



## Year 7 Curriculum

---

Heathcote School has a broad and balanced curriculum, which satisfies National Curriculum requirements and includes full access to all the creative subjects, such as Art, Music, Technology, Dance and Drama which are so important for the whole development of our pupils and very popular choices later on at GCSE and in the Sixth Form. We also ensure pupils have extensive opportunities to progress in the core subjects and the other subjects that make up the E Bacc qualification in Key Stage 4 (Humanities, Modern Foreign Languages and Computer Science). To ensure all subjects have a fair share over Key Stage 3 (Year 7-9), the number of lessons of each subject varies slightly in each year group. We will be reviewing this during the year and seeking feedback from stakeholders.

The weekly timetable is made up of 25 periods that are 60 minutes each; the timetable will also include some double lessons. The curriculum is supplemented by a number of exciting opportunities for enrichment activities and trips. The timetable is run over 2 weeks (Week A and Week B) and pupils need to be equipped for each week. This will be supported by visual displays and reminders in school.

<b>Lessons per fortnight (50 lessons)</b>	
<b>Subject</b>	<b>Year 7</b>
English	8
Maths	9
Science	7
Design & Technology	4
Modern Foreign Language	4
History	3
Geography	3
Art	2
Music	2
Drama	2
Philosophy, Identity and Ethics (PIE)	1
PE	4
Computing	1

Most subjects are taught in mixed ability classes in Year 7. Maths will place pupils into higher and foundation sets after assessment in the first term. Pupils are put in groups in MFL according to their language preference from Year 7 where this is possible, and smaller mixed ability groups are organised for D&T. In PE, pupils are placed in groups of either single or mixed gender groups. In all other lessons, pupils

are taught in their tutor groups. Tutor groups are carefully constructed using primary school information ensuring equality of characteristics in each group is monitored.

Teachers ensure that work is set at the right level for all pupils in the class, and extra support is provided if necessary in the classroom.

Pupils have 20 minutes of Tutor time 4 times a week and one assembly. In Year 7 and 8, pupils follow the Accelerated Reader programme.

### CATs tests

Pupils will undertake Cognitive Abilities Tests (CAT) at the start of term to help teachers to understand a student's strengths and weakness in reasoning. Pupils cannot revise for these and the outcomes will help teachers understand how pupils think in areas that are known to make a difference to learning. We are still looking at how we share the results with parents/carers to help them support learning.

### Learning and Teaching

Teachers follow Rosenshine's principles of learning and teaching to ensure pupils have opportunities to acquire skills and knowledge effectively. There will be an opportunity to learn about this during the year but the main principles are demonstrated below:

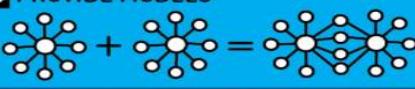
## THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.

HOW2  
teachinghow2s.com

<p><b>01 DAILY REVIEW</b></p>  <p>Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.</p>	<p><b>02 NEW MATERIAL IN SMALL STEPS</b></p>  <p>Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.</p>
<p><b>03 ASK QUESTIONS</b></p>  <p>The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.</p>	<p><b>04 PROVIDE MODELS</b></p>  <p>Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.</p>
<p><b>05 GUIDE STUDENT PRACTICE</b></p>  <p>Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.</p>	<p><b>06 CHECK STUDENT UNDERSTANDING</b></p>  <p>Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.</p>
<p><b>07 OBTAIN HIGH SUCCESS RATE</b></p>  <p>A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.</p>	<p><b>08 SCAFFOLDS FOR DIFFICULT TASKS</b></p>  <p>Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.</p>
<p><b>09 INDEPENDENT PRACTICE</b></p>  <p>Independent practice produces "overlearning" — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.</p>	<p><b>10 WEEKLY &amp; MONTHLY REVIEW</b></p>  <p>The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.</p>

## Knowledge Organisers

Pupils are given one KO per term to support each curriculum window – this provides structure for revision and homework (including pre-reading) and supports the learning in lessons.

