Dear Parent/Carer

I am delighted to welcome you to The Priory Academy LSST and look forward to working with you over the coming years.

The Priory Academy LSST is one of the country’s top performing schools. We have a national reputation for academic excellence and consequently our pupils typically go on to attend the country’s best universities and make a real and lasting contribution to society.

Our success is based upon the very high expectations we have of our pupils in terms of: academic progress, behaviour, uniform, extra-curricular activities, responsibility to others and the environment for learning. We suggest that a Priory pupil appreciates the excitement of learning, the rewards of personal challenge and the importance of helping others and consequently is able to become a true citizen of the world.

In many respects we are uncompromising in our approach to these issues; but we are fair. Every Priory pupil, parent and member of staff is made fully aware of our expectations before they are offered a place with us. It is our assumption, therefore, that we all support what we call ‘The Priory Way’. Every year, hundreds of prospective pupils, parents and staff are unable to gain a place at The Priory. It is, therefore, vitally important for those who do join us to understand that we have a genuine responsibility to follow ‘The Priory Way’.

Our Lower School Curriculum Booklet is a way of supporting Pupils and Parents through Year 7 and Year 8.

I look forward to working with you, during your time at The Priory.

Yours sincerely

I Jones
Headmaster
A Priory Academy LSST pupil appreciates the excitement of learning, the rewards of personal challenge and the importance of helping others and so becomes a true citizen of the world.

As a pupil I pledge to.....

- Have the highest possible expectations for what I can achieve at The Priory and beyond
- Behave well in class, in school, to and from school and whilst on school activities
- Wear my uniform smartly and in accordance with the uniform code
- Come to school every day
- Focus on learning - make every lesson count
- Complete my homework thoroughly and on time - work independently
- Set myself challenging targets and devise appropriate plans to achieve them
- Commit to extra curricular activities
- Participate positively in Academy activities
- Take responsibility for the environment and the wider community
- Inform a member of staff if I am concerned about anything or anyone

As a teacher I pledge to.....

- Ensure that pupils achieve their full potential
- Be proactive in ensuring excellent pupil behaviour
- Ensure that pupils wear their uniform appropriately at all times
- Encourage high levels of attendance
- Ensure that lessons are highly effective and result in learning - make every lesson count
- Set and mark homework in accordance with Academy policy
- Assess progress, and ensure that pupils are both aware of and achieving their targets
- Support and contribute to the school’s extra curricular and residential programme
- Support and run events in the Academy
- Develop community links for the promotion of positive educational activities
- Be aware of pupil concerns and communicate them effectively and appropriately

As a parent I pledge to.....

- Encourage my child to make the best possible use of the opportunities provided
- Support the school in ensuring that my child appreciates the school’s views on the importance of good behaviour
- Support the school in enforcing the uniform code
- Encourage my child to achieve high attendance and communicate with the school on attendance issues
- Support and help foster a positive attitude to learning
- Encourage the completion of homework
- Work with my child to set targets for progress
- Encourage my child to take part in at least one extra curricular activity
- Encourage my child to take part in Academy activities
- Encourage my child to contribute to the community through voluntary or charity work
- Communicate any concerns I have to the appropriate member of staff

April 2015
The Priory Academy LSST has established a tradition of academic excellence. Our highly qualified and supportive staff ensure that pupils achieve their very best. Pupils follow a personalised curriculum that is most suitable for them. During an accelerated Key Stage 3, which lasts for two years, our pupils complete the national programmes of study and embark on their GCSE courses.

Their experiences are enhanced by the study of Latin, Classical Civilisations, Emotional Intelligence and Critical Thinking. During Key Stage 4 they have the opportunity to sit a wide range of GCSEs. Our pupils progress naturally into the Sixth Form where an extensive range of A Level and vocational courses is supplemented by access to a number of undergraduate programmes.

There is a genuine emphasis on academic study and this is understood and appreciated by our pupils.

We value the close links developed with the families of all of our pupils. The Heads of Year and the Assistant Heads of Year play a vital role in this and they are well supported by their Form Tutors. Module Grade Reports, sent home to parents and carers, are produced at the end of every half term and provide valuable information on the progress that pupils are making. We review the grades of every pupil to ensure that they are on course to achieve their very best. If we feel that this is not happening for individual pupils, we provide additional support. When pupils are doing well, we celebrate their achievements.
The rewards of personal challenge

The personal development of every individual is important to us. We understand that within our talented pupil body we have individuals with different needs, different likes and different aspirations. We have created an environment in which individuals flourish. Opportunities are endless.

After walking our own version of the Chartres Labyrinth, every pupil signs the Entrance Book formally joining The Priory Academy LSST. After this ceremony, every pupil joins a ‘House’, a lifelong membership, which encourages participation in sporting, academic and cultural events. Teams and clubs are available for many different sports at all standards of ability.

The Duke of Edinburgh scheme and membership of the Combined Cadet Force provide outstanding opportunities for personal development and travel. Our Music, Art and Drama departments provide pupils with opportunities to contribute to the cultural life of the Academy and the wider community. Art exhibitions as well as orchestral, choral and theatrical productions feature prominently throughout the year.
The importance of helping others

The Priory Academy LSST pupils develop important leadership and interpersonal skills and display an overwhelmingly responsible attitude towards their peers, the local community and the wider environment.

There are many positions of responsibility that pupils can aspire to. They range from the honour of being Head Boy or Head Girl in the Upper Sixth to House & Form Captains in Year 7. The Pupil Council is both active and productive. It informs Academy decision making and its members are called upon to support the work of the Academy within the wider community.

In addition to developing leadership skills, Priory pupils develop a wider cultural perspective and an increased sense of responsibility for other communities and the natural environment.

Our pupils have the opportunity to travel. The Federation’s Centre Des Etoiles, in Normandy, is a destination - a rite of passage - for all Year 7 pupils. This residential experience is available to pupils in all year groups for a wide range of cultural and learning activities. In the course of their studies, in their sporting and cultural activities and in their charitable work, our pupils have travelled to India, South Africa, South America and across Europe. We are linked with a number of charities, who feel well supported by the efforts of our pupils.

