



**John Masefield High School
and Sixth Form Centre**

Information for Parents

Year 7

2018-2019

CONTENTS

	Page
Learning topics for each subject in Year 7	3
Term dates	12
Key dates for Year 7	13
Homework Information	13
Homework Support Lesson	13
Accelerated Reader Programme	14
PSHE (includes tear-off strip, if required)	16
Accessing the school network from outside school & Troubleshooting	17
Library Opening Hours	19
Instrumental Music Lessons	19
Curriculum Enrichment	20
Contact with the School	21

Learning Topics for each Subject in KS3 Focussing on Y7

ENGLISH		
<p>Writing</p> <ul style="list-style-type: none"> • Spelling • Ambitious and effective vocabulary • Sentence structure • Paragraph structure • Punctuation • Audience and purpose 	<p>Reading</p> <ul style="list-style-type: none"> • Accurate retrieval of information • Inference • Analysis of language • Summary • Evaluation and personal response • Synthesis of ideas • Comparison of texts 	
Year 7 Themes		
<p>Storytelling – Twisted Tales and Mystery</p> <p>Reading: Exploration of poems and prose texts with particular emphasis on plot, setting and structure</p> <p>Writing: Narrative and descriptive writing</p>	<p>Characterisation</p> <p>Reading: Exploration of prose and drama texts including Shakespeare with particular emphasis on how writer’s present character and voice</p> <p>Writing: Using dialogue and character progression in narrative writing</p>	<p>Childhood</p> <p>Reading: Exploration of prose from the Victorian era, as well as modern texts and media texts with particular emphasis on rhetorical devices used for effect</p> <p>Writing: Informative, persuasive and argumentative writing</p>
Year 8 Themes		
<p>War and Peace</p> <p>Reading: Exploration of novels, speeches, poetry and drama texts with particular emphasis on creating specific effects on the reader</p> <p>Writing: Argumentative, persuasive and descriptive writing</p>	<p>World Writers</p> <p>Reading: Exploration of prose and speeches texts with particular emphasis on attitudes of writers and effect on an audience</p> <p>Writing: Adapting voice and vocabulary across fiction and non-fiction</p>	<p>Survival/Dystopia</p> <p>Reading: Exploration of fiction and non-fiction texts all based around the theme of survival and Dystopian worlds</p> <p>Writing: Informative, argumentative and review based writing</p>

MATHEMATICS
<p>In Maths, students are placed into 1 of 6 ability based groups upon joining the school. Five of these groups are for students who met age related expectations at Primary School the other group is for those who are yet to achieve this. Students will be more tightly set from Christmas where it is likely to be two top groups, two middle groups, a set 5 and set 6. Sets are reviewed at the end of each term to ensure that students are challenged appropriately.</p> <p>In lessons we aim and encourage all students to:</p> <ul style="list-style-type: none"> • Become fluent in the use of mathematical skills • Complete varied and frequent practice eg 4 operational skills (+ - x ÷) using correct methods with increasingly complex problems • Be able to recall and apply knowledge rapidly and accurately • Reason mathematically by using estimation, approximation, spotting patterns and using proportional reasoning • Look for relationships and make generalisations • Identify the mathematical skills needed to solve problems • Understand the importance of learning from your own mistakes • Persevere and show resilience when experiencing difficulties

Students have four hours of Maths lessons per week. In these lessons students will complete a wide variety of different tasks and activities to help their learning and understanding. Homework is given every week. Every other week this homework will be an assessed piece so they can track the progress they are making.

Each of these homeworks is generally split into three main sections:

- Fluency
- Reasoning
- Problem solving

Students receive detailed feedback on their strengths and areas of improvement after each of these tasks. In addition to the assessed homework, students are tested at the end of every half term and then finally in their end of year tests in May/June. After each of these tests students evaluate their progress and set themselves targets for the future.

In year 7 calculators are not used in lessons as we encourage students to develop their written methods.

SCIENCE			
Biology Cells Reproduction Food chains/webs Variation and sampling	Chemistry Particles Acids and alkalis Solutions/separating Chemical reactions	Physics Forces Energy and electrical circuits The solar system/Exploring space	Scientific skills Scientific attitudes Experimental skills and investigations Analysis and evaluation Measurement
Biology Cells <ul style="list-style-type: none"> • Using microscopes to observe cells • Describing cell structure/function • Explaining how cells can be organised and can be specialised Reproduction <ul style="list-style-type: none"> • Naming the sex cells • Fertilisation and how they are adapted for function • Describing the parts and functions of the human reproductive System • Describing changes which take place during puberty • Understanding what happens during the menstrual cycle and why • Describing how a baby is protected and provided for during pregnancy and what happens during birth Feeding relationships and variation <ul style="list-style-type: none"> • Describe what a food chain and a food web shows 	Chemistry Particle models <ul style="list-style-type: none"> • The properties of solids, liquids and gases • Drawing particle diagrams to represent solids, liquids and gases • Changes of state between solids, liquids and gases Acids and alkalis <ul style="list-style-type: none"> • Identifying acids & alkalis using indicators • Neutralisation between acids and alkalis • Metal + Acid reactions Solutions <ul style="list-style-type: none"> • Defining solutes, solvents, solubility and solutions • Separating solutions using filtration, evaporation, distillation and chromatography Simple Chemical reactions <ul style="list-style-type: none"> • Identifying signs of a chemical reaction • Metal + oxygen reactions • Acids + Metal carbonates reactions • What is needed for and 	Physics Forces <ul style="list-style-type: none"> • Using force diagrams to show the direction and type of force, including friction, weight and buoyancy • Using ideas of forces and resultant forces to investigate and explain stretching, floating, friction and weight Energy <ul style="list-style-type: none"> • Describing the behaviour of current and voltage in simple circuits • Using a scientific model of electricity to understand simple circuits • Naming types of energy and use diagrams and words to show energy transfers in simple systems • Investigating and discussing stored energy in fuels and to describe ways of generating electricity from renewable resources 	

