



Every Student Matters
Every Moment Counts



‘A tree is a seed that never gave up on its dream to flourish’

Matshona Dhliwayo

Parent Handbook Year 11 Making the Most of Your Last Year at Wildern

Wildern School

**Home – School
Partnership**



**Care, Opportunity, Quality
‘Every Student Matters, Every Moment
Counts’**

September 2024

Contents

	Page
A Message from the Headteacher	3
CARE	4
Pastoral	5-6
Home-School Partnership	7
Wildern Attributes	8
Diversity	9
#itsnotok	9
A Rights Respecting School	10
School Uniform	11 - 13
Prohibited/Banned Items	14
Attendance and Punctuality	15
Contacting the School	16
Member Login Area of School Website	17
Key Dates	18-19
Student Services	20
First Aid	21
E-Safety	21
Wildern as a Community School	22
QUALITY	23
The Wildern Way	24
Our Curriculum	25 - 26
Teaching and Learning	27
Class Codes	28
Self-study	29
Year 11 Study Support	29
How can I support my child's learning?	30
Non-examination assessment Deadlines	31
Curriculum Teams	31
The Curriculum - subjects	32-93
Feedback Practice	94
Wildern Steps	95
WAD Reports	95
Behaviours for Learning	96-97
Communication with Parents	97
Reporting to Parents	97
Parents' Evening	97
Google Classroom and the Google Suite	98
Insight App	99
OPPORTUNITY	100
School Trips and Enrichment Opportunities	101
Enrichment Opportunities and Competitions	102-104
The House System	105
Student Leadership	106
Wildern Colours	107
Charities	108
Careers Support	109-110
The Learning Resource Centre (Library)	111-112
Wildern School Staff Structure	113

A Message from the Headteacher

Dear Parent/Guardian,

As you are aware, at Wildern, we value our partnership with parents and we know that working together helps our young people achieve their best.

This parent handbook (whilst not definitive), is aimed at providing you with some key information that is easily accessible and to hand; rather than searching through our website. However, all information can be found on our website and/or within our members' area for parents to log into. We encourage you to use this area for support throughout the year.

To compliment this handbook and provide you with further information/learning, throughout the year we have our WINK programme for parents that will cover many aspects of school life, from the curriculum, E-Safety, Coping with exams, All things Google to dealing with teenagers and mental health and well-being to name but a few. A programme will be sent to all parents to highlight these evenings at the start of the year.

We also have Wildern Parent INSIGHT which allows you to view information about your child plus to keep you up to date with all the latest news, the news section of our website, our Facebook page (@wildernschool), X (twitter) feed (@wildernschool) or on instagram (@wildern_school).

We believe that together we can ensure that our students, your children, achieve their very best and become the determined, adaptable, compassionate young people we all want them to be.

Best wishes



Ceri Oakley
Headteacher



**“Happiness will grow if you plant the seeds of love in the garden of hope with compassion and care.”
- Debasish Mridha**

Pastoral

At Wildern we place our students at the heart of the school community. We believe that all students can be successful in an environment where 'Every Student matters, every moment counts'. Wildern is a happy school, providing an atmosphere which supports students and enables success, development of character and nurtures their well-being. Our students know that they are valued as individuals with unique needs, strengths and potential and that we truly believe that our students can be the best they can.

Safeguarding

Safeguarding is a term which is broader than 'child protection' and relates to the action taken to promote the welfare of children and protect them from harm. Safeguarding is defined as:

- protecting children from maltreatment
- preventing impairment of children's physical and mental health, wellbeing and development and health and development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care and
- taking action to enable all children to have the best outcomes

Safeguarding is everyone's responsibility. If you believe that a student within the Wildern School community is at risk, then please contact the school through our secure email address of:

safeguarding@wildern.org.

Wildern School Designated Safeguarding Team

We are all responsible for safeguarding...

If you are concerned about the welfare or safety of anyone at school please report your concerns to the safeguarding team below, or by emailing safeguarding@wildern.org

		
Mr K Orchard Safeguarding@wildern.org	Mr M Chance Safeguarding@wildern.org	Mrs K Thomas Safeguarding@wildern.org

		
Miss H Jones Safeguarding@wildern.org	Mrs J Fleeman Safeguarding@wildern.org	Miss S Cooper Safeguarding@wildern.org

	
Miss B Cooper Safeguarding@wildern.org	Ms L Duck Safeguarding@wildern.org

***'Every Student
Matters,
Every Moment
Counts'***

**Or call main
reception on:**

01489

783473

and ask for a DSL.

Home – School Partnership

It is important that the school, the students and parents all work together to get the very best outcome for the young people who attend Wildern. By agreeing to the Home School Partnership, we are all committing to doing the best we can to support one another throughout a student's journey through school.



As students we will:-

- Always try our very best in everything that we do.
- Maintain the highest standard of behaviour and respect towards all visitors and members of Wildern and the wider community.
- Follow all school rules including those on behaviour, uniform, punctuality and attendance.
- Uphold the behaviour for learning expectations listed in the student planner.
- Conduct ourselves in a manner that brings credit to us and the school on journeys to and from school, on school trips and in the local community.
- Follow the instructions of Prefects who act on behalf of the Headteacher.
- Take care of our environment.
- Always be honest and trustworthy.
- Be kind to each other.

As Parents we will:-

- Ensure our child attends school, is punctual and will not take holidays during term time.
- Ensure our child is equipped for lessons.
- Provide an environment that encourages good self-study habits and supports students with their home learning.
- Ensure our child is always dressed in uniform according to the school uniform policy.
- Work in partnership with the school in maintaining a high standard of behaviour, accepting and supporting the use of appropriate sanctions in line with the school's behaviour policy.
- Monitor our child's education by regularly checking and signing the school's student planner.
- Attend parental consultation meetings if required.
- Promptly notify the school of any changes in circumstances that may affect our child's well-being and their learning.
- Monitor my child's online activity and encourage the safe and appropriate use of electronic devices.
- Contact the school if we have any concerns and work with the school to resolve any issues rather than use Social Media
- Communicate with all staff in school politely and courteously
- Read the communication home - the Wildern Weekly

As staff at Wildern School we will:-

- Nurture our students' academic progress and their social and personal development.
- Encourage a strong sense of positive personal values.
- Encourage respect and empathy for others within the school and the wider community.
- Provide a safe and supportive environment in which a system of rewards and sanctions motivates and challenges students.
- Provide a broad and balanced education at the appropriate level for each individual.
- Review progress and set self-study as an integral part of the learning process.
- Provide a high level of teaching and learning within specialist areas.
- Work in partnership with parents and the wider community.
- Communicate formally and informally regarding attendance, academic and pastoral progress.
- Ensure all members of the school community embrace the notion of Rights and Respect

Wildern Attributes

At Wildern, we endeavour to create a culture where students believe that their qualities and talents grow through trying something, putting in effort and learning from their mistakes. This is based on developing students' growth mindset and allows them to have a belief that with time, practice and guidance, they can achieve anything they put their mind to. We do this by creating safe environments in which our students can learn without fear of failure. Our Wildern attributes encompass this wholeheartedly.

Reflection

We ensure our students are aware of their strengths and areas of development. Lessons include dedicated quality reflection time for students to reflect and review their work, act on feedback and redraft work to improve upon it.



Determination

Research suggests that effort is more important than talent or innate ability and so we have high expectations of all students and what they can achieve when they try. We challenge our students to be the best they can be and encourage them to take a leap of faith even if it means falling a few times. The determination we see in students who rise to these challenges find they reap the rewards and are successful in their achievements.



Respect

Making mistakes is hard – students fear embarrassment, criticism, humiliation. However, a safe, secure classroom environment can ensure that students see that making mistakes are part of the learning process and from them, they can develop a better understanding. We do this through modelling and by making explicit the learning outcome from mistakes. We encourage students to respect one another for engaging in the learning process not just for achieving the correct answer.



Curiosity

There is a feeling across the world that our heroes have superhuman abilities that lead them to greatness, success, stardom. However people with a growth mindset know that even heroes have to develop their curiosity, work hard and practise for their achievements. It is said that top performers practise 1,000 hours a year and to be world-class at something takes 10 years. Therefore we allow time for our students to practise their skills. This can either be distributed (spreads out study activities over time) or interleaved (mixes different kinds of problems within a single lesson). Students who are curious often seek solutions themselves, investigating and researching something and showing great independence which prepares them for the world ahead.



Pride

Research suggests that when students are praised for what they have accomplished through effort, practice, study and persistence, they experience a sense of achievement and have the motivation to go on and take these achievements further. We encourage our students to take pride in these efforts, including in how they present their work, how they demonstrate their learning and recognising their own achievements, avoiding comparisons to those of their peers.



Kindness

We live in a diverse community where everyone should feel welcome, included and equal. Everyone is unique and it is a combination of our differences that shape our view of the world, our perspective and our approach. In a world where the news can be dominated by acts of discrimination or violence due to

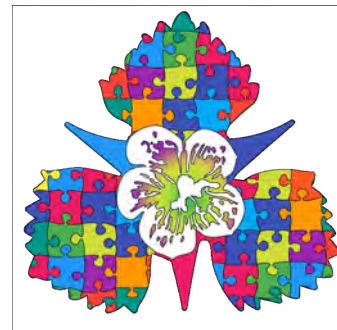


someone's characteristics we must promote equality, diversity and kindness so our students grow into considerate, empathetic and caring individuals.

Diversity

The Wildern symbol of diversity represents our beliefs that every member of our school community counts.

As set out in the Home-School Partnership we ask that students maintain the highest standard of behaviour and respect towards all members of the Wildern community and conduct themselves in a manner that brings credit to us and the school. We feel that having a sense of belonging at school can increase student emotional and physical wellbeing. This is equally as important as diversity and inclusion because all children should feel that their world is a safe place where people care about them and their needs.



To help them do this we spend time looking at and celebrating Wildern's diverse community. This is done through:

- Strong curriculum content across the school
- Student voice
- A focus group dedicated to celebrating and promoting equality and diversity
- Challenging those who aren't inclusive
- Working with agencies and charities from outside of school to support our community

Students get the opportunity to partake in activities across the school year where they are able to consider different cultures, religions, gender/sex, sexual orientation, age and disability and all potential characteristics. . Whenever you see this symbol it is communicating that we are learning about, supporting or celebrating the rich and diverse Wildern community that we are so proud of.

#It'snotok



Your children have every right to feel safe at school and it is important that all students are aware of when someone is being inappropriate towards them. We are using the "#It'snotok" to promote awareness of what students need to be thinking about when they are facing unwanted sexual behaviours or contacts either in school or when out in the community.

Over the course of the school year we will be encouraging discussion through tutor time, assemblies

and our strong RSE curriculum and will be sending the clear message to challenge unacceptable behaviour and say “it’s not ok”



Wildern: A Rights Respecting School

**BECAUSE
EVERY CHILD
IN THE WORLD
HAS ONE THING
IN COMMON.
THEIR RIGHTS.**

A Rights Respecting School is one in which the UNCRC is placed at the heart of everything that happens. It is a school in which students learn that with rights, come the elements of respect and responsibility.

It is a School in which students and staff work together as a partnership, student voice is valued and plays a crucial role. It is important for students to be a part of a Rights Respecting School so that they can be fully aware of rights issues and become empowered global citizens in the wider world.

What does being a Rights Respecting School look like at Wildern?



Prefects





Our 'Respect' attribute



Uniform 2024/25

This uniform list outlines what we require students to wear. Uniform is incredibly important as it supports identity, helps us safeguard our students and is quality, hard-wearing and robust.

If you are unsure about any aspect of our school uniform please contact the school for clarification, we are happy to provide advice and guidance on what is acceptable for school and would rather have a conversation before things are bought!

Please remember that we have a large quantity of good quality pre-loved uniform that can be accessed through our school uniform sales, look out for these in the Wildern Weekly!

Jumper:

Bottle Green V Neck Jumper with

School jumpers should be brought Jumpers (Hoodies), Hooded Zip Up tracksuit tops or cardigans are not permitted in school at all. Any other of jumper is not permitted. These available for collection at the end of

Trousers:

Full length plain black trousers that trousers must be identifiable as at the waistband for example a zip

Leggings/Jeggings/Jeans/Tracksuit bottoms must not be worn in any circumstance as uniform.

Skirt:



the School Logo.

to school everyday. Hooded

Fairtrade

type will be confiscated and the school day.

are not rolled up. The trousers, with a fastening or button.

Tartan skirt in the Wildern colours available from SkoolKit. Skirts should not be rolled up at the waist and should be worn between mid thigh and the knee.

Shirts:

A plain white shirt must be worn and tucked in at all times. The shirt must have a top button that is done up at all times. The shirt can be short or long sleeved. Branded short sleeve shirts may still be worn with a school tie. (These are no longer available to purchase from Skoolkit).

School tie:

This is clip-on and available from Skoolkit or the school finance office. These must be worn at all times.

Socks/Tights.

Socks can be plain white, grey or black. Tights must be plain black. Socks must not be worn over the top of tights or trousers and must be worn below the knee.

Shoes:

- Completely black (including branding/laces/soles)
- Leather/faux leather
- Polishable
- No heels or boots
- Shoes should have a closed toe

Nails:

Nail extensions are not allowed due to health and safety.

Hair:

Students with long hair should always carry hairbands. Long hair should be tied back for all subjects where practical activities take place. This includes Science/Technology/Art/Drama/Dance and PE.

Jewellery:

Any items of jewellery brought into school are the sole responsibility of the student. We do not recommend that jewellery is brought into school as any items worn would need to be removed for practical activities for health and safety reasons.

Should students choose to wear jewellery the following is allowed:

- Plain stud earrings (no hoops or drop earrings due to health and safety)
- Rings may be worn
- Clear retainers must be worn in facial piercings (these must be removed for practical activities)
- Bracelets may be worn
- Necklaces may be worn but must not be visible

Coats:

Coats must not be worn instead of a school jumper.

Coats should be suitable for all weather conditions and be identifiable as a coat. Fleece hooded tops/ tracksuit tops/zip up hoodies/denim/leather jackets are not coats suitable for school. Coats that will help visibility in the dark would be advisable.

Hats/Gloves:

In cold weather, hats and gloves are advisable (not caps or bucket hats).

Extreme weather uniform adaptations:

In extreme weather conditions adaptations to the uniform will be made at the discretion of the school. This may include:

- Removal of school tie
- Students wearing their PE kit to school
- School jumpers can remain at home
- Summer hats may be worn
- Additional layers of clothing to be worn under uniform (base layers)

School Uniform (cont.)

Physical Education and Dance

PE KIT



Compulsory PE Kit (These items must be worn for all PE/Dance lessons)	Optional Extras (These items can be added to the compulsory kit for extra warmth/comfort)
Wildern PE shirt Wildern PE shorts Black sports leggings Red sports socks / white trainer socks Appropriate sports trainers	Wildern PE tracksuit top Wildern PE rugby shirt Thermal mid-layers (skins, baselayers, vests) Studded boots (for outdoor activities ONLY) Gumshield (for hockey and rugby) Shinpads (football, hockey and rugby) Hat and gloves (for outdoor activities ONLY)

Specialist Activity PE Kit

OUTDOOR PE: students are encouraged to bring a towel for all outdoor PE lessons

SWIMMING: dark coloured swimming shorts/one piece swimming costume and towel.

KS4 DANCE: black GCSE Dance T-shirt and plain black sports leggings or tracksuit bottoms

Plimsolls, Vans, Converse are not acceptable footwear

All students must have sports trainers, not fashion trainers

Students attending extra curricular sporting & dance activities will be expected to meet the same kit standards as detailed above for all sessions.



PROHIBITED/BANNED ITEMS

- Knives and other weapons
- Drugs (other than prescription medication that is kept with first aid by arrangement)
- Drug paraphernalia
- Aerosol sprays
- Tippex and solvents
- Chewing gum
- Energy Drinks, including Lucozade, canned drinks
- Cigarettes, tobacco and other smoking paraphernalia
- E Cigarettes and vaping equipment
- Students are also advised not to bring cash or valuable possessions into school, as we cannot accept responsibility for loss or damage.
- Mobile Phones, iPads, MP3 Player, headphones and AirPods should not be visible. Such equipment, if brought into school, should be kept in the students' school bag. (If such equipment is used without permission or it is seen around the school site during break times and lunch times, it will be confiscated and if a repeat offence parents or carers will be required to collect the item from reception).

Attendance

At Wildern, we expect all students to attend school regularly to take full advantage of the educational opportunities available to them. Regular school attendance and educational attainment are inextricably linked.



Good attendance and punctuality is vital in order for your child to achieve their potential. We expect all students to aspire to achieve 100% attendance and appreciate the full support of parents and carers in encouraging this. Parents can check their child's attendance through the Insight App.

There will be occasions when your child is unable to attend school. This could be due to poor health or an exceptional circumstance that means absence is unavoidable. It is important you contact the school on each day your child is absent so we can track attendance and support where necessary. Exceptional leave of absence can be granted with the permission of the Headteacher following completion of the appropriate form. This can be found on our website.

If your child's absence becomes a concern, then we will do all we can to support you in improving their attendance. This may involve school based support but if absence continues to be a concern, we will seek the support of the local authorities' attendance support team to help us with strategies to help re-engage or seek other professionals help such as the school nursing team.



Punctuality is also very important

Lost minutes = Lost learning

Please report any absence due to illness via absence@wildern.org or through the 'Report Absence@' feature on the Insight App under attendance.

Contacting the school

We will be pleased to discuss any student's conduct or progress at any time. Parents are welcome to make contact with us as soon as any concern arises.

<u>Main Reception</u> To report absences and for all other enquiries	01489 783473 absence@wildern.org
<u>Student Services</u>	01489 779 494
<u>Email</u> All emails will be forwarded to relevant parties	wildern@wildern.org
First Aid Room:	01489 779445
D@rt:	01489 779471
Leisure Centre:	01489 787128

There are several possibilities:

1. If a particular subject concerns you, write via letter/email or in the student planner (your child should then show their class teacher your message) or telephone to ask for the teacher to contact you and talk over the matter when convenient.
2. If your concern is more general or one of a social matter, write/ telephone/ use student planner to ask the Tutor to contact you to arrange a time to talk the matter over.

3. You may want to email the school if you wish to communicate with the tutor or a subject teacher. You can do this by using the following address: wildern@wildern.org. This email will be forwarded to the person best placed to deal with your question.
4. If you have a more serious concern or issue to raise you may like to contact Students Services who will deal with any initial concerns and then liaise with the Director of Progress and Achievement (DoPA).
5. If for any reason you wish to talk to a Senior Member of Staff, contact the school either by telephone/ email/letter and a Senior Teacher will arrange to see you as soon as possible and, in an emergency, at very short notice.
6. The CEO/Headteacher are always pleased to meet with parents. Should you find that after contact with other staff your concern remains, please contact either. We are all concerned with helping individuals.
7. Please note that the school will always endeavour to return telephone calls or email within 24 hours, and we will respond in writing as required within five to ten working days.
8. Please be mindful of our guidance for communicating with school, found on the website - <https://www.wildern.org/joining-us/contact-us/>

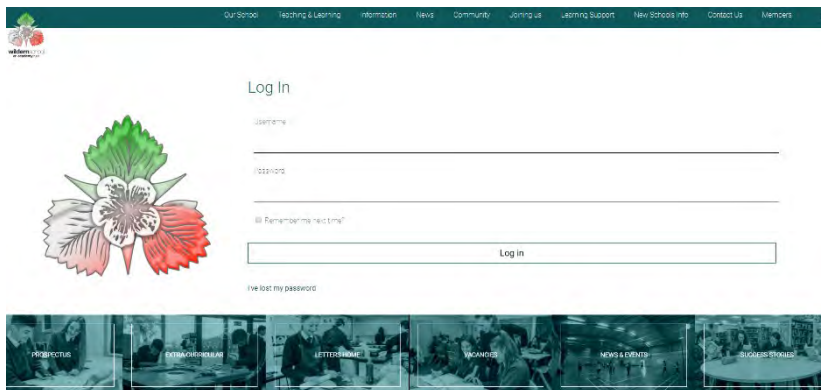
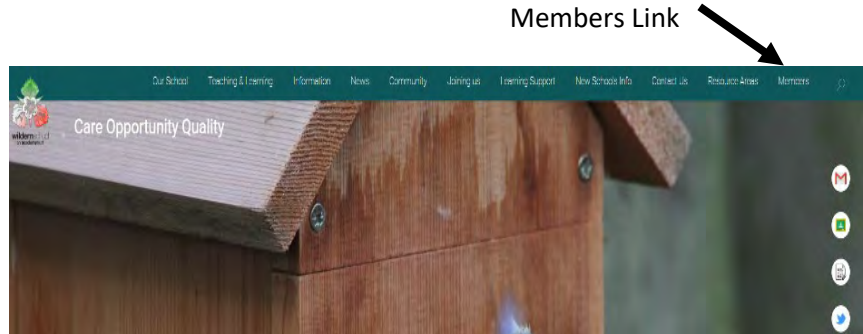
Member Login Area of School Website

Students and Parents can login to the members' area of the school website by clicking on Member in the top right corner

Parents can login using the

Username **"parents"**

and Password **"wildern"**

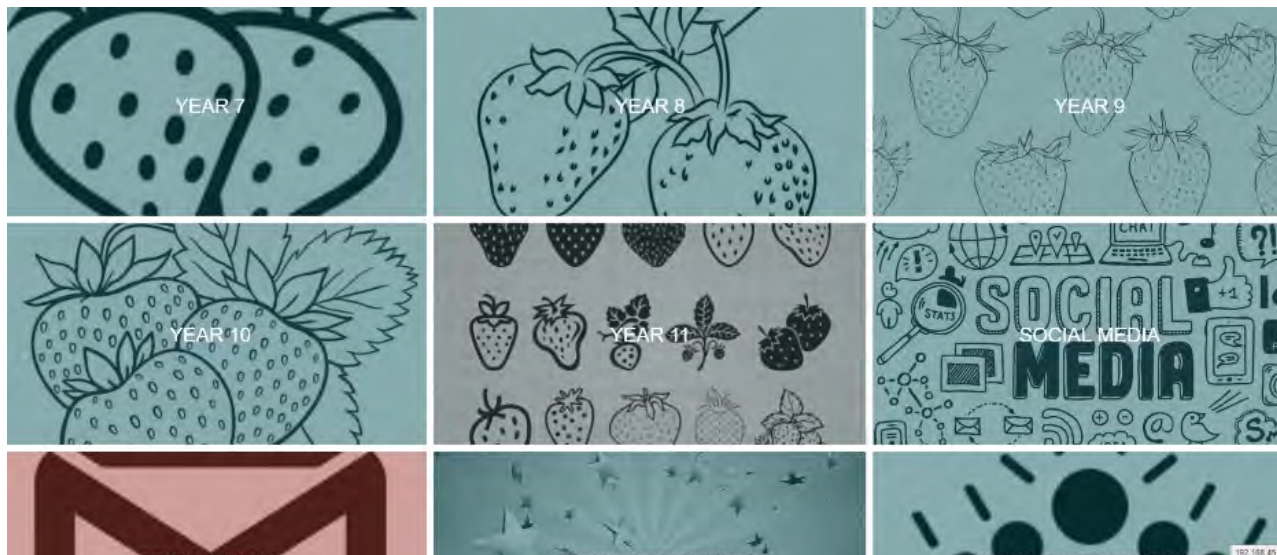


Students can login using the

Username **"student"**

and Password **"school"**

You will then find a useful grid to link you to the resources you require. Each grid has information specifically for that year group. Year 11 parents need to click on the grid that says Year 11. Inside it will open up to show you all the resources and information to support your child in Year 11. Click back to return to the previous page or use the search bar at the top of the website to find pages you are looking for.



Key dates

All dates are correct at the time of sending

Term dates

Autumn Term

Tuesday 3rd September - Friday 20th December

Half Term

Monday 28th October -Friday 1st November

Spring Term

Monday 6th January - Friday 4th April

Half Term

Monday 17th February - Friday 21st February

Summer Term

Tuesday 22nd April - Tuesday 22nd

July

Half Term

Monday 26th May - Friday 30th May

Inset Days

Monday 2 September 2024

Friday 11 October 2024

Friday 29 November 2024



Friday 14 February 2025
Tuesday 22nd April 2025
Friday 20 June 2025

WAD Dates - More information about WAD is on pg 79

Week beginning 16 December 2024 WAD 1.

This will include Practice Exam 2 grades and will be given out on a Practice Results Day

Week beginning 10 March 2025 WAD 2

Other Key Dates

Thursday 10 October 2024 & Thursday 21 March 2025 Year 11 Parents' Evenings

4 November - 15 November 2024 Year 11 Practice exams 2

19 December 2024 Year 11 Practice exams 2 results day

Week beginning 5 May 2025 Year 11 Reports to parents

Week beginning 5th (Provisional) May 2025 GCSE exams begin

Year 11 Leavers Date (Summer 2025) Parents will be contacted towards the end of the Spring term with this information.

Parent Information Evening Dates

Parent information evening events are held to inform, guide and support parents with the upcoming year that their child is experiencing. These sessions include issues that affect children of a specific age and learning opportunities to support the learned curriculum. The dates for 2024/25 are:

Autumn Term

Welcome to Year 11 Parents Evening

Tuesday 10th September 2024

Careers - FE and Alternate Pathways

Tuesday 10th September 2024

Come and join us as we have guest speakers presenting about Further Education and the virtues of the more traditional routes of post 16 education and to create a counterpoint, a guest who will explain alternate pathways of study after Wildern.

Preparing for Exams

Thursday 3rd October 2024

There will be information on the revision support and resources your son/daughter has access to (including how to manage exam stress) as well as opportunities to gain a deeper understanding of revision techniques and exam structures in subjects like English, Maths and Science.

Love Languages

Thursday 14th November 2024

Learn how to support your son/daughter as they embark on becoming a confident linguist; hands-on sessions to ensure language learning is as easy as un, deux, trois... Join us for vocabulary learning tips, key language websites and apps, and experience how we teach languages at Wildern. Suitable for parents and students of all year groups, but would be particularly helpful for year 7 parents. No prior language knowledge required!

What does it mean to be a Meta-Learner?**Thursday 21st November 2024**

The world is changing at an unprecedented pace, and here at Wildern, we're committed to equipping our students with the skills they need to thrive in this dynamic environment. Join us for an informative evening where we'll explore the concept of a 'Wildern Meta-Learner' and discuss how you can empower your child to be a critical thinker who can ask questions, analyse information and solve problems independently.