We end where we started, with a description of our pupils. A Priory Academy LSST pupil appreciates the excitement of learning, the rewards of personal challenge and the importance of helping others. Possessed with these qualities, we know that they are able to enter successfully the next chapter in their lives.
The Centre des Etoiles is the Trust’s Curriculum Centre in France. It is the aspiration that every Year 7 pupil will visit the Centre with their Form and Form Tutor. The visit takes place in term time, provides a wonderful opportunity for the Tutor Group to get to know each other really well.

Before the visit, pupils are provided with a sweat shirt and a kit bag. When at the Centre they are provided with coats, polo shirts, swimming towels and day bags. There is a full itinerary and kit list provided. Pupils typically leave for the Centre on a Monday morning and return on Friday evening.

The Centre has been refurbished to the highest standards. Pupils have twin rooms with en-suite facilities. The Centre has its own library, computer room, teaching room, games room, play areas and a banqueting hall. It is set in the Normandy countryside close to the town of Bayeux. Pupils are able to visit The Bayeux Tapestry and Cathedral, the Cite de la Mer, the Landing Beaches of World War II and many other areas of interest.

The visit instils a real sense of belonging to something very special, pupils in Year 7 return from their visit wanting to revisit – and they will have opportunities to do so during their time at The Priory Academy LSST.
UNIFORM
We consider the wearing of uniform to be very important. It provides our pupils with an identity, it helps promote a purposeful approach to learning and it demonstrates a commitment to the values of the Academy. Our strict and consistent approach is appreciated by pupils and parents. Indeed, both pupils and parents have worked hard with the Academy to ensure that the uniform is of a high standard and appropriate to the requirements of modern day education.
There is an expectation that all members of the Academy will strive to look their best. For pupils this will mean wearing the Academy uniform correctly when travelling to, from and within the Academy and when on Academy visits. Extreme haircuts (as decided by the Academy) and evidence of dye or tints are not acceptable.

All items of uniform, including PE kit, must be clearly marked with the pupil’s name. A full list of uniform can be found on the school website.
In exceptional circumstances, where there is a clear medical need that prevents flat or low heeled shoes from being worn, plain black training shoes can be worn by prior arrangement with the Head of Year. With all aspects of uniform, if you are uncertain about a specific issue, please ask for our advice. It is worth pointing out that pupils can, and will be disciplined and ultimately sent home, if they are not wearing the correct Academy uniform.
We want to work with you to ensure that this does not happen.

BUYING ACADEMY UNIFORM
The Priory has a very strict uniform code and the only way in which parents can be certain that uniform is correct, is to purchase it from the authorised source.

We ensure that they have contracts with manufacturers of high quality clothing who are able to provide you with correct uniform at a competitive price. There is a list for the school uniform needed on the school website.

The contact details are:

Uniform Direct, 33 High Street, Lincoln
01522 510016
INSURANCE
Parents are reminded that the Academy does not accept responsibility for personal property. Pupils are strongly advised not to bring expensive items to school. Parents should initially check their household insurance policy to see that they are covered. The Academy does not accept any liability.

MOBILE PHONES AND CAMERAS
Whilst we understand that mobiles have, to an extent, become a useful security item, they bring with them significant problems. Whilst on site, mobile phones must be turned off and remain off. Pupils are advised to be discreet in the use of their phones to and from school in order to prevent becoming a target of aggravated phone theft. The taking of photographs of any kind, on the Academy site, is done so with the prior permission of the Headmaster only. Possessing images taken on our site, even if it is of friends, can lead to problems.

CHARGING FOR ACTIVITIES
The Priory Academy LSST does not charge fees for tuition. Charges may be necessary for activities which take place in Academy time or which form part of the curriculum studies of the Academy. Payment for activities and visits must be made through the Student Reception. Cheques made payable to “The Priory Academy LSST” put into a sealed envelope with name, form and visit details clearly labelled on the front.

ACADEMY VISITS
Visits are a valued part of our provision. Their success is due to the dedication and commitment of the staff that carry out these voluntary duties. It must be remembered that there is no automatic right for pupils to participate in these activities and the Academy, therefore, reserves the right to decide on the composition of any visit. The inclusion of pupils is on the understanding that their standard of behaviour, progress in their work and commitment to the wearing of their uniform is acceptable to the Academy. If they fall short in these areas, then the Academy reserves the right to exclude pupils from the visit. Similarly, as pupils represent The Priory Academy LSST on the visit, it is essential that their behaviour reflects our high expectations. Failure to adhere to the requirements of the visit, including the wearing of uniform or smart casual dress (as set out in a kit list) and excellent behaviour throughout, could result in pupils being withdrawn from the visit, being sent home from the visit and/or being prevented from involvement in future visits. The Academy’s decision is final.
General Information

SUPPORT AND WELFARE
Here at The Priory Academy LSST we aim to provide an environment where our pupils feel secure, are encouraged to talk and are listened to. If pupils feel that they need to talk to somebody, they can approach the Form Tutor, the Head of Year or any other member of staff. If they feel that they cannot talk to one of the teachers, Mrs Staniland is the Student Welfare Coor- dinator, and they can talk to her about any issues. She is based next to student reception.

As a school we also provide:
School Nurse Drop in Sessions
  · These are held once a module
  · Form Tutors will let you pupils know when these sessions take place.
School Counsellor
  · An initial appointment with the counsellor can be requested through the Head of Year or Mrs Staniland.
  · Further appointments are arranged between Mrs Staniland and the counsellor. Pupils will be informed of the next appointment by the Form Tutor.
  · These appointments are currently held once a week.

EXTRA CURRICULAR
As part of our drive to increase pupil participation in extracurricular activities, tutors are actively encouraging pupils to complete a log in their daybooks and set targets each module. The Academy offers a wide range of extracurricular activities. A full list can be found on the SharePoint Area. (School VLE)
In addition to this we are now formally recognising success in Sport and The Arts. Bi-annual, the year group will have an awards’ assembly where those pupils who have made a positive contribution to Sports and The Arts will receive a badge to wear alongside their House Badge.