<ul style="list-style-type: none"> • Use pyramids of numbers • How to use population sampling • Describing variation in organisms • Classification of organisms 	<p>what are the products of combustion</p>	<p>Space</p> <ul style="list-style-type: none"> • Recall the order of the planets in the Solar System and use data to analyse relationships. • To use the idea of orbits to describe and explain days, years, seasons, phases of the Moon and eclipses • To consider the possibility of space travel and to describe the possible requirements for missions to Mars and beyond
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FRENCH	
Bienvenue	Greetings and a range of basic vocabulary
C'est perso	Describing people and using opinions
Mon Collège	The language of the school day
Mes passetemps	Giving opinions about sport and hobbies
Ma zone	Describing our home and local environment
3, 2, 1 Partez!	Planning holidays and future ideas

HUMANITIES	
GEOGRAPHY	
<ul style="list-style-type: none"> • The physical processes that shape landscapes as part of the hydrosphere, atmosphere, biosphere and lithosphere • The human processes that shape economies, settlement and populations • The management and responses by humans to the risks, opportunities and limitations posed by our environment • The sense of both space and place at local, regional and global scale 	
<p style="text-align: center;">Year 7</p> <p>Why do buildings kill more people than earthquakes do? How is the land under my feet moving? Which is worse, volcanoes or earthquakes? How could I help people survive natural hazards?</p> <p>Why are some places more developed than others? Will China rule the world? Why is Ghana undeveloped? What solutions are there to improve living standards in the world?</p> <p>How does 'My Place' compare to others? Where are we in the world? Who are we? Why does it rain a lot in Herefordshire? What industries are in Herefordshire?</p>	<p style="text-align: center;">Year 8</p> <p>Why save the rainforest? Why does it rain so much in the rainforest? How do people live in the rainforest? Should we battle for the biosphere?</p> <p>Can the planet support all of us? What is my impact on the environment? When will resources run out? How many people can planet earth feed?</p> <p>Why do settlements change? How is Ledbury changing? What makes a 'Megacity'? Where do all the people live in the world?</p>

HISTORY		
<ul style="list-style-type: none"> • Government and socio-economic understanding eg democracy and dictatorship • Human Rights eg rights and responsibilities, beliefs and culture • Sense of chronology: understanding change over time • Source handling: NOP for usefulness, reliability, typicality • Cause and consequence: relationships and links between factors and events 		
Year 7	<ul style="list-style-type: none"> • How did William of Normandy win the throne in 1066? • How did William keep control? • What was life like in Medieval England? • How important was religion? • How did the rights of African Americans change? • How did women gain equality? 	Year 8
RE & CITIZENSHIP		
HALF TERM	YEAR 7 Each module is approximately 8 lessons based on the questions in the topic	YEAR 8 Each module is approximately 8 lessons based on the questions in the topic
1	PREVENT <ul style="list-style-type: none"> • What does being British mean? • Why do we unfairly judge Britishness? • What are British Values? • What is extremism and why is it a threat? • What is the Prevent strategy? 	BUDDHISM <ul style="list-style-type: none"> • Introduction • Is Buddhism a religion? • What is the Buddha's story? • The Noble Eightfold path • The concept of Karma • Becoming a Buddhist Monk • Buddhism recall Local Homework Project Launched
2	MULTI CULTURALISM <ul style="list-style-type: none"> • Introduction to Multi Culturalism • Are we all prejudiced? • How multi cultural is Ledbury? • How multi cultural is Britain? • Are you a global citizen? 	CRIME What causes criminal behaviour? What is crime like in our local area? What are the repercussions of crime? Civil or criminal offence? What happens to someone who is arrested? Privacy vs protection Homework Project Collected
3	RELIGIOUS INTRODUCTION <ul style="list-style-type: none"> • What is religion and belief? • What are the world's main religions? • What makes someone religious? Difference between belief, fact and opinion New Homework Project Launched	ISLAM <ul style="list-style-type: none"> • What do Muslims believe? • Life as a Muslim • What is Islamophobia?