Teenage Wellbeing and Mental Health Support -CAMHS**Thursday 5th December 2024****The Effective use of Edtech to support learning****Thursday 12th December 2024**

Find out how education technology can support your child in school and in self-study. From Google education tools like Google Classroom through to apps and online extensions discover how technology supports learning, revision as well as the range of assistive tools that can be used on Chromebooks during lessons. Wildern Trust is an EdTech Demonstrator for the DfE supporting schools in the southeast region to use technology more effectively.

Spring Term**Apprenticeship Week****Tuesday 4th February 2025**

Parents are invited to join us at our Apprenticeship fair evening where they will be able to speak to a range of local and more national apprenticeship providers to really understand the virtues of an apprenticeship, the logistics behind them and the pathways for afterwards.

Supporting your teenager - Anxiety Workshop**Thursday 27th February 2025**

Being a parent of a teenager can be tough. It can be rewarding. It can also be exciting, exhausting, frightening, full of pressures, decisions and endless seemingly unanswerable questions and challenges. This session aims to provide you with information and strategies to meet these challenges.

How to support your child's reading**Thursday 13th March 2025**

Join staff at Wildern as we share some effective strategies to support your child with reading. Open to all parents and students of any year group

SEND Evening**Thursday 20th March 2025**

Supporting your child/How a child is supported in a mainstream school when they have a diagnosed need.

Summer Term**Relationship & Sex Education & Education for life****Thursday 15th May 2025**

This session will outline what is covered throughout the Education for Life curriculum and how the RSE statutory requirements are delivered. This is open to parents of all year groups.

E-Safety**Thursday 22nd May 2025**

Find out how you can support your child and yourself with all things eSafety to improve your understanding of the basics and more advanced features. Open to all parents and students of any year group. The internet is part of everyday life for education, business and social interaction.

To help you and your children further, we aim to provide as much information as available to help you keep you and your child safe on this WINK evening.

Please feel free to browse through this link and keep yourself e-safety aware.

<https://www.wildern.org/news/ceop/>

Healthy Eating /Affordable Nutritious Meals

Thursday 5th June 2025

Find out more about the importance of fueling our bodies with a balanced diet whilst we explore the themes celebrated during the British Nutrition Foundation's annual Healthy Eating Week. We will also share tips for planning quick, affordable and nutritious family meals.

Student Services

Who are they?

The Student Services team is a support and intervention team who are skilled in offering staff, students and parents the support to ensure our students succeed in school.

The Student Services team

Their aim is to:

- Respond to any immediate concerns parents and carers may have
- Liaise with year staff and teachers as necessary
- Follow up any concerns and keep parents/carers informed of progress
- Track and monitor attendance, punctuality
- Work with parents to help them support their children
- Provide bespoke interventions to support students in behaviour, well-being and health
- Work with staff to safeguard and support students
- Work closely with outside agencies to provide support 'beyond our walls'.
- Support students with their mental health and well being

The Student Services Team



Miss B Cooper



Ms L Duck



Miss K Langdown



**Mrs J Page
Inclusion Manager**

How does Student Services work?

They deal with enquiries and act as a liaison between the Director of Progress and Achievement (DOPA), tutors and staff e.g. a friendship issue, mental health and wellbeing, truancy concerns, and detention matters.

Incidents will always involve the DOPA, this service is to support their work and offer a first point of contact prior to their involvement should the tutor not be able to help.

Parents can phone Student Services on 01489 779494 if they have any pastoral concerns. These may include concerns for wellbeing, attendance or social and emotional concerns. The tutor should always be the first port of call and the DOPA still has overall responsibility for the year group.

First Aid

It is not uncommon for some children to become unwell, or be involved in a minor accident which requires some first aid while at school. The school has a first aid room which is administered by qualified first aiders during the school day. All students are made aware of this facility and can access this if required. If a

student is unable to return to lessons after visiting the first aid room, the first aider will try to make contact with parents/guardians to arrange for the student to be collected from school. If the emergency services are required, the first aider, or another member of staff in her absence will accompany the student until parents or guardians arrive.

Following the completion of a health form prior to starting at Wildern, it is essential that the school is kept informed of any changes to a student's medical circumstance so that our records remain up to date. Parents/Guardians of children with conditions that staff need to be aware of from the first day of admission e.g nut allergies, are asked to give details to the first aider to agree procedures in the case of an emergency.

If a student has medical needs that require managing in school or that are severe or complex, the first aider will contact the parents to create a Health Care Plan.

Regular vaccinations are carried out at school by the South West Hants Immunisation Team. Parents/guardians are informed of these in advance and consent forms will be sent out by email.

Allergies

There are students and staff within Wildern School that have severe food allergies to peanuts and nuts. It is important that there is strict avoidance in order to prevent a life-threatening allergic reaction.

To reduce the chance of this occurring we ask where practically possible, you do not send your child with peanut or nut containing products to school or on school trips. We appreciate your support with these procedures.

E-Safety



It is essential that students' safety is paramount when using ICT. Therefore, during students ICT lessons the relevant member of staff will give presentations about internet safety, email etc.

Our system allows us to block unsolicited mail as well as filter all inappropriate sites/language. Students will be strongly reminded never to contact an unknown person via the Internet. They will not be allowed to use their email address for frivolous messages, messages which discriminate against another person on any grounds whatsoever, or those which use inappropriate language. Email will be immediately withdrawn if this happens.

Wildern is providing the use of email for the electronic transfer of information for all students between home and school. As a school we wish to encourage students to learn independently in this way. All students regularly receive updates on the latest e-safety advice and it is also on our website [here](#).

The School wifi and network traffic is continuously monitored. Alerts will be triggered for sites open on devices connecting to the wifi network.

Wildern as a Community School

As a school we are very proud of the partnerships that we have developed and the relationships we have forged with our community.

Students within the community

We expect students to uphold our school values both to and from school, when in school uniform and when they are in the community. The school works closely with organisations and retailers locally and regularly communicate so that we can support each other when students get it wrong and celebrate when they get it right.

We want your child's start in Year 7 to be a productive, successful and happy one. It is a fantastic time in their education and one where they should flourish and develop their skills and personality.

There are so many ways that your child can support the local community throughout the year, please keep an eye on all school communication to see how they can get involved!



Car Parking

Please can we remind all parents that to ensure the safety and safe exit of our students, parents should wait outside of the school gate to collect their child at the end of the day as cars are not allowed on site between 2.45pm and 3.15pm.

Alternatively, parents may want to take advantage of free parking facilities at Turnpike Way Recreation ground or B&Q in Hedge End who have kindly agreed to the use of their car park as an additional overspill option. Please do not park in the lane opposite the school or across our neighbours driveways.

Students on site after hours

Students should not be on the school site after hours unless:

- They are invited by school staff to be there
- They are attending an organised school or community event
- They are using, through paid admission, any of the school's facilities

Community Police Officers

Please do not be alarmed if you see these Police Officers around the school site or outside of school. As part of our local community partnership these Police Officers will be working in collaboration with all schools to develop relationships with young people within the local area. We regularly meet with our local policing team to ensure that we are doing all we can to support students with regard to being safe and being good role models in the community.

Smoking and vaping

The school site is a no smoking site, this includes vaping and e cigarettes. Smoking therefore should not take place anywhere around the site including the school field.

QUALITY

**“Quality means doing it right when no one is looking.”
— Henry Ford**

The Wildern Way

Wildern School is built on the three key pillars of the Multi Academy Trust words; CARE, OPPORTUNITY and QUALITY and believes that *‘Every Student Matters, Every Moment Counts’*. We are a comprehensive school in the heart of our community and are very proud of the relationships we have with our students,

parents and local residents. We believe passionately in quality education for all and the significant part we play in ensuring this both within our own community and beyond.

The three stated academy aims for Wildern School are:

- To enhance the opportunities and successes enjoyed by all present and future students and staff
- To develop further the school's track record of contributing to school improvement, innovation and transformation both within the school, locally within our immediate family of schools and for the wider system as a whole
- To develop further the schools wider community role and our contribution to opportunities for our stakeholders in our immediate community, particularly in the arts and sport

We take pride in our excellent record of academic success and the opportunities that we offer our students both through the curriculum and our extensive extra-curricular activities. We continue to perform well above the national average.

We strive to ensure that all students achieve their full potential through a clear focus on learning and achievement in a supportive environment. We are proud of the fact that we know every student as an individual and challenge and stimulate them regardless of ability so that they can all achieve within a happy and secure environment.

We especially value our collaboration with parents, ensuring that this partnership is to the benefit of your child.

Wildern is a successful school that is proud of its students' achievements whether they are academic, sporting, artistic or dramatic. We provide a curriculum that is both broad and balanced, and one that has received national recognition for its quality.



Our Curriculum

Curriculum Vision

At Wildern our aim is to offer all students access to a broad, balanced, relevant and challenging curriculum, which prepares them for the opportunities, responsibilities and experiences of adult life.

The curriculum enables our students to:

- Develop their knowledge, skills and understanding
- Appreciate human achievement
- Gain understanding of social, economic and political issues
- Be aware of the spiritual and aesthetic dimensions of life
- Develop attitudes, values and beliefs that are reasoned and acceptable within society
- Develop independence of learning fostering skills and attributes for lifelong learning
- Be aware of their own health and safety and to appreciate the benefits and risks of the choices they make
- Prepare for life in Modern Britain. Our curriculum promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and those without faiths

We are committed to giving students opportunities to achieve and experience success; establish sound constructive relationships; to develop a sense of responsibility for their actions and to share a concern for their own environment and the world as a whole.

The curriculum is seen as a 5-year journey.

The importance of Key Stage 3

Key Stage Three (KS3) is the bridge between the knowledge and skills students have developed at Key Stage Two, and the knowledge and skills we want our students to have to prepare them for Key Stage Four. In KS3, students study a wide variety of subjects, allowing them to explore and engage with a rich quality of education across all aspects of the curriculum.

Throughout Years 7 and 8, students follow a progressive curriculum, which is built around the principles of knowledge, skills and passion. The KS3 curriculum will prepare students for the next stage in their learning journey by making them the readers, writers and thinkers we want them to be. Regular opportunities are built in for students to activate prior knowledge, whilst adding complexity, to ensure students can see how each Key Stage builds on each other; helping students to make connections between, and use the knowledge and skills previously learnt and understand how they expand on it. Each curriculum area has thoughtful, sequenced learning journeys which not only build on prior knowledge, but allows students to apply it to different contexts.

Every Child Matters: Challenge and curiosity throughout Key Stage three ensures the curriculum is ambitious for all. Adaptive teaching strategies and timely interventions both in and out of the classroom ensure no one is left behind. The Tutor programme, together with subject curriculums, including MSS, provide opportunities for students to develop the skills needed to be resilient, life long learners. We adopt a holistic approach, building on opportunities to develop the whole child.

Every Opportunity Counts: Regular opportunities to test what students know and can do through formative and summative assessment methods. Self study, and timely, effective feedback provides every student the opportunity to grow as learners, developing metacognitive skills of self regulation, and the ability to become independent, resilient learners.

The breadth of subjects studied and topics within subjects, alongside our extensive offer of extra curricular activities, including trips, strengthens students' cultural references to ensure they are able to make real connections and understand the world around them.

Practice

- Students follow a 2 year Key Stage Three
- Evidence informed practice underpins planning to aid student memory, for example interleaving, low stakes quizzing
- Sequenced curriculum maps in every subject area
- Regular self study set in each subject area
- High number of evidence informed formative assessment opportunities, such as low stakes quizzing, live feedback and verbal feedback
- Calendared exam slots for summative assessment
- Thinking hard strategies

Key Stage 4

If KS3 is the bridge in our student's educational journey then KS4 is the next exciting destination on the student's travel through an ambitious and progressive learning experience. As our students begin to develop and discover new abilities and knowledge in areas that they are inherently passionate about, they are presented with opportunities to deepen their experiences and understanding of intriguing and often complex ideas. It is these complex ideas and experiences that are skillfully woven throughout the curriculum ensuring that concepts link to prior learning and build on new skills and knowledge. KS4 is the gateway to continued learning for our students and is the bedrock from which their future learning and career journeys begin.

It is within these specialist areas that students flourish and deepen their experiences by partaking in the extensive offer of extra curricular activities including international trips, which like at KS3, strengthens students' cultural references to ensure they are able to make real connections linked to the content within the GCSE specifications that they are studying.

Practice

- Students follow a 3 year Key Stage Four
- Evidence informed practice underpins planning to aid student memory, for example interleaving, low stakes quizzing
- Sequenced curriculum maps in every subject area
- Regular self-study set in each subject area
- High number of evidence informed formative assessment opportunities, such as low stakes quizzing, live feedback, verbal feedback,
- Calendared exam slots for summative assessment
- Thinking hard strategies
- Study Skills Seminars
- Extra Support Programme (ESP)
- Holiday Exam Revision Sessions
- Personalised Revision Seminar

Teaching and Learning

Teaching and Learning is what Wildern is all about; it is our primary job and is integral to the work that we do every day. Every member of staff is encouraged to be part of our Professional Learning Groups (PLG's) who research pedagogy, trial its usefulness and embed its practices to ensure that we stay at the forefront of educational thinking, innovation and inquiry.

We believe that students learn best when they:

- Enjoy their learning
- Are interested, motivated and engaged
- Achieve success and gain recognition
- Are given tasks which match their ability
- Clearly understand the learning objectives, content and expectations for lessons
- Are confident, feel secure and are aware of boundaries
- Are challenged and stimulated
- Are involved in their own learning and are encouraged to think about new ideas and ask questions
- Are encouraged to extend their classroom learning during study time at home
- Are encouraged to develop their analysis and thinking skills
- Are involved in evaluating their own and others' progress (AfL)
- Know their level of performance, understand the assessment criteria and can see themselves progressing, knowing how to improve

We know excellent teaching is achieved when:

- Students are challenged with work appropriate to their ability
- Lessons are well planned and resourced to engage all students
- Assessment for Learning is taking place including peer/self-assessment
- Teachers are seen as energetic and enthusiastic for their subject and have good subject knowledge
- Learning objectives are shared and discussed with the class at the start of the lesson
- The lesson consists of a variety of bite size activities using a range of learning styles
- Plenaries are well structured, involve the students and re-cap on the learning objectives of the lesson
- Students are supported to improve their work with formative comments
- ICT is used to enhance and enrich the quality of teaching
- The teaching style is varied and acknowledges variations in learning styles, maximising student engagement and enquiry

- Students are motivated to behave well within a consistent behaviour management framework
- Student progress is tracked, monitored and reviewed regularly
- Assessment is used to inform planning, teaching and progress
- Students are encouraged to think about their ideas and ask questions

We believe that our classrooms cultivate these ideals in order that students acquire the essential study skills, love of learning and resilience required for life after Wildern.



Class Codes

There are 25 lessons each week. Each lesson lasts for 1 hour. In Year 10, students will study the following subjects:

<u>Subject</u>	<u>Code</u>
English	En
Maths	Ma
Science	Sc
Physical Education	Ps
Education for Life	EL

Pathway - four subjects each studied for 5 hours a fortnight:

Animal Care	Ac	History	Hi
Art	Ar	Hospitality & Catering	Ho
Business Studies	Bu	IT	It
Computer Science	Cp	Media	Me
Dance	Da	Music	Mu
Design and Technology	De	Religious Education	Re
Drama	Dr	Performing Arts	Pa

Food and Nutrition	Fd	PE (qualification course)	Pe
French	Fr	Photography	Ph
Geography	Ge	Spanish	Sp
German	Gm	Travel and Tourism	Tr

The School ethos is 'no bottom set' and most subjects are taught in mixed ability classes. Some subjects have higher and foundation tiers at GCSE so have broadly set groups in Year 11 (Maths and Science).

The class codes take the form of; Year, Population, Subject, Class. A Year 11 student in the P population in English class number 3 would have the class code 11PE n3. In Year 11 there are 4 populations M, N , Q and P.

Self-study

Self-Study at KS4 is set frequently with a weekly or fortnightly deadline. Tasks should take a student up to 60 minutes to complete per subject area. The emphasis should be on the quality of the response and not the amount completed. If your child has completed the task set within an hour, they should do some additional independent study for that subject to help consolidate their learning and build a deeper knowledge base ready for exams at the end of this year. Students who are in a routine of completing an hour of self-study for each subject each week are more prepared in the approach to the exam period and feel more confident.

Listed are some examples of potential self-study tasks at KS4:

- Google Quiz / Kahoot
- Vocabulary learning
- Extended reading with comprehension questions
- Quizlet
- Worksheet
- Practice papers (Self marking)

We believe that completing work outside lessons helps students in a number of ways:-

- It develops the Wildern Attributes and study habits.
- It teaches the importance of deadlines and consolidates and extends classroom learning.
- It encourages an enquiring mind.
- It affords the opportunity for enrichment.
- It ensures opportunities to practise and consolidate new skills.
- It enables students to think critically and creatively.



● The impact of study on learning is consistently positive to on average five additional progress).



Self-
(leading months'

Year 11 study support

Throughout Year 11, students are encouraged to attend all support sessions offered. This includes the Extra-Support Programme (ESPs) and Holiday revision (during the Easter and May holidays).

Extra Support Programme (ESP)

There will be additional after school provision arranged to support Year 11 students throughout the course of the year. Details will be published towards the end of September.

Students are also welcome to complete study in the Library after school until 5pm.

Easter and May Holiday Revision Programme

There will be additional support during these holiday times for Year 11, just before their actual GCSE exams.

Provisional dates are 7th -10th April 2025 and 28th- 30th May 2025. Further details will be published later in the year.

Exam information

A booklet containing key information about the exam season for Summer 2025 will be sent to all Year 11 parents in the Autumn term. This will include the exam timetable.

How can I support my child's learning?

Discuss with your child the best time for them to study each day. There are many valuable learning experiences outside the school day that should be planned for and included when organising study time.

Help your child to devise a timetable that suits their individual needs and check that their Self-study is in the schoolbag on the morning the self-study is due.

Talk to students about their self-study. You could ask:

“Have you done this self-study?” or “What is the most urgent piece of self-study you have to do and when will you do it?”

- Encourage your child to work in a quiet, comfortable place at a regular time each day.
- Encourage your child to see self-study as an extension of the lesson and not leave doing it until the night before it is due.
- Sign up to Google Guardians to receive summaries of the self-study that is set as well as telling you when it is due in, if it has been handed in or if it was not completed
- Discuss the work with your child; do they understand the task? Can they extend and improve their answers?
- Encourage your son/daughter to work to the time allocation set for each subject.
- Refer your son/daughter to Google Classroom, school library or your local library.

- Remember to write a note in the planner if your child has a genuine reason for not completing the Self-study.
- Contact the tutor if you have any concerns about Self-study.
- Your child may receive additional work from the Learning Support department. Try to arrange a regular time to help your child with these tasks.
- During exam sessions, ensure that your child has created a revision timetable that can help to plan effective revision.

Example of a self-organised Self-study timetable:

Day	Subject/activity	Subject/activity	Subject/activity
Monday	Stables 3.15	Maths	Art
Tuesday	English 3.30	Music lesson 5.30	Dance
Wednesday	Stables 3.15	Science	Drama
Thursday	Geography	Music	Youth Club 7.00
Friday	RE	MFL	ICT
Saturday	Stables 10.00	Football 2.00	
Sunday		Technology	History

Please don't be afraid to ask the school for help – we have a range of qualified staff to offer that extra emotional support, practical help or counselling. In the first instance, you should approach your child's tutor or a member of the Student Services Team, they will be more than happy to help you and your child to put things right.

If you would like specific subject support, you should contact your **child's subject teacher in the first instance.**

Non-Examination Assessment Deadlines

In several subjects that your son/daughter is taking there will be a Non-Examination Assessment (NEA) element which will count towards the final GCSE grade. It is therefore particularly important that you support us in making sure that your son/daughter meets NEA deadlines, and is able to plan their time outside of school to include the early completion of this work.

Curriculum Teams

English	Mrs B Rooney	Design Technology	Mr J Smith
Maths	Mrs L Lomer	Creative Arts	Miss G Wiley
Science	Dr Griscti-Perry	PE	Mr A Hill
Languages	Mr T Russell	Communication Studies	Mrs N Anderson

Information about the curriculum studied throughout Year 11 is on the following pages. There are also some suggestions for ways to enrich your child's learning at home for each subject.

The Curriculum – Subjects

Department:

Animal Care

Class Organisation:

Mixed Ability

Course Overview:

The Pearson BTEC Level 2 Tech Award in Animal Care course will give students the opportunity to develop knowledge and technical skills in a practical learning environment. They will also develop key skills, such as in communication, research and project management. The qualification is the same size and level as a GCSE.

Exam Board: Pearson

How students will be assessed

Components 1 and 2 are assessed through non-exam internal assessment (NEA), these components will be the focus of the course during year 10 and 11. Component 3 is an external assessment, which provides the main synoptic assessment for the qualification and will be completed in year 11.

The qualification will be graded and certificated on a seven-grade scale from Level 2 Distinction* to Level 1 Pass.

Self-study

Students will be set self-study regularly via Google Classroom. This may be in the form of google quizzes, research tasks or exam questions. Students will complete tasks to consolidate prior knowledge, enrich their subject knowledge and challenge their understanding.

Access to Resources

All resources will be uploaded onto Google Sites

Parental support

- Support your child with completing their self-study.
- Encourage your child to interact with animals outside the classroom.
- Ensure your child is fully equipped for lessons and external visits.

Recommended Revision Guides

Enrichment Ideas

<p style="text-align: center;"><u>Suggested reading</u></p> <ul style="list-style-type: none">● The Ultimate Encyclopaedia for Small Pets and Pet Care● The Bearded Dragon Manual	<p style="text-align: center;"><u>Films & documentaries</u></p> <ul style="list-style-type: none">● David Attenborough● The Yorkshire Vet● The Dog Rescuers
<p style="text-align: center;"><u>Cultural experiences</u></p> <ul style="list-style-type: none">● Animal experiences at Marwell Zoo● Longleat● Hensting Alpaca Walking experience● New Forest Wildlife Park	<p style="text-align: center;"><u>Things to see and do locally</u></p> <ul style="list-style-type: none">● Blue Reef Bournemouth● Manor Farm● Reptile and Raptor Centre● Marwell Zoo
<p style="text-align: center;"><u>Top 5 Websites</u></p> <ul style="list-style-type: none">● https://www.bbc.co.uk/bitesize/articles/zhbjk mn● https://www.gov.uk/government/collections/notifiable-diseases-in-animals● https://www.msd-animal-health.co.uk/● www.rspca.org.uk● https://www.oie.int/en/home/	<p style="text-align: center;"><u>Things we do</u></p> <ul style="list-style-type: none">● Animal handling opportunities

Animal Care



Apply knowledge and understanding to consider appropriate care that meets animals' individual health and welfare needs.



External Synoptic Assessment.
Component 3: Animal Health and Welfare
Spring/Summer Term Year 11



Understand the way diseases are transmitted in order to support animals with appropriate care and how the elements of housing, care routines and healthcare ensure the ongoing health of animals.

Demonstrate understanding of animals' needs, purposes and protections in society in order to support their health and welfare.

Demonstrate knowledge of different animals' needs, purposes and protection in society in order to support their health and welfare.



Prepare and check animal accommodation using safe working practices.

Know about common diseases, their symptoms and treatments and good animal care routines.

Non-Exam Internal Assessment.
Component 2: Animal Housing and Accommodation
Autumn Term Year 11

Be able to clean out animal accommodation using safe working practices.



Understand factors affecting the selection of animal accommodation.



wildernschool

Demonstrate safe animal handling and restraint.

Non-Exam Internal Assessment.
Component 1: Animal Handling
Spring Term Year 10



Understand animal behaviours and their impact on how animals are handled and restrained.

Undertake preparation for safe animal handling and restraint.



Department: ART

Class Organisation: **Mixed Ability**

Course Overview:

Students continue the 2 units of coursework throughout year 10/11 that are designed to allow them to choose the direction of their own work. Formal Elements and themed based starting points are explored by students and individuality, creativity and flair are encouraged. Students are taught the skills that are needed to make a success of their work building on from both year 9 and year 10, with a focus on their sustained Independent Project (SIP)

Exam Board: AQA

How students will be assessed

Students will be assessed via 4 assessment objectives that thoroughly assess a range of skills and knowledge, they complete 2 units of coursework alongside a year 11 10 hour practice and final 10 hour exam in May.

Self-study

A range of individual tasks are set throughout the year to aid with the completion of students' own coursework.

Access to Resources

- No textbooks are used but reference art books are available for student use in all Art rooms and LRC.

Parental support

- Monitor and support your child when completing self-study / coursework tasks and staying up to date with Coursework Deadlines and attending ESP's.
- Ensure your child has correct and required art equipment, including a glue stick, art shirt, basic art pack and access to photographs taken.

Recommended Revision Guides

- Information for coursework guidelines on Google Classroom and AQA website. www.aqa.org.uk.
- AQA Art and Design GCSE (Nelson Thornes) (£15.99).

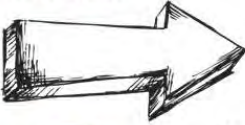
Enrichment Ideas

<p style="text-align: center;"><u>Suggested reading</u></p> <ul style="list-style-type: none">● Da Vinci Code● Framed by Frank Cottrell Boyce● 501 Great Artists● The Art of the Western World● The Art book	<p style="text-align: center;"><u>Films & documentaries</u></p> <ul style="list-style-type: none">● Simon Sharma● Sky Arts● Sky Landscape / Portrait artists of the year● At Eternity's Gate● Art!
<p style="text-align: center;"><u>Cultural experiences</u></p> <ul style="list-style-type: none">● Art Galleries - there are plenty of local ones● Plan an art project together and spend time completing it● Discover a new artist or architect together and go on a walking tour	<p style="text-align: center;"><u>Things to see and do locally</u></p> <ul style="list-style-type: none">● Southampton City Art Gallery / Solent Showcase● Art house gallery and Cafe● City Eye / Today @ Apple● WSA shop and gallery / children's workshops● Banksy walking tour (Bristol)
<p style="text-align: center;"><u>Top 5 Websites</u></p> <ul style="list-style-type: none">● https://pixlr.com/● Photoshop.com● MyFonts● ArtLex● Artcyclopedia	<p style="text-align: center;"><u>Things we do</u></p> <ul style="list-style-type: none">● Join the Art Enrichment Google Classroom● Art / photography competitions / Inter school competitions



ART

department



Art & Photography Learning Journey

A04



Your Future starts HERE

Mission - Attend the Year 11 Leavers Prom

Your final piece will be shown in the GCSE gallery

Apply for your college place

GCSE KSA

Autumn term - watch the Annual Turner Prize

Summer Term House Photography Comp

Check your knowledge with quiz

Portraits Project

What Wildern Step are you?