THE PRIORY WAY REPORT—EVERY CHILD MATTERS
Every child in Year 7-11 will receive a “Priory Way” report on an annual basis. It is a record of the activities that your child has been involved with beyond the academic curriculum.
The report will be a summary of each pupil’s contribution to school and the community. We see this as a way of celebrating a student’s contribution to the life of the school and, in many cases, their life outside the school. Tutors enjoy talking with their pupils about the range of activities that they are involved with. There will be opportunities throughout the year to update the report. Parent guidance for this report can be found on the Academy website.

HOUSE SYSTEM
The Priory Academy LSST has a House System and each child through the Tutor Group will be allocated to one of the four Houses. A series of inter-house challenges is scheduled for each term. These consist of a variety of topics and interests so that pupils have the opportunity to be involved—a full list can be found on the school noticeboards. The school sports’ day is the culmi- nation of the House events and trophies are awarded at the final presentation.
ABSENCES
Parents are requested to telephone the academy before 10.30am, on the first day of absence, to notify us of the reason. We also request that any absence is recorded in the student planner by parents/carers. If the absence is for a long period, please telephone the academy so that work can be sent home, if appropriate. Severe illness will benefit from complete recovery before schoolwork is attempted. If parents/carers are required to collect their child during the normal academy day, please report to reception on arrival, which is at St Katherine’s House by the main gate to the academy. The medical room is also situated in St Katherine’s House.

HOLIDAYS
The school does not encourage pupils to be taken on holiday during term time; this is a government directive. Holidays taken during term time may not be authorised by the school, except in exceptional circumstances. Holidays do cause extra pressure on pupils as they do have to "catch up" on class and homework missed. Parents should remember that module tests occur each half term and are used for grade purposes.
In exceptional circumstance, e.g. when a service parent returns from a deployment, a holiday form should be completed. This should be addressed to Mr Mackrill, Deputy Headmaster—Pastoral, explaining why term time is being used for a holiday purpose, and returned to reception. Where possible it is always preferable to avoid school term time for the sake of your children and the pressure that it causes. Please refer to the school calendar for holiday dates—this can be found on the school website and also in daybooks.

HOMEWORK AND DAYBOOKS
The school feels that homework plays an important part in helping to raise levels of achievement. Homework will be set in each subject throughout the week. The homework timetable is shown on the website. Pupils should use their daybooks to record homework set, to record merits and to make other useful notes and these will be checked once per week by Form Tutors to monitor the orderly and thorough recording. A regular check of daybooks will show the type of work pupils are being set for homework. Parents are asked to sign the daybook each week, adding comments if they wish; this helps the children to see that parents are taking an interest in their learning. If you feel there are any problems with homework, please contact the Form Tutor.

At The Priory Academy LSST, homework is not an add-on, nor is it an option, but is an integral part of the life of our pupils. Our staff set homework regularly according to a timetable and assess it carefully. Your co-operation in this matter is absolutely essential if we are to achieve the best for your child.
The daybook is the most important tool for communicating with the school. Please ensure that you familiarise yourself with it. Each pupil will be given a new daybook at the start of the academic year. It contains a section where all homework is recorded but also information on other aspects, such as; module grades and setting targets, extracurricular logs, merit recognition, parents evening log, pupil payment log and important information on learning and teaching.
Helping my child to learn outside the classroom

Monitor homework through regular checking of the daybook.

We use the daybook to record homework tasks and by checking your son’s/daughter’s daybook regularly and asking appropriate questions about completion of homework, you can help to monitor your child’s progress. Please also check that the homework itself is being completed to the highest standards possible.

Help your child, where possible, to organise their time effectively.

Most homework which fails to meet the standards which are expected in school has been completed at the last minute in a rush. Time management is a very difficult skill for us all to master and, of course, must be taught by adults and learnt by pupils. Please discuss effective strategies for managing time with your child.

Take a positive and active interest in how your child can progress at home as well as at school.

The world in which we are now all living is reliant on a development of skills as well as of knowledge. It is important that a pupil realises that homework is a fraction of the work that they can and should do at home. Each pupil must develop their skills of research, time management, self-motivation and personal organisation, and all of these skills can, and should, be done at home. There is no reason why the participation in a team activity outside of school cannot be seen as a high level of learning, even helping in completion of tasks around the home.

Communicate with school if there are issues over homework or questions about independent learning.

Please report to your child’s Form Tutor if you have questions about homework or independent learning or work done at home in general. It is by working together in a partnership that we can help pupils to develop those skills which will be necessary to be successful.
Helping my child to learn outside the classroom

We believe that parents have an important role to play in ensuring that pupils are improving their skills of independent learning and self-managing. It is through co-operation that a pupil will develop the knowledge and range of skills which will allow them to flourish in the working world of the future.

**Purpose:**
- We believe that homework will help pupils to become independent and self-motivated learners.
- We believe that homework adds to classroom learning and is important in helping pupils to develop the personal, learning and thinking skills (PLTS) which are important for successful lifelong learning.
- We believe strongly that successful and effective homework can play a vital role in raising standards of achievement.

We hope that parents will:

**Encourage pupils to work to a routine every day.**

It is accepted that pupils are most likely to complete tasks to deadlines and to the best of their ability if they work to a routine. Each individual pupil will have a different routine, but it should be expected that a pupil in Years 7 – 9 should work for 45 minutes to 90 minutes every day, a pupil in Years 10 – 11 should work for 1.5 to 2.5 hours daily and a pupil in KS5 should learn for the same amount of hours outside the classroom as they do in it. It should be noted that these suggested timings are for set homework tasks, but if there is no homework set, then a pupil should still learn independently in order to make progress. Pupils will be taught how to do this more effectively in lessons and tutor time.