4	CREATIONISM & CHRISTIANITY <ul style="list-style-type: none"> • Creationism, Darwin and Big Bang • What is sin? • Temptation • Are some people evil? • The Lamb of God • Jesus – guilty or not guilty? • The Crucifixion • The Resurrection Homework Project Collected	VOTING <ul style="list-style-type: none"> • Why do we vote? • How should we run the country? • What are the issues that matter? • The campaigns for voting equality
5	SUFFERING AND THE AFTER LIFE <ul style="list-style-type: none"> • What is suffering and what causes it? • What does the story of Job tell us? • Making sacrifices • What happens when we die? 	POLITICAL SYSTEMS AND BUDGETS <ul style="list-style-type: none"> • Understanding political terminology • What are the core beliefs of the main parties? • Would you make a good MP? • How should the government spend our money?
6	HUMAN RIGHTS AND REFUGEES <ul style="list-style-type: none"> • What is the Universal Declaration of Rights? • Rights of children over time • How have women’s rights changed? • Who protects the rights of UK citizens? • What is a refugee? • Is enough or too much being done? 	HOW RELIGION CAN MAKE A DIFFERENCE <ul style="list-style-type: none"> • Religion and poverty • Religion and charity • Championing a cause • Which religious leader made the greatest contribution?

PERFORMING ARTS	
PERFORMING ARTS	
Key Stage Three Drama <ol style="list-style-type: none"> 1. Contributing effectively to group work 2. Analysing rehearsal process 3. Responding to stimulus with creativity 4. Demonstrating sensitive insight in creative process 5. Using appropriate terminology 6. Using vocal and physical expression 7. Creating successful on stage relationships 8. Using stage space effectively 9. Engaging and communicating with an audience 10. Demonstrating understanding of style and genre 11. Evaluating strengths and weakness of performance 12. Giving precise and sensitive feedback 	YEAR 7: BUILDING SKILLS <p>Silent Movies: How do I use heightened physical expression to tell a story?</p> <p>Thriller: How do we perform a set phrase of dance in character?</p> <p>Shakespeare: How do I interpret a work of a playwright?</p> <p>Cartoons: What are the six basic dance actions? What is motif development?</p> <p>Lion King: How can we adapt / abstract our movement to portray an animal?</p> <p>Vocal Skills: How do I employ a range of vocal techniques?</p>

PERFORMING ARTS		
<p>Key Stage Three Dance</p> <ol style="list-style-type: none"> 1. Contributing effectively to group work 2. Analysing choreography 3. Responding to a stimulus 4. Using appropriate terminology 5. Structuring Dance 6. Developing and portraying relationships 7. Performing actions accurately and with musicality 8. Engaging and communicating with an audience 9. Demonstrating understanding of style and genre 10. Performing with effective expression 11. Giving constructive feedback 12. Evaluating own performance and choreography 	<p>YEAR 8: DEVELOPING SKILLS</p> <p>Conflict: How do we portray conflict as part of an ensemble?</p> <p>Hip-Hop: How do we perform with stylistic features?</p> <p>Scripted: How do I take a script from page to stage?</p> <p>Global Dance: How do different cultures around the world use dance?</p> <p>Improvisation: How do I create theatre stimulus?</p> <p>Theatre in Education: How do I effectively communicate with a target audience?</p>	
MUSIC		
<p>MUSIC MASTERIES</p> <ol style="list-style-type: none"> 1. Using and developing rhythm and melody ideas 2. Using instrumentation to meet a brief 3. Creating effective structures 4. Using basic harmony 5. Using dynamics and texture in music 6. Increasing confidence and accuracy in performance 7. Performing with awareness of style 8. Performing in time with others 9. Listening to your ensemble 10. Using musical vocabulary in responses 11. Listening to and analysing a variety of music 12. Evaluating own performance and composition 	<p>YEAR 7: BASIC SKILLS</p> <p>Elements of Music: What are the elements that come together to create a piece of music? What elements can you add to music to make it more interesting?</p> <p>Samba: How can we work in an ensemble to play in time? How do you write rhythms that sound good together?</p> <p>Singing: How can we become more confident singers?</p> <p>Dance eJay (ICT): What makes a good introduction to an electronic song? How can we structure a good song?</p> <p>Keyboard: What skills do we need to play the keyboard and practice effectively?</p> <p>Ukulele: How do we create harmony on the Ukulele?</p> <p>Calypso: How do we perform with stylistic features?</p>	<p>YEAR 8: DEVELOPING SKILLS</p> <p>Ground Bass: How can we use a repeating bassline to create a piece of music?</p> <p>Video Games: How do you write a piece of music to fit a given brief?</p> <p>Guitar: In what different ways can we use the guitar?</p> <p>Musical Futures: How can we recreate a song independently? How should we practice?</p> <p>Song Writing: What are the key ingredients of an effective song?</p> <p>African Drumming: How can you create an exciting stylistic structure using typical rhythms from around the world?</p>

DESIGN TECHNOLOGY

DT

- Understand and analyse the design brief
- Evaluate and explore market trends and innovations, apply problem solving
- Create and explore original design solutions through technical representation and insight
- Communicate the design process through insightful target market presentation and terminology
- Understand and apply CAD/CAM to develop 2D concepts through to 3D realisation
- Independently create outcomes with technically applied practical skills and applied knowledge

Year 7

1: Workshop skills: Wooden Product

Introduction to key tools and machinery in the workshop including Health and Safety training. Students respond to a set brief to create an individual wooden outcome incorporating new design process and production skills

2: Electronics: Dragster cars

Students explore some aspects of physics considerations to develop a dragster car using basic electronic components, workshop skills and Vacuum forming

3: Design & CAD/CAM skills: Acrylic clocks

Students develop their use of computer aided design and computer aided manufacture skills to creatively respond to a set brief incorporating key presentation skills and applying market research analysis.