## Homework

Homework is set via Show my Homework and will consist of pre-reading and project-based activities. Details will be provided in pupil Knowledge Organisers. Pupils in Year 7 should not spend more than 5 hours a week on homework, unless they actively choose to do so.

## Marking and Feedback

Most marking and feedback will be operated on a whole class level and will include reflection lessons based on revisiting areas of misconceptions and gaps in knowledge. This means books may look different to those at primary school.

## Challenge Week

There are 3 Challenge weeks a year in which pupils undertake assessments in exam conditions to check their learning in each of the 3 curriculum windows. This assessment provides the data for reports and also leads to further reflection lessons that revisit topics. These are marked individually and pupils gain individual feedback and areas for improvement.

Parents and carers are invited in for Parent Evening and Meet the Tutor Events.

## Special Educational Needs and Disability (SEND)

Heathcote School recognises that many pupils at some point in their school career have special educational needs which may require support. We never consider this as an excuse for under-achievement, and high aspirations are key to all our school improvement work. Every teacher is a teacher of every child, including those with SEND and this is a central to the philosophy of our school and part of the diversity that we celebrate. The school also aims to encourage a culture of peer support and inclusion that encourages strong friendship groups for pupils with SEND.

Pupils with SEND will receive different levels of support depending on need. This may be support from a Teaching Assistant (TA), special exam arrangements, extra literacy and numeracy, speech and language therapy or monitoring by the team. You will receive further information about any support from the SEND Team and some of this may be after school. Please do not hesitate to contact our SENDCO, Ms Gardiner. The full SEND Policy is on the school's website.

## Enrichment and Intervention

There is a wide variety of enrichment and intervention for pupils outside of the main taught curriculum. Most of this takes place after school. Full details of the schedule for Enrichment activities will be published on the school website and we encourage pupils to attend as many activities as they can. Intervention is mostly targeted to individuals or groups of pupils.

## Learning Resource Centre (LRC)

The LRC is a rich learning resource environment that is open before school, at break times, lunch times and after school. Various clubs operate at these times, and give access to some IT resources. We are looking at introducing a sign-up system in busy times. Pupils are able to complete their homework and use the facilities in the LRC to support independent study. Opening hours are from

## Breakfast Club

Breakfast is served in the Dining Hall from 8:00am until 8:35am every morning. The Dining Hall is closed after 8:40am to ensure pupils have eaten and arrive on time to line-up for all pupils except Year 11-13.

There is a targeted breakfast club for SEND pupils and further details can be obtained from the SEND department.

## School Ethos and Environment

Heathcote School aims to provide a safe and ordered environment where everyone is expected to show respect, courtesy and consideration, and where all pupils can work undisturbed by others. All pupils are expected to follow the Behaviour Policy and show concern and consideration for others. This shall be reflected in their behaviour at all times. Pupils are required to demonstrate a commitment to all aspects of their education in order to achieve their maximum potential.

Parents/carers are expected to co-operate with the school in matters of discipline and expectations. Detentions may be given for a number of reasons and we normally inform parents through email, phone calls, or letter. We aim to ensure pupils have regular praise and reward with a focus of 4 to 1 positive to negatives.

Heathcote School aims to maintain a safe secure, and attractive working environment. Pupils will ensure that the school is kept free of litter, graffiti and chewing gum.

## Equipment, Uniform and Personal Belongings

Appropriate facilities and equipment are provided for on-site activities and the National Curriculum. We sometimes ask parent/carers to support their children by contributing to food technology ingredients, certain texts and revision books

particularly in upper years. We may be able to support pupils facing financial difficulties if a request is made to the Inclusion Manager, Ms Austin.

It is essential that pupils come to school fully equipped for all lessons as per the equipment list.

Uniform and Physical Education kit are compulsory and we expect pupils to wear their uniform with pride (see the Uniform and Equipment area for details). We aim to ensure pupils are dressed professionally at all times and discussion about the wrong uniform disrupts learning time. We lend items to pupils who do not have them in school.

Pupils are responsible for all personal property. The school is not responsible for money or valuables as they should not be brought to school.