**Provide a learning space which is free from distractions where possible.**

Ideally a pupil should work away from distractions such as televisions, computers, games consoles, mobile phones etc. Music can aid study on occasion, but it is important to choose the correct style of music to listen to. Music which is too fast or equally too slow will not aid concentration. Ideally a pupil will work on a desk in a light and airy location. Fresh air and drinking water will also aid concentration.
The Academy Day

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<td>Break</td>
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**Term Dates 2015-16**

All terms dates are on the school website

- **Module 1:**
  *Thursday 3rd September 2015 to Friday 23rd October 2015*

- **Module 2:**
  *Monday 2nd November 2015 to Thursday 17th December 2015*

- **Module 3:**
  *Tuesday 5th January 2016 to Friday 12th February 2016*

- **Module 4:**
  *Monday 22nd February 2016 to Thursday 24th March 2016*

- **Module 5:**
  *Monday 11th April 2016 to Friday 27th May 2016*

- **Module 6:**
  *Monday 6th June 2016 to Tuesday 19th July 2016*
Pupils in Year 7/8 follow a broad range of subjects which reflects the demands of the National Curriculum.

**Year 7**
- Mathematics
- English
- Science
- Modern Foreign Languages
- Technology
- History
- Geography
- RE
- PE
- Art
- Drama
- Information Technology
- Music
- Trivium

**Year 8**
- Mathematics
- English
- Science
- Modern Foreign Languages
- Technology
- Geography
- History
- RE
- PE
- Art
- Drama
- Information Technology
- Music
- Carousel of Subjects
  (Emotional Intelligence, Business Studies and Latin)
Assessment of Work
Pupils' work should be marked 'regularly'. In order for all pupils to achieve highly, they should understand what they are to do in any piece of work that is to be assessed. In addition to a teacher marking a piece of work, there are other forms of assessment used such as pupils marking their own work or pupils marking each other’s work.

When work is marked by the teacher, formative comments will be given. These formative comments may include praise as well as ways the pupil could improve the work further in order for them to achieve their target levels. The following stamps will be visible when work is marked by the teacher.

| Identifies good understanding/progress in lessons or homework. | 🌟 |
| Identifies what pupils should do to improve progress | ⬤ |

In addition to formative comments, some pieces of work will be assessed using a national curriculum level. If work is assessed using levels this will be recorded in the pupil’s daybook.

Target Grades
All pupils will be given a target level for every subject they study. Pupils will record these in their daybooks. These will be calculated on the maximum progress a pupil should make based on their Key Stage 2 results attained at primary school.
Module Grades
The school year at The Priory Academy LSST is split into six terms called modules. At the end of each module, pupils are given a module grade report. Module grades are awarded for each subject to reflect the teacher’s assessment of both attainment and effort by the pupil.

If a pupil has any concerns, or does not understand why a particular level or grade has been awarded, then they should ask their teacher for an explanation. Parents who have concerns should contact the individual teacher, and if this does not resolve a concern the appropriate Head of Department or Head of Year may be contacted.

Both pupils and parents must appreciate that the allocation of module grades is based on performance and the class teacher’s view at a point in time. It is quite normal for grades to fluctuate throughout the school year or Key Stage.

Once module grades have been issued, pupils will be asked to record these in their daybooks.

Written Reports
Each pupil will receive one written report during each academic year. Written reports for each year group are issued at different times of the academic year. Further information can be found on the school calendar.

Parents Evening
There is one full parents evening per year. This is an opportunity for parents to discuss progress of their child with subject staff.
We also have Year 6 induction evenings in July and this is followed by a Year 7 settling in evening in October.

Target Setting
Each time pupils receive their module grades, their Form Tutor or subject teacher will encourage them to compare their predicted levels with their target levels. Pupils will then be asked to set themselves specific targets for the next module and record these in their daybooks. These targets will be reviewed at the end of the next module.
Art & Design

Description of the Course

Year 7 Art and Design at The Priory Academy LSST provides pupils with an integrated and structured introduction to learning and discovery in Art and Design. The thematic approach enables pupils to experience a variety of skills and techniques whilst relating practical work to the relevant art movement or artist in western and non-western cultures, thus building a basis for creative development through skills, knowledge, ideas and understanding. Pupils are introduced to basic mark-making, shape, colour, patterns and texture. Skills, techniques and vocabulary are taught and demonstrated, and there are opportunities for recording from direct observation, to understand and use colour sensitively and to explore a variety of media and techniques. Projects are designed to develop skills and understanding in the basic visual elements, which are subsequently built upon in future work.

In Year 8, themes and projects are chosen that develop and improve upon the basic skills and concepts taught in Year 7. Pupils are set tasks that require a higher degree of independent research and experimentation, e.g. collecting resources for ‘Cubist Still-Life’ and the ‘Self’ project. Project work integrates contextual understanding e.g. Picasso and the Cubists, Multicultural representations of identity based upon belief and environment, and the purpose and meaning of portraits. Pupils are encouraged to develop individual interests in art and artists that are relevant to their own work. Composition is an important and complex aspect of every project in Year 8. Sketchbooks continue to be developed containing observational drawings, sketches and designs, collected resources, experiments and explorations, notes on artists and project planning and evaluation.

Please note that a full list of topics covered during each module can be found on the school website.

Enrichment & Advice for Parents

It would be helpful if pupils are encouraged to;
- draw from first-hand observation, experience and imagination, collect visual and other information to help them develop their ideas, including using a sketchbook
- visit galleries and discuss the work of other artists relating it to their own work, experiment with a range of drawing media and 3D materials where available.

Recommended Resources and Specialist Equipment

Pupils will need a KS3 sketchbook (available from the school shop), a range of drawing pencils (HB—4B), coloured crayons and a fineliner. Other drawing materials such as oil pastels and watercolour paintboxes will help to encourage experimentation.

Point of contact

Miss C Bell
cxbell@prioryacademies.co.uk
Mathematics

Description of the Course

Mathematics is a core subject within the National Curriculum. It is a compulsory subject for all pupils up to the age of sixteen, taught in three one-hour lessons per week. Pupils are taught to approach Mathematics with an open mind so that they regard it as an important practical tool that will help them solve everyday problems. The pupils are encouraged to use a variety of methods to solve problems, which is becoming an increasingly more important skill. Information and Communication Technology, involving the use of computers and calculators will form a part of the course, with pupils discovering how to use programs that enable mathematical exploration. In Year 7, all pupils will work on key numeracy to develop a solid foundation upon which strong growth can take place. They will also study other key mathematical skills which they will use in other subject areas, such as constructing graphs and finding averages. At the end of the academic year, we test the pupils using a national standard test. This provides the amount of progress the pupils have made compared to when they entered in Year 7.

In Year 8, pupils work on a range of topics from across the Mathematics Curriculum, with the aim of challenging and extending their knowledge. Pupils are continually encouraged to reflect on their work and are expected to spend time working on key skills outside of the classroom. At the end of Year 8 pupils are formally tested again.

Homework / Assessment

Homework will be set twice a week.

Every student will have a file to keep all of their assessed work in as they progress through years 7 and 8. Within this folder students will complete an assessment of their progress, record their assessments and reflect on this on a module by module basis. Students will set themselves a target for the next module either through independent reflection or in conjunction with their teacher.

Every module pupils will undertake written assessments, in addition to open ended lessons where they work with a given range of problems and are free to apply their problem solving skills on their own or in groups.

Pupils should be encouraged to discuss their work and explain the methods they have used to solve a problem. Pupils should usually answer numeracy problems without a calculator. It is vital that pupils know ‘times tables’. Alongside this, encouraging pupils to spot patterns, observe shapes, show working out, solve puzzles and collect data all help their Mathematics. We ask parents to encourage the use of mental arithmetic as much as possible, through games, shopping and any other activities.

All pupils will need a scientific calculator, compass and a protractor with them in every lesson.

Point of contact

Mrs K Hipkiss
khipkiss@prioryacademies.co.uk
Description of the Course

English skills underpin every other subject in the curriculum. As confident readers pupils can participate fully in all lessons and with a full range of written expression at their bidding, pupils can always communicate clearly on the page. The ability of the pupils to express themselves fluently and grammatically in speech will be encouraged in all lessons.

Reading is the most vital skill of all. Pupils will be challenged in their reading both in lessons and in their private reading. The Library is a vibrant and well resourced facility. Our Library staff can make recommendations to pupils and it is expected that every Year 7 pupil brings a suitable, challenging, fiction book to school each day – Reading in form time is encouraged as well as in English lesson time.

We expect pupils to be able to hand write clearly and encourage the use of a fountain or specialist handwriting pen. Pupils need to develop and practice a fast, fluent and clear writing style that means that their written work is easily decipherable, even when writing at speed. Students who struggle with letter formation or legibility will be given support to improve.

Homework will be set twice a week. Normally one piece is written and one piece is a reading homework, which could include research tasks. Students will be expected to act on the written and verbal feedback given by teachers on how to improve their work. Progress comes from the pupils’ active engagement with their learning.

Please note that a full list of topics covered during each module can be found on the school website.

Enrichment & Advice for Parents

Pupils will benefit from having a real audience for their writing and opportunities for discussing their ideas with parents. Planning and proof reading are very important and can be encouraged at home. Learning spelling corrections is a very valuable process. Wider reading will also facilitate progress across all the skills needed to be a good pupil of English. Regular Creative Writing opportunities such as competitions are held and reading events such as Book Buzz, World Book Day and Great Priory Reads will allow pupils to feel part of a reading community.

Recommended Resources and Specialist Equipment

A quality fiction book, suitable for the age of the pupil, is a requirement every day at school.. All pupils should have a dictionary at home and should also have a quality writing implement such as a fountain pen or hand writing pen. Biro is not suitable. Pupils should carry spare pens and a ruler as a minimum

Point of contact
Mrs B Coupland
bcoupland@prioryacademies.co.uk
Science

Description of the Course

Science is a core subject within the National Curriculum, taught in three one-hour lessons per week in Years 7 and 8.

In the study of Science we hope to fire pupils’ curiosity about phenomena in the world around them and offer opportunities for them to find explanations. It engages learners at many levels, linking direct practical experience with scientific ideas. Experimentation and modelling are used to develop and evaluate explanations, encouraging critical and creative thought. Pupils learn how knowledge and understanding in Science are rooted in evidence. They discover how scientific ideas contribute to technological change – affecting industry, business and medicine and improving quality of life. They trace the development of Science worldwide and recognise its cultural significance. They learn to question and discuss issues that may affect their own lives, the directions of societies and the future of the world.

Over the two years pupils will study units grounded in the three sciences; Biology, Chemistry and Physics. They will develop their scientific knowledge and understanding, and develop skills in practical work, communication and working with others.

All pupils’ progress will be assessed through the assessment of tasks completed in class as well as homework, and formal testing.

Please note that a full list of topics covered during each module can be found on the school website.

Enrichment & Advice for Parents

There are Science Clubs in Years 7 and 8.
Pupils should be encouraged to discuss their work, particularly in explaining why things happen and how they have reached conclusions.
It would be beneficial for pupils to take an interest in any science based news stories.

Recommended Resources and Specialist Equipment

The BBC Bitesize website offers a good starting point for pupils to consolidate their learning.
In lessons pupils will need a calculator, 30cm ruler and basic writing equipment.

Point of contact

Mr G Ennis
gennis@prioryacademies.co.uk
Modern Foreign Languages

**Description of the Course**

We believe all our pupils should have the opportunity to learn Modern Foreign Languages, in order to equip them for life in a society where knowledge of foreign languages is increasingly in demand, in the contexts of both work and leisure, and where universities increasingly specify a language qualification as an essential requirement. All pupils are expected to study at least one modern foreign language to GCSE level and we actively encourage pupils who show an aptitude for languages to study two languages.

In Year 7, pupils learn either French or German, giving them a solid foundation on which to build further language learning. In Year 8, pupils switch to the second language (so if they have studied French in Year 7, they will do German in Year 8, and vice versa). The four language skills of Listening, Speaking, Reading and Writing are covered and pupils are given a firm grounding in grammar.

In Year 8, pupils are also offered a short introduction to Latin and they may choose to study this as an option at GCSE level.

During the course of Year 8, pupils choose which language they wish to continue to study in Year 9 and the work they undertake in Year 9 forms the foundation for their study of that language at GCSE level. Those pupils who, in Year 7 and Year 8, show a consistent interest and high level of ability in languages are encouraged to choose two (or more) languages to study to GCSE level. This may be either:

- French and German;
- French and German, with the addition of a third new language (eg. either Spanish or Latin);
- French or German, with the addition of up to two new languages (eg Spanish or Latin).

Please note that a full list of topics covered during each module can be found on the school website.

**Enrichment & Advice for Parents**

In Year 7, all pupils will visit the French Centre des Etoiles in Normandy, where they will have an opportunity to participate in a wide range of cross-curricular activities.

In Year 8, pupils are offered the opportunity to visit Schwarzwald and Strasbourg on a joint trip, where they can experience both the German and French language and culture.

**Recommended Resources and Specialist Equipment**

All pupils will need Pupil Work Books for each language, which are available through the Languages Department. A French and German dictionary are also highly recommended.

**Point of contact**

Mrs J Millns
jmillns@prioryacademies.co.uk
Design and Technology is a National Curriculum subject, taught in two one hour lessons per week.

Pupils are taught Design and Technology through ‘design and make activities’ based upon a design brief. Their work in Year 7 and Year 8 provides pupils with a foundation of learning and practical experience across the key areas of Design and Technology. The subject areas studied are: Robotics and programming, Textiles, Mechanisms and Materials, Computer Aided Design and Food Technology. The aim is to develop pupils knowledge and understanding of materials, processes and components, practical skills, programming and design presentation techniques.

In Year 7 and Year 8 pupils study five projects. The projects engage the pupils in designing and making quality products through a balance of theory, design and practical work.

The format of Key Stage 3 Technology enables pupils to make an informed choice regarding their GCSE option.

Homework will normally be set once per week, and is used to expand pupils’ knowledge of the subject area covered. It may encourage pupils to carry out independent research and analysis.

Please note that a full list of topics covered during each module can be found on the school website.

**Enrichment & Advice for Parents**

Pupils should be encouraged to discuss their work, explore and explain the methods they have used to solve a design problem. Visits to exhibitions and museums can help provide a stimulus for creative design. Research of similar products and their disassembly can be a useful means of supporting and engaging a pupil. Viewing technology related programmes, reading journals and general subject specific background reading.

**Recommended Resources and Specialist Equipment**

Access to a computer out of school would be useful. An apron and range of drawing and sketching equipment; including colouring pencils, is essential for many lessons.

**Point of contact**

Mr R Jones

rjones2@prioryacademies.co.uk
Description of the Course

History is an inherently fascinating and vibrant discipline. In their study of the past pupils will encounter both the very noblest examples of human endeavour, and humanity at its most intolerant, bloodthirsty and despotic. Fundamentally though, they will be learning our collective story; the narrative of the evolution of British society and the wider world across the decades and centuries.

As a result, as well as learning about societies and cultures of the past and developing a chronological understanding, pupils will also consider how the past has influenced the present and they are encouraged to understand more about themselves as individuals and members of society. That said the study of history is certainly not passive! Pupils are encouraged to engage with the material and to critically analyse it to reach substantiated and compelling conclusions, forming links between different periods and evaluating conflicting interpretations.

Specifically in Year 7 pupils will study the rise of the Roman Empire, examining it at its zenith before charting its eventual collapse. They then consider the Medieval period which grew up in its ashes, with all its prejudice, pestilence and superstition. In Year 8, pupils explore the Early Modern period, covering the Tudors and the Civil War, which collectively marked the emergence of the rule of law and government based on democratic principles in Britain. The age of empire and the rapid fundamental changes brought about by the Industrial Revolution then set the scene for further study of the twentieth century.

Homework will be set once a week as a means to extend and deepen the learning that has taken place in lessons.

Please note that a full list of topics covered during each module can be found on the school website.

Enrichment & Advice for Parents

We encourage pupils to read around the topics covered in lessons, and take any opportunity to further their appreciation of the past, including watching relevant documentaries on television and visiting sites of historical importance. In particular, learning about local history will help pupils place their immediate surroundings in the context of the periods we will be exploring. All Year 7 pupils have the opportunity to visit the Centre Des Etoiles in France, where they will see the Bayeux Tapestry and the Normandy invasion beaches.

Recommended Resources and Specialist Equipment

No specialist equipment is needed, and pupils should simply bring essential items of stationery (pen, pencil, ruler etc.).

Point of contact

Mr A Crocker
acrocker@prioryacademies.co.uk
Geography

Description of the Course

Geography is the subject which expands pupils’ knowledge and understanding of the world we live in. Pupils receive one hour lessons in Year 7 and two hours in Year 8.

Pupils are taught about a range of geographical issues from a range of scales from local, national to global including flooding, rainforest development and population issues. The emphasis is to engage pupils about the major issues which are facing the world. Consequently pupils develop a range of skills which help them to become effective learners. GIS systems such as Google Earth and street map are utilised to enhance learning. Fieldwork is an important skill and pupils visit Mablethorpe in June to study the changing face of seaside resorts and to study how the UK can be defended against coastal erosion and sea level rise. Year 8 students will also have the opportunity to visit the Peak District to study the impacts of tourism.

The emphasis is to inspire pupils to learn about the earth and appreciate issues such as global citizenship and the sustainable use of resources.

Pupils are assessed at the end of each topic by a variety of methods such as extended writing, presentations and model making. Assessments will cater for a variety of learning styles which will help with pupils reaching their full potential in the subject.

Homework is set on a weekly basis and will aim to be something that the pupils will engage with and extend their learning.

Please note that a full list of topics covered during each module can be found on the school website.