4: Graphics: Pop-up cards

Students develop their hand drawing and crafting skills by designing and making a unique pop-up style celebration card. They will explore different pop-up techniques and apply these skills to their final make.

5: Design & CAD/CAM skills: Earphone holders

Students are developing their computer aided design and computer aided manufacture skills by design and making a holding device for earphones. Students have a choice of materials for manufacture including MDF and acrylic.

Year 8

1: Production skills: Collaboration Siege Weapons

In small groups students collaborate to design and manufacture a siege weapon toy in response to a teacher set design brief. Students are guided through the clear stages of the design process before professionally presenting their work and outcome to the class.

2: Mini makes – Materials and their properties

In preparation for their GCSE, students are engaged in various mini projects which introduce them to a wider range of materials and processes to expand subject knowledge and practical skills.

3: Graphic/Product Design: Board game

Students analyse existing products and design solutions working through the design process to decide on their outcome. Students then incorporate and apply both workshop and computer aided manufacturing skills to create a new board game product

4: Workshop skills: Lego box

Revisiting key tools and machinery in the workshop. Students will learn woodwork joinery skills and precision through making a Lego brick style box. Students will investigate the properties of pine and use this to create their product.

FOOD & NUTRITION

- Understand the importance of hygiene and safety when working with food products
- Develop and communicate their understanding of food sources and food properties
- Independently prepare and cook a range of foods applying technical skills and knowledge
- Demonstrate presentation and finishing techniques
- Understand and apply knowledge of nutritional, cultural and dietary needs

Year 7

Food Preparation & Nutrition

Through the preparation and cooking of a range of foods students are introduced to food hygiene and Kitchen health and safety. The scheme of study explores sensory analysis, nutrition, and purchasing as well as food production.

Year 8

Food Preparation & Nutrition

Students prepare and cook each week embedding the skills learnt so far while exploring new recipes and techniques. As well as focusing on bread products students continue to explore food sustainability, nutrition and properties.

ART & DESIGN	
<ul style="list-style-type: none"> Respond to Artists' work through developing their understanding and analysis of their style and approach Develop their ability to manipulate and control media to achieve the visual elements Communicate successfully and record through drawing and writing Time management and planning leading to successful completed outcomes Exploration of artist technique and styles through independent led learning 	
<p style="text-align: center;">Year 7</p> <p>1: Artistic Elements Students do a range of task to introduce or develop their understanding of the artistic elements. They explore Line, Tone, Shape, Texture and Colour and the role they play in artists work.</p> <p>2: Responding to Artist work: Colour and Form (Kenny Scharf -Juicy Jungle or Kandinsky) Students analysis the work of the artists and their inspiration. They explore shape and form before using oil pastel and watercolour to develop their confidence with colour application and their creative responses.</p> <p>3: Cultural study - Aboriginal Art/ African Masks Students delve into either Aboriginal Art or African masks exploring and interpreting the history, culture and meanings found in the images and artefacts. Using this inspiration students create their own responses.</p>	<p style="text-align: center;">Year 8</p> <p>1: Representing ourselves in art This theme runs throughout the year as students explore the reoccurring theme of representation of people through Art. Students look at the history of portraits before exploring in more depth the work of various Pop artists. Students respond to the work of others by developing their own imagery in a wide range of media and approaches.</p>

ICT	
<ul style="list-style-type: none"> To explore software packages Understand the function of the major components within a computer To analyse problems and choose suitable software to complete the tasks To confidently use software from the Microsoft suite, Serif suite and other bespoke software Identify different types of data and how they can be captured, processed and displayed Break problems into smaller steps and solve them logically Find and correct errors and inaccuracies within their work 	
<p style="text-align: center;">Year 7</p> <p>1: 'Let's Go To The Zoo' – Software Skills Students explore how ICT could be used in the context of a zoo. The work is used to form an initial assessment of all pupils' software skills.</p> <p>2: 'Harry Plotter' – Spreadsheet Project Students learn about building formulae to perform calculations; using colours, borders and text styles to change the appearance cells; organising and arranging data in lists; and presenting data appropriately using a variety of chart styles.</p> <p>3: 'Inside the box' – Computer Systems Students look at the hardware and software components that make up computer systems. We also look at how data of various types (text, graphics, sounds).</p> <p>4: 'Communication using IT' – Desktop Publishing Students look at methods for combining text and</p>	<p style="text-align: center;">Year 8</p> <p>Programming with Scratch Students undertake an extended project exploring many of the creative opportunities offered by the 'Scratch' programming environment. Students cover concepts such as conditional loops timers, input controls and variables. Students follow the project lifecycle by planning, implementing, testing and documenting an interactive game of their own design.</p> <p>Technology and Enterprise Business Project</p> <p>1: Business Concept Students explore ICT in a business context. Each student chooses their own business concept, which is used as the context for developing a broad range of software skills. This project also provides opportunities for developing a deeper</p>

graphics effectively to produce work with a sense of audience and purpose.

5: 'Data Capture' – Designing and Using Databases

Students are invited to consider structures for capturing and storing data. They design, create and populate a database with information they have gathered. Students learn how to analyse and present it.

6: 'Programming' – Basic Programming Concepts

Students are introduced to Flowcharts and a program called Flowol

understanding of the impact of technology on commerce. The first part of this project involves developing the business idea and corporate style (e.g. colour scheme, font scheme, logo); then applying this to create typical business documents.

2: Spreadsheet Systems

Students create spreadsheet systems to support business processes. More complex formulae will be introduced, including the use of logical functions such as 'IF' and the automation of common or repetitive tasks using macros.

3: Web Technologies

Students move on to look at web design, developing a mock-up website for their business concept.

4: Programming

Students will be introduced to traditional programming though the language 'Python'.

PHYSICAL EDUCATION

Year 7 students have two hours of PE each week. They will experience a variety of games, athletics, gymnastics and problem solving activities. In addition to these, they will also spend one hour a week in the first half term undergoing a 'baselining unit' which will help us accurately grade your child's sporting ability. The focus throughout the year will be on providing a wide range of physical experiences and further expanding the students' movement, vocabulary and skills, as well as tactics and techniques of different sports.

Students are assessed at the end of every activity (usually every six to eight weeks). All students are assessed in performing the same core assessment tasks in the activity.

Top tips to help your child:

Ensure they always have the correct uniform for the activity including plain navy tracksuit bottoms for colder weather and shin pads for football and hockey. Encourage them to participate whenever they can. Simple colds and mild tummy pains should not stop a student from participating. Should your child not be able to take full part in the lesson, the expectation is that students *still bring their PE uniform* and a note to explain why they are not able to take a full part in the lesson. Students can then take part in the lesson through being a coach or an official. Encourage them to attend enrichment clubs each term to improve fitness, skill levels and of course have fun.

Try to play sport with your child. Throw and catch games and racket sports like badminton are particularly good for co-ordination and are something the family can do together.

What year 7 students will learn in lessons:

Skills, tactics, techniques, words and terminology, PE literacy

What activities year 7 students will do in lessons:

Athletics, badminton, cricket, flag tag, football, gymnastics, hockey, netball, rounders, rugby, tennis

Term Dates 2018– 2019

Autumn Term 2018

Term starts	Wednesday 5 September
Half term	Monday 29 October – Friday 2 November
Term ends	Friday 21 December (1.15pm)

Spring Term 2019

Term starts	Tuesday 8 January
Half term	Monday 18 February – Friday 22 February
Term ends	Friday 12 April (3.15pm)

Summer Term 2019

Term starts	Tuesday 30 April
Half term	Monday 27 May – Friday 31 May
Term ends	Friday 19 July (1.15pm)

Inset and Professional Development Days

Monday 3 September 2018	whole day
Tuesday 4 September 2018	whole day
Thursday 11 October 2018	staff training - students leave at 1.10pm
Friday 23 November 2018	staff training - students leave at 1.10pm

Monday 7 January 2019	whole day
Tuesday 5 February 2019	staff training - students leave at 1.10pm
Wednesday 13 March 2019	staff training - students leave at 1.10pm

Monday 29 April 2019	whole day
Friday 24 May 2019	staff training - students leave at 1.10pm
Friday 5 July 2019	whole day

Public holidays

Good Friday - 19 April 2019
Easter Monday - 22 April 2019
May Day Monday - 6 May 2019
Spring Bank Holiday - 27 May 2019

Key Dates for Year 7

Autumn Progress Check	3 December
Parents' Evening*	6 December
Spring Progress Check	4 February
Exams	1-17 May
Full report issued	14 June

**you will be sent further information about Parents' Evening after half term*

Homework Information

Below is an outline homework timetable for Year 7 students. This timetable is designed as a guide for JMHS teachers when setting homework and indicates the day it will be set. There will always be a minimum of 2 days before homework is requested to be handed in allowing students time to discuss concerns with teachers.

Day homework is set	Subjects
Monday	Science
Tuesday	MFL/Technology ⁽²⁾
Wednesday	English/ICT ⁽²⁾
Thursday	Maths/Art ⁽²⁾
Friday	Humanities ⁽¹⁾ /Performing Arts ⁽³⁾

- (1) Humanities homework is weekly but a project will be set in the Spring term 1
- (2) Three Art and Technology homework tasks will be set during each half-term
- (3) Performing Arts homework is in the form of a mini project set at the end of each half-term

Homework tasks will take between 30 and 60 minutes for each task. Each week students will have spellings and there is also an expectation for them to read ARP books at home.

Homework Support Lesson

HOMEWORK SUPPORT is a supportive and encouraging environment for students to COMPLETE and IMPROVE homework, have support with revision and complete extra tasks/activities to aid progress. These sessions take place after school on a Monday to Thursday in "The HUB" where students will have a quiet, structured place to work independently and can also be offered support from staff where needed.

Students attend on a referral basis from their **class teachers, mentors** or **parents** and can attend HOMEWORK SUPPORT for one to four days a week. Parents are contacted for all referrals and students are expected to attend **ALL** agreed sessions as these are timetabled lessons.

For other SEND information, please see the school website.

Accelerated Reader Programme

The English faculty uses the Accelerated Reader Programme (ARP) to help year 7 and year 8 students and selected students in other year groups, to improve their reading ability. The ARP HomeConnect website allows parents to view their child's ARP area to see targets and progress. There is also an area to access called 'Bookfinder' which enables you to choose relevant books with or for your child that are on the scheme and have quizzes. You might find this especially useful with Christmas coming up. The instructions for 'Bookfinder' are detailed below. This is the link for the HomeConnect page:

<https://ukhosted16.renlearn.co.uk/1979123/HomeConnect/login.aspx>

HOW TO USE AR BOOKFINDER

Go to www.arbookfind.co.uk

1. From the **Quick Search** tab on the top of the page, type in a book title, author or topic into the blank field and click **Go**.
2. To narrow the results, select any of the options on the left of the screen under **Refine Your Search**. You can continue to refine your search until you get your desired results.
3. If you want to create a booklist from the titles you are searching, click **Add to AR BookBag** button under the cover of any book you want to add to your list. This list can then be printed out for future reference.

Advanced Search:

The Advanced Search tab allows you to refine your search. Here you can enter more search criteria such as ATOS Book Level, Interest Level, Topics / Subtopics, Fiction / Non-fiction and Language to get results that are more exact.

1. Click the **Advanced Search** tab on the top of the page
2. Select **Contains, Starts With or Exact Match** to determine the parameters of your search
3. Select your search criteria and click **Go**
 - It is recommended that you enter an ATOS Book Level to be sure that the results are appropriate for your child. When entering an ATOS Book Level you are also required to enter an Interest Level. (Click on the question mark icon for more information on ATOS Book Levels and Interest Levels).
 - It may be helpful to choose topic and subtopic to see a list of book categories if you are uncertain what books may interest your child.
4. To narrow the results, select any of the options on the left of the screen under **Refine Your Search**. You can continue to refine your search until you get your desired results.
5. You can add any of these books to your AR BookBag.

Collections:

The most popular children's Book Awards are listed under the Collections tab. You can add books from any of these lists to your AR BookBag.

1. Click the **Collections** tab on the top of the page
2. Select one of the collections and continue to click on your choices until you locate the desired booklist

AR BookBag:

The AR BookBag is a place to create your own booklist. This list can be printed and taken to your local library or bookshop. It cannot be saved in AR BookFinder. However, you can save the “report” (a PDF) to your hard drive files.

AR BookFinder Help:

Located in the upper right hand corner is a Help button. Click on it for helpful information such as how to use specific features of AR BookFinder.

Personal, Social and Health Education

PSHE helps young people gain knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. It encourages them to be enterprising and supports them in learning effectively, their career choices and in managing their finances. PSHE education also helps students to reflect on their own values and attitudes, and explore the complex values and attitudes they encounter now and in the future.

PSHE is taught by Form Tutors during two afternoon tutor times in the week. The subject is the primary vehicle for the delivery of Sex and Relationships, Drugs, Health and Careers Education and therefore plays a vital part in enabling students to develop into responsible adults who achieve their absolute best.

PSHE consists of two main elements:

1. **Economic wellbeing and financial capability** - careers education, work-related learning, enterprise and financial capability.
2. **Personal well-being** - promotes the well-being of students through social and emotional education, a programme of sex and relationships and drugs education.

In Year 7 students study the following:

1. **Settling In** – Lessons focus on the JMHS Learning Standards and developing social and emotional literacy through group tasks and self-evaluation.
2. **Puberty** – Students are taught about the physical and mental changes of puberty. It is looked at in a safe environment before students discuss the advice they would give to people who are having difficulties in mixed groups.
3. **Friendship & Bullying** – Students learn to manage a variety of different relationships (e.g. family and friends). They look at the reasons for bullying and learn strategies to minimise risks and how to deal with bullying incidents by reporting them to appropriate adults.
4. **Drugs & Smoking** – A brief introduction to drug use is followed by an in-depth look at the dangers of smoking.
5. **Separation and Loss** - Students will consider the elements of loss and separation and strategies for dealing with these events.
6. **Careers** – Students begin to look at the world of work and identify careers which interest them. They look at their journey through the Key Stages and set targets for future development.
7. **Revision** - students start to look at revising techniques and how they can maximise their preparation success.

Parental Concerns and Withdrawal of Students

We work with parents/carers, value your views and input, keep you informed about our Sex and Relationships Education lessons and address any concerns you may have. You have a legal right to withdraw your children from Sex and Relationships Education lessons but we hope we will have your full support. Should you wish for your child to be taken out of PSHE lessons may we ask you to sign and return the reply slip below to your child's tutor.

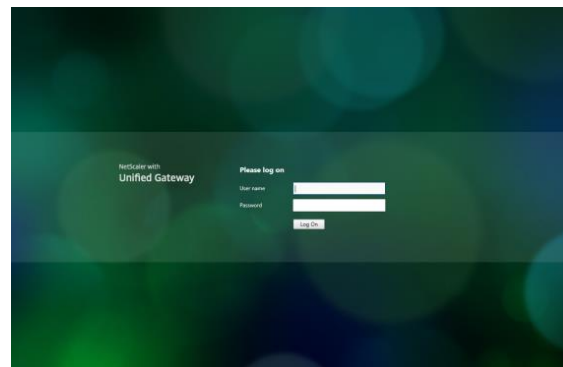
PSHE is delivered within the guidelines set out by the school's Sex and Relationships, Drug and Careers Information, Advice and Guidance Policies. Should you wish to view these policies, would like to become involved with PSHE or have any queries, please contact the PSHE Co-ordinator by email (Anthony.Bees@jmhs.hereford.sch.uk) or by phoning the school on 01531 631012.

Additionally, if for any reason you would prefer that your son/daughter does not take part in any aspect of the PSHE programme please email Mr Bees or phone the school as detailed above. If we do not hear from you by **Friday 21 September**, we will assume that you are happy for your son/daughter to take part in this important part of school education.

Instructions for accessing the school network from any computer outside school

To download the program which allows connection to the school network

1. Go the school website – **www.jmhs.hereford.sch.uk**
2. Click the **Remote Access** link on the top right of the screen
3. You will then see the NetScaler Unified Gateway screen as shown above. Please log in using your school account username and password
4. You will then be invited to install Citrix Receiver. Click the licence agreement and then the Install button. Then click the Run button to start the download and then proceed with the actual installation. When prompted to run the Citrix Addon, click Allow. If prompted to Add an Account to Citrix Receiver, click Cancel. Please be patient during the installation, as it does take some time and nothing may appear to be happening.
5. You have now completed the installation and will not need to repeat this again



To connect to your school network area

6. Go the school website – **www.jmhs.hereford.sch.uk**
7. Click the **Remote Access** link on the top right of the screen
8. You can save this address (<http://access.jmhs.hereford.sch.uk>) in your Favourites so you have direct access to it in future
9. You will now see a screen saying: JMHS Please log on (authorised access only)
10. In the User Name box enter your normal school network ID eg 11emmsmi
11. In the password box enter your normal school password
12. You will see a screen with two icons, click **Hosted Desktop** to access the school desktop
13. After a few moments (depending on your broadband connection speed) you should connect to your school network area
14. Like you are able to at school, you should now be able to use all of the programs and you can access your network folder and the shared area folder
15. If you have any problems please contact Mr Henderson (Network Manager) or talk to your ICT teacher

Troubleshooting

How the remote access works is that when you click on the Hosted Desktop, it downloads a file called launch.ica file which is then opened by a program called Citrix Receiver running on your PC (this program is also known as ICA or the Client). The launch.ica file has all the information that Citrix Receiver needs to launch the session. So there are a couple of things that can go wrong and some things to try:

1. The Citrix Receiver isn't installed properly (Fix: uninstall it from Control Panel/programs and reinstall logging in to school site again and it should detect that it is missing and prompt to reinstall)
2. The Citrix Receiver is installed but not integrated into your browser – you should have got a pop up asking if you wanted to add it to Internet Explorer the first time you use it and you have to say Yes. Check in Internet Explorer/Tools/Manage Add Ons and see if the Citrix ICA Client is enabled as an addon. Fix: try rebooting a few time and if still no luck uninstall Citrix Receiver and reinstall.
3. Add the site <https://access.jmhs.hereford.sch.uk> to Intranet Explorer Local Intranet Site (Internet Options/Security/click Local Intranet, then Sites button/Advanced and add the site to the zone) (often required with IE 11)
4. Add the <https://access.jmhs.hereford.sch.uk> to Intranet Explorer Compatibility View Settings
5. Right click Citrix icon in the start menu, Properties, Compatibility and select "run this program in compatibility mode for Windows 7"
6. An unlikely but possible problem is that the launch.ica file isn't associated with Citrix Receiver, so isn't opened automatically. Fix: go to Control Panel/Default Programs/Associate file or protocol with a specific program – scroll down to the .ica entry and make sure it is associated with the Citrix Connection Manager. If it isn't you need to associate it with "C:\Program Files (x86)\Citrix\ICA Client\wfcrun32.exe".
7. If you are prompted to Download, Run, Open Launch.ica File, Instead of Launching Connection then follow guidance here: <http://support.citrix.com/article/CTX804493>
8. Google Chrome often doesn't recognise that Citrix Receiver is installed. Just click the Continue to login option. See <http://support.citrix.com/article/CTX136578> for more information.

Library Opening Hours

Our recently refurbished Library is a friendly and welcoming place for students to explore the many new and exciting books in our collection.