Ask about being an Art student Evaluator

Check Google Classroom for your self study tasks

Become an Art Expert!

Reflect on your outcomes - what can you do to improve?

Introduction to Art room: Health and safety

A01

Assessment Objective 1 Critical Understanding & Investigations
Develop your ideas through investigations demonstrating critical understanding of subject.

A02

Assessment Objective 2 Refine, Explore and Experiment
Refine work by exploring ideas, selecting and experimenting with appropriate media, techniques and processes.

A03

Assessment Objective 3 Observational Studies & Focus
Develop ideas, observations and responses that realise intentions and demonstrate understanding of visual language.

Assessment Objective 4 Realising Intentions
Present a personal, informed and meaningful response that realises intentions and demonstrates understanding of visual language.

ART

Final Exam

Final exam paper handed out.

Final Exam

Complete your Personal Learning Checklist and Hand in your NEA coursework

NEA Deadline

Complete Y11 Practice exam

Practice Makes Perfect

Year 11

TOP TIPS

Act on the feedback and tips from your teacher

Start NEA SIP Theme based

Visual NEA Visual Language

Make sure you have your equipment - you can buy an Art Pack in y9/10

10

Year 10

Landscape Art Project

Take lots of Photographs to support your work

Girl with a Pearl Earring

Attend ESPS and Drop ins

GCSE Taster lessons

Summer Term House Photography Comp

Still Life project

Expert with materials and techniques

Enter the School Christmas card competition

Hockney Landscape Project

Try New Techs to create artwork like Hockney

Attend Pathways Evening for GCSEs

Keys Project

You will start to understand the context of artwork and how and why artists make artwork

Be independent and read art fiction books!

Year 8 KS3

Van Gogh & Seurat Painted Garden

Complete your GCSE Pathways form

Van Gogh & Seurat Painted Garden

Attend Pathways Evening for GCSEs

Be inspired! Watch the great Pottery Throw down

CHALLENGE

Demonstrate your ability to draw from real life, recording shape, detail, tone and texture

Baseline Assessment: what do you already know? What are your skills?

Introduction to Visual Language

Shape Around Us

Introduction to Art room: Health and safety

Ceramic House Project

Recap Colour Theory - and extend this knowledge

Recap Colour Theory - and extend this knowledge

Introduction to Art room: Health and safety

Year 7

Welcome to the Art Department

Your first Y7 Art lesson - you will be given a lovely sketchbook



Department:

BUSINESS STUDIES

Class Organisation:

Mixed Ability

Course Overview:

GCSE Business Studies enables students to understand more about the business world, develop as commercially minded and enterprising individuals who think critically, drawing on business information and evidence to develop arguments and make justified and evaluative decisions. Year 11 sees the completion of Theme 2 and in turn, the specification. Targeted revision of the curriculum can then take place, which covers both themes.

Exam Board: Edexcel

How students will be assessed

GCSE Business Studies consists of two externally-examined papers that are 50% of the qualification each. In Year 11 the following topics are studied, each being assessed by it's own assessment after being taught.

Theme 2: Building a business

- Making operational decisions
- Making financial decisions
- Making human resource decisions

In addition, a Y11 Practice exam will take place, consisting of past papers from both Themes 1 and 2 in full.

Self-study

Revision forms the basis of Year 11 self-study. This begins with multiple mini assessments for each topic, the results of which lead to bespoke revision activities for the individuals for the second half of the year.

Access to Resources

- Textbooks are available as a research resource in the main business room & on Google Classroom.

Parental support

Introduce as many opportunities as possible to discuss businesses locally or nationally. It is advantageous if students could experience business opportunities first hand through independent parental experience and support. Ensuring independent study is completed on time and to a high level of quality is also essential.

Recommended Revision Guides

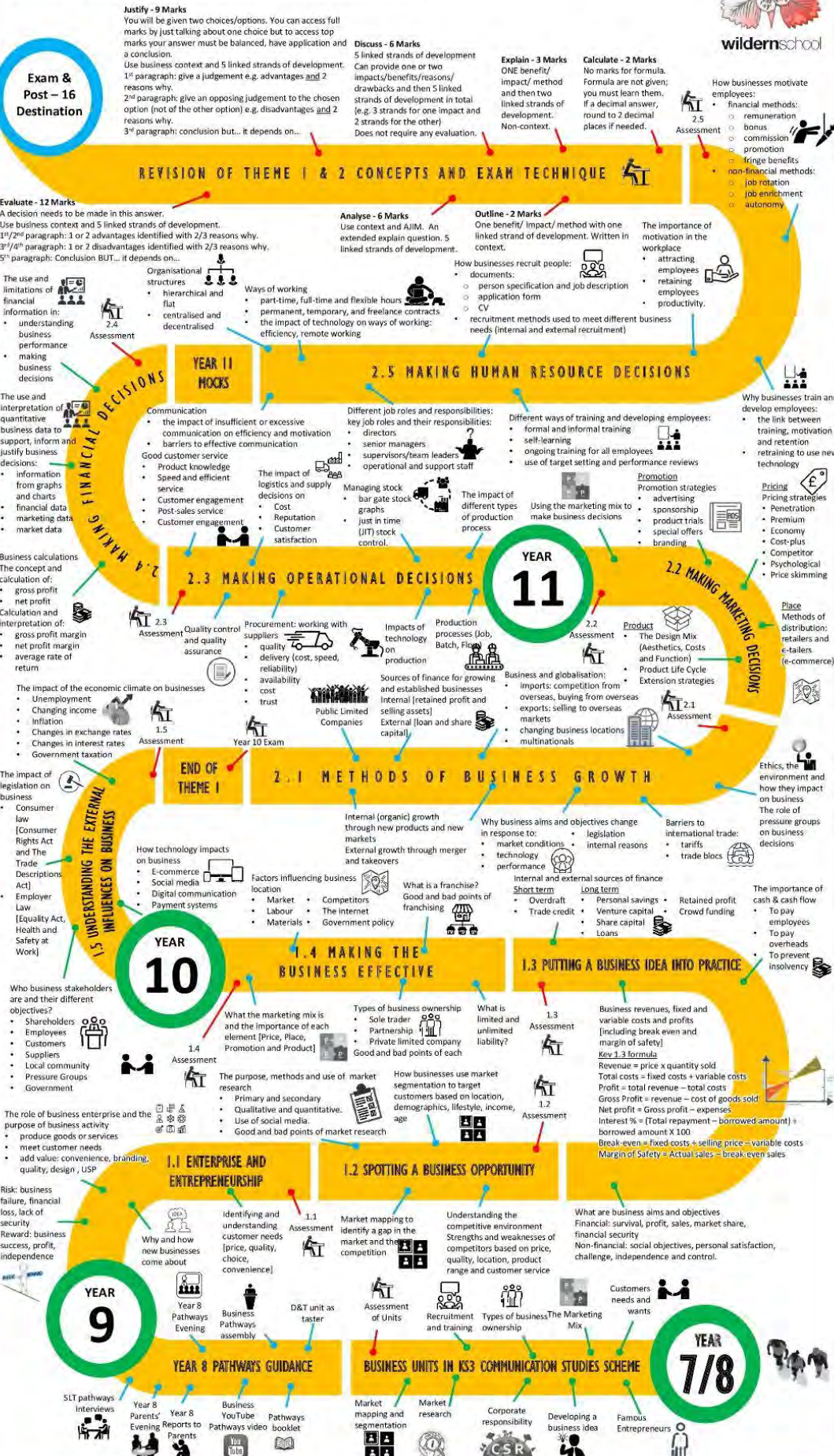
- CGP New GCSE Edexcel Business Revision Guide.

Enrichment Ideas

<p style="text-align: center;"><u>Suggested reading</u></p> <ul style="list-style-type: none">● Things Fall Apart by Chinua Achebe, 1958	<p style="text-align: center;"><u>Films & documentaries</u></p> <ul style="list-style-type: none">● Theme 1 Revision● Theme 2 Revision
<p style="text-align: center;"><u>Cultural experiences</u></p> <ul style="list-style-type: none">● The Museum of Brands, Packaging & Advertising	<p style="text-align: center;"><u>Things to see and do locally</u></p> <ul style="list-style-type: none">● Visit to Hedge End village - Local shops and businesses● St Mary's Stadium Tour
<p style="text-align: center;"><u>Top 5 Websites</u></p> <ul style="list-style-type: none">● https://businessbattle.co.uk/join/● www.senecalearning.com/● www.gojimo.com● eRevision.uk● www.bbc.co.uk/bitesize/examspecs/z98snbk	<p style="text-align: center;"><u>Things we do</u></p> <ul style="list-style-type: none">● The subject directly prepares students for the world of work, referencing planning of businesses or human resources which will enable students to understand how to behave in industry.

Business Studies Learning Journey

Curriculum intent: The aim of the Business Studies curriculum is to equip students with the appropriate knowledge and skills needed to develop their employability and identify business problems and opportunities.



EVERY STUDENT MATTERS, EVERY MOMENT COUNTS

Course Overview:

Students in Year 11 will consolidate their programming skills to solve real problems and produce robust programs preparing them for their final practical exam. They will learn how different types of data are represented in a computer. Students will study the theoretical areas of Computational Thinking.

Exam Board: Edexcel

How students will be assessed

GCSE Computer Science consists of two externally-examined assessment pieces, each worth 50% of the qualification, one theory and one practical. Both of these pieces are completed at the end of Year 11. Throughout Year 11 students will be assessed on their theory knowledge using exam style question mini assessments designed to mimic the exam experience on a smaller scale. Students' practical programming skills will be assessed at the end of a teaching unit. In-class past papers will be used to recreate the exam experience.

Self-study

Students will be assigned weekly self-study activities that are focused on the learning that takes place in lesson time. These activities will vary between extended learning, research, reading or over learning. In the spring term, self-study is focused on bespoke revision tasks, tailored to individual student needs.

Access to Resources

- Resources made from specification available on Google Classroom.

Parental support

- Support students in completing self-study tasks so that lesson time is utilised to its fullest potential.
- Engage in discussions around the themes studied in computer science and the wider world.

Recommended Revision Guides

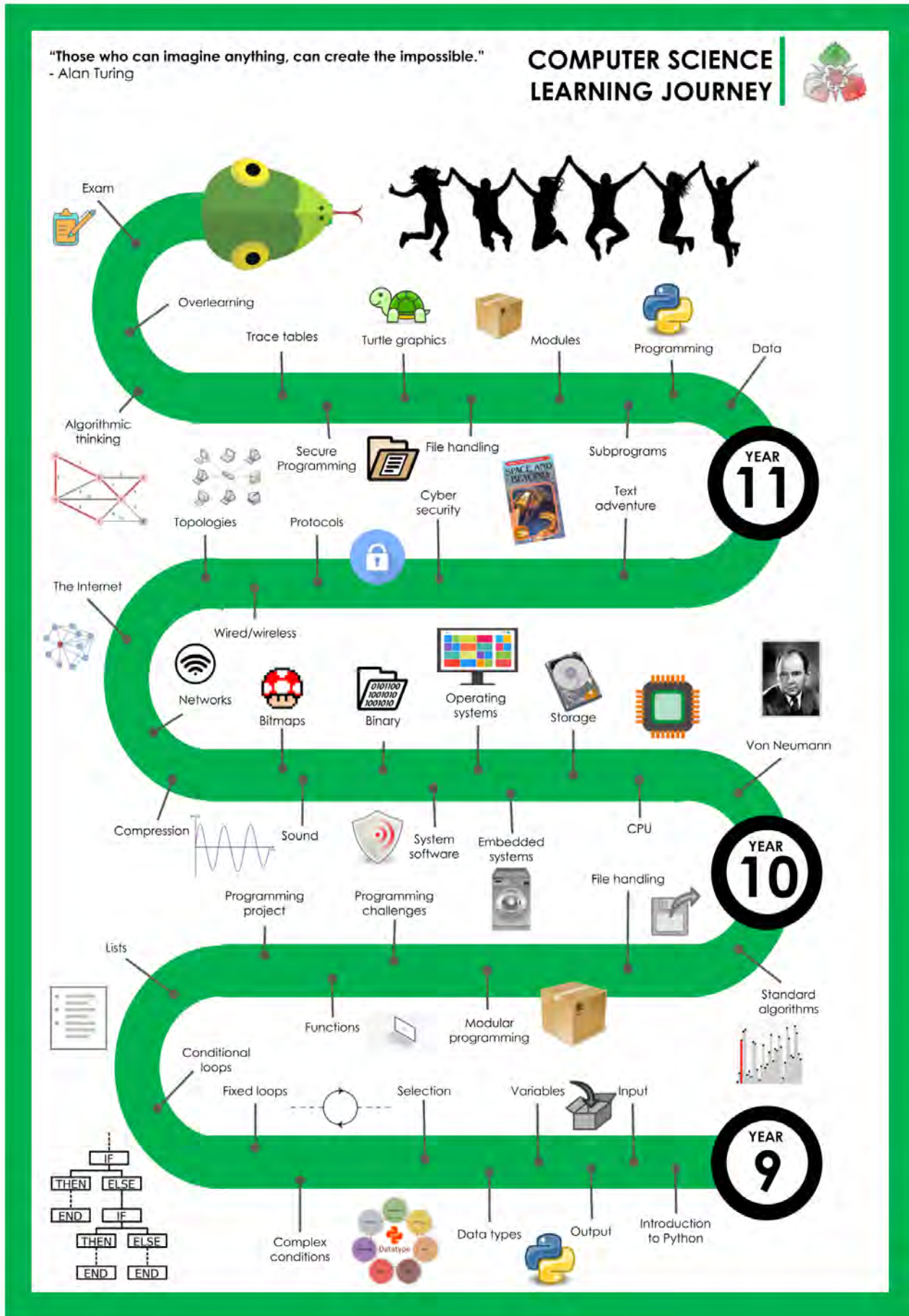
- Edexcel GCSE (9-1) Computer Science Student Book (£19.99).
- Revise Edexcel GCSE (9-1) Computer Science Revision Workbook (£5.99).

Enrichment Ideas

<p style="text-align: center;"><u>Suggested reading</u></p> <ul style="list-style-type: none"> ● Microserfs <i>Douglas Coupland</i> ● Neuromancer <i>William Gibson</i> ● Coding Club Python Basics Level 1 <i>Chris Roffey</i> 	<p style="text-align: center;"><u>Films & documentaries</u></p> <ul style="list-style-type: none"> ● Fiction: The Circle, Devs ● Documentary: Lo and Behold: Reveries of the Connected World ● Historical: The Imitation Game, The Social Network
<p style="text-align: center;"><u>Cultural experiences</u></p> <ul style="list-style-type: none"> ● Visit a Google data centre virtually here: www.google.co.uk/about/datacenters/inside/streetview/ 	<p style="text-align: center;"><u>Things to see and do locally</u></p> <ul style="list-style-type: none"> ● IBM <i>Hursley</i>
<p style="text-align: center;"><u>Top 5 Websites</u></p> <ul style="list-style-type: none"> ● idea.org.uk/ ● grasshopper.codes/ ● snakify.org/ ● www.khanacademy.org/ ● projects.raspberrypi.org/en/codeclub 	<p style="text-align: center;"><u>Things we do</u></p> <ul style="list-style-type: none"> ● Perse Coding Team Challenge

"Those who can imagine anything, can create the impossible."
- Alan Turing

COMPUTER SCIENCE LEARNING JOURNEY



Course Overview:

This final year will transfer all of the knowledge gained in Year 1 and 2 into the final GCSE coursework and examinations. Students will study: Component 1: Performance and Choreography Performance – 30% Choreography – 30% Component 2: Dance appreciation Written examination: 1 hour 30 minutes – 40%

Exam Board: AQA

How students will be assessed

NEA completed this year: Physical skills, Choreographic skills, analytical skills, Performance skills

- Solo performance – 15%
- Duet/trio performance – 15%
- Group Choreography – 30%

Self-study

Theoretical self study in Year 11 is set fortnightly to support the learning in theory lessons. This will include practice exam 6 and 12 mark extended writing tasks. Students will also be required to use additional time at lunch time or afterschool to conduct rehearsals to support the practical element of the course.

Access to Resources

- A revision Guide is available to purchase through the Finance Department (£1.20).

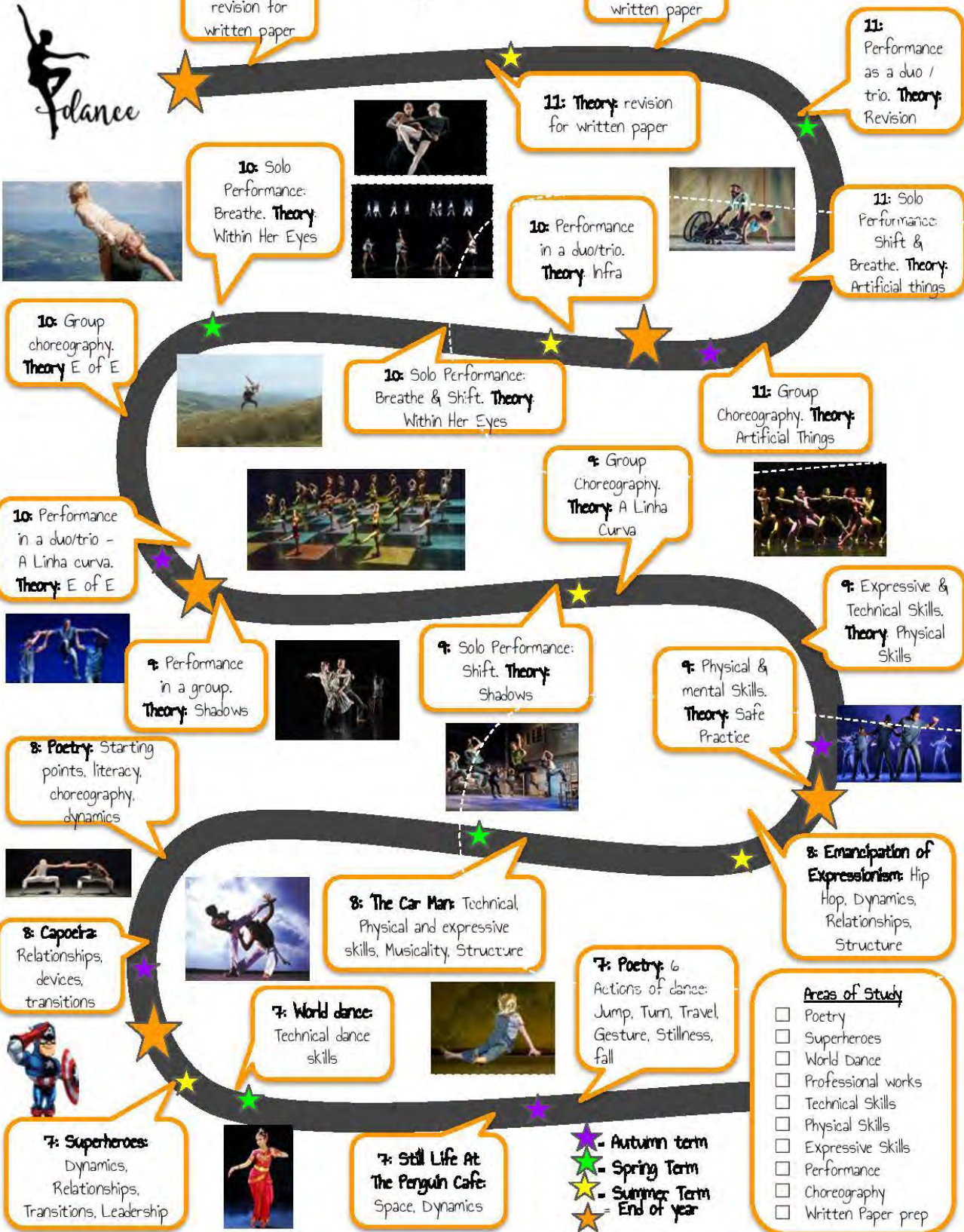
Parental support

- Support with the theory element and extended writing when set self study tasks.
- Allow for attendance of the Easter revision written paper conference.
- To support with attendance at showcases and other performance opportunities.

Enrichment Ideas

<p style="text-align: center;"><u>Suggested reading</u></p> <ul style="list-style-type: none">● AQA Fact Files on the 6 Anthology works● AQA GCSE Dance glossary● Rambert Dance● James Cousins● Stop Gap Dance company	<p style="text-align: center;"><u>Films & documentaries</u></p> <ul style="list-style-type: none">● 6 anthology works● Dance Mums
<p style="text-align: center;"><u>Cultural experiences</u></p> <ul style="list-style-type: none">● Theatre visits near and. The Berry, Mayflower, Nuffield, London, Sadlers Wells● Performing in the Berry Theatre● Knowledge of artwork by Goran Djurovic	<p style="text-align: center;"><u>Things to see and do locally</u></p> <ul style="list-style-type: none">● Dance clubs at school● The Point Theatre● The Berry Theatre●
<p style="text-align: center;"><u>Top 5 websites</u></p> <ul style="list-style-type: none">● AQA specification - www.aqa.org.uk/subjects/dance/gcse/dance-8236● GCSE Dance Glossary - www.aqa.org.uk/resources/dance/gcse/dance/teach/subject-specific-vocabulary● Infra● Artificial Things● Shadows	<p style="text-align: center;"><u>Things we do</u></p> <ul style="list-style-type: none">● Dynamism Boys Dance Company● Showcases x2 in the Berry Theatre● Dance Live!

YEAR 7-11 DANCE



- Areas of Study**
- Poetry
 - Superheroes
 - World Dance
 - Professional works
 - Technical Skills
 - Physical Skills
 - Expressive Skills
 - Performance
 - Choreography
 - Written Paper prep

- ★ - Autumn term
- ★ - Spring Term
- ★ - Summer Term
- ★ - End of year

Course Overview:

Students will: Complete their GCSE Non-Examination Assessment (NEA). This is a student-led design and make a project in either timbers or textiles. This project equates to 50% of their final GCSE grade, and is completed in early March. From March to May students will complete a revision and exam preparation unit that will best prepare them for their GCSE written exam.

Exam Board: Edexcel

How students will be assessed

NEA completed this year:

GCSE Design and Make Project - 50%

GCSE Written Exam - 50%

Self-study

Students will complete research, preparation and drafting of NEA at home. They will also complete revision.

Access to Resources

- Students have textbooks for use in lessons but do not take them home.
- Students can purchase revision guides from the department.

Parental support

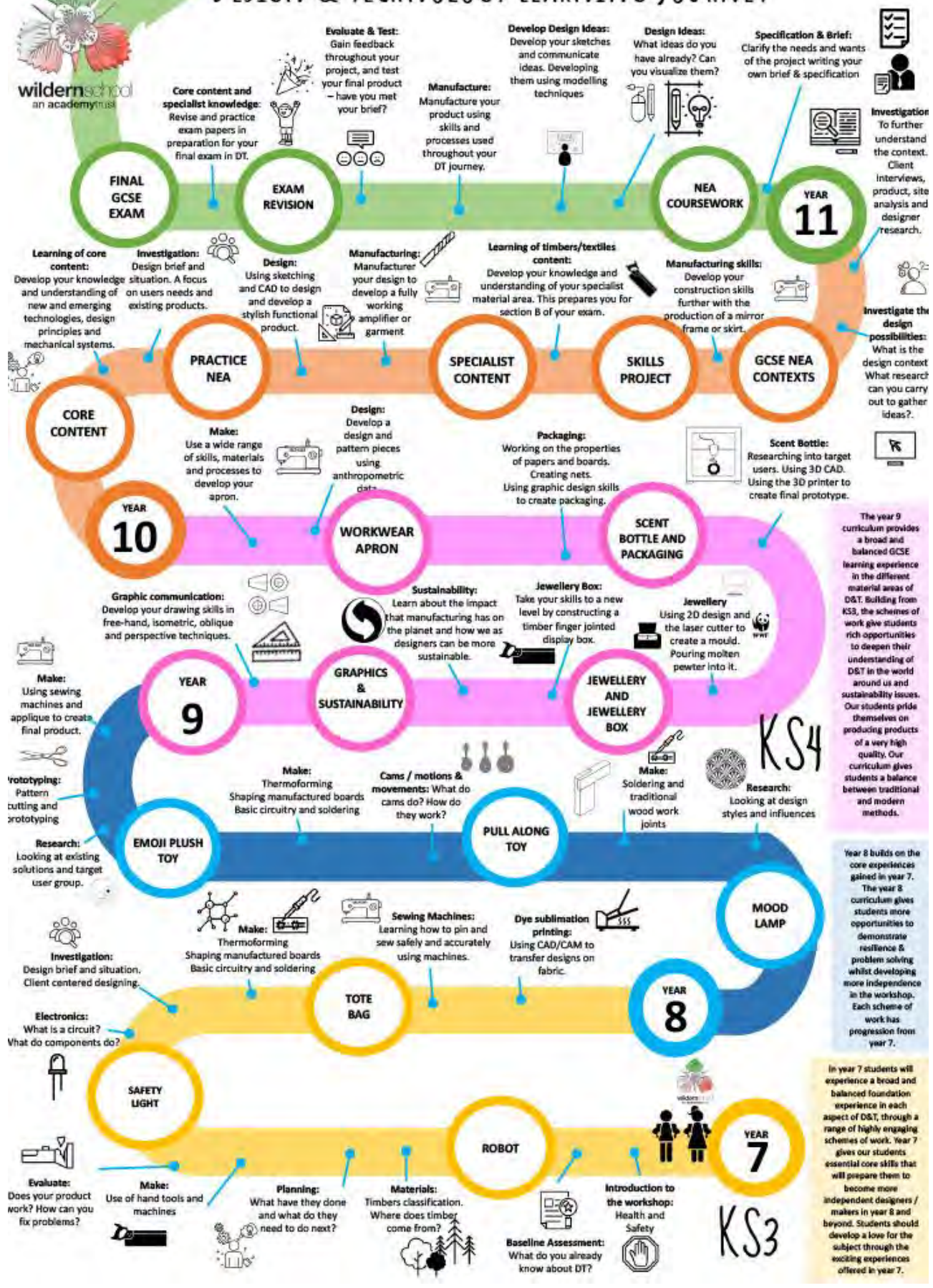
- Support with the theory element and putting time aside at home to revise.
- To help provide some materials for their final GCSE project.
- To support with attendance at the annual Design show.