Enrichment & Advice for Parents

An atlas and Google Earth installed on the computer will help engage pupils with place. Watching relevant television programmes and the news will develop an increased understanding of current issues. Visits to places will help pupils gain first hand experience of a range of environments. Having discussions about events and experiences will help develop depth of knowledge and understanding.

Recommended Resources and Specialist Equipment

Pen, pencil, ruler and colouring pencils.

Point of contact

Mr I Pomphrey
ipomphrey@prioryacademies.co.uk
Religious Education

Description of the Course

Religious Education is a compulsory subject for all pupils up to the age of sixteen and is taught for one period a week.

Pupils are taught to appreciate that Religious Education is a subject that affects all aspects of life and that many of the issues covered in the course are often the focus of all areas of the media. The pupils are encouraged to use a variety of resources to research the areas covered in the course. Information and Communication Technology is continually used in the process and production of work.

In Year 7, pupils study 6 units of work, which cover Islam, Christianity and Judaism. Written and oral work is assessed throughout the year, and specific pieces of work are used to ascertain the standard achieved by the pupil.

In Year 8, pupils study 6 units of work which cover areas of Hinduism, Buddhism and Sikhism. Written and oral work is assessed throughout the year, and specific pieces of work are used to ascertain the standard achieved by the pupil.

Homework will be set once a week. This may be in the form of written work, project work, research or wider reading.

Please note that a full list of topics covered during each module can be found on the school website.

Enrichment & Advice for Parents

Pupils should be encouraged to explain and discuss their work at home and should be encouraged to research subjects via all aspects of the media.

Recommended Resources and Specialist Equipment

In Year 7, a Bible will be helpful in the study of Christianity and Judaism

Point of contact

Miss L Betts
lbetts@prioryacademies.co.uk
Physical Education

Description of the Course

Physical Education is a compulsory subject for all pupils up to the age of sixteen. It prepares pupils to take part in physical activity when they leave school, reflecting the importance and value of sport and physical activity in society. In addition it prepares them to take part in GCSE and GCE approved qualifications, should they wish to further their knowledge.

This course is taught in 2 one-hour lessons per week. The Programmes of Study are extremely diverse and provide a range of activities such as athletics, rugby, netball, cricket, badminton, swimming and gymnastics. Individuals are catered for in groups of similar abilities. During lessons pupils are encouraged to be competitive and use a range of skills, tactics and strategies to overcome opponents in team and individual games. They are provided with guidance on how to improve and are encouraged to take responsibility for their own learning, progress and physical development. This is achieved through regular peer and self assessment strategies which analyse different areas of sport and physical activity.

The department expresses the belief that Physical Education is for everyone and there are many different and exciting ways to learn in sport and physical activity. All pupils will get the opportunity to access our expansive facilities via their Programmes of Study and will experience lessons in: a new fitness suite, climbing wall, swimming pool, outdoor and indoor athletics tracks, spinning room, dance studio, sports hall and outdoor pitches.

Please note that a full list of topics covered during each module can be found on the school website.

Enrichment & Advice for Parents

Pupils are actively encouraged to participate in extra-curricular activities. The extra-curricular programme is varied and aims to provide pupils with as many different opportunities as possible. The extra-curricular programme changes every module in order to meet the demands of sports teams, sports tours and pupil interest. The academy has an extremely strong sporting tradition and we have a national reputation for achievement in various activities. We see our extra-curricular programme as fundamental to maintaining this reputation.

Recommended Resources and Specialist Equipment

Pupils have a set PE kit which they must organise individually and ensure they have for every lesson. The kit can be viewed on the school website.

Point of contact
Mrs S Swaby
sswaby@prioryacademies.co.uk
Drama has its own subject area, separate from English. Pupils have one lesson per week.

At Key Stage 3, we attempt to develop confidence in a range of skills that are not just specific to Drama: negotiation, presentation, inter-personal, leadership, management and creative thinking skills. These are transferable and will give pupils confidence in other areas of the education and careers beyond. Pupils are encouraged to try out ideas and explore scenarios using a variety of roles. Pupils are taught to develop their roles and to consider the structuring of scenes using dramatic styles and techniques, and to reflect on the effectiveness of their work using the language of Drama.

In Year 7 the pupils study six topics, learning the basic stage craft, then exploring through text, themes, issues and a physical theatre style, before completing a performance module. In Year 8 pupils will begin to have a greater awareness of the use of body language, the direction of movement, use of space and the effective manipulation of facial and vocal expression should become more evident in the pupil’s practice. Homework will take the form of either a research task or extra rehearsal to enhance and develop the work they are doing. Pupils will perform during lessons, working towards performance based assessment at the end of each module. Evaluation is based on three factors – creating, devising and performance. Each will be assessed following National Drama Association levels for Drama. We will also assess the significance made by each individual within the process of creating drama. Discussion, co-operation, leadership, problem-solving and creative ability will inform our module grades.

Please note that a full list of topics covered during each module can be found on the school website.

Enrichment & Advice for Parents
Pupils should be encouraged to attend live show performances where possible, and to discuss their work and explain the ideas and situations they are faced with. We ask parents to encourage the discussion of ideas and possible learning of lines or help reading around topical issues or themes used within the drama.

Recommended Resources and Specialist Equipment
None

Point of contact
Mr S Craven
scraven@prioryacademies.co.uk
Information Technology

Description of the Course

ICT is a compulsory subject for all pupils in Year 7 and 8 and is taught in a one-hour lesson per week. Pupils will cover a variety of topics to prepare them for option choices at the end of Year 8 when GCSE ICT and/or Computing can be studied in Years 9, 10 and 11.

The main topic areas are:

Digital Literacy: Using technology safely, respectfully, responsibly and securely. Online identity and privacy. Recognising inappropriate content, contact and conduct and how to report concerns.

ICT: using existing software packages to create a variety of digital solutions to business related problems e.g. Spreadsheets, Databases, Presentations, Word Processing, Desk Top Publishing, Graphics, Websites and Animations.