For independent use the Library is open daily from 8am – 8.50am and during Brunch and Lunch times. It is also available during lesson times for literacy/resource/reference purposes where students have been instructed to use it in conjunction with their current lesson.

Instrumental Music Lessons

We have a vibrant, dynamic and enthusiastic team of visiting instrumental music teachers who promote Music in the school. They provide opportunities for many more students to take part in extra-curricular musical activities by offering an approach which will motivate them and promote enjoyment of all types of music – both solo and ensemble. Students will be able to join the many music groups we have on offer: Junior Choir, Chamber Choir, Orchestra, Woodwind Ensemble, String Ensemble, Jazz Band, Sax Group, Clarinet Ensemble and Theory Club.

In the last four years we have increased student participation in musical extra-curricular activities. We take part in the Herefordshire Performing Arts Festival annually, and have won Elgar Young Musicians' of the year twice, and secondary school choir of the year twice. We would like to further increase numbers in all activities this year thus enabling students to have the opportunity to further their music education outside of their class music lessons. Singing and playing instruments with others is vital for an all-round music education as well as increasing confidence and social skills. Coupled with this will be enjoyment and a sense of fun through learning which will energise everything we do this year.

We offer tuition on all Brass Instruments, Flute, Saxophone, Clarinet, Guitar, Piano, Violin, Viola, Cello, Drum-Kit and Voice. Our team of staff are:

Brass	Paul Holland
Flute and Cello	Sarah Waycott
Drum-Kit	Mark Smith
Violin	David Grubb
Clarinet, Saxophone & Music Theory	Anna Grubb
Guitar	Laurence Ruston
Voice	Jess Friend
Piano	Richard Watson

Instruments may be hired from the Herefordshire Music Service. Their contact details are: music@herefordshire.gov.uk or telephone Nicola Stronge on 01432 260840.

Parents will be billed directly and all liaison about times of lessons and costs will be dealt by individual Music Staff via phone calls and email. Most students will have an individual 20 minute or 30 minute lesson although there is an option of shared lessons on some instruments. The cost of lessons will be set by the music teacher, however we envisage that costs will be approximately £10 for a 20 minute lesson and £15 for a 30 minute lesson. If lessons are shared the costs will be split equally between students.

The Music Staff will provide reports on progress during the year and are happy to meet in person or on the phone if preferred. If you would like your son/ daughter to start lessons this year, please contact Mrs Goldup on Samantha.Goldup@jmhs.hereford.sch.uk who will be happy to assist you and help with any queries you may have.

Curriculum Enrichment

Beyond the Classroom at John Masefield

Alongside every student's full academic programme of lessons the school has a commitment to providing an enticing, challenging and broad range of experiences which support their holistic development. The more involved students become in school life, the higher their achievement is overall. They need to become resilient, independent, well-rounded individuals and our programme of events is designed to support this core belief.

From this week, we are encouraging all Year 7 students to attend clubs with no pressure on them to commit. This will enable students to experience a range of activities without feeling the pressure to commit at this early stage.

Students in Year 7 will also be offered one free instrumental lesson on an instrument of their choice as part of their music programme.

We are looking to expand our current extra-curricular provision to broaden our vision. If you have any suggestions which you would like to see offered to our students, please let us know.

Contact with the School

Year 7 Progress Leader, Mr D Wyatt - Dean.Wyatt@jmhs.hereford.sch.uk
SENDCo, Mrs K Barker - Karen.Barker@jmhs.hereford.sch.uk
Assistant SENDCo, Mrs A Ball - Andrea.Ball@jmhs.hereford.sch.uk

House Leaders

- Beacon, Miss C Limbrick - Chloe.Limbrick@jmhs.hereford.sch.uk
- Holywell, Mr A Bees - Anthony.Bees@jmhs.hereford.sch.uk
- Jubilee, Mrs D Fox - Donna.Fox@jmhs.hereford.sch.uk
- Midsummer, Mr D Wyatt - Dean.Wyatt@jmhs.hereford.sch.uk

Year 7 Tutors

- B7a, Mr M Colley - Mark.Colley@jmhs.hereford.sch.uk
- B7b, Mr A Osborne - Adem.Osborne@jmhs.hereford.sch.uk
- H7a, Mr S McClusky - Shaun.McClusky@jmhs.hereford.sch.uk
- J7a, Mr D Hughes - Daniel.Hughes@jmhs.hereford.sch.uk
- M7a, Miss K Vickers - Katie.Vickers@jmhs.hereford.sch.uk
- M7a, Mrs P Williams-Hewitt - Phiona.Williams-Hewitt@jmhs.hereford.sch.uk

House Support Assistants

- Mrs V Chadney - StudentServices@jmhs.hereford.sch.uk
- Mrs S McCarthy - StudentServices@jmhs.hereford.sch.uk
- Mrs A Mowbray - StudentServices@jmhs.hereford.sch.uk

General Enquiries

Student Absence - Admin@jmhs.hereford.sch.uk
Student Absence - StudentAbsence@jmhs.hereford.sch.uk
Student Services - StudentServices@jmhs.hereford.sch.uk
Changes to data we hold about your son/daughter - Data@jmhs.hereford.sch.uk