Enrichment Ideas

<p style="text-align: center;"><u>Suggested reading</u></p> <ul style="list-style-type: none"> ● Invention: A life by James Dyson ● Dior by Dior 	<p style="text-align: center;"><u>Films & documentaries</u></p> <p>Film: McQueen, Coco before Chanel, Yves Saint Laurent, Devil wears Prada</p> <p>TV: Everyday miracles, Inside the factory</p> <p>Tv (Netflix): Print the legend, Objectified, Urbanized, Gucci The director, Abstract: The Art of Design</p>
<p style="text-align: center;"><u>Cultural experiences</u></p> <ul style="list-style-type: none"> ● Goodwood festival of speed ● New forest county show 	<p style="text-align: center;"><u>Things to see and do locally</u></p> <ul style="list-style-type: none"> ● Local museum and galleries: Southampton City gallery, John Hansard gallery, Sea City Museum, Hovercraft museum, Solent Sky, Beaulieu ● Further afield: Design Museum, V&A, Fashion Museum Bath
<p style="text-align: center;"><u>Top 3 Websites</u></p> <ul style="list-style-type: none"> ● app.senecalearning.com/login ● www.technologystudent.com/ ● www.bbc.co.uk/bitesize/subjects/zvg4d2p 	<p style="text-align: center;"><u>Things we do</u></p> <ul style="list-style-type: none"> ● Run after school support sessions, both formal ESPs and informal where appropriate



DESIGN & TECHNOLOGY LEARNING JOURNEY



The year 9 curriculum provides a broad and balanced GCSE learning experience in the different material areas of D&T. Building from KS3, the schemes of work give students rich opportunities to deepen their understanding of D&T in the world around us and sustainability issues. Our students pride themselves on producing products of a very high quality. Our curriculum gives students a balance between traditional and modern methods.

Year 8 builds on the core experiences gained in year 7. The year 8 curriculum gives students more opportunities to demonstrate resilience & problem solving whilst developing more independence in the workshop. Each scheme of work has progression from year 7.

In year 7 students will experience a broad and balanced foundation experience in each aspect of D&T, through a range of highly engaging schemes of work. Year 7 gives our students essential core skills that will prepare them to become more independent designers / makers in year 8 and beyond. Students should develop a love for the subject through the exciting experiences offered in year 7.

Department: **DRAMA**

Class Organisation: **Mixed Ability**

Course Overview:

Yr 11 focuses on three main areas of the course. Presenting and Performing Texts, the Live Performance Review and the written exam paper which focuses on the play text Blood Brothers. If possible, students will watch a live production and review it for their exam. If, due to unforeseen circumstances this cannot be arranged, students will study and review a play that has been pre recorded and streamed. Up until October, students will be looking at the Live Performance Review. The students then focus on the Presenting and Performing Texts exam from November to February. Yr 11 concludes with revision for the written summer exam from March to May.

Exam Board: OCR

How students will be assessed

The Presenting and Performing Texts is usually completed by the end of February. This component is worth 30% and is assessed by a visiting examiner from OCR. Students will sit a written exam in May which is worth 40%. 25 % of this mark is assigned to 8 questions on the play text Blood Brothers. 15% of the exam paper is assigned to a critical response to a live theatre production.

Self-study

Students will be set Blood Brother and Live Performance Review revision tasks and practice papers throughout the academic year. They will also need to use self study time to memorise lines for the two Presenting and Performing Texts extracts as lesson time is for blocking work rather than line learning.

Access to Resources

- Students are advised to purchase their exam text at the start of the year if they have not done so already Blood Brothers ISBN 978-0-413-76770-7

Parental support

- To support with students attending clinics and time tabled ESPs.
- To encourage with arranging extra rehearsals at breaktime or after school for Presenting & Performing Texts.
- To support with purchasing revision guides and exam play texts.

Enrichment Ideas

<p style="text-align: center;"><u>Suggested reading</u></p> <ul style="list-style-type: none">● Blood Brothers- Willy Russell● CGP Blood Brothers Revision Guide● CGP Drama Revision	<p style="text-align: center;"><u>Films & documentaries</u></p> <ul style="list-style-type: none">● National Theatre Live● Talking Heads by Alan Bennett
<p style="text-align: center;"><u>Cultural experiences</u></p> <ul style="list-style-type: none">● West End London● National Theatre Southbank London, Tours● RSC Stratford Upon Avon.● The Globe, Southbank	<p style="text-align: center;"><u>Things to see and do locally</u></p> <ul style="list-style-type: none">● The Point & The Berry Theatre● The Mayflower, Southampton● The D@rt Drama Group● The Berry Youth Theatre
<p style="text-align: center;"><u>Top 5 Websites</u></p> <ul style="list-style-type: none">● www.thestage.co.uk● www.bbc.co.uk/bitesize/examspecs/zbpwd6f● dramaonlinelibrary.com● nationaltheatre.org.uk● https://www.mayflower.org.uk/	<p style="text-align: center;"><u>Things we do</u></p> <ul style="list-style-type: none">● School Production & Yr11 Showcase Evening● Dress Rehearsal audience for Barton Peveril's Productions

YEAR 7-11 DRAMA



Written Exam

Concept Proformas

Presenting & Performing Texts



Blood Brothers exam play text



Live Theatre Review



Ocr Script work



OCR Devising Drama



OCR play text



Theatre Practitioners

Murder Mansion



Theatre In Education *



The Hunger Games

Gober's 'Teachers'

Theatre History



Musical Theatre



Script Work
Blue
Remembered
Hills



What is Drama?



Live Theatre Review

Mime



SUPPORTING YOU TO BE RESPONSIBLE, CONFIDENT, HEALTHY AND RESPECTFUL YOUNG ADULTS PREPARED FOR LIFE AND WORK IN AN EVER CHANGING WORLD

Course Overview:

The Education for life programme supports students to be responsible, healthy, confident and respectful young adults prepared for life and work in an ever changing world. There are three key themes that all year groups will focus on throughout the year:

- Health & Wellbeing
- Relationships
- Living in the Wider World

During these lessons students will develop the qualities and attributes they need to thrive as individuals, family members and members of society. Education for Life follows the government guidance on Relationships and Sex Education and these topics are covered throughout the course. In Year 11 the specific units taught are - Building for the future and next steps, Communication in Relationships, Democracy and Human Rights, Independence and Family matters.

How students will be assessed

There is no exam at the end of the course. Students are however regularly assessed using a variety of methods on the work that they complete throughout the year including self or peer assessment in each unit and google quizzes at the end of each half term.

Self-study

There is no self study for Education for Life.

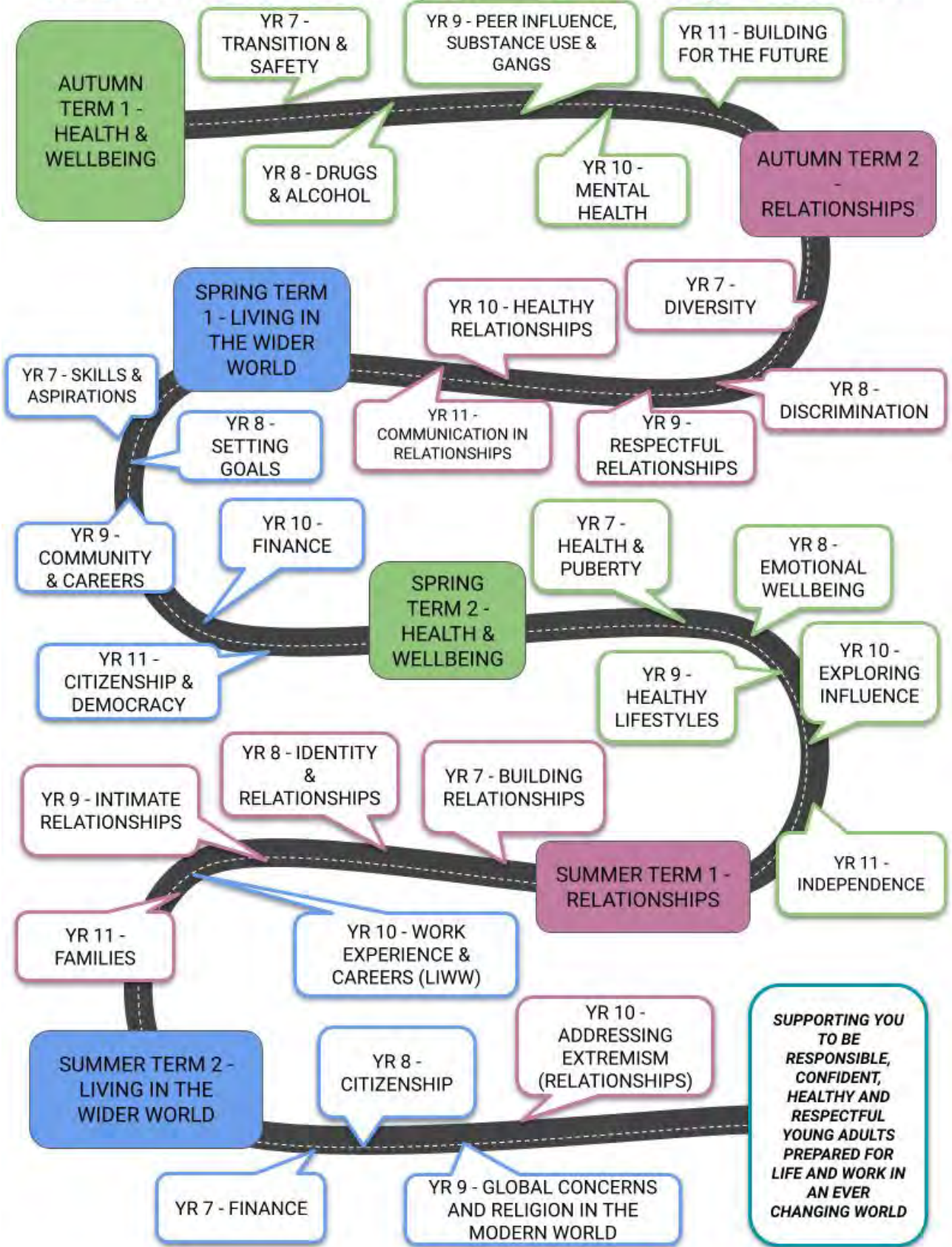
Parental support

- Ensure that you encourage your child to keep up to date with current affairs.
- Support can be given to your child by encouraging debate and discussion at home

Enrichment Ideas

<p style="text-align: center;"><u>Suggested reading</u></p> <ul style="list-style-type: none"> ● Thirteen Reasons Why, Jay Asher ● The Freedom Writers Diary ● The hate you give, Angie Thomas ● Orangeboy, Patrice Lawrence ● The long walk to freedom, Nelson Mandela ● To kill a mockingbird, Harper Lee 	<p style="text-align: center;"><u>Films & documentaries</u></p> <ul style="list-style-type: none"> ● Life as you know it ● Freedom writers
<p style="text-align: center;"><u>Cultural experiences</u></p> <ul style="list-style-type: none"> ● National Trust ● Theatre trips linked to themes 	<p style="text-align: center;"><u>Things to see and do locally</u></p> <ul style="list-style-type: none"> ● Local walks and outside spaces for wellbeing ● Explore local youth parliament
<p style="text-align: center;"><u>Top 5 Websites</u></p> <ul style="list-style-type: none"> ● http://teenagedrop-inhedgeend.co.uk/ ● https://www.staceymillerconsultancy.co.uk/ ● https://natwest.mymoneysense.com/home/ ● https://www.bbc.co.uk/news ● https://youngminds.org.uk/ 	<p style="text-align: center;"><u>Things we do</u></p> <ul style="list-style-type: none"> ● Emergency First Aid Training on CPR

EDUCATION FOR LIFE - 5 YEAR JOURNEY



Course Overview:

Students will focus on consolidating and deepening their knowledge of the literature/language courses for their Summer examinations. In the Autumn term students will study their 19th century novel which will either be ‘Dr Jekyll and Mr Hyde’ by Robert Louis Stevenson or ‘A Christmas Carol’ by Charles Dickens, followed by an analytical study of ‘An Inspector Calls’ by JB Priestley in the Spring term. In their final term, students will work on a consolidation cycle of all GCSE Curriculum content, deepening their understanding and refining their skills.

Exam Board: AQA

How students will be assessed

Students are assessed through a range of formative and summative mediums, including quizzing, exam questions and formal practice examinations across the year.

Self-study

Self-study is weekly and will take students a minimum of one hour. This will be a mixture of exam practice, quizzing, revision activities and self-directed revision.

Access to Resources

Students should have their own copies of each literature set text for study and revision purposes. These include: Shakespeare’s ‘Macbeth’, Stevenson’s ‘The Strange Case of Dr Jekyll and Mr Hyde’ or Dickens’ ‘A Christmas Carol’ and Priestley’s ‘An Inspector Calls’. Students who have been identified as Pupil Premium will receive these texts free of charge. The school will provide a copy of the ‘Power and Conflict’ poetry anthology which students have been equipped with in Year 9.

The English department also sells revision guides and packs of past papers to students throughout Year 11 for a cost of £2.00.

Parental support

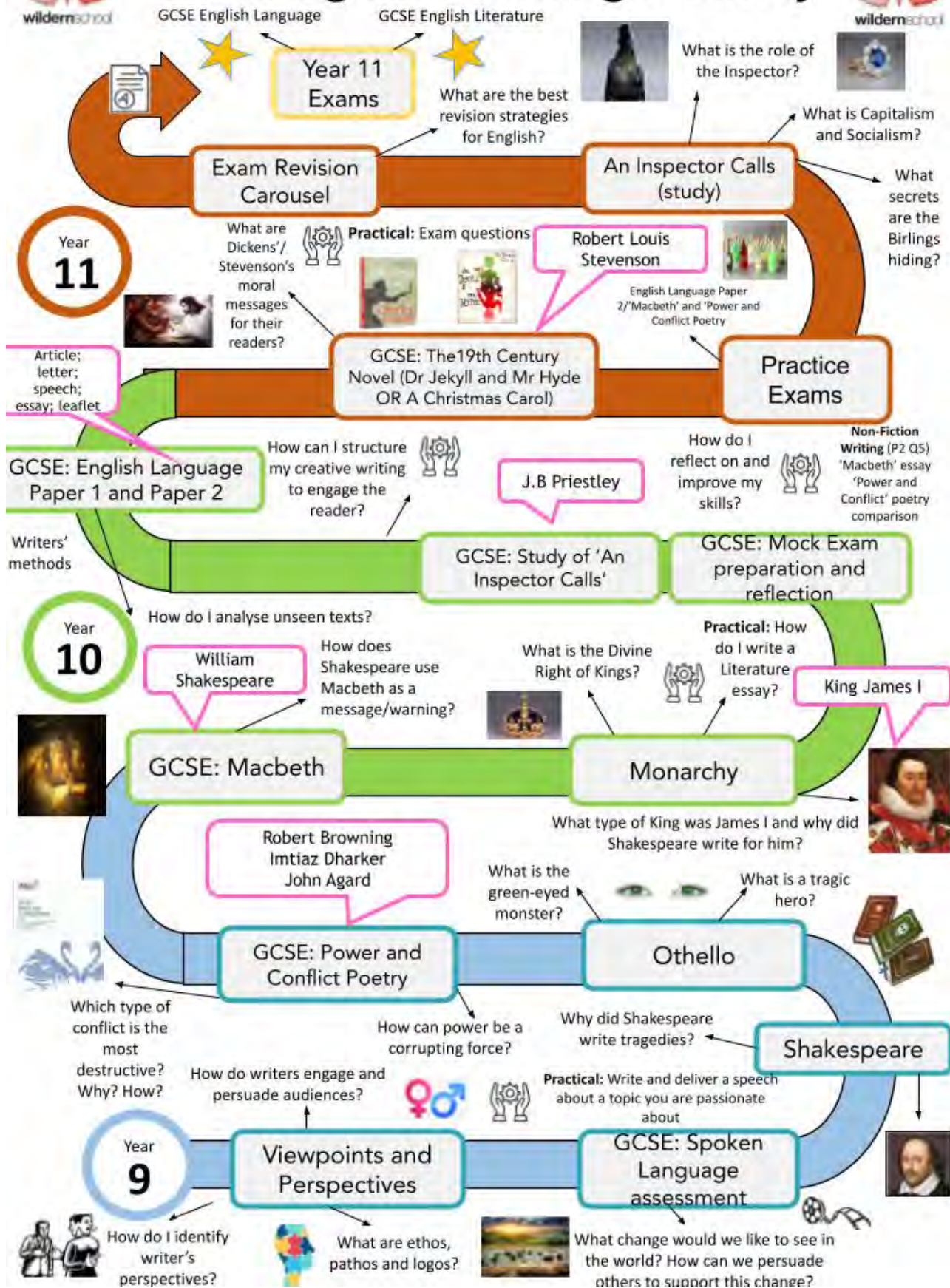
- Check that self-study has been completed and to a high standard.
- Encourage your son/daughter to proofread and edit their work, with a focus on spelling, punctuation and grammar.
- Encourage your son/daughter to read regularly to continue to develop vocabulary, accuracy and creativity.. This can be a mixture of fiction and non-fiction texts.
- Help students create a revision timetable and ensure they have a quiet place to revise.
- Talk frequently to students about their learning, what they’re reading and current affairs.
- Please contact your child’s teacher if you have concerns or questions so that we can help.

Enrichment Ideas

<p style="text-align: center;"><u>Suggested additional reading</u></p> <ul style="list-style-type: none"> ● ‘The Literature Reader: Key Thinkers on Key Topics’ - English & Media Centre ● ‘The Poetry Toolkit - Rhian Williams ● ‘Witches: James I and the English Witch-Hunts’ Tracy Borman ● ‘This is Shakespeare’ - Emma Smith 	<p style="text-align: center;"><u>Films & documentaries</u></p> <ul style="list-style-type: none"> ● Ian Rankin Investigates: Dr Jekyll and Mr Hyde - BBC iPlayer ● Life in the Trenches: WW1 documentary YouTube (scenes of conflict). To complement the study of Power and Conflict WW1 poems.
<p style="text-align: center;"><u>Cultural experiences</u></p> <ul style="list-style-type: none"> ● The Hunterian Museum, London ● Shakespeare’s London Tour - Free Tours by Foot, London. ● Visit Stratford-upon-Avon to explore Shakespeare’s birthplace and the Globe theatre ● Jekyll and Hyde Walking tour - London 	<p style="text-align: center;"><u>Things to see and do locally</u></p> <ul style="list-style-type: none"> ● Visit Jane Austen’s House in Chawton, Alton, to understand what inspired her as a writer in the late 18th/early 19th century, and to learn more about social class and etiquette. ● The Mayflower Theatre has a production of ‘An Inspector Calls’ running from 28th Jan- 1st Feb 2025.
<p style="text-align: center;"><u>Top 3 Websites</u></p> <ul style="list-style-type: none"> ● www.sparknotes.com for all literature set texts ● Videos for all GCSE topics are shared by Mr Bruff Youtube channel ● AQA syllabus and accessing past papers for language and literature - www.aqa.org.uk 	<p style="text-align: center;"><u>Things we do</u></p> <ul style="list-style-type: none"> ● Set exam questions for self study and provide feedback on these ● Run additional ‘Masterclasses’ to stretch and challenge our Grade 7-9 students. ● Run in class and after school interventions to support students to achieve



KS4 English Learning Journey



KEY STAGE 4 READING LIST



Here at Wilden we actively encourage you to read, and here's why...

Reading is the key to improving all aspects of your school work across your curriculum areas.

It will help with your vocabulary, it may improve your memory and help you to relax.

But also, and possibly most importantly, reading may inspire you and help to make your imagination flourish.

I do believe something very magical can happen when you read a good book." **J K Rowling**

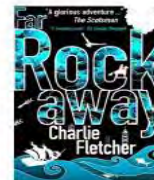
Reading is cool. Books are cool. That's it. That's the tweet.
Marcus Rashford MBE



ADVENTURE BOOKS

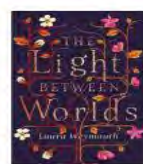


- ➔ Blood Red Road - Moira Young
- ➔ Noughts and Crosses - Malorie Blackman
- ➔ Fated - Teri Terry
- ➔ The Boy at the Top of the Mountain - John Boyne
- ➔ Phoenix Rising - Bryony Pearce
- ➔ The Cherub Series - Michael Muchamore
- ➔ Brink of Darkness - Jeff Giles
- ➔ Far Rockaway - Charlie Fletcher
- ➔ Bearmouth - Liz Hyder
- ➔ Noble Conflict - Malorie Blackman
- ➔ Silverfin - Charlie Higson
- ➔ Where the World Ends - Geraldine McCaughrean
- ➔ Red Queen - Victoria Aveyard
- ➔ The island at the End of Everything - Kiran Millwood Hargrave
- ➔ Cherry Heaven - J Adlington



Fantasy Books

- ★ The Hunger Games Trilogy - Suzanne Collins
- ★ Harry Potter - J K Rowling
- ★ Percy Jackson - Rick Riordan
- ★ Shadow and Bone - Leigh Bardugo
- ★ The Light Between Worlds - Laura Weymouth
- ★ Lord of the Rings - J R R Tolkien
- ★ City of Bones - Cassandra Clare
- ★ Assassin's Creed Series - Oliver Bowden
- ★ Northern Lights - Philip Pullman
- ★ Shiver - Maggie Stiefvater
- ★ Children of Blood and Bone - Tomi Adeyemi
- ★ Throne of Glass Series - Sarah J Maas
- ★ King of Scars - Leigh Bardugo
- ★ The Lie Tree - Frances Hardinge
- ★ The Secret of Birds and Bone - Kiren Millwood Hargrave
- ★ A Skinful of Shadows - Frances Hardinge
- ★ Shadow of the Fox - Julie Kagawa
- ★ Red Queen - Victoria Aveyard





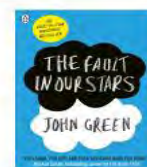
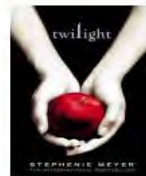
MYSTERY BOOKS



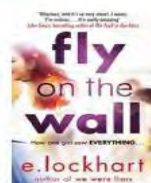
- ❖ The Curious Incident of the Dog in the Nighttime - Mark Haddon
- ❖ The Truth About Keeping Secrets - Savannah Brown
- ❖ Truly Devious Series - Maureen Johnson
- ❖ What Kind of Girl - Alyssa Sheinmel
- ❖ Safest Lies - Megan Miranda
- ❖ The Pearl Thief - Elizabeth Wein
- ❖ Hey Sherlock - Simon Mason
- ❖ Bunker Diary - Kevin Brooks
- ❖ Girl Missing Series - Sophie McKenzie
- ❖ Moonrise - Sarah Crossman
- ❖ Encounters - Jason Wallace
- ❖ Young Sherlock Holmes - Andrew Lane
- ❖ Theodore Boone Series - John Grisham



Romance Books



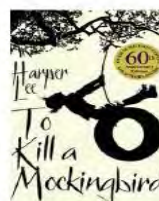
- ♥ Twilight - Stephenie Meyer
- ♥ An Abundance of Katherines - John Green
- ♥ The Fault in our Stars - John Green
- ♥ To All the Boys I've Loved Before - Jenny Han
- ♥ Fly on the Wall - E Lockhart
- ♥ Only Love can Break your Heart - Katherine Webber
- ♥ When the Stars are Scattered - Omar Mohamed
- ♥ Hello Now - Jenny Valentine
- ♥ Tell us Something True - Dana Reinhardt
- ♥ Love at First Like - Hannah Orenstein
- ♥ The Museum of Heartbreak - Meg Leder



Classic Books



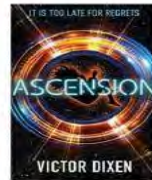
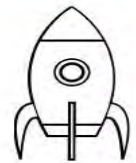
- 🏰 To Kill a Mockingbird - Harper Lee
- 🏰 Jane Eyre - Charlotte Bronte
- 🏰 Treasure Island - Robert Louis Stevenson
- 🏰 Sherlock Holmes - Arthur Conan Doyle
- 🏰 The Bell Jar - Sylvia Plath
- 🏰 The Catcher in the Rye - J.D. Salinger
- 🏰 Little Women - Louisa M. Alcott
- 🏰 1984 - George Orwell
- 🏰 Emma - Jane Austen
- 🏰 Wuthering Heights - Emily Bronte
- 🏰 Any Agatha Christie
- 🏰 Pride and Prejudice - Jane Austen





Science-Fiction Books

- ▷ Divergent Trilogy - Veronica Roth
- ▷ Dune Series - Frank Herbert
- ▷ Mortal Engines - Philip Reeve
- ▷ Arc of Scythe Series - Neal Shusterman
- ▷ The Gilded Ones - Namima Forma
- ▷ Green Rising - Lauren James
- ▷ Earthfall - Mark Walden
- ▷ Itch - Simon Mayo
- ▷ The Lorien Legacy - Pittacus Lore
- ▷ This Mortal Coil - Emily Suvada
- ▷ Bzrk - Michael Grant
- ▷ Ascension - Victor Dixon
- ▷ I am Number 4 - Pittacus Lore
- ▷ The Fever Code - James Dasher
- ▷ The Unlisted - Justine Flynn
- ▷ The Dog Runner - Bren MacDibble

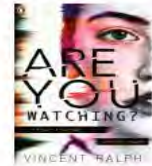


Thrillers

Thriller Books

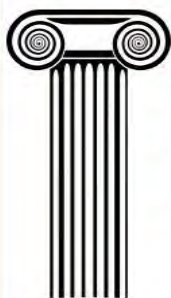
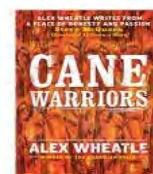


- Are You Watching - Vincent Ralph
- A Danger to Herself and Others - Alyssa Sheinmel
- A Good Girls Guide to Murder - Holly Jackson
- One of Us is Lying - Karen McManus
- Fractured - Teri Terry
- I Know You Did It - Sue Wallman
- Truly Devious Series - Maureen Johnson
- The Ace of Spades - Faridah Abike- Iyimide
- Things to do before the End of the World - Emily Bar



Historical Books

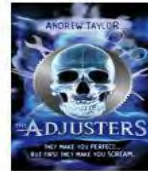
- 📖 The Book Thief - Markus Zusak
- 📖 Cane Warriors - Alex Wheatle
- 📖 I am the Blade - P Buxton
- 📖 Unheard Voices - Malorie Blackman
- 📖 The Boy in Striped Pyjamas - John Boyne
- 📖 Red Ribbon - Lucy Adlington
- 📖 The Tattooist of Auschwitz - Heather Morris
- 📖 We Played with Fire - Catherine Barter
- 📖 When the Sky Falls - Phil Earl
- 📖 How High the Moon - Karyn Parsons





HORROR BOOKS

- Women In Black - Susan Hill
- The Lie Tree - Frances Hardinge
- The Adjusters - Andrew Taylor
- Red Eye Series - Various
- Zom-B Series - Darren Shan
- Horowitz Horror - Anthony Horowitz
- Blink Once - Cylvn Busby
- Wranglestones - Darren Charlton



COMING OF AGE AND LGBTQ+



- Speak - Laurie Halse Anderson
- They Both Die at the End - Adam Silvera
- Concrete Rose - Angie Thomas
- Dear Evan Hansen - Val Emmich
- Clap When You Land - Elizabeth Acevedo
- Black Flamingo - Dean Atta
- Heartstopper Series - Alice Oseman
- Aristotle and Dante Discover the Secrets of the Universe - Benjamin Alire Saenz
- The Gifted and Talented Me - William Sutcliffe
- Poet X - Elizabeth Acevedo



Course Overview:

During year 11 students will complete two Non-Examination Assessment tasks (NEA). The assessment of the NEA tasks equates to 50% of the final GCSE grade. Students will begin the first of these tasks in September of Year 11. The first NEA is a food investigation task, that in many respects is a food science investigation. The second NEA is a skills based project that culminates in a 3 hour practical exam. Following the completion of the second NEA task students will review and revise the content of the syllabus in preparation for their final written examination.