Computer Science: Control, Algorithms, Visual and Textual programming, Boolean logic, Binary representation, Hardware and Software.

Homework will be set once a week and will normally be computer based.

Please note that a full list of topics covered during each module can be found on the school website.

Enrichment & Advice for Parents

Pupils should be encouraged to discuss the skills they have learnt in their ICT lessons at home and as much as possible be given the opportunity to practice these. There are a number of computers available for pupil use at break times and after school within the ICT Department if access at home via the Citrix portal is not possible.

Recommended Resources and Specialist Equipment

All pupil will need an A4 folder /manila wallet to keep any paper based work neat and with them every lesson.

Point of contact
Mr N J Millward
nmillward@prioryacademies.co.uk
Music

Description of the Course

Music is a compulsory subject for all pupils in Year 7 and 8, taught in a single one-hour lesson per week. Music is a GCSE option subject from Year 9. There is also provision for individual instrumental or vocal tuition and extensive access to extra-curricular music clubs. Interested pupils should contact the Music Department for details.

Music is a unique form of communication that can change the way pupils feel, think and act. It forms part of an individual’s identity and positive interaction with music can develop pupils’ competence as learners and increase their self-esteem. Music brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, music helps pupils understand themselves, relate to others and develop their cultural understanding, forging important links between home, school and the wider world. Pupils develop knowledge, skills and understanding through the integration of listening, performing and composing, with some emphasis on singing in performance and the use of ICT in composition. They participate and collaborate with others as musicians, adapting to different musical roles. They develop an understanding of musical traditions and the part music plays in national and global culture and in personal identity. Pupils engage with and analyse music, developing views and justifying opinions. They develop creativity by using existing skills, knowledge and understanding for new purposes and in new contexts. Pupils communicate; exploring how thoughts, feelings, ideas and emotions can be expressed through music. One homework task, in a variety of different formats, is set each week.

Please note that a full list of topics covered during each module can be found on the school website.

Enrichment & Advice for Parents

Occasional homework tasks will require practising keyboard parts. Pupils may use the department keyboards during lunch, before school or after school. Any styles of music that pupils are exposed to at home will be of great value to their musical education. They should be encouraged to verbalise their thoughts and feelings about the music, particularly with reference to how elements of music are used; for example tempo, pitch and structure.

Recommended Resources and Specialist Equipment

It would be useful if pupils who have instrumental lessons could bring their instrument to school on the day of their music lesson. These can be kept safely in the music store room.

Point of contact

Mr S Billinger
sbillinger@prioryacademies.co.uk
Trivium

Description of the Course

The “Trivium” course runs through Years 7 and 8. Over the two years pupils study 6 topics spending between 1—12 weeks on each. In Year 7 the topics covered are;

Food Sustainability – investigating where our food comes from and global issues surrounding food provision.

Education for all – looking at the story of Malala Yousafzai and her work along side global organisations such as the UN in the fight for children’s access to education.

Feeding our soul – considering how the pressures and demands of a modern life should be balanced against the need for personal development.

Each topic is approached in the same way, using the Trivium or three-part path. Students work on the “grammar” of the topic learning key vocabulary and factual information, followed by the “logic” or interconnection of these ideas. Finally in the “rhetoric” element students develop their opinions and put forward structured arguments in written work, presentations and debates.

Trivium is not a National Curriculum subject but instead it is designed to promote key skills and enrich pupils’ experience both socially and academically. Through the various topics pupils develop a wide range of skills. Pupils also develop skills for research, teamwork and public speaking. There is also the opportunity to examine different cultures and understand their impact on everyday practices. Pupils are encouraged to be creative in their responses to the assessment tasks.

Homework will be set in Trivium lessons, often in the form of research and further reading.

Enrichment & Advice for Parents

Pupils should be encouraged to discuss their work in the Trivium topics and practise the skills covered. Taking their ideas and skills beyond these lessons is very important and pupils should be given the opportunity to reflect and apply the skills across all other subjects. Encouraging students to read, practise spellings and grammar rules, discuss personal experiences and opinions are just a few examples of how parents can help.

Recommended Resources and Specialist Equipment

None needed
Recommended Reading

If you love Harry Potter, here are some other stories that you might enjoy:
‘13½ Lives of Captain Bluebear’ by Walter Moers
‘Ottoline’ series by Chris Riddell
‘The Invention of Hugo Cabret’ by Brian Selznick
‘The Phantom Tollbooth’ by Norton Juster

If you fancy a good detective/spy adventure, these will keep you guessing:
‘Laura Marlin’ series by Lauren St John
‘Wells & Wong’ series by Robin Stevens
‘Alex Rider’ series by Anthony Horowitz

If you like funny stories, have a giggle with these:
‘Middle School’ series by James Patterson
‘Pippi Longstocking’ stories by Astrid Lindgren
‘Withering Tights’ by Louise Rennison

If you prefer non-fiction, why not try:
‘Zlata’s Diary’ by Zlata Filipović
‘Notes From A Small Island’ by Bill Bryson
‘My Family and Other Animals’ by Gerald Durrell

If moving stories inspired by real life are your cup of tea, have a look at:
‘Once’ by Morris Gleitzman
‘Sea of Whispers’ by Tim Bowler
‘Out of Shadows’ by Jason Wallace

There are many ways of supporting your child to read more and read well.
Advice from the English department and Librarian.

- Show a passion for reading yourself – ask to be left alone while you finish your book
- Limit screen time, remove televisions from bedrooms, ask them to read for half an hour before bed instead
- Avoid negative phrases such as ‘I have never liked reading” or “I prefer watching films”
- Don’t be the parent who says “I haven’t read a book since I left school” in the earshot of your children
- Be proud to be a household with books on the shelves
- Help them to persevere to find a book they like and can’t put down. They might need to read the opening chapters of four or five books to find the current “one” but perseverance is a skill for all sorts of challenges in life.
- Use Amazon’s free chapter download service for a range of books to try
- Join your local library and visit it for a few hours in the holidays together.
- Read together.