Mrs L Kearsey	B3
Allen 5	Mrs D Glynn-Cobbett	C6	Newman 5	Miss K Dono	B11

MANNING			VAUGHAN		
Head of House: Mr R Woodgate			Head of House: Mrs J Archer		
Manning 1	Mrs H Hulme	B3	Vaughan 1	Miss K Dunning	B16
Manning 2	Miss C Williamson	B10	Vaughan 2	Miss S Smith	A3
Manning 3	Mrs J Harvey	D4	Vaughan 3	Mr N Harris	A15
Manning 4	Mr L Love/Mrs E Davies	B7	Vaughan 4	Mrs L Taylor	C2
Manning 5	Mr J Wood	B6	Vaughan 5	Mrs J Green/ Miss R Wood	B1

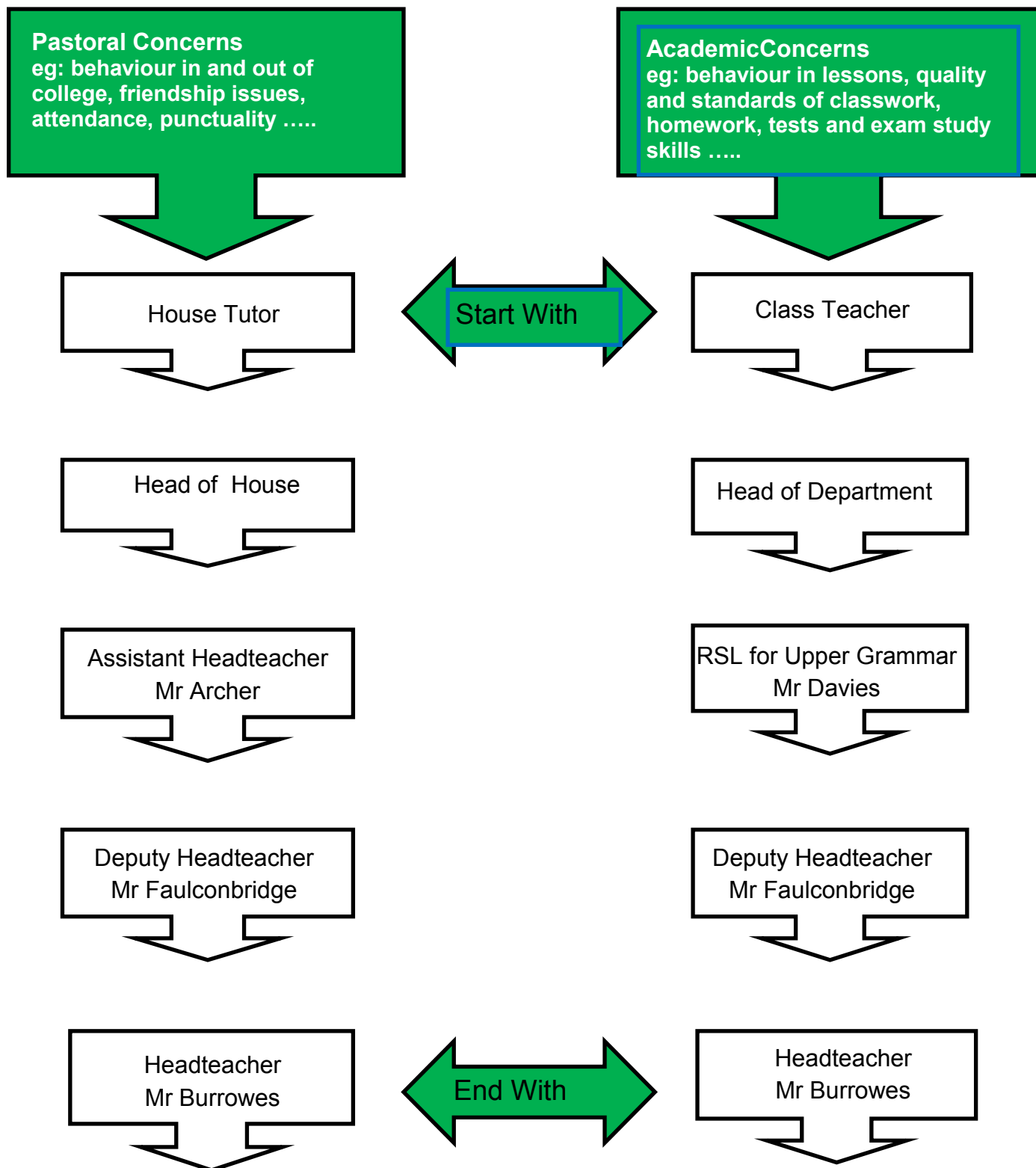
WISEMAN			HINSLEY		
Head of House: Mrs J Burrowes			Head of House: Mr R Woodgate		
Wiseman 1	Miss H Necchi	E2	Hinsley 1	Miss E Malpass	A1
Wiseman 2	Mrs D Sanderson	A16	Hinsley 2	Miss C Thompson	D5
Wiseman 3	Mr A Weaver	A12	Hinsley 3	Mr J Underhill	D1
Wiseman 4	Miss J Dunne	B18	Hinsley 4	Miss H Clews	C5
Wiseman 5	Mrs F Ryan	D5	Hinsley 5	Mr R Lally	D2

Raising Standards Leaders

RSL FOR THE YEARS

Year 7	Rudiments	Mrs R Shakespeare
Year 8	Figures	Mrs R Shakespeare
Year 9	Lower Grammar	Mr S Davies
Year 10	Upper Grammar	Mr S Davies
Year 11	Syntax	Mr D Duffy
Year 12	Poetry	Mrs L Wynne-Jones
Year 13	Rhetoric	Mrs L Wynne-Jones

Year 10 Concerns



COLLEGE POLICIES

The use of Day Books at Key Stage 4

All students at KS4 are issued with a 'Day Book' which serves as a diary and a key communication tool between home and the college. It assists the students to stay organised by recording important dates and day to day information. The planner contains a lot of very important information about the college. May I take this opportunity to remind you to check you child's planner and sign it on a weekly basis. The planner is the college's property and we expect your child to treat it with respect and use it correctly Any planner that is lost, defaced or misused in any way will need to be replaced. This year we have photocopied spare planners and your child will be expected to bear the cost of the replacement planner (£5.00).

Attendance and Punctuality at Key Stage 4

Attending college regularly and on time is crucial. All students are expected to be inside the College at 08.40 and lessons start at 08.45 (prompt). Your child's attendance is monitored weekly and badges are issued for 100% attendance at the end of every term. If your child is absent from college, please telephone the college on **01543 502215** and select the 'absence line' option. The college has a target of 97% attendance and it is our expectation that all students meet this target. This equates to a maximum of 7.3 days absence per year.

Student Services—removing barriers to learning

At Cardinal Griffin Catholic College we recognise that sometimes our students experience difficulties that affect their performance in college. To help in the removal of these barriers, a number of services are available to students including:

- School Nurse
- Student Mentors
- Lay Chaplain specialising in Bereavement
- Higher Level Teaching Assistants
- SENDCo

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If we are unable to meet a student's needs fully within the college, they may also be referred to agencies such as:

- Educational Psychologist
- Children and Adolescent Mental Health Service (CAMHS)
- Social Care
- Young Carers
- Educational Welfare Officer

Important information re. Permission for Leave in Term Time

The Government has changed the law from September 2013.

- Leave of absence may only be taken for **exceptional reasons**
- Educational event
- Family event

Parents must request leave for exceptional circumstances as far in advance as possible. The request should be made in writing using the appropriate leave of absence form available from the college reception. Given the importance of this year to students any absence will impact on the students performance in exams.

This must also include the reason why you feel that it is necessary to take a leave of absence. This may include any extenuating or compassionate reasons, including evidence of circumstances such as medical certificate or letter from employers.

On receipt of an application for leave on the appropriate form together with any supporting documentation, consideration will be given to the circumstance. A letter outlining the decision of the college will be sent to you within 7 working days.

Parental Support

How can I make a difference?

The exam system has changed greatly over the past few years, and is continuing to change. Sometimes it feels as if it is best just to let the 'experts' at the college get on with it.

However, your involvement during this crucial time can make an enormous difference – the difference between success and failure!

*Parental support is **eight times** more important in determining a child's academic success than social class....*

And the good news is – you don't have to be an expert in any of the subjects your child is studying to make a real difference – you just need to know how best to spend the time you do have, at each stage this year.

The major focus should be:

- ✓ Using time wisely to complete homework and additional stretch and challenge activities
- ✓ Preparation for the exams

PPE (Pre-public Mock) Exams

The PPE weeks are really important for your child. There is no 'right' way to revise, but it is really important that they:

- ✓ Have a revision timetable that is realistic (balance between social; rest and work)
- ✓ Vary the nature of subjects they are revising (30-45 min revision sessions);
- ✓ Are clear on what needs to be revised (following revision guides from each subject);
- ✓ Work through past exam papers and uses a watch to 'time' some responses;
- ✓ If possible – work with a study buddy to test each other's knowledge;
- ✓ Eat well; drink lots of water and pace themselves;
- ✓ Use every exam opportunity as a chance to practice for the real exams.

Students and parents—top ten revision tips

Post-it Stickers

Get a pack of post-it stickers and write the key words from a subject on the individual post-it stickers. Stick them all around your home on every object (milk bottle, door handle, light switch, toilet seat). Before using the object students need to explain what that word means. If they do not know they need to go to their revision area and find out. Use different coloured post-it stickers for different subjects.

Mind Maps/Spider Diagrams/Notes

Rather than simply reading class notes re-write them in the form of a mind map (a lot of web sites will do this for you). Add pictures as visual aids and use many different colours for different themes. You may decide to re-write your notes. Keep re-writing them so that you eventually get them down to one side of A4. This will be easier to do last minute revision from. THIS WORKS!!!

Make revision into a game

- Blockbusters
- Who Wants to a Millionaire
- The Weakest Link
- Trivial Pursuit

Past Papers

Practice past papers or GCSE style questions. The college will provide these for students. You can also go onto the examination boards website and down load past papers and mark schemes. There are 3 main exam boards that we use (AQA, Edexcel, OCR). These websites also offer advice on revision.

Attend revision sessions

Some subjects will run after school revision sessions—you must attend these!

Revise with a friend

Revision can be boring. Find a study buddy. Make sure that you do revise and not spend all of your time talking / playing on consoles. Test each other and take turns being the teacher. If you are trying to explain a topic to your friend you will need to understand it first before you can explain it.

Use Acronyms and Mnemonics

Use the first letter of a word to make a new word to prompt your memory. Make up a silly sentence to help you remember the order of something.

Use revision website

The internet is much easier to update than books and these websites get revised every year and have the most up to date information. You do not need to buy study guides from the shops.

Revision posters on bedroom walls

Make your revision notes on a giant piece of paper (strips of wallpaper). Place them around your bedroom and lie on your bed. Immerse in your revision. If you have posters up,, replace them with these for the next 3 months!

Flash Cards/Postcards

Write information about a topic on a postcard. This will force you to condense your notes so you only include the most vital information. These are easy to transport and can be taken out anywhere including when waiting for a bus/train! You could also write 10 questions on one side and 10 answers on the reverse.

THE CURRICULUM

The Jesuit tradition calls for education of the whole person — including the intellectual, social, and spiritual dimensions. In and out of the classroom, Cardinal Griffin Catholic College students are challenged with a broad and balanced curriculum which is designed to prepare them for life.

In mapping curriculum provision, Senior and Middle Leaders have reflected on what we stand for as a college, what is distinct about the learning experience that we offer and what our students require for academic success beyond Cardinal Griffin Catholic College (P8 and A8 measures). In all, we have created a model that is balanced, rigorous, appropriate and relevant to the students that we have.

For educational reasons, we have removed the traditional banding system that has led to a sense of labelling across the college. Form groups and much of the teaching at KS3 will be mixed ability. This will allow a sense of ambition, aspiration and support for each individual. This model does also allow flexibility to the core curriculum to set within their area if their professional view is that it will benefit the pupils. In moving towards a growth mindset, we have ensured that students get the opportunity to make choices at KS4 and 5.

The formal curriculum

Each student at the college studies Religious Education in Key Stages 3 and 4 with 100% entry at GCSE.

Citizenship is taught by form tutors through half termly drop down sessions. The learning and our values are reinforced through assemblies and worship. Sex Education is delivered from entry through Religious Education and Science. This is done in accordance with the teaching of the Roman Catholic Church.

In Careers, there is professional guidance available throughout the school to ensure full economic well-being. This includes individual interviews, visits off site and work placements. Year 10 have work experience as an integral part of their course. A Careers and Higher Education programme is implemented throughout the Sixth Form.

All students participate in Physical Education lessons (Key Stages 3 and 4). A GCSE/BTec option is available at Key Stage 4 and 'A' Level at Key Stage 5. Extra-curricular activities are wide ranging and reviewed termly in response to student demand, as part of our Extended Schools programme. Competitive sports provide opportunities for teamwork.

Computer Science is taught as a discrete subject at Key Stage 3. At Key Stage 4, the majority of pupils will have the opportunity to take a full GCSE examination; and the rest are entered for Functional Skills Level 1 or Level 2 or a BTEC Level.

All students are taught English at Key Stage 3 and are entered for English and English Literature at Key Stage 4 (GCSE).

All students follow Mathematics at Key Stages 3 and 4 and are divided into sets after initial screening. At Key Stage 4, all are entered for GCSE Mathematics.

Students in Key Stage 3 are taught Science in mixed ability groups. At Key Stage 4, pupils can opt for Separate Sciences or Core and Additional Science GCSE, according to their aspirations and abilities.

All students study the Creative Arts at Key Stage 3. At Key Stage 4, both Performing Arts are part of the option choices. Classes are mixed ability. These subjects are enhanced by broad extra-curricular provision including instrumental tuition, choirs, ensembles, school productions and competitions.

A carousel operates during the course of Key Stage 3 Design and Technology which allows access for all pupils to Food, Resistant Materials and Graphics. Classes are mixed ability. At Key Stage 4, in response to student demand, we offer Food and Product Design.

All pupils at Key Stage 3 study History and Geography in mixed ability classes. Two or more option groups are offered for each subject at Key Stage 4. Sociology and Business Studies sets are added in Year 10 as an option choice.

Modern Foreign Languages is part of our core curriculum at Key Stages 3 and 4. All pupils in Year 7 study French. Any student able to achieve in a community language is encouraged to enter a GCSE from Year 10 onwards.

Sixth Form

The sixth form offers a broad range of courses at Levels 2 and 3 and all follow a formal programme of General Religious Education. For a more detailed overview of the curriculum offer for each year group, please do refer to our web site which details topics, specifications and additional relevant information specific to each subject we teach.

ASSESSMENT

We have already assessed our pupils in Year 7 and 8 and have a very clear indication of ability in each subject area. We set robust and challenging targets for the end of year, and plot progress towards this. During the course of Year 9, you will receive progress check information in the autumn and spring terms, and a full subject report in the summer. You will be able to review your child's progress in the spring term with your child's subject teachers. In addition, we would encourage you to refer to feedback marking comments in your child's subject exercise books. Should you have any concerns regarding progress, please do not hesitate to contact us.

HOME LEARNING

All homework set is posted on Show my Homework and individual homework timetables are available on our web site. Parents and students will receive personal login details from Learning Coordinators. Your child should spend 30-45 minutes per subject each evening or a total of 9-11 hours per week. The library is open every day until 4.30pm; we encourage your child to make use of this quiet, well-resourced study environment. If you have any concerns about the amount or quality of homework set at KS3, please feel free to contact either your child's Form Tutor or Learning Co-ordinator regarding this matter.

Purpose of home learning

- Home learning is an essential aspect of a student's study and a requirement for success. • Work set will be appropriate: reinforcing classwork or accessing extension tasks.
- Work set will challenge and stimulate learning.
- Work will help contribute to the students' personal development by building learning skills, perseverance, time-management and self-confidence. Homework will enable the student to develop sound, personally directed study habits.
- Work set will reinforce the aim of Cardinal Griffin Catholic College to develop independent learners.

Best types of home learning tasks involve

- Prep work
- Re-drafting and making corrections
- Rote learning
- Applying knowledge through practising exercises
- Extended writing
- Preparing a starter activity or a plenary
- Independent work using digital resources (MyMaths)
- Rehearsals and practice (particularly for the Arts)

HOW TO SUPPORT HOMEWORK

Homework

Homework is defined at Cardinal Griffin Catholic College to be any task or activity that students may be asked to complete outside of the lesson that supports and consolidates the work covered in class. It may take various forms such as: research work, consolidation of skills, extended writing, portfolio work etc. It is imperative that students develop independent research skills from an early age and develop a culture of study through a daily routine of attending school and then completing homework.

Organisational help

Organisation can be a problem with some students and you may want to get your child into the habit of sorting out their bag the night before college so that they have all of the resources and work that they require for the next day. You may find it useful to have a copy of your child's timetable displayed in the home so that you can help them with this.

- ✓ Have equipment handy – paper, pens, ruler, highlighters, calculators etc.
- ✓ Have a place where he can access a dictionary, Bible and bilingual dictionary.
- ✓ Establish a daily routine – stick in worksheets from the day's lessons or if they have worked on paper, ensure that these are stuck into exercise books.

Help them manage their learning

- ✓ Help your child develop independent learning strategies by modelling how to look up information or find a word in a dictionary rather than simply giving the answer in order to get the task completed. Help them but do not do it for them!
- ✓ Be interested - get your child to explain the task to you and repeat it back to them - this helps to clarify the task in their mind.
- ✓ Read the comments made by the teachers in the books - they will give you advice on how your child can improve their work. Encourage your child to respond to teachers' comments in green pen.
- ✓ Encourage them to complete the work the night it is set whilst it is fresh in their mind.
- ✓ Check that they have used all of the resources available to them to help with the task: teacher, text book, friend and class work examples in books,.
- ✓ Help them make the links between subjects - often skills learnt in class are designed to be transferable to other subjects.
- ✓ See if there are any educational programmes on TV that link in with what they are studying in school; free museum trips and the local library are great ways of extending their learning.
- ✓ Help your child to catch up on work missed through absence from the college; it is important that students independently find out about the work that was set on that occasion.

The Extras

- ✓ Encourage your child to take pride in the presentation and quality of their work.
- ✓ Check that class work and homework is headed up with dates and titles underlined with a ruler.
- ✓ Proof read work with your child and make sure that what they have written makes sense.
- ✓ Check spellings, punctuation and grammar.
- ✓ Has your child used full sentences?
- ✓ Have they used pencils for drawing and a ruler for axes on a graph? Do diagrams / graphs have a title?
- ✓ Discourage your child from copying when undertaking research tasks. Talk about the information together, tease out the key facts and help your child to write these down as brief notes.
- ✓ Make sure that internet research has been personalised – i.e. being selective so that only that which is related to the topic is used.
- ✓ Ensure that your child's target is written in the exercise book and in the planner. Discuss the target level with him – how are they going to achieve his/her target?
- ✓ If work has been completed on paper, does it have their name and the date on it?

Revision

Students will have Christmas term and End of Year assessments in all subjects. All students must aim to meet or exceed their target level in every subject. It is most important that Rudiment students get into good practice early in their academic career and revise thoroughly for each assessment. Revision is an essential part of the assessment process. In order to revise effectively, the following tips should be taken on board:

- ✓ Make sure that important dates for tests are highlighted on a calendar.
- ✓ Begin intensive revision at least 4 weeks before their tests begin.
- ✓ Encourage your child to revise every day and not only on the night before the test.
- ✓ Plan a schedule / revision timetable, so that time can be devoted to each subject.
- ✓ Use exercise books and websites such as 'BBC Bitesize' to aid revision.
- ✓ Make revision active NOT just reading – use "look, cover, write", question and answer, practise calculations, cue cards and mind maps.
- ✓ Students should not revise for more than 40 minutes in any one revision session. Regular 15 minute breaks should be planned into revision timetables.
- ✓ Students should revise the subjects they find most difficult first of all.
- ✓ Parents should test their child on test topics so that students feel supported in their learning.

CLASS TEXT BOOKS

Upper Grammar

Religious Education	WJEC Eduqas GCSE (9-1) Religious Studies by Joy White, Chris Owens, Ed Pawson, Amanda Ridley.
English	There is no general text book.
Mathematics	Edexcel Maths GCSE Foundation Student Book. Edexcel Maths GCSE Higher Student Book
Science	AQA GCSE Biology (9-1) Student Book. AQA GCSE Chemistry (9-1) Student Book. AQA GCSE Physics (9-1) Student Book.
Art	Art and Design Student Handbook AQA by Martin Piercy and Anne Stewart.
Design Technology	AQA GCSE Design and Technology: Resistant Materials Technology; or AQA GCSE Food Preparation and Nutrition.
Geography	GCSE Geography for WJEC A'OPTIONS TOPICS' by Owen.A et al, HODDER
History	Paper 1: British Thematic Study—Crime and Punishment in Britain c1000 to present. Paper 2: Period Study with British Depth Study—Superpower relations and the Cold War, 1941-1991 and early Elizabethan England, 1558-88 Paper 3: Modern Depth Study—The USA, 1954-75: Conflict at home and abroad by Pearson Edexcel.
Information Technology	AQA GCSE Information and Communication Technology: The Essential Guide by Heathcote, Flora, Spencer, Diane, Sykes, Peter. (Edited by Nelson Thornes Ltd.
Modern Foreign Languages	Edexcel GCSE French textbook by Pearsons Edexcel French Revision Guide. Edexcel French Practice Papers. Edexcel French revision Workbook.
Physical Education	Cardinal Griffin PE booklet provided by the college. Edexcel GCSE Physical Education Student Book by Maarit Edy and Matthew Hunter

And finally

Be positive about your child's attempts to complete challenging work. If you have concerns about your child's progress, make an appointment with the college. Do not let homework become a chore—make it a special time that you both look forward to.

Word of warning: we are extremely keen that parents become fully involved in their child's education but please don't be tempted to correct homework and make your child copy it out; we need to know how much you child understands and can do independently.

In achieving the best for all our students, we also promise partnership with all our families and look forward to working closely with you this academic year. In doing so, we strongly encourage the highest internet safety and that parental controls are in place. Technology changes rapidly and the following are a glossary of the most popular social media sites for you to be aware of.

Ask FM – is a social networking website where users can ask other users questions, with the option of anonymity. The site has caused controversy by not having workable reporting, tracking or parental control processes, which have become the norm on other social media websites.

Facebook – is a popular free social networking website that allows registered users to create profiles, upload photos and video, send messages and keep in touch with family friends and colleagues. Facebook offers a range of privacy settings to its members. A member can make all his communications visible to everyone, he can block specific connections or he can keep all his communications private. The site's policy requires members to be over the age of 13 to join. However, the sign up process is not authenticated and children simply have to choose a birth year that makes them 'of age'.

Snapchat – the app allows the sender to draw or insert text or a photo image on the Snap and determine how many seconds (1-10) the recipient can view it before the file disappears from the recipient's device. Snapchats that are listed as a 'story' are visible for 24 hours. This app has allegedly been used by teens as a medium to share inappropriate photos with one another .

Instagram – allows member users to upload, edit and share photos with other members through the Instagram website, email and social media sites such as Twitter and Facebook. Instagram cannot accept applications for accounts for children under the age of 13 years, However, the sign up process is not authenticated and children simply have to choose a birth year that makes them 'of age'.

Vine - is a free mobile application that enables users to record and share an unlimited number of short, looping video clips with a maximum length of six seconds. Vine has had its age rating increased to 17+ on the Apple store, the highest option available.

Twitter – is an online social networking and micro blogging service that enables users to send and read ‘tweets’, which are text messages limited to 140 characters. Registered users can read and post tweets but unregistered users can only read them. Every tweet is a statement, a written record that cannot be deleted and this ensures appropriate content at all times.

Please help us by:

- ✓ Monitoring the amount of time your child is spending online both at the PC and on their mobile smartphone

- ✓ Ensuring you have sufficient mechanisms and controls in place on your home devices and your child’s smartphone

- ✓ Ensuring bedtime is a phone/laptop/iPad—free time