Exam Board: AQA

How students will be assessed

Subject knowledge is assessed through the two Non-Examination Assessment tasks and a 2 hour exam paper. Practical and making skills are also assessed throughout both Non-Examination Assessment tasks.

Self-study

Students are set self-study tasks during the year. In addition to this students will be expected to bring in some ingredients for their cooking lessons.

Access to Resources

- Students have their own textbook to work with in the lesson but do not take them home.

Parental support

- Students are expected to take part in all practical activities including the tasting and testing of a variety of different food products.
- Students will be expected to provide their own ingredients for practical work and to come fully equipped to every lesson with basic classroom equipment.

Recommended Revision Guides

- New grade 9-1 GCSE Food Preparation and Nutrition – AQA Revision Guide, CGP Books.

Enrichment Ideas

<p style="text-align: center;"><u>Suggested reading</u></p> <ul style="list-style-type: none"> ● Leiths Cookery Bible ● The Science of Cooking ● Salt, Fat, Acid, Heat ● Heston Blumenthal at Home 	<p style="text-align: center;"><u>Films & documentaries</u></p> <ul style="list-style-type: none"> ● Chef’s Table ● Cooked (Netflix) ● Inside the factory ● Salt, Fat, Acid, Heat (Netflix)
<p style="text-align: center;"><u>Cultural experiences</u></p> <ul style="list-style-type: none"> ● Visiting local food markets and food festivals ● New forest county show 	<p style="text-align: center;"><u>Things to see and do locally</u></p> <ul style="list-style-type: none"> ● Local colleges (Barton Peveril, CEMAST, Eastleigh, City) ● Go to your local farmers market ● Hampshire Food festival
<p style="text-align: center;"><u>Top 5 Websites</u></p> <ul style="list-style-type: none"> ● www.bbcgoodfood.com/ ● https://www.ifst.org/lovefoodlovescience ● app.senecalearning.com/login ● www.bbc.co.uk/bitesize/subjects/zdn9jhv ● revisionworld.com/gcse-revision 	<p style="text-align: center;"><u>Things we do</u></p> <ul style="list-style-type: none"> ● Run after school informal support sessions ● Opportunity to participate in both internal and National Cookery Competitions



Wildern School Learning Journey



Food and Nutrition



Course Overview:

The students begin by exploring Resource Management which involved looking at how we can ensure we have enough food, water and energy to meet the needs of today’s population without compromising the ability for future generations to meet their own needs. In March of Year 11 our pre-release booklet for Paper 3 will be available. Students will be consolidating their geographical knowledge and understanding of both physical and human geography in preparation for their final exams. This is designed to be synoptic in order for students to lean on all the knowledge they have acquired during the GCSE course.

Exam Board: AQA

How students will be assessed

Students will regularly be assessed using quizzes and past exam questions, as well as termly end of unit exams. There will also be a year 11 mock exam for paper 1 and paper 2.

Self-study

Students will be given regular homework which will be varied in nature. They can expect google quizzes, creative tasks as well as exam questions.

Access to Resources

- Students have folders to work on in the lesson but do not take them home.

Parental support

AQA Revision guides are available from school. Please also encourage your student to watch the news and be aware of geographical events around the world.

Recommended Revision Guides

- Grade 9-1 GCSE Geography AQA Revision Guide - ISBN: 9781782946106.
- CGP Geography Revision Flashcards

Enrichment Ideas

<p style="text-align: center;"><u>Suggested reading</u></p> <ul style="list-style-type: none"> ● Wide world magazine subscription (available from school) ● The Geographical Magazine ● The Almighty Dollar, by Dharshini David ● Prisoners of Geography, Tim Marshall ● Away with the Penguins and Call of the Penguins by Hazel Prior. 	<p style="text-align: center;"><u>Films & documentaries</u></p> <ul style="list-style-type: none"> ● Seven Worlds, One Planet (David Attenborough) ● Supersized Earth, A place to live ● Don't Panic, Hans Rosling ● Wild Isles (Sir David Attenborough) ● Down to Earth with Zac Efron (Netflix)
<p style="text-align: center;"><u>Cultural experiences</u></p> <ul style="list-style-type: none"> ● National Trust 50 things to do before you’re 11 and ¾ ● Have access to a world map at home e.g. poster, atlas, scratch map, blow-up globe 	<p style="text-align: center;"><u>Things to see and do locally</u></p> <ul style="list-style-type: none"> ● Hengistbury Head & Mudeford Spit ● Old Harry Rocks & Lulworth Cove ● Sea defences like groynes at Lee-on-Solent ● New Forest - woodland walk ● Walk segments of the Itchen Navigation
<p style="text-align: center;"><u>Top 5 Websites</u></p> <ul style="list-style-type: none"> ● BBC Bitesize https://www.bbc.co.uk/bitesize ● National geographic https://www.nationalgeographic.com/ ● BBC news https://www.bbc.co.uk/news ● Google Earth https://earth.google.com/web/ ● Time for Geography https://timeforgeography.co.uk/ 	<p style="text-align: center;"><u>Things we do</u></p> <ul style="list-style-type: none"> ● Offer the Wider World Magazine (free for pupil premium students) ● Use of local examples and case studies ● Access to revision flash cards

WILDERN GEOGRAPHY CURRICULUM MAP

Key
 Year Group
 Topics Covered



Course Overview:

In year 11 students will have the opportunity to consolidate their learning over the past 2 years. Our year 11 scheme of work teaches students the skills they need to articulate answers, master their skills of analysis, evaluation and making judgements. Year 11 provides a deeper understanding of their 4 GCSE topics as well as crucial exam technique and knowledge mastering.

Exam Board: AQA

How students will be assessed

Year 11 November practice exams: Students will be assessed on Paper 1 and 2 of the GCSE. February practice exam: Students will be assessed on Paper 1. April practice exam: Students will be assessed on Paper 2

Self-study

In year 11 students are expected to complete 1 self-study a week. These are usually past questions from the exam and students will receive feedback and tips for improvement.

Access to Resources

- All lessons and resources will be uploaded to google classroom

Parental support

Students will benefit from having 2 large lever arch files to store all of their work from year 11. Revision guides are an excellent tool for remembering history.

Recommended Revision Guides

- Pearsons AQA GCSE History - Conflict and Tension 1918-1939 (revision guide and workbook)/ Britain: Health and the people c1000 to the present day / America, 1840-1895: expansion and consolidation.
- Oxford AQA GCSE History - Norman England c1066-1100.

Enrichment Ideas

<p style="text-align: center;"><u>Suggested reading</u></p> <p>‘The Greatest Benefit to Mankind: A medical history of humanity’ Roy Porter ‘The Shadow of the Workhouse’ Jennifer Worth</p>	<p style="text-align: center;"><u>Films & documentaries</u></p> <ul style="list-style-type: none"> ● Victorian pharmacy (available on Youtube) ● Filthy Cities Medieval London (Dan Snow) ● 7 industrial wonders of the world – Sewer King (Bazalgette episode)
<p style="text-align: center;"><u>Cultural experiences</u></p> <ul style="list-style-type: none"> ● Battle Abbey and battlefield ● Winchester Cathedral ● Roman Baths (bath) ● Tower of London 	<p style="text-align: center;"><u>Things to see and do locally</u></p> <p>John Hunter Museum London/ National History museum London/Imperial War Museum London Netley Abbey/ Netley abbey military hospital</p>
<p style="text-align: center;"><u>Top 5 Websites</u></p> <ul style="list-style-type: none"> ● Normans - GCSE History Revision - AQA ● Lessons, Resources, Assessment, and Kerboodle Books ● Britain: Health and the people/ Normans ● GCSE History Revision ● Experience Virtual tour of the Tower of London 	<p style="text-align: center;"><u>Things we do</u></p> <ul style="list-style-type: none"> ● Virtual tour of museums ● Clips and images from museums ● Exam breakfasts ● Pizza revision evening

HISTORY AT WILDERN

The FIVE YEAR PLAN



Key Themes

- Religious
- Political
- Economic
- Local
- Social
- Military
- Culture

Skills: Analysis, interpretation, causation, consequence, evaluation.

Department: Hospitality & Catering

Class Organisation: **Mixed Ability**

Course Overview:

The Level 1/2 Vocational Award in Hospitality and Catering (Technical Award) consists of two units. Unit 1, The Hospitality and Catering Industry enables students to gain and develop comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety and food safety. Unit 2, Hospitality and Catering in Action enables students to apply knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively.

Exam Board: WJEC

How students will be assessed

Students will be assessed on both theory and practical work in the form of written assessments, quizzes and practical work. Year 11 students will also complete the external written assessment in the Summer term.

Self-study

Students will be set self-study via Google Classroom. This could take the form of revision quizzes, practice questions or research tasks. Students will be encouraged to practise practical skills at home.

Parental support

Encouraging students to support planning and preparing meals at home. This will help build confidence and develop practical skills.

Enrichment ideas

<p style="text-align: center;"><u>Suggested reading</u></p> <ul style="list-style-type: none">● Luxury Hospitality Magazine (free online magazine)● WJEC Vocational Award Hospitality and Catering Level 1 / 2 Student Book	<p style="text-align: center;"><u>Films & documentaries</u></p> <ul style="list-style-type: none">● Inside the Merchant Documentary● The Chef's Table (Netflix)● MasterChef
<p style="text-align: center;"><u>Cultural experiences</u></p> <ul style="list-style-type: none">● Visit local farmers markets● Visit pop up restaurants / food stalls / food festivals● SeaCity Museum (Titanic e.g focus on level of service and food provided)	<p style="text-align: center;"><u>Things to see and do locally</u></p> <ul style="list-style-type: none">● Visit East Avenue Restaurant - Eastleigh College● Christmas Markets● Local Holiday Parks (focus on hospitality provided)
<p style="text-align: center;"><u>Top 5 Websites</u></p> <ul style="list-style-type: none">● https://www.bbcgoodfood.com/● https://thecookeryteacher.com/● https://www.nutrition.org.uk/● https://www.ifst.org/lovefoodlovescience● https://www.hse.gov.uk/catering/	<p style="text-align: center;"><u>Things we do</u></p> <ul style="list-style-type: none">● Guest speakers from and trips to commercial and non commercial hospitality providers.● Participation in National and Local Cooking Competitions.● Encourage reading of current Hospitality news.



Wildern School Learning Journey



Hospitality & Catering



Course Overview:

Students will be studying for the OCR National in ICT qualification. This consists of 2 units of controlled assessment, R060 Data Manipulation using Spreadsheets and R070 Using Augmented Reality to Present Information, worth 30% each and 1 written exam based unit, R050 IT in the Digital World, that makes up the remaining 40%. In year 9 students will be covering aspects of all 3 units.

Exam Board: OCR

How students will be assessed

- Students will be assessed throughout the year by regular content quizzes and end of topic tests, as well as the year 11 practice exam.

Self-study

- Online quizzes via Google Classroom

Access to Resources

- All resources can be accessed via Google Classroom

Parental support

- Support students in completing self-study tasks so that lesson time is utilised to its fullest potential.
- Engage in discussions around the themes studied in computer science and the wider world.

Recommended Revision Guides

- Revision guides are an excellent tool to support students learning - please see the suggested reading below for details of the OCR National in IT revision guide.

Enrichment Ideas

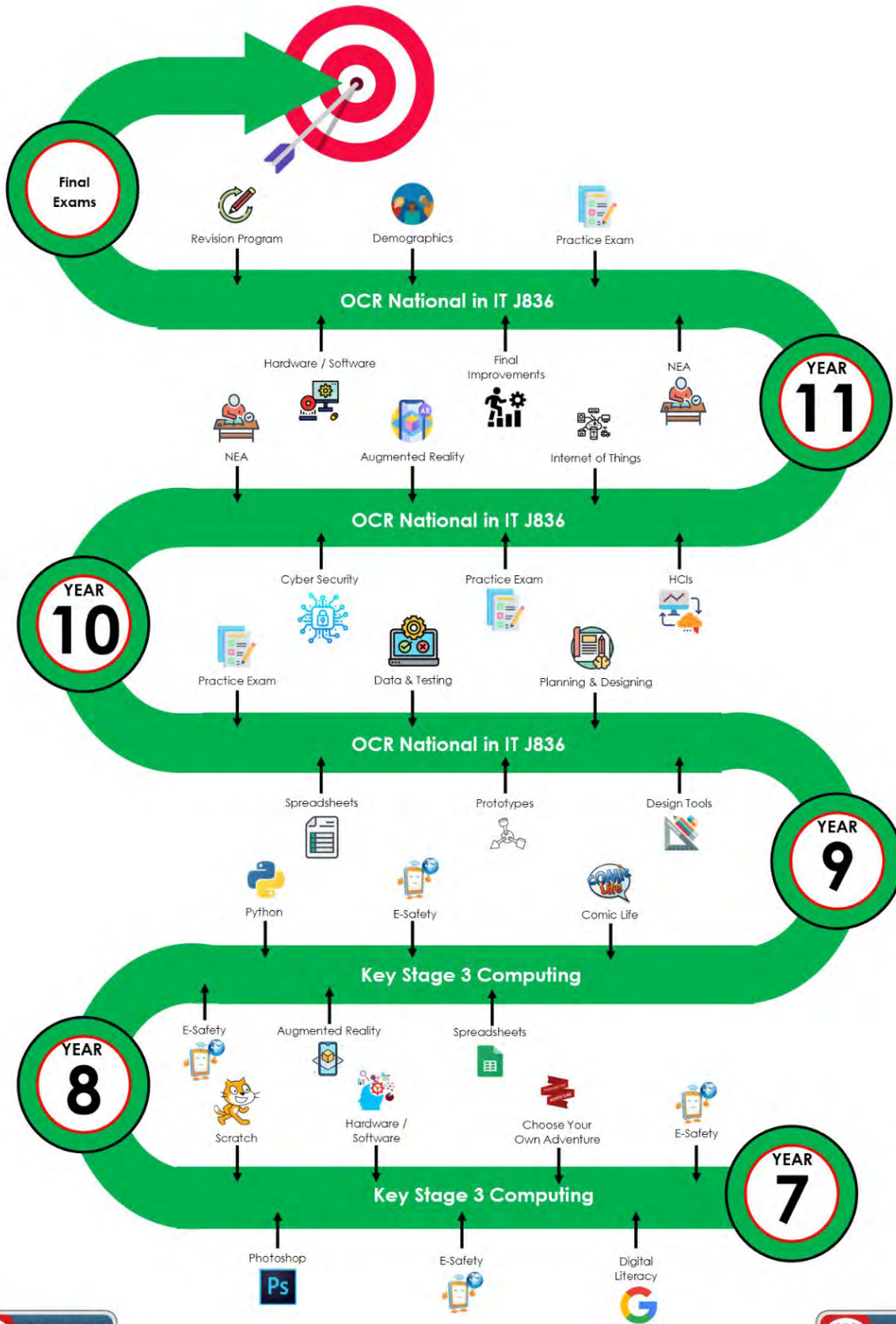
<p style="text-align: center;">Suggested reading</p> <ul style="list-style-type: none"> ● Level 1 / Level 2 Cambridge National In IT ISBN: 9781398352674 ● My Revision Notes: Level 1/Level 2 Cambridge National in IT: Second Edition (Paperback) 	<p style="text-align: center;">Films & documentaries</p> <ul style="list-style-type: none"> ● High Score - the history of classic video games ● The Social Network ● The Great Hack
<p style="text-align: center;">Cultural experiences</p> <ul style="list-style-type: none"> ● Visit a Google data centre virtually here: www.google.co.uk/about/datacenters/inside/streetview/ 	<p style="text-align: center;">Things to see and do locally</p> <ul style="list-style-type: none"> ● Game Over: Video Game Cafe, Portsmouth ● IBM Hursley Museum
<p style="text-align: center;">Top 5 Websites</p> <ul style="list-style-type: none"> ● OCR Cambridge National in IT J836 - https://www.ocr.org.uk/qualifications/cambridge-nationals/it-level-1-2-j836/ ● How augmented reality works - https://computer.howstuffworks.com/augmented-reality.htm ● Augmented reality vs Virtual Reality https://bit.ly/3MTuFen ● Free online Excel training - https://trumpexcel.com/learn-excel/ 	<p style="text-align: center;">Things we do</p> <ul style="list-style-type: none"> ● Informal drop in after school support sessions ● Lunchtime NEA support sessions

- Microsoft Excel Course - <https://bit.ly/3MVdHMJ>

"The similarities between humans and computers are more numerous than the differences." P.A Scott



**WILDERN ICT
LEARNING JOURNEY**



"Education is the passport to the future, for tomorrow belongs to those who prepare for it today." Malcolm X

"A teacher can open the door, but you must enter it yourself." Chinese Proverb



"Computers themselves, and software yet to be developed, will revolutionize the way we learn." Steve Jobs

Course Overview:

Year 11 students follow the Edexcel GCSE Mathematics programme of study. Problem solving skills are developed across all areas. Topics covered include:

AutumnHIGHER: Vectors, Indices and Surds, Sine and Cosine Rule, Proof, Similarity and Congruence, Further Graphs and Functions

FOUNDATION: Circles, Linear Graphs, Simultaneous Equations, Real life Graphs, Non Linear Graphs, Volume and Surface Area, Tree Diagrams

SpringHIGHER: Functions, Transformations of Graphs, Iteration, Gradients and Areas under a curve

FOUNDATION: Pythagoras, Trigonometry, Vectors

In the Summer term, students follow a bespoke consolidation based on the results of their November Practice Exams. As part of this, they will complete practice papers weekly, revise a wide range of topics and explore how different topics can be linked to each other in exam style questions. The problem solving skills that they have begun to develop throughout year 9 and 10 are put to the forefront of student learning in order to give students the best possible preparation for their summer GCSE exams.

Exam Board: Edexcel

How students will be assessed

Ongoing assessment through formal practice exams, quizzes, Self-study tasks, formative assessment strategies in the classroom and terminal exams at the end of the year.

Self-study

Self Study is focussed on exam preparation and revision of topics covered over the entire KS4 syllabus. At the beginning of the year, tasks are topic focussed looking at key areas and work is set via Sparx Maths. Later in the year students are given full exam papers weekly which they start in school and are expected to complete as Self Study. Students should be working on Self Study and individual revision for at least an hour per week.

Access to Resources

- All students have access to a range of textbooks to work with in lessons.

Parental support

- Encourage your child to carry out regular revision of topics they have found difficult. The website sparxmaths.uk gives very comprehensive and well-structured activities.
- Ensure your child has all the relevant equipment including a scientific calculator (we recommend the Casio 991ex)

Recommended Revision Guides

- Revision guides for both tiers of entry (Pearson) can be purchased from the department.

Enrichment Ideas

<p style="text-align: center;"><u>Suggested reading</u></p> <ul style="list-style-type: none"> ● Fermat’s Last Theorem by Simon Singh ● How not to be wrong: The Hidden Maths of Everyday Life by Jordan Ellenberg 	<p style="text-align: center;"><u>Films & documentaries</u></p> <ul style="list-style-type: none"> ● The Big Short (15) ● The Man Who Knew Infinity (12A)
<p style="text-align: center;"><u>Cultural experiences</u></p> <ul style="list-style-type: none"> ● Bank of England Museum in London ● Winchester Problem Solving club 	<p style="text-align: center;"><u>Things to see and do locally</u></p> <ul style="list-style-type: none"> ● Solent Air Museum ● Winchester Science centre
<p style="text-align: center;"><u>Top 5 Websites</u></p> <ul style="list-style-type: none"> ● Sparx Maths ● PiXL Maths App ● Nrich ● UKMT Maths Challenge ● Numberphile on youtube 	<p style="text-align: center;"><u>Things we do</u></p> <ul style="list-style-type: none"> ● NSPCC Number Day (February) ● Boys Bootcamp for Exam Prep ● Exam Preparation Breakfast Clubs



KS4 Visual Curriculum Map of New Content in Mathematics



Foundation

Autumn Y9

- Introduction to Algebra
- Angle Rules
- Patterns and Sequences
- Equations and Inequalities
- Quadrilaterals
- **Y9 INTERIM ASSESSMENT**

Spring Y9

- Data
- Integers and Decimals
- Area and Perimeter
- Further Foundation Algebra

Summer Y9

- Powers and Brackets
- 3D Shapes
- Pythagoras
- **Y9 EXAMS**
- Linear Graphs
- Scales and Units

Autumn Y10

- Types of Number
- FDP
- **Y10 INTERIM ASSESSMENT 1**
- Compound Interest
- Probability
- Written/Mental Methods

Spring Y10

- Constructions
- **Y10 EXAMS**
- Scatter Graphs
- Fractions
- Ratio and Proportion

Summer Y10

- Transformations
- Equations Recap
- **Y10 INTERIM ASSESSMENT 2**
- Angles in Parallel Lines
- Compound Measures

Autumn Y11

- Circles
- Simultaneous Equations
- Straight Line Graphs
- Real Life Graphs
- **YEAR 11 PRACTICE EXAMS**
- Non Linear Graphs
- Perimeter and Area

Spring Y11

- Volume and Surface Area
- Tree Diagrams
- Pythagoras Recap
- Trigonometry
- Vectors

Summer Y11

- Mastery Programme
- **MATHS GCSE**

Higher

Autumn Y9

- Introduction to Algebra
- Angles
- Integers and Decimals
- Formula and Equations
- Constructions
- **Y9 INTERIM ASSESSMENT**

Spring Y9

- Types of Number
- Patterns and Sequences
- Factorising Quadratics
- Data
- 3D Shapes

Summer Y9

- FDP
- **Y9 EXAMS**
- Linear Graphs
- Perimeter and Area
- Pythagoras and Trigonometry

Autumn Y10

- Percentages and Interest
- Transformations
- **Y10 INTERIM ASSESSMENT 1**
- Bounds
- Simultaneous Equations
- Surface Area and Volume

Spring Y10

- Algebraic Fractions
- **Y10 EXAMS**
- Compound Measures
- Averages

Summer Y10

- Probability
- Ratio and Proportion
- **Y10 INTERIM ASSESSMENT 2**
- Circle Theorems
- Quadratic Equations and Graphs

Autumn Y11

- Indices and Surds
- Sine and Cosine Rule
- **YEAR 11 PRACTICE EXAMS**
- Vectors
- Proof

Spring Y11

- Similarity and Congruence
- Further Graphs
- Functions and Graphs
- Iteration
- Gradients and Area under a curve

Summer Y11

- Mastery Programme
- **MATHS GCSE**

Higher +

Autumn Y9

- Algebra
- Angles
- Integers and Decimals
- Formula and Equations
- Constructions
- Types of Number
- **Y9 INTERIM ASSESSMENT**

Spring Y9

- Patterns and Sequences
- Factorising Quadratics
- Data (including Unit 1 Statistics)
- 3D Shapes
- FDP

Summer Y9

- Linear Graphs
- **Y9 EXAMS**
- Perimeter and Area
- Pythagoras and Trigonometry
- Percentages and Interest

Autumn Y10

- Transformations
- Averages (including Unit 2 Statistics)
- **Y10 INTERIM ASSESSMENT 1**
- Bounds
- Simultaneous Equations
- Surface Area and Volume
- Algebraic Fractions

Spring Y10

- Compound Measures
- **Y10 EXAMS**
- Analysing Data
- Probability
- Distributions and Statistical Measures

Summer Y10

- Ratio and Proportion
- Circle Theorems
- **STATISTICS GCSE**
- Quadratic Equations and Graphs

Autumn Y11

- Indices and Surds
- Sine and Cosine Rule
- **Y11 PRACTICE EXAMS**
- Vectors
- Proof

Spring Y11

- Similarity and Congruence
- Further Graphs
- Functions and Graphs
- Iteration
- Gradients and Area under a curve

Summer Y11

- Mastery Programme
- **MATHS GCSE**

Department: **MEDIA**

Class Organisation: **Mixed Ability**

Course Overview:

The third year of Media Studies continues with the GCSE syllabus. Students will complete their practical non-exam assessment based on a brief given from the exam board. This is an exciting opportunity to experiment with practical media skills to create a product with a specific purpose and audience in mind. Students will continue to explore the impact of representation in both newspapers and television franchises, analysing the varying representations of gender, ethnicity and issues in the media. In addition to this, students research the workings of the film, television and newsprint industries and how this impacts texts.

Exam Board: AQA

How students will be assessed

Students are assessed through a range of formative and summative tasks, such as quizzing, exam questions and formal mock examinations. In addition to this, students will complete their Non-Exam Assessment, worth 30% and two terminal exams worth 70% of their total GCSE.

Self-study

Self-study is weekly and will be a mixture of exam practice, revision activities and self-directed revision.

Access to Resources

- Revision and course materials are available through Google Classroom.

Parental support

- Check that self-study has been completed.
- Help students create a revision timetable and a quiet place to revise. .

Recommended Revision Guides

- AQA GCSE Media Revision Guide.

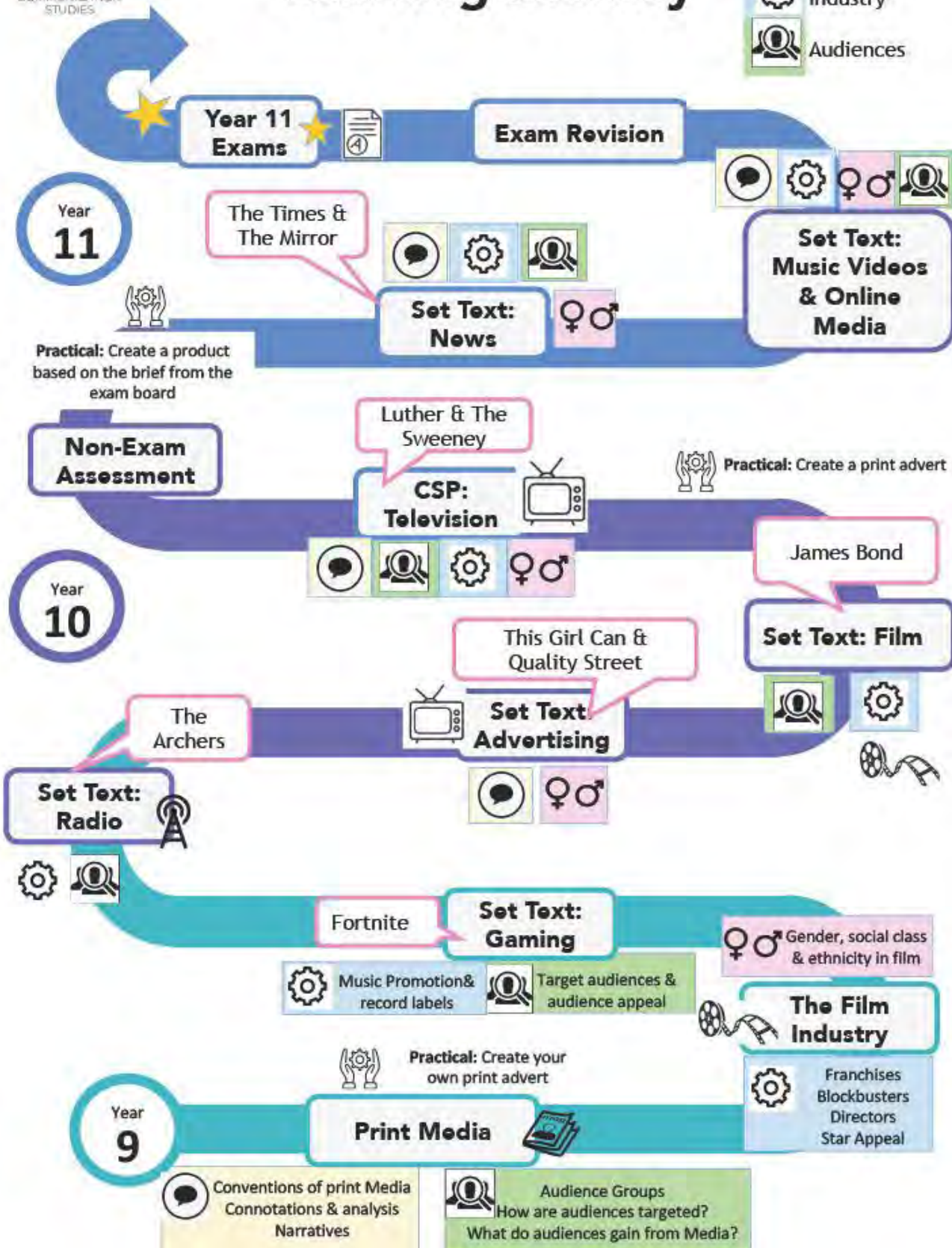
Enrichment Ideas

<p style="text-align: center;"><u>Suggested reading</u></p> <ul style="list-style-type: none">● Follow the close study products that we study on Twitter or Social Media● Follow the BFI on Twitter or Social Media● Following the recent news● Blog about the Baftas● Blog about mobile game development	<p style="text-align: center;"><u>Films & documentaries</u></p> <ul style="list-style-type: none">● Marvel Cinematic Universe films● I, Daniel Blake
<p style="text-align: center;"><u>Cultural experiences</u></p> <ul style="list-style-type: none">● Listen to the radio● Watch a film at an iMax cinema	<p style="text-align: center;"><u>Things to see and do locally</u></p> <ul style="list-style-type: none">● Harry Potter Studios● Visit the BFI in London
<p style="text-align: center;"><u>Top 5 Websites</u></p> <ul style="list-style-type: none">● BBC Bitesize - Media● The Media Insider on youtube● Seneca Learning - Media● careers advice - what can i do in media studies● https://www.imdb.com	<p style="text-align: center;"><u>Things we do</u></p> <ul style="list-style-type: none">● Watch, read and listen to a wide variety of Media forms such as film, television, magazines, radio, and video games.



Media Studies Learning Journey

- Representation
- Language
- Industry
- Audiences



Course Overview:

The course content is taught across the third of three key GCSE themes. Theme 3, Current and future study and employment, includes: Life at school and college and Jobs and career choices. Students will also revisit themes 1 and 2 which were first introduced in year 9 and 10. Year 11 brings together all the key structures and transferable language of their MFL learning journey and has a focus on exam technique to prepare for the final exam.

Classes are organised by tier. Students will be preparing for either the foundation or higher assessment each term. Classes are regularly monitored and changes to tier are made at each assessment point in order to best support and prepare students to get the best possible grade.

Exam Board: AQA

How students will be assessed

Students are assessed termly with GCSE-style listening, reading and writing exams. Regular in class quizzes and recall tasks are used to consolidate learning and track student progress. Students will complete a full GCSE practice exam including a speaking exam at either Foundation or Higher tier. The final tier of entry will be decided after consultation following the practice examinations. The tier of entry will be the same for all four skill areas.

Self-study

All self-study tasks are set on Google Classroom. Students receive two self-study tasks each week, each taking approximately 30 minutes to complete. Students learn 10-12 key pieces of vocabulary using the app/website www.memrise.com. This is then tested in class the following week. Students should practise their vocabulary for 5-10 mins per day for the most success.. Students also complete a Google form or GCSEPod task that has practice reading, listening and translation tasks to support and extend work completed in class.

Access to Resources

- Students have textbooks to use in the lesson and can access these online but do not take them home.

Parental support



Regular testing on vocabulary and key verbs by parents greatly supports student learning. Additional support with conversation practice will be particularly beneficial in year 11.

Recommended Revision Guides






- NEW GCSE AQA Revision & Practice (with CD & on-line edition) 9-1 course (French/Spanish/German) (£6.50)

Enrichment Ideas

<p style="text-align: center;"><u>Suggested reading</u></p> <ul style="list-style-type: none"> • French: Le Monde.fr, Liberation.fr • German: Goethe Institut Deutsch üben website, https://www.zdf.de/kinder/logo Logo news • Spanish: www.nationalgeographic.com.es/ https://www.antena3.com/liopardo/ 	<p style="text-align: center;"><u>Films & documentaries</u></p> <ul style="list-style-type: none"> • French: Le grand bain (15), Dérapages (Netflix), Classic French films on BFI • German: Look who’s back (Netflix), Das Boot, Logo! news, Babylon Berlin (Sky/Now TV) • Spanish: Netflix: ‘Durante La Tormenta’(15) TV: RTVE.es (A La Carta) Masterchef España/ Noticias
<p style="text-align: center;"><u>Cultural experiences</u></p> <ul style="list-style-type: none"> • French: Listenlive.eu - listen to live radio, Virtual Tours of the Louvre https://www.louvre.fr/ • German: Meet the Germans Youtube channel www.youtube.com/user/deutschewelleenglish • Spanish: Virtual Tour of the Dali Museum 	<p style="text-align: center;"><u>Things to see and do locally</u></p> <ul style="list-style-type: none"> • French: La Parisienne cafe/restaurant Romsey, Cafe Luc (cheese and ham) Romsey • German: German Christmas Market, Stein Garten German bar Southampton • Spanish: La Regata restaurant Southampton
<p style="text-align: center;"><u>Top 5 Websites</u></p> <ul style="list-style-type: none"> • www.memrise.com/www.quizlet.com • BBC bitesize KS4 • www.senecalearning.com • www.languagesonline.org.uk • www.revisionword.com 	<p style="text-align: center;"><u>Things we do</u></p> <ul style="list-style-type: none"> • Speaking and vocabulary support in the MFL Lunchtime Hub • MFL Film Club • Celebrations of cultural events

<p>All about me</p> <ul style="list-style-type: none"> -My name is. -I am... years old. -My birthday is on the... -I am (nationality) -Phonics -I have a... 	<p>My family</p> <ul style="list-style-type: none"> -My brother is (personality adjectives + physical descriptions) -There are four people in my family -I have a snake! 	<p>What I like at school</p> <ul style="list-style-type: none"> -I like Spanish because it is fun and very important. -I have Maths at 12 o'clock. -There is a library. 	<p>My hobbies</p> <ul style="list-style-type: none"> -In my free time I like to... -Present tense verbs (I play football) 	<p>Where I live</p> <ul style="list-style-type: none"> -I live in a big house. -In my bedroom there is a table next to the bed. -In my town there is a... 	<p>Food & health</p> <ul style="list-style-type: none"> -I like vegetables because they are healthier than hamburgers. -I don't eat meat because I'm a vegetarian. 	<p>Fashion</p> <ul style="list-style-type: none"> -I want that dress. -I am going to wear a white T-shirt to the party. -My trousers are longer than yours. 	<p>Music</p> <ul style="list-style-type: none"> -I like to listen to rock because it is relaxing and it makes me smile. -My favourite singer is... because... 	<p>Relationships</p> <ul style="list-style-type: none"> -A good friend is + ADJ -I get on well with... -In the future I am going to get married. 	<p>Technology</p> <ul style="list-style-type: none"> -I use my mobile phone to chat with my friends. -I think that my laptop is more useful than my tablet. -Advantages/Disadvantages. 	<p>Freetime</p> <ul style="list-style-type: none"> -I am playing football. -When it's raining I go to the cinema. -Music. -Eating out. 	<p>Festivals & celebrations</p> <ul style="list-style-type: none"> -If I could I would like to travel. -Last year I went to Mexico to celebrate Day of the Dead. 	<p>My house</p> <ul style="list-style-type: none"> -I live in the countryside. -I love my house because it is modern. -My house is near the train station. 	<p>Social issues</p> <ul style="list-style-type: none"> -If I had more time I would volunteer as... Environment. Poverty and unemployment. 	<p>Holidays</p> <ul style="list-style-type: none"> -If I was rich I would go to Fiji. -My ideal holiday would be... -It rained. 	<p>My studies</p> <ul style="list-style-type: none"> -I like school because my teachers are caring. However, I think the rules are stupid. -My primary school used to be smaller than my secondary school. 	<p>My future career</p> <ul style="list-style-type: none"> -When I'm older I want to be... -If I worked as a teacher it would be... -I wish I could find a well-paid job.
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MFL 5 YEAR JOURNEY

Department: MUSIC

Class Organisation: **Mixed Ability**

Course Overview:

The GCSE course is based around four areas of study: Western Classical Tradition 1650-1910, Popular Music, Traditional Music and Music in the 20th Century. Students study these areas through performance, composition and listening and appraising tasks.

Exam Board: AQA

How students will be assessed

Component 1 - Listening and Appraising exam (40%).

Component 2 - Performing music: One solo and one ensemble performance, each worth 15 % each (30%).

Component 3 - Composition: Two compositions, each worth 15 % (30%).

Self-study

Students are expected to rehearse their instrumental/vocal skills through self-directed practise and prepare for NEA solo and ensemble performances. Regular composition tasks and listening quizzes will be set via google classroom.

Access to Resources

- Students have textbooks to use in lessons but do not take them home.

Parental support

- Monitor and support instrumental/ vocal practise in preparation for Performance coursework.
- Monitor and support your child with completing the self-study / coursework tasks.

Recommended Revision Guides

- AQA GCSE Music Revision Guide – Rhinegold Education - ISBN 9781785881540.
- AQA GCSE Music-CGP Publications: ISBN 9781782946144.
- Department Revision Guide.

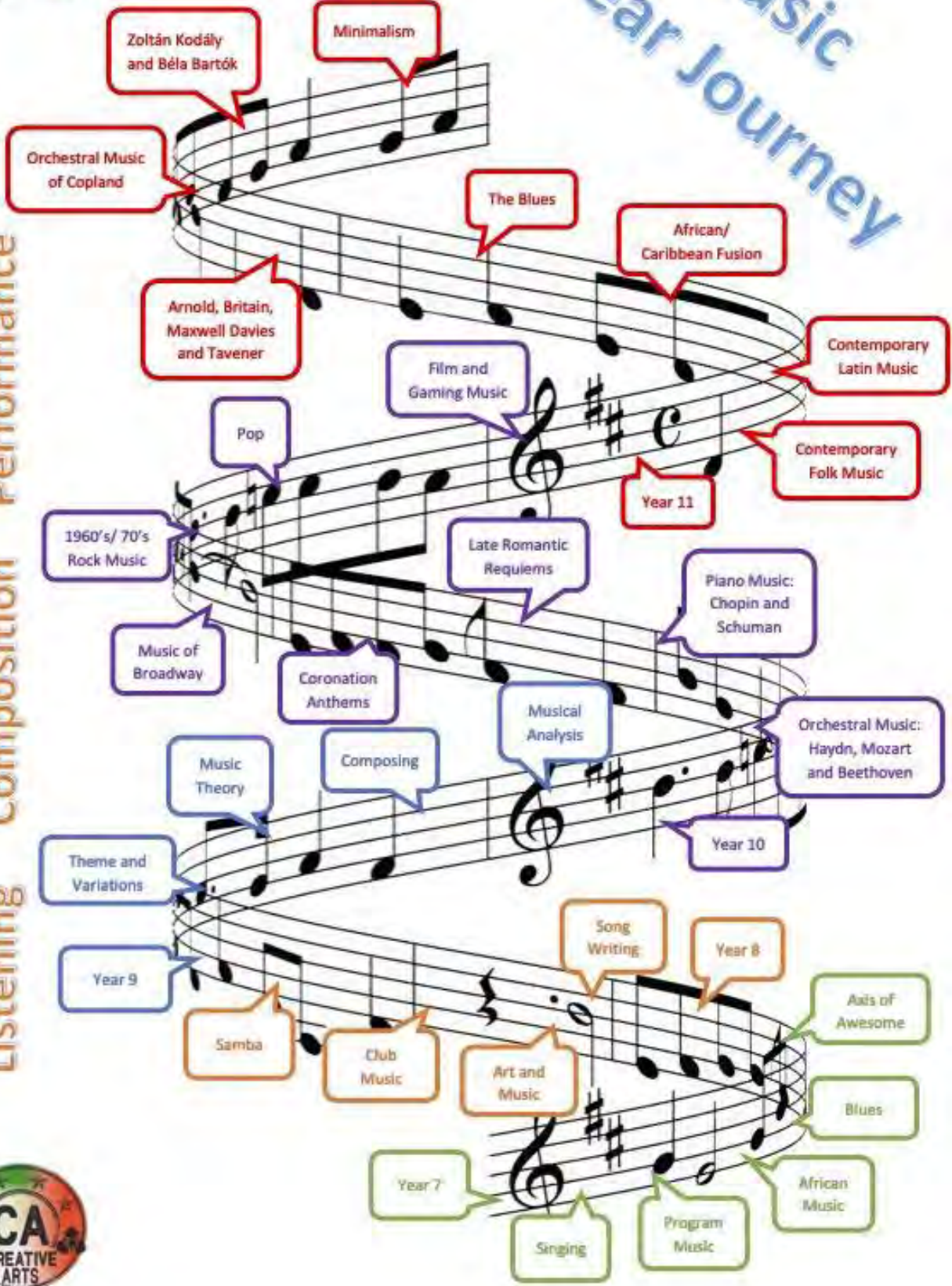
Enrichment Ideas

<p style="text-align: center;"><u>Suggested reading</u></p> <ul style="list-style-type: none">● Step up to GCSE Music by Paul Terry (Rhinegold)● CGP AQA revision guide● Score analysis (Mozart Clarinet Concerto in A major, K. 622, 3rd movement, Rondo & Paul Simon: Graceland album)	<p style="text-align: center;"><u>Films & documentaries</u></p> <ul style="list-style-type: none">● In search of Beethoven by Phil Grabsky● Buena Vista Social Club: Adios (2017)● No Direction Home (2005)- Bob Dylan● The Beatles: Eight Days A Week (2016)
<p style="text-align: center;"><u>Cultural experiences</u></p> <ul style="list-style-type: none">● Opportunities to perform at Acoustic Nights● Performances in the Berry TheatreSchool show: pit band	<p style="text-align: center;"><u>Things to see and do locally</u></p> <ul style="list-style-type: none">● Berry theatre, Mayflower, Live performances● Turner Sims Concert Hall - concert series● Live music concerts held at Barton Peveril
<p style="text-align: center;"><u>Top 5 Websites</u></p> <ul style="list-style-type: none">● Revision guide link saved and copied to Google Classroom annually● www.bbc.co.uk/bitesize/subjects/zpf3cdm● Online notation software: https://flat.io/en-GB● Online composition software: bandlab.com● Sheet music: https://www.musicnotes.com/	<p style="text-align: center;"><u>Things we do</u></p> <ul style="list-style-type: none">● Extracurricular clubs: Choir, Samba Band, Ukulele club, Orchestra, Jazz band, Brass band, Guitar etc● Whole school production● KS4 Music theory enrichment● Composition clinic



5 Year Journey Music

Listening
Composition
Performance



Course Overview:

At the start of year 10, students form a theatre company to stage a class production. In doing this, students develop their performance skills while advancing their understanding of the different roles and responsibilities of theatre practitioners. Next students spend time studying scripts, either individually or in small groups, with a view to taking a LAMDA acting exam. During the Summer term, students formalise their understanding by undertaking a Bronze Arts Award which will further develop their research and communication skills. Alongside these timetabled opportunities, students are encouraged to contribute to wider school life by supporting Creative Arts performances in The Berry Theatre.

How students will be assessed

LAMDA examination - External
Arts Award - External

Self-study

Self-study is set weekly in year 10. This may take the form of written tasks which go towards non examined assessment or practical rehearsals.

Parental support

- Supporting with the learning of lines.
- Encouraging the timely completion of self-study.
- Facilitating attendance at extra-curricular rehearsals.
- Facilitating attendance at live performance events.

Enrichment Ideas

<p style="text-align: center;"><u>Suggested reading</u></p> <ul style="list-style-type: none"> ● Use the Drama department suggested reading list to develop your understanding of KS4 plays ● Bronze Arts Award log book 	<p style="text-align: center;"><u>Films & documentaries</u></p> <ul style="list-style-type: none"> ● Look online for guided tours of theatres ● Borrow a live performance DVD from the Drama department
<p style="text-align: center;"><u>Cultural experiences</u></p> <ul style="list-style-type: none"> ● Watch a piece of open air theatre locally ● Attend a local immersive theatre experience ● Attend a museum or a place of historical interest to see guides who work in role to bring to life the experience 	<p style="text-align: center;"><u>Things to see and do locally</u></p> <ul style="list-style-type: none"> ● The Berry Theatre, Hedge End ● The Point Theatre, Eastleigh ● Mayflower Theatre, Southampton ● The Theatre Royal, Winchester
<p style="text-align: center;"><u>Top 5 Websites</u></p> <p>The Globe Theatre London Tour www.youtube.com/watch?v=m3VGa6Fp3zl</p> <p>The Old Vic: Tour of the Theatre www.youtube.com/watch?v=CdIFtFX1_ow https://www.mayflower.org.uk/ https://www.thepointeastleigh.co.uk/ https://www.theatreroyalwinchester.co.uk/</p>	<p style="text-align: center;"><u>Things we do</u></p> <p>National Theatre Connection Theatre Project Whole School annual Performance Year 11 Showcase Evening Trip to, and tours of, local theatres including The Berry and Mayflower Theatre Workshops with external practitioner</p>

YEAR 10 & 11 PERFORMING ARTS



Department:

PHOTOGRAPHY

Class Organisation:

Mixed Ability

Course Overview:

Students continue the 2 units of coursework throughout year 10/11 that are designed to allow them to choose the direction of their own work. Formal Elements and Themed based starting points are explored by students and individuality, creativity and flair are encouraged. Students are taught the skills that are needed to make a success of their work building on from both year 9 and year 10, with a focus on their sustained Independent Project (SIP)

Exam Board: AQA

How students will be assessed

Students will be assessed via 4 assessment objectives that thoroughly assess a range of skills and knowledge, they complete 2 units of coursework, a year 11 10 hour practice exam and final 10 hour exam in May of year 11. Coursework is 60% of the final grade and the exam has a weighting of 40%.

Self-study

A range of independent tasks are set throughout the year to aid with the completion of students coursework.

Access to Resources

- No textbooks are used, but reference art books are available for student use in all Art rooms and the LRC.

Parental support

- Monitor and support your child with completing the self-study coursework tasks and attending ESP's.
- Ensure your child has the correct and required equipment – a glue stick / a good quality camera / a memory stick / chrome book.

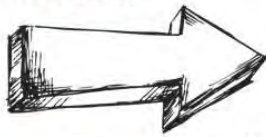
Enrichment Ideas

<p style="text-align: center;"><u>Suggested reading</u></p> <ul style="list-style-type: none">● Tony Northrup's Dslr Book: How to Create Stunning Digital Photography. ...● The Digital Photography Book Volume 2 by Scott Kelby.● The Creative Digital Darkroom by Katrin Eismann and Sean Duggan.● Collins Complete Photography Course by John Garrett.	<p style="text-align: center;"><u>Films & documentaries</u></p> <ul style="list-style-type: none">● Tales By Light● Everybody Street● Annie Leibowitz: A Life Through A Lens● Helmut Newton: Frames From The Edge NSWf● Time Zero: The Last Year of Polaroid Film● Join a Wildlife Photographer on the Hunt for the Perfect Shot
<p style="text-align: center;"><u>Cultural experiences</u></p> <ul style="list-style-type: none">● Get involved in local, national competitions● Art Galleries - there are plenty of local ones● Plan a photography project together and spend time completing it● Discover a new artist or architect together and go on walking tour, try the Banksy walking tours in Bristol for example	<p style="text-align: center;"><u>Things to see and do locally</u></p> <ul style="list-style-type: none">● Wildern D@rt centre● Southampton City Art Gallery● Solent Showcase / City Eye / Today @ Apple● London Galleries● Vist local national parks and places of interest to take photographs
<p style="text-align: center;"><u>Top 5 Websites</u></p> <ul style="list-style-type: none">● https://pixlr.com/● https://www.digitalcameraworld.com/uk● https://iphonephotographyschool.com/● Photoshop.com● https://petapixel.com/	<p style="text-align: center;"><u>Things we do</u></p> <ul style="list-style-type: none">● Photography Competitions / Inter school competitions



ART

department



Art & Photography Learning Journey

A04



Course Overview:

Year 11 is the shortest of the academic years in Core PE with students often beginning their examinations in mid-May. As such, we continue to offer our Year 11 students ownership of their core PE curriculum by allowing them to select a PE pathway that engages, excites and excels their love of physical activity.

These pathways still offer a good level of breadth and diversity, but through their personal selection, we would hope students acquire a greater love of following a healthy active lifestyle. The pathways are annually reviewed based on student feedback so that we can create opportunities that really enthuse our students about their 1 hour of core PE each week.

An example of the pathways offered to our Key Stage 4 students during the 2022/23 academic year is shown;

Team Games 1	Basketball	Rugby	Waterpolo	Football	Softball
Team Games 2	Netball	Handball	Volleyball	Basketball	Rounders
Team Games 3	Hockey	Football	Table Tennis	Waterpolo	Cricket
Aesthetic	Trampolining	Gymnastics	Free Running	Fitness Suite	Striking/Field
Cross-Fitness	Boot Camp	Fitness Suite	Spinning	Body Pump	Combat Fitness
Net/Wall	Table Tennis	Badminton	Handball	Volleyball	Tennis
Dance	Zumba	Cheer	Fitness	Jazzercise	Barre Class

How students will be assessed: Students will not be provided with a Wildern Progress Step for core PE but will instead receive a grade relating to their Behaviour for Learning within the subject.

Self-study: Students will not be set any formal self-study tasks for core PE but students will be encouraged to further their learning and development through the participation in extracurricular clubs.

Parental support:

- Ensure your child has the full & correct PE kit for **EVERY** lesson (*Even if injured students are encouraged to play an active role in lesson and so will be expected to change unless medically unable*).
- Remind your child to come **APPROPRIATELY** equipped for the varying weather conditions.
- Support PE staff in clarifying what **PERMITTED & NOT PERMITTED** items are during PE lessons (See pg.13)
- Provide a written **NOTE** if your child is unable to fully participate in PE lessons.
- Actively encourage your child to take part in **ALL** aspects of PE & produce their best work.
- Promote students to adopt a **POSITIVE** attitude, behaviour and conduct during all PE lessons.
- Encourage attendance at **EXTRA-CURRICULAR** activities.

Visit our dedicated PE Twitter account to see all the fantastic enrichment opportunities available to you
 (@WildernSchoolPE)

Suggested reading	Films & documentaries
<ul style="list-style-type: none"> ● Women in Sport - 50 women who played to win! ● The Jersey - Lessons from the most successful All Blacks team in history. 	<ul style="list-style-type: none"> ● The Game Changers (Netflix- 15) ● Icarus (Netflix- 15)
Top 3 Websites	Things we do
<ul style="list-style-type: none"> ● www.sportengland.org/ ● www.bbc.co.uk/sport/get-inspired/45353880 ● www.visit-hampshire.co.uk/things-to- 	<ul style="list-style-type: none"> ● Sporting clubs available after school across a variety of different activities and facilities ● Competitive Teams and fixtures against other

[do/activities-and-sport](#)

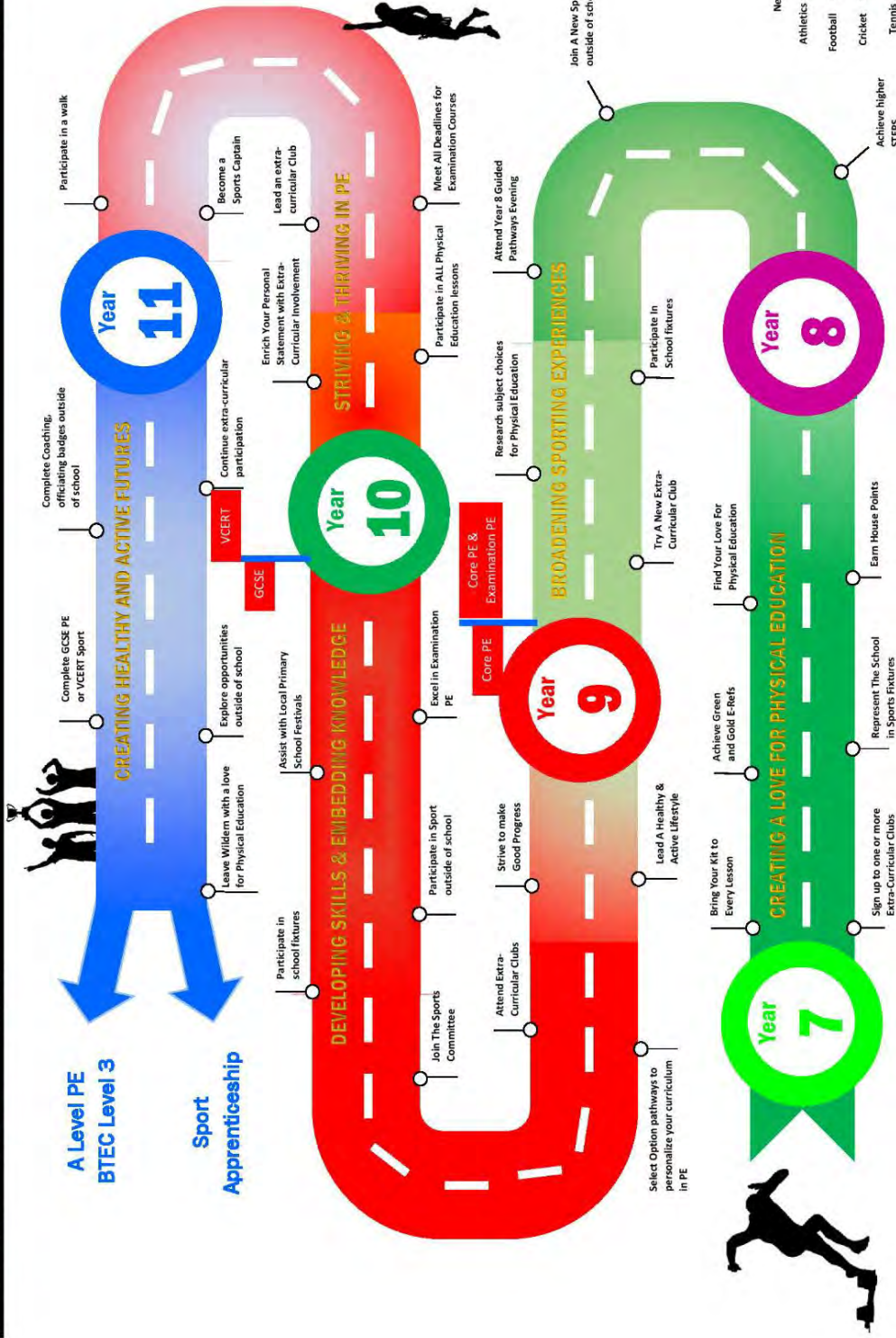
schools in Hampshire at various venues

- Young Sports Ambassadors
- PE Prefects



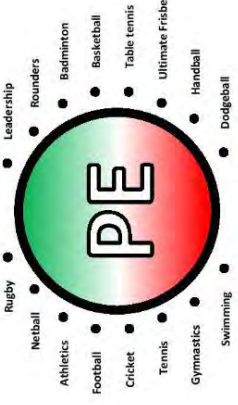
Wildern Physical Education Journey

Every Student Matters, Every Moment Counts



- Importance of PE**
Creating A Better You
- Teaches Self Discipline
 - Improves Physical Fitness
 - Develops Leadership Qualities
 - Improves Academic Performance
 - Develops Healthy Social Interactions
 - Contributes To A Good Mental Health
 - Improves Self-Confidence & Self-Esteem

- Personal Excellence
- Respect & Friendship
- Inspiration
- Determination
- Equality



Your Physical Education Journey starts here ...

Course Overview:

When GCSE PE students reach Year 11, their focus is directed towards **Component 2: Health & Performance** area of the syllabus. This content is centred around the wider influences of health, fitness, sport & performance.

The 3 main topic areas covered within Year 11 include;

- Health, Fitness, Exercise & Performance (*How each are intrinsically linked to one another*)
- Sports Psychology (*The brains significant role in Sport & Performance*)
- Socio-cultural Influences (*The wider impact of society & culture on Sport*)

Students will also finalise their Personal Exercise Programme so that **Component 4** is completed by October half-term. This will then be internally marked and students made aware of what level* they have achieved in this aspect of the course by January (**This level is subject to change as component 4 is externally moderated by Pearson Edexcel for quality control*). In addition, students' will aim to maximise their score in the **THREE** sports selected and this will be done through lessons, submitted video footage from students and their regular involvement in extra-curricular sports clubs. (See [link](#) for approved activities for GCSE PE).

Exam Board: Pearson Edexcel

How students will be assessed:

- **Component 1 (34% of grade)** will be assessed through a 1hr 30 min written examination.
- **Component 2 (36% of grade)** will be assessed through a 1hr 15 min written examination.
- **Component 3 (30% of grade)** will be graded from performance during GCSE PE practical lessons, observations of students representing Wildern School sports teams and/or video footage submitted to GCSE PE staff of students competing outside of school. These internally awarded marks will then be formally moderated between March-May of Year 11 via an external moderator.
- **Component 4 (10% of grade)** will be completed by students in October of Year 11, marked internally by GCSE PE staff and then externally moderated by Pearson Edexcel.

Self-study: Students are expected to complete one theory based self-study each fortnight alongside attending at least one extra-curricular club at school.

Access to Resources

- All in-class resources will be uploaded weekly to the students google classroom.
- Students will collate a comprehensive GCSE PE folder across the year. This will contain all in-class work and will be brought home half-terminly to prepare for the formal assessments.
- Students have access to textbooks to work within lessons as well as access to online textbooks.

Parental support

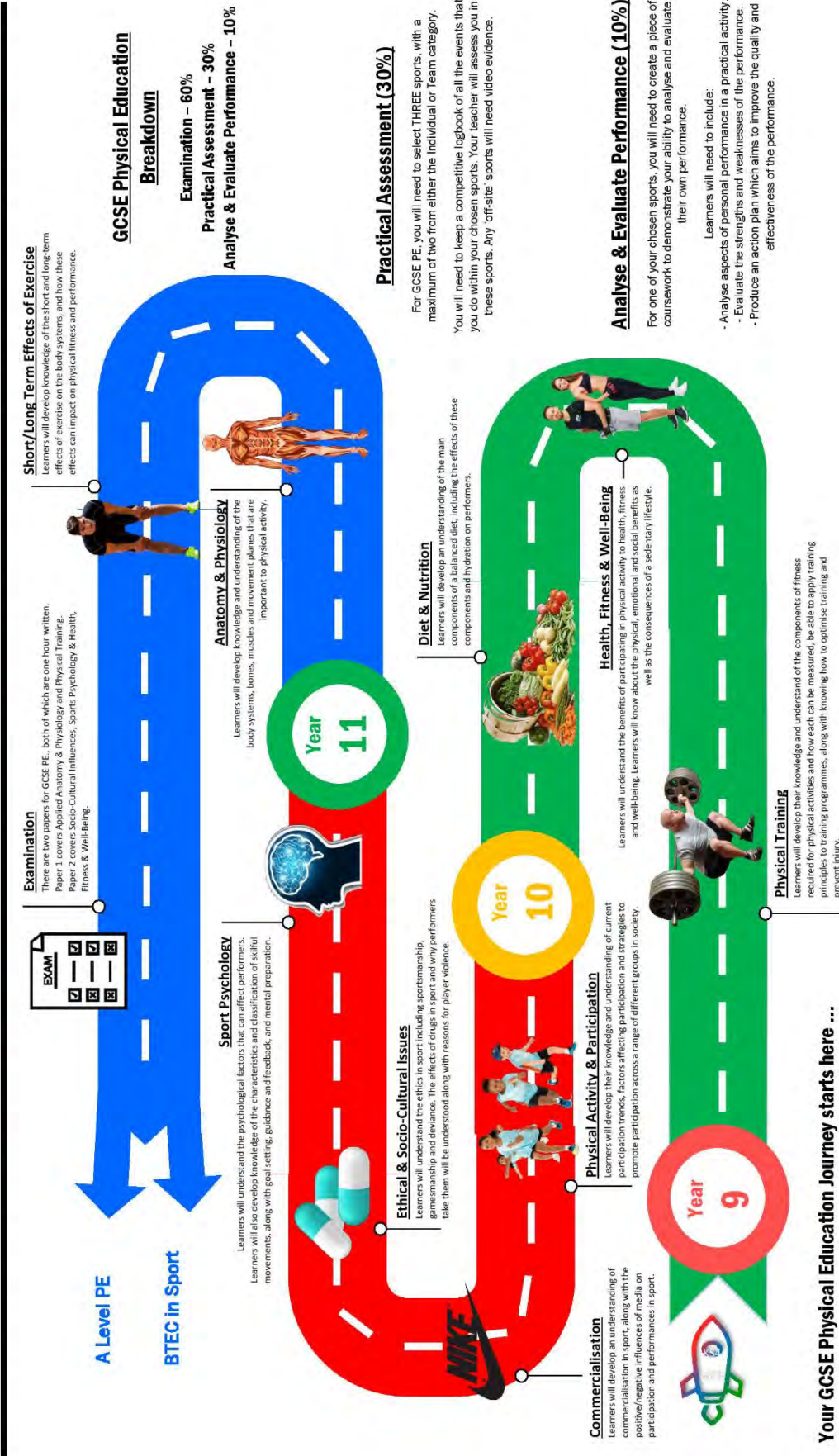
- Ensure your child is correctly equipped for all practical & theory lessons so they can access the learning.
- Periodically check what students have been studying by asking to view their work.
- Strongly encourage attendance at extra-curricular sports clubs & activities.
- Encourage your child to take part in sports outside of school.
- Support your child with the collection of video evidence of practical performance to be assessed.

Recommended Revision Guides: GCSE PE Revision Guides & Workbooks are available to purchase from the PE department which we highly recommend to supplement the study taking place within class

<p><u>Suggested reading</u></p> <ul style="list-style-type: none"> ● Edexcel GCSE PE Specification 	<p><u>Films & documentaries</u></p> <ul style="list-style-type: none"> ● The Game Changers (Netflix- 15)
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Wildern Physical Education Journey

Every Student Matters, Every Moment Counts



Your GCSE Physical Education Journey starts here ...

Top 3 Websites

- www.bbc.co.uk/bitesize/examspecs/zxbg39q
- <https://www.brianmac.co.uk/>

Things we do

- Extra curricular clubs & competitive Teams
- PE Prefects

Department: Cambridge Nationals in Sport Studies

Class Organisation: **Mixed Ability**

Course Overview: When students reach Year 11 of this course, attention moves towards the remaining TWO units which are required to be completed which include;

- **Contemporary Issues in Sport** - Looking at the various issues which surround sport in the modern world.
- **Sport and the Media** - Investigating the role media has to play in sport and the evolution of sport as a direct result of media influences.

Exam board: OCR Cambridge Nationals in Sports Studies.

How students will be assessed:

- **One** written examination (*1hr & 15 mins*) which will be taken at the end of Year 11 and assess students' knowledge and understanding on the contemporary issues in sport.
- **Three** different internally-set assignments will be given to students across the year which are used to examine and assess students' knowledge and understanding of the media in sport.
- Students will undertake internal formal written assessments each half-term (6-8 weeks).
- Practical assessments will take place during all Sports Studies PE lessons where students will be graded against exam-board criteria in **TWO** sports that they have shown most promise.
- Students can also be assessed when representing Wildern across our breadth of representative teams and/or video footage can be submitted to provide further evidence of performance.

Self-study: Students are expected to complete one theory based self-study each fortnight alongside attending at least one extra-curricular club at school.

Access to Resources

- All in-class resources will be uploaded weekly to the students google classroom and students will collate a Sports Studies folder across the year which will contain all of the in-class work that will be brought home half-termly to prepare for formal assessments.
- Students have access to textbooks to work within lessons as well as access to online textbooks.

Parental support

- Ensure your child is correctly equipped for all practical & theory lessons so they can access the learning.
- Strongly encourage attendance at extra-curricular sports clubs and activities and encourage your child to take part in sport outside of school.
- Support your child with the collection of video evidence of practical performance to be assessed.

Recommended Revision Guides: Sports Studies Revision Guides & Workbooks are available to purchase from the PE department. We highly recommend this to supplement the study within class and to assist with revision and preparation for exams.

<p style="text-align: center;"><u>Suggested reading</u></p> <ul style="list-style-type: none">● Sports Studies Specification● Smashing Barriers: The impact of Race	<p style="text-align: center;"><u>Films & documentaries</u></p> <ul style="list-style-type: none">● The Game Changers (Netflix- 15)● Icarus (Netflix- 15)
<p style="text-align: center;"><u>Cultural experiences</u></p> <ul style="list-style-type: none">● Wimbledon tennis club● Visit a local sailing club i.e hamble	<p style="text-align: center;"><u>Things to see and do locally</u></p> <ul style="list-style-type: none">● Hampshire Cricket @ The Ageas Bowl● Trojans Rugby, Hockey & Squash Club

Top 3 Websites

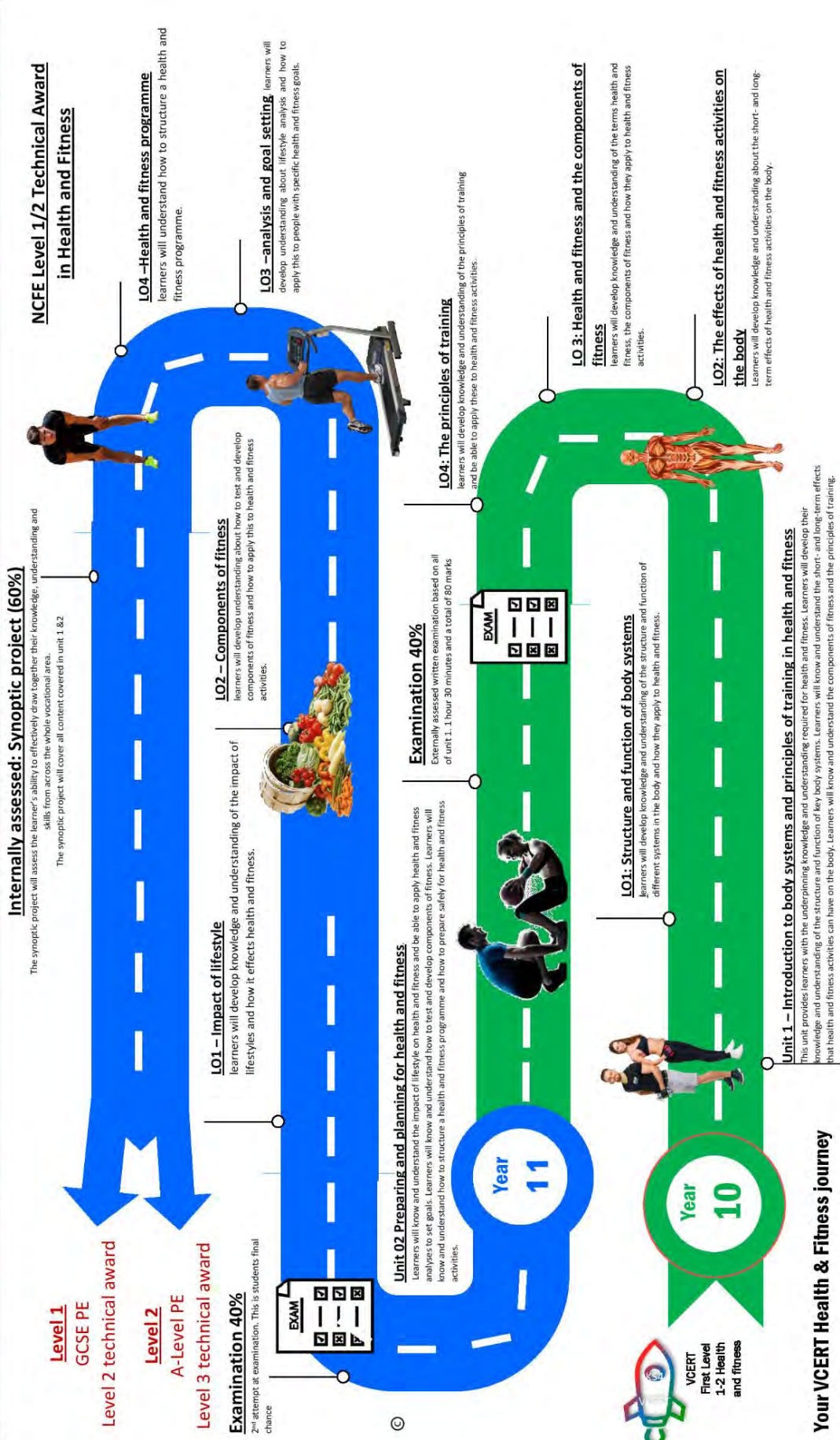
- <https://www.brianmac.co.uk/>
- <https://www.teachpe.com/fitness-training>

Things we do

- Extra curricular clubs & representative teams.
- ESP Sessions to support sports studies.

Wildern Physical Education Journey

Every Student Matters, Every Moment Counts



Course Overview:

Students in year 9 will be introduced to the fundamentals of Psychology to have a better understanding of the human brain and all of its complexities. We will look at a vast range of modules including: memory, perception, development and research methods in this introductory year before moving on to more sophisticated psychological modules in years 10 and 11.

Exam Board: AQA

How students will be assessed:

Through a range of written and practical tasks, as well as practice exam questions and end of year assessments.

Self-study:

Will be weekly, made of mini tasks, wider reading and research projects set via class and Google Classroom. This will allow consolidation of existing knowledge and allow opportunities for students to understand the modules more broadly. The self-study will be marked weekly in lessons with their teachers.

Access to Resources

All students have a comprehensive self-produced GCSE guide, which contains all necessary revision materials.

Parental support

- Support students completing their self-study on time and in depth.
- Ensure students are reading widely around each module studied.
- Question your child on their learning and promote a love of researching around the topics covered.

Recommended Revision Guides

AQA Psychology for GCSE: Revision Guide by Cara Flanagan.

Enrichment Ideas

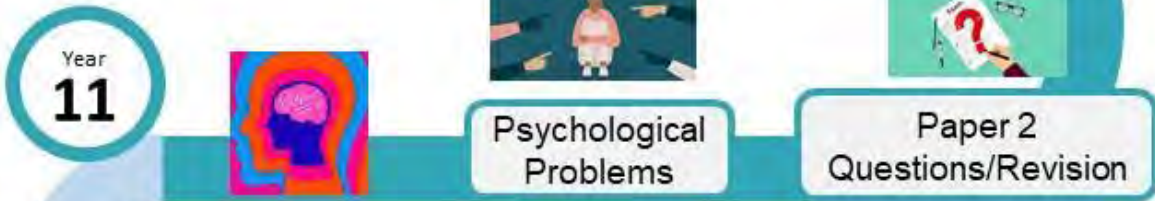
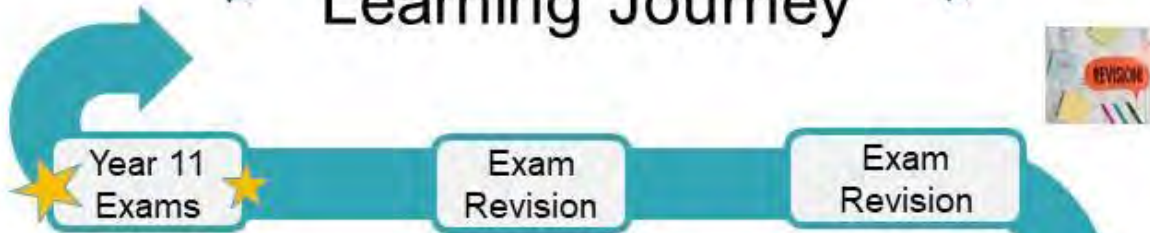
Students will be invited to participate in a range of after school activities to consolidate and support their studies within the subject.

As the department grows opportunities for guest speakers and trips will follow.

<p style="text-align: center;"><u>Suggested reading</u></p> <p>AQA Psychology for GCSE: Revision Guide by Cara Flanagan</p>	<p style="text-align: center;"><u>Films & documentaries</u></p> <p>Intro to Psychology https://www.youtube.com/watch?v=vo4pMVb0R6M Psychology Research Methods https://www.youtube.com/watch?v=hFV71QPvX2I&list=RDLVvo4pMVb0R6M&index=2</p>
<p style="text-align: center;"><u>Cultural experiences</u></p> <p>University trips Expert guest speakers Psychology trip to London</p>	<p style="text-align: center;"><u>Things to see and do locally</u></p> <p>A range of UK events can be booked on the following website: https://www.bps.org.uk/</p>
<p style="text-align: center;"><u>Websites</u></p> <p>https://www.freud.org.uk/ https://www.museumslondon.org/museum/145/bethlem-museum-of-the-mind www.bps.org.uk/</p>	<p style="text-align: center;"><u>Things we do</u></p> <p>Psychology workshops Psychology research projects</p>



Psychology Learning Journey



Department: RELIGIOUS EDUCATION

Class Organisation: **Mixed Ability**

Course Overview:

In year 11 students learn the skills of linking units and themes together and ensuring that they have a deep understanding of all of the topics. Our year 11 scheme of work teaches students the skills they need to articulate answers, master their skills of analysis, evaluation and making judgements. This is essential for the extended answers in the exam. Year 11 provides a deeper understanding of all topics as well as crucial exam technique and knowledge recapping.

Exam Board: AQA

How students will be assessed

November practice exam in line with the whole school.

February/March practice exam.

Exam questions in class throughout the year.

Self-study

Self study is set fortnightly via Google Classroom. This is a mixture of Google quizzes and exam questions.

Access to Resources

- All students have a comprehensive self-produced GCSE course guide, which contains all necessary revision materials.

Parental support

Support your child with the self-study tasks that are set.

Help your child create a revision timetable.

Talk frequently to your child about their learning, current affairs and the themes that are covered in the GCSE RE.

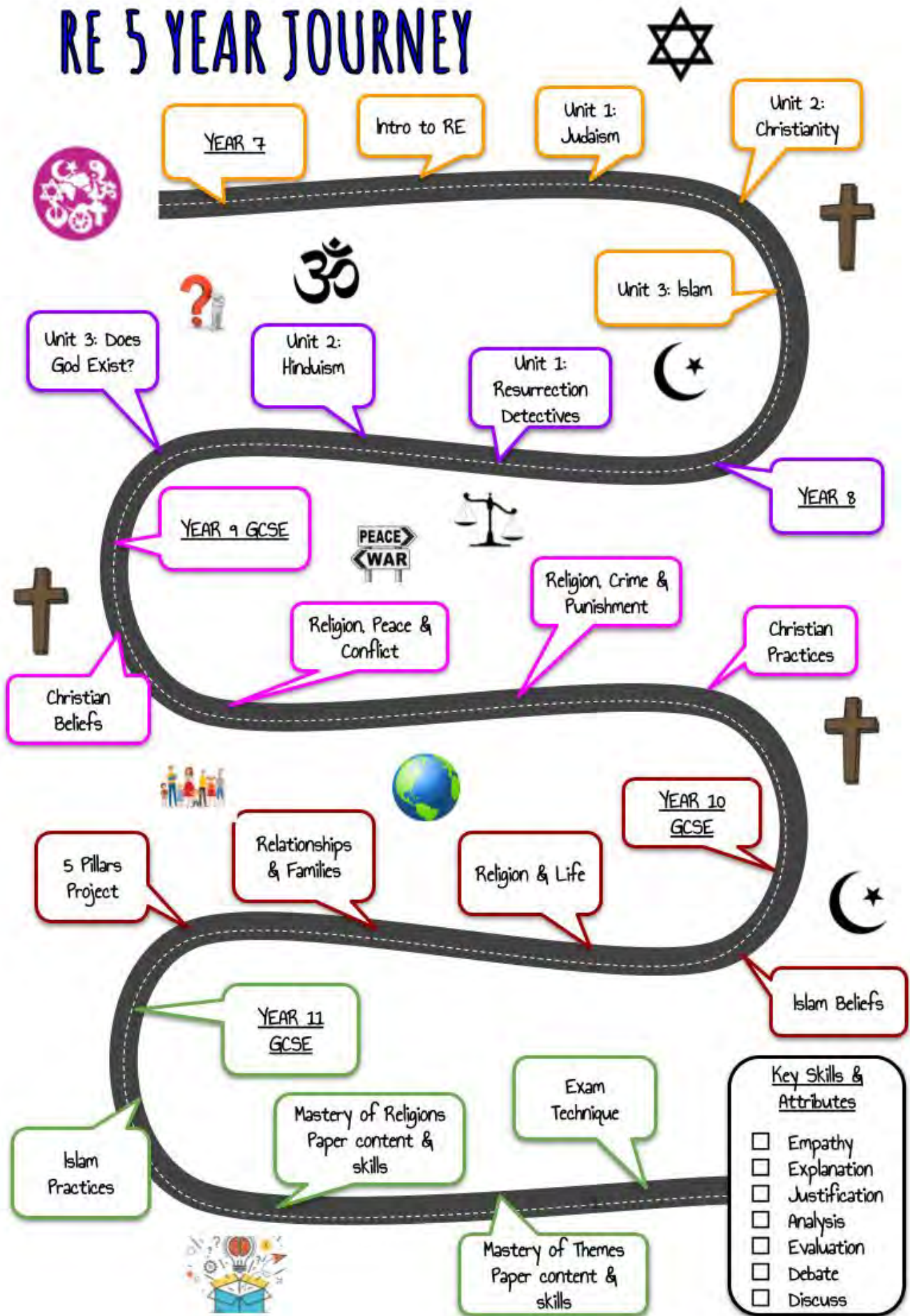
Recommended Revision Guides

- All revision guides and material are shared through Google Classroom.
- Revision guides produced by the school are available to purchase for £3.00.

Enrichment Ideas

<p style="text-align: center;"><u>Suggested reading</u></p> <ul style="list-style-type: none">● The Puzzle of Christianity - Peter Vardy● The Bible Book - Dorling Kindersley● Islam - An Introduction - Ruqaiyyah Waris Maqsood	<p style="text-align: center;"><u>Films & documentaries</u></p> <ul style="list-style-type: none">● Podcast: The God in Film● The Story of God with Morgan Freeman● Around the world in 80 faiths
<p style="text-align: center;"><u>Cultural experiences</u></p> <ul style="list-style-type: none">● National Trust opportunities● Westminster Abbey● St Pauls Cathedral	<p style="text-align: center;"><u>Things to see and do locally</u></p> <ul style="list-style-type: none">● Local churches (KCC, Holyrood church, St Michaels Church, Franciscan Friary)● Local mosques (Southampton Medina mosque)
<p style="text-align: center;"><u>Top 5 Websites</u></p> <ul style="list-style-type: none">● https://www.bbc.co.uk/bitesize● https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062● https://www.bbc.co.uk/news● www.REquest.org.uk● https://www.truetube.co.uk/	<p style="text-align: center;"><u>Things we do</u></p> <ul style="list-style-type: none">● P4C within lessons to deepen students understanding on various themes and topics

RE 5 YEAR JOURNEY



Course Overview:

Students continue to study either the AQA trilogy Combined Science or the AQA Separate Science course. Students will study a combination of Biology, Chemistry and Physics modules that build upon year 9 and 10.

Exam Board: AQA

How students will be assessed

Students will continue to be assessed through participating in 21 required practicals as well as completing Unit Reviews at the end of each topic. Termly assessment points will take place which include the year 11 Practice exam, testing both Scientific Knowledge and Working Scientifically.

Self-study

Set every week from the start of the year on the Self-study Programme which will be shared via Google Classroom. Students will be given a weekly past exam paper to complete, which they will receive feedback for, each week during their lesson. This will allow students to identify their strengths and weaknesses to plan their independent revision.

Access to Resources

- All students have access to a range of textbooks to work from within lessons.
- <https://www.kerboodle.com/users/login> All students are given access by their teacher in school.
- Science website - <https://sites.google.com/wildern.org/science/home>
- Access to a plethora of resources on Year 11 Science Google Classroom, including Revision Grids.

Parental support

- Encourage your child to catch up with any work missed by using the Science Website to access lessons : <https://sites.google.com/wildern.org/science/home>
- Support students completing their self-study and with revision.
- Ensure students are fully equipped during lessons including a calculator.

Recommended Revision Guides

- Pearsons AQA GCSE Combined Science Revision Guide (£5.00) – Higher/Foundation.
- Pearsons AQA GCSE Combined Science Workbook (£5.00) – Higher/Foundation.
- Collins AQA GCSE Revision Guide and Workbook (£5.00) (available in Biology, Chemistry and Physics).
- CGP Essential Maths Skills for Secondary Science. (£3.00)

Enrichment Ideas

<p style="text-align: center;"><u>Suggested reading</u></p> <ul style="list-style-type: none"> ● Subscribe to ‘New Scientist’ ● Shadowsmith - Ross Mackenzie ● Accidental Superstar - Marianne Levy ● The way things work - David Macaulay ● Focus magazine 	<p style="text-align: center;"><u>Films & documentaries</u></p> <ul style="list-style-type: none"> ● BBC Science and nature documentaries ● Theory of Everything (12A) ● Chernobyl (sky) ● TED talks ● Netflix Science documentaries
<p style="text-align: center;"><u>Cultural experiences</u></p> <ul style="list-style-type: none"> ● Range of activities in British Science week ● Southampton Science and Engineering fair 	<p style="text-align: center;"><u>Things to see and do locally</u></p> <ul style="list-style-type: none"> ● Winchester Science Centre ● Blue Reef Bournemouth ● Bursledon Brickworks ● Bucklers Hard ● Reptile and Raptor Centre
<p style="text-align: center;"><u>Top 5 Websites</u></p> <ul style="list-style-type: none"> ● Science news for students ● Kerboodle Online Textbook ● Free Science Lessons You tube Channel ● ASAP Science channel on youtube ● TED ed: www.youtube.com/user/TEDEducation 	<p style="text-align: center;"><u>Things we do</u></p> <ul style="list-style-type: none"> ● British Science week ● University of Southampton trips ● Enrichment opportunities for future careers



Care, Opportunity, Quality **KS4 Chemistry** Every Student Matters, Every Moment Counts



All my life through, the new sights of Nature made me rejoice like a child.
Marie Curie

Care, Opportunity, Quality K54 Physics Every Student Matters, Every Moment Counts

GCSE Paper 1 P1-P4

P1:Energy
Energy in a system

P1:Energy
Conservation and dissipation of energy

P1:Energy
National and global energy resources

P2:Electricity
Current Circuits

P3: Particle model of matter
Particle model and pressure

P3: Particle model of matter
Internal energy and energy transfer

P3: Particle model of matter
Change of state and particle model

P5:Forces
Forces and their interaction

P5:Forces
Describing motion on a line

P5:Forces
Forces and Motion: Acceleration, braking

P7:Permanent and induces magnets
Force field and the motor effect

GCSE Paper 2 P5-8

P4:Atomic structure
Atoms and nuclear radiation

P5:Forces
Forces and Motion: Newton's Laws of motion

P5:Forces
Forces and Motion: Acceleration, braking

P6:Waves
Electromagnetic waves

P6:Waves
Waves in air, fluid and solids

P7:Permanent and induces magnets
Force field and the motor effect

Atoms and Molecules
Look up of the stars and not down at your feet, try to make sense of what you see, and wonder about what makes the universe exist. Be curious. Stephen Hawking

CAUTION
OXYGEN
AIR

GCSE

Department: Travel and Tourism

Class Organisation: **Mixed Ability**

Course Overview:

Become aware of a plethora of travel and tourism organisations, their aims, products and services. Their use of consumer technologies, the features of tourist destinations, how organisations meet customer needs and preferences, and the influences that affect global travel and tourism.

1. Travel and Tourism Organisations and Destinations
2. Customer Needs in Travel and Tourism
3. Influences on Global Travel and Tourism

Exam Board: Pearson BTEC Tech Award

How students will be assessed:

Component 1 - 2 assignments totaling 30% of the final grade

Component 2 - 2 assignments totaling 30% of the final grade

Component 3 - 1 external exam 40% of the final grade - exam conditions in the hall in the summer of year 11.

Self-study

Set fortnightly and is a mixture of google quizzes and research based self study assignments. It will be scheduled on google classroom.

Access to Resources

- All students have access to the course textbook to work through within lessons
- We may use Chromebooks in some lessons, if your child has their own they must bring it to every lesson.
- We will book ICT rooms for assignments.

Parental support

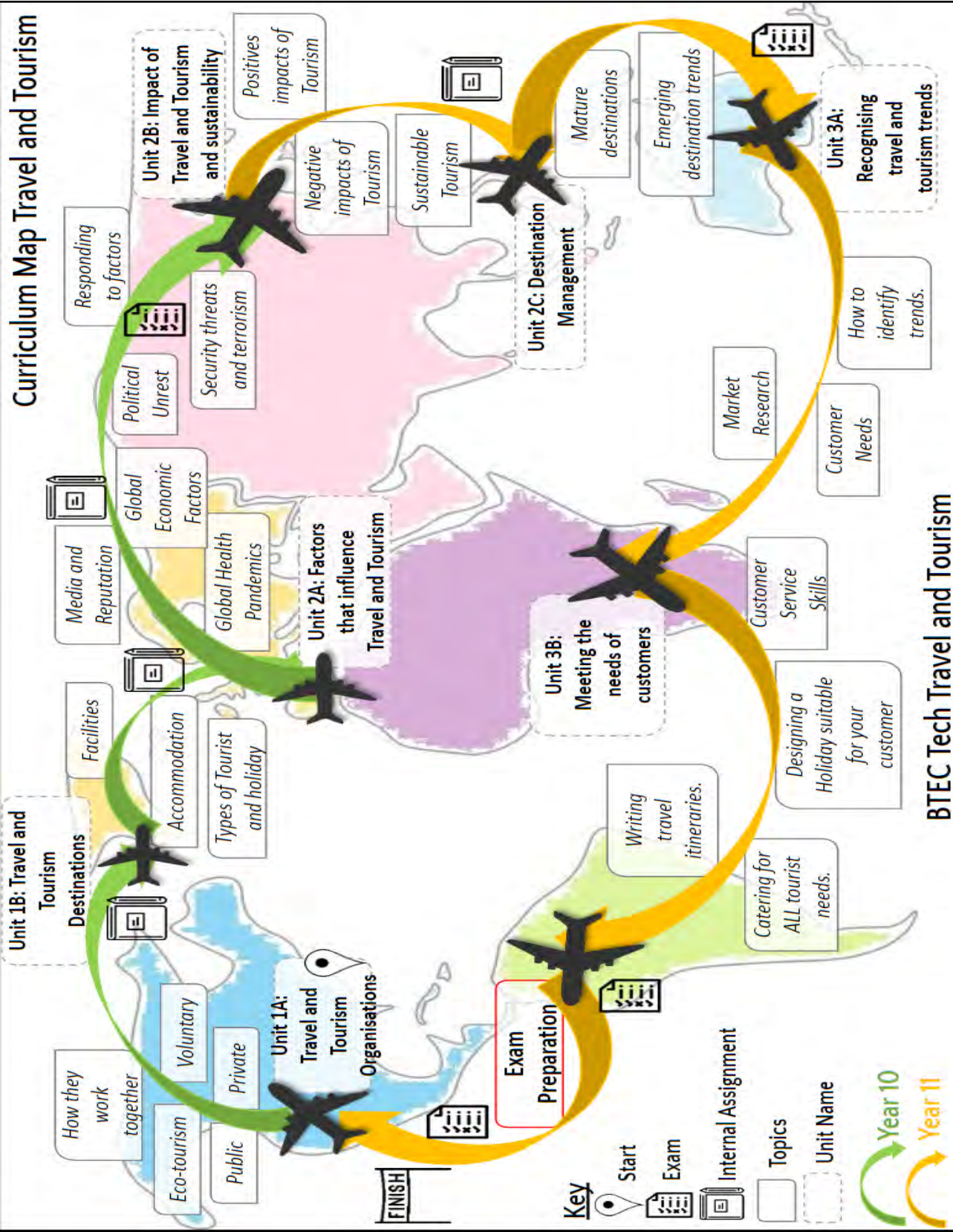
- Support your child with the self-study tasks that are set.
- Talk frequently to your child about their learning, topical travel news in the media.
- Address the themes that are covered in the topic.

Recommended Revision Guides

BTEC Tech Award in Travel and Tourism Student Book

Enrichment Ideas

<p style="text-align: center;"><u>Suggested reading</u></p> <ul style="list-style-type: none">● Lonely Planet's Ultimate Travelist: The 500 Best Places on the Planet● Diary of a Tokyo Teen● Lonely Planet Guide, Rough Guides and DK Eyewitness Guides.● Wild: From Lost to Found on the Pacific Crest Trail - Book by Cheryl Strayed	<p style="text-align: center;"><u>Films & documentaries</u></p> <ul style="list-style-type: none">● Inside Monaco - BBC iPlayer.● The Travel Show - BBC iPlayer.● Hotels, Life Beyond the Lobby - BBC iPlayer● Film - Wild (based on the book)● The Thoughtful Travel Podcast.
<p style="text-align: center;"><u>Cultural experiences</u></p> <ul style="list-style-type: none">● National Trust - 50 things to do before you're 11 ¾.● Walk the Southampton City Walls● Visit Southampton when the cruise ships are in● Travel somewhere new by train, bus or car.	<p style="text-align: center;"><u>Things to see and do locally</u></p> <ul style="list-style-type: none">● Paultons Park● Marwell Zoo● Seacity Museum Southampton● Royal Victoria Country Park● Visit the New Forest National Park
<p style="text-align: center;"><u>Top 5 Websites</u></p> <ul style="list-style-type: none">● Business Traveller● Travel Weekly● Guardian Travel● Travel and Tourism Pearson BTEC Tech Award Homepage● Lonely Planet	<p style="text-align: center;"><u>Things we do</u></p> <ul style="list-style-type: none">● Talks from industry professionals when possible.● Work using google suite to further develop ICT skills to further aid the transition to the increasingly digitised and virtual world of travel.



Feedback Practice

Feedback must cause thinking!



We believe marking and feedback should be used to identify students strengths and weaknesses and further students' learning. We monitor students' progress regularly and ensure students take ownership of the feedback they receive through meaningful reflection.

Feedback is given regularly through a variety of means and must always be acted upon by students in green pen.

- Staff will grade or mark a summative assessment at least three times a year, for which all students will receive a numerical score, percentage, and/or a WCS or GCSE grade within two weeks (At least twice for subjects at KS3 where students have 1 contact hour per fortnight).
- Current Levels of Performance are shared with students and parents via Wildern Assessment Data (WAD) two or three times a year depending on year group; this is to be recorded by students on their feedback fliers.
- Quizzes will be used frequently and marks recorded. These will include the testing of knowledge currently being taught, as well as previously taught knowledge.
- Literacy: identified errors will be circled sparingly (up to five) and identified with a sp/ww placed in the margin with the correct word written next to it, depending on the age and ability of the child. Students need to write out the correct spelling three times in the margin using look, cover, write, check.

Students' work will be marked following the school's grading system and will be completed in a contrasting colour to the student's work.

The following symbols will be used by students and teachers: -

<p>sp - incorrect spelling</p> <p>ww - wrong word used</p> <p>c - incorrect capitalisation</p> <p>// - new paragraph needed</p> <p>p - reconsider punctuation</p> <p>sc - poor sentence construction</p> <p>? - vague, unclear</p> <p> - target</p> <p> - reflection</p>	<p><u>Marking abbreviations:</u></p> <p>GCSE grade - 9 - 1</p> <p>VCERT/BTEC:- D*-P</p> <p>WCS:Wildern Current Step</p> <p>WST: Wildern Step Target</p>
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Students' work will be assessed following the schools' grading system and will be completed in a contrasting colour to students' work.

Green pen will be used by students self-critiquing their own work, peer critiquing each other’s work, and for all reflection tasks which could include: redrafting, reapplying knowledge, repeating a skill or practice, or facilitated research.

Wildern Steps



Wildern Steps

Our Wildern Steps link to GCSE grades. Students receive steps to show their current level of performance (WCS) on the curriculum content covered in Year 7 and 8 and then receive steps with GCSE grades in Year 9 – 11 often on new curriculum content.

Step	GCSE grade	Vocational grade
33	9	D*
30-32	8	D*
27-29	7	D
25-26	6	M
23-24	5	L2P
20-22	4	L2P
16-19	3	L1P
12-15	2	
9-11	1	
0-8	Not on the GCSE scale yet	

Students are tracked and given target bands across subjects in KS3 and this is refined at KS4 based on their KS2 scaled scores or teacher assessment as well as other baseline assessments in Year 7. Therefore it is an individual’s progress towards their own targets that is important.

WAD Reports

At Wildern we believe in building upon individual students’ strengths and identifying areas for improvement. We monitor student progress through collecting Behaviours for Learning Colours and Wildern Current Step (WCS) and grades at 2 key points in each academic year. These grades are transferred into the Student Planner during a tutor session as well as being sent to you electronically via email and via the INSIGHT parent app on the WAD & Reports Menu.

WAD is collected at 2 key points during Year 11. It will contain Behaviours for learning colours, current level of performance in steps and grade, target in steps and grade and on occasions an exam grade.

Yr11 WAD1: Week beginning 16 December 2024 (This will include Practice Exam 2 grades and Application Grades)

Yr11 WAD2: Week beginning 10 March 2025

Behaviours for Learning

Effective learning and teaching takes place where there is mutual respect, support, encouragement, security and independence and where all the members of the school share responsibility for developing this ethos successfully.

Encouraging a positive attitude to learning

At Wildern School we want students to be willing to learn and ready to work to enable them to succeed. To support and encourage this to happen, students need to have a positive approach to their own learning. A copy of the Attitude grade criteria is within this booklet. A positive and hardworking attitude can make the vital difference to student performance.

The EREF (Achievement and Behaviour) System

At Wildern there are a wide range of rewards that a student can receive.

In lessons students will most likely receive an Eref from their teacher. These come in the form of either Green (worth 2 points) or Gold (worth 4 points). These are awarded for excellent work and attitude in class as well as excellent pieces of self-study. There are a number of rewards that happen across the year group as a result of positive Eref scores. These can include recognition in assembly or class, postcards home, certificates, awards in celebration events, food vouchers and even lunch with the Headteacher!

However on occasions when a student breaks the school Discipline Policy a negative Eref will be written Amber (-1 points), Red (-2 points) or for the most serious issues, a Purple (-4 points).

These awards will be recorded automatically on the Insight portal (child and parent) and you will be able to see your child's current score each time you log onto the website. A student's overall points total will be used in supporting the Wildern House Championship competition.

Successful Wildern Students will be demonstrating the following behaviours for learning:

- a) Being respectful to teachers and other learners in the classroom at all times
- b) b1) Being punctual to lessons to maximise learning
- b) b2) Attending all lessons to maximise learning
- c) Being always appropriately equipped and ready to learn
- d) Being fully engaged in lessons, listening carefully and following instructions
- e) Completing all class work on Non-Examined Assessment (NEA) to a required standard
- f) Completing all self-study on time and to a required standard

g) Working independently and actively seeking out appropriate opportunities to maximise your potential

h) Understanding and acting on feedback

i) Preparing appropriately for assessments or Non-Examined Assessments (NEA)

j) Using appropriate subject specific vocabulary and skills

Behaviours for Learning Coding:

Y (Yellow)	Demonstrating the behaviours for learning that will support achieving your target
T (Turquoise)	One or more behaviours for learning need improvement to support reaching your target
B (Blue)	Not demonstrating the behaviours for learning to reach your target

The comment column of your report will indicate which element of the 10 behaviours for learning needs to be prioritised in each subject

Communication with Parents

At Wildern School we use a range of opportunities to communicate with parents regarding the progress and achievement of your child. In terms of reporting to parents, we go beyond the statutory requirements and utilise Parents' Evenings, Wildern Attitude Data collections (WAD) and the end of year report to keep parents informed. This approach ensures that a continual view of a student's progress is communicated throughout the academic year and negates the need to solely rely on an End of Year Report. More information about these elements are outlined.

Reporting to Parents

The report system has been reviewed and adapted with the implementation of the new behaviours for learning system. At Wildern we strive to report on more than just the statutory requirements of attendance and progress data.

At the end of the academic year, a report will be sent out to all parents. It will contain many of the below:

- Attendance and late figures
- Behaviour for learning data
- Reflections from the tutor
- A summary comment from the Director of Progress and Achievement

- Subject information – what has been covered
- Final WAD for the year

Parents' Evening

These evenings are an opportunity to discuss your child's progress with the teacher of each subject being studied. Parents Evenings will be run virtually via an online booking forum. How this will work will be communicated with parents prior to each event.

Parents Evening 1 - Thursday 10 October 2024

Parents Evening 2 - Thursday 27 March 2025

Google Classroom and the Google Suite



All Students have a Google Classroom for each of their timetabled lessons populated with resources provided by their teachers. Google Classroom can also be accessed via the homepage of the school website or directly via <https://classroom.google.com>.

Students need to click on the nine dots once logged into their school email account to see all the Google apps including Google Classroom it should be on the top right corner and look like this

Some departments also set up additional classes and resources and invite students and staff into them. Students will have an invite on their homepage in Google Classroom.

Google Classroom is updated whenever staff post resources, questions, work or information online and will have specific information from teachers, Students will also receive an email when Google Classroom is updated and parents can opt to have a daily or weekly summary of the work status via Google Guardians.

Students also have access via their School email to the full suite of Google Education Apps via their Google Drive.

Below are links to some helpful videos which show how to navigate Google Classroom as well as answer questions.

All self-study tasks are set via Google Classroom but can be completed in a variety of ways.

[Google Classroom Help YouTube Playlist](#)

[Google Drive Help YouTube Playlist](#)

[IT Guide Information Booklet](#)

Insight - Website/App

At Wildern we use the Insight Website to communicate and keep parents informed and up to date as possible on their child's progress whilst at Wildern School. All parents/guardians will be sent a welcome email in the summer holidays for the Insight Website or App. Parents can use Insight for the following:

- Check Student Attendance
- Check Student Achievement and Behaviour
- Check Student Timetables
- Update Student and Parent Information
- Report an Absence
- Check the School Calendar
- Receive Messages from the School
- Book Parents Evening appointments

In order to set up Insight access we need to have a parent's email address on our system. Once you receive an invitation you can then register and log on to the Insight website at [Insight.wildern.org](https://insight.wildern.org).

Profile: *Christie*

- Snapshot
- Notices
- Timetable 0pts
- Attendance
- Personal details 0pts
- Parents evenings 224pts
- Examination timetable 1060pts
- Positive eRefs / Negative eRefs
- Detentions
- Report card
- Reports
- School details 0pts
- Sign out 0pts
- 0pts
- 1pts



“We often miss opportunity because it's dressed in overalls and looks like work”
— Thomas A. Edison

School Trips and Enrichment Opportunities

We offer a vast array of school trips, after school clubs, and enrichment opportunities for students, including educational day trips and residentials throughout the academic year.

At Wildern, we believe that students gain valuable learning experiences, from going on cultural visits overseas to visiting local points of interest and participating in local community projects. We believe that educational visits and out-of-school teaching can bring learning to life by deepening our young people's understanding of the environment, history and culture and improving their personal development. Therefore, we are always seeking to bring the world into the classroom and take our students beyond it.

The school offers an outstanding range of opportunities for students to extend their interests outside the classroom. Each curriculum area looks for trips that will help further students' interest in and

understanding of key subject material, whilst the aim of other visits is to foster independence, leadership and curiosity.

Residential Trips



Wildern School has always offered a fantastic range of domestic residential and international residential visits. Some of our trips are extremely well-established and have been offered for many years; students and former students will talk glowingly about their school visits to Austria, Belgium, the USA, and Germany. Some have an entirely sporting focus (for example, our skiing trips and water sports trips). Others have had a particular curriculum focus (for example, our trips run by the History or Geography departments). Others have had a cultural focus (for example our exchange trips to Germany and Portugal).

Enrichment Opportunities and Competitions



Wildern School - Co Curricular - Autumn 2024



	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MATHS	Chess Club (all yrs) 302, Break 1 Sparx Clinic Drop In (all yrs) 901, 3-3:30pm		Maths Clinic Drop in (all yrs) 312, 3-4pm		Chess Club (all yrs) 302, Break 2 Maths Clinic Drop in (all yrs) 312, 3-4pm
ENGLISH		KS4 Book Club (yrs 9-11) 913, Break 2 The Vox Student Newspaper (all yrs) 901, Break 2 KS3 Book Club (yrs 7&8) LRC, 3-4pm English Drop In (Yr 11) 913, 3-3:55 pm	Academic Mentoring (Yr10) invite only, Am Reg Quotation Club (Yr11) 906, Break 2 KS3 Study Support (Yrs 7&8) 309, 3-4pm	British Sign Language club (all yrs), 904, Break 2	KS3 English clinic (Yrs 7 & 8) 913, Break 2

Every Student Matters, Every Moment Counts



Wildern School - Co Curricular- Autumn 2024



	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
SCIENCE	Science drop-in (all yrs) 318, Break 1 STEM club (all yrs) 306, 3-4pm Microbiology Club (Yr 10) 303, 3-4pm Science drop-in (all yrs) 318, 3-4pm	Science drop-in (all yrs) Break 1 318 Survival club (all yrs) 910, 3-4pm	Science drop-in (all yrs) 318, Break 1	Science drop-in (all yrs) 318, Break 1	
COMMUNICATION STUDIES		KS3 Computing Club (Yrs 7&8), 675, 3-4pm		ICT NEA Support Clinic (Yrs 9-11), 902, Break 2 Business Studies Drop in (Yrs 9-11), 680, Break 2	Media Studies Drop In (Yrs 9-11), 901, Break 2
TECHNOLOGY	STEM club (Yrs 7&8) 306, 3-4pm		KS3 Cooking Club (Yrs 7&8) 512, 3-4:30pm (once a month, date listed in Student Wildern Weekly)		

Every Student Matters, Every Moment Counts



Wildern School - Co Curricular - Autumn 2024



	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MFL		MFL clinic (all yrs) 103, Break 2	Language Leaders (Yrs 8-10) 102, Break 2	MFL clinic (All years) 103, Break 2	Speaking practice (Yr 11) 102, Break 2 Block 1, 3pm-4pm
HUMANITIES		Geography Clinic (all yrs) 504, Break 2		Geography Club (all yrs) 504, Break 2	Geography Clinic Year 11 504, Break 2 30 minute Fridays (Yr 11) 504, 3-3:30pm
STUDY SUPPORT	Learning Support Homework club (all yrs) 668, 3-4pm		Core Study Support (Yrs 7&8), 309, 3-4pm		
FOCUS GROUPS	Careers (all yrs) 211, Break 1 Diversity (all yrs) CPD Room, Break 2	EdTech (all yrs) 211, Break 2	RRC (all yrs) 506, Break 1 Mindset Builders (all yrs) 316, Break 2		Eco (all yrs) 306, Break 2
OTHER	Film Club (all yrs) 910, Break 1 and 2	Film Club (all yrs) 910, Break 2	Film Club (all yrs) 910, Break 1 and 2	Film Club (all yrs) 910, Break 1 and 2	Film Club (all yrs) 910, Break 2 CRAFTY-Y (all yrs) 504, Break 1

Every Student Matters, Every Moment Counts



Wildern School - Co Curricular - Autumn 2024



	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ART / PHOTOGRAPHY	KS3 Art Club (Yrs 7&8) 214, 3-4pm			Lunchtime Drop in (Yrs 9-11) 215, Break 2	
DANCE	Junior Bare Roots (by invite only), MUH, 3-4.15pm Senior Bare Roots (by invite only), Da1, 3-4.15pm	Year 7 Dance Club MUH, 3-4.15pm DanceLive! (Yrs 8-11) Gymnasium, 3-5pm (Nov - Jan)	Year 8 Dance Club MUH, 3-4.15pm Dynamism (Boys, all yrs) Da1, 3-4.15pm		
DRAMA		Legally Blonde (Yrs 8-11) Aud1/Aud 2/ Da1, 3:10-5pm	Legally Blonde (Yrs 8-11) Aud1/Aud 2/ Da1, 3:10-5pm		Legally Blonde (Yrs 8-11) Aud1/Aud 2/ Da1, 3:10-5pm
MUSIC	Rock Band (all yrs) Mu2, Am Reg Wassail Choir (all yrs) Mu1, Am Reg Jazz Band (all yrs) Mu2, 3-4pm	KS4 Choir (Yrs 9-11) Mu2, Am Reg Legally Blonde Pit band Mu2, 3-4pm	KS3 Choir (Yrs 7&8) Mu1, Am Reg Legally Blonde singing rehearsals, Mu1, 3-4pm	Young Voices Choir (all yrs) Mu2, Am Reg Wind Band (all yrs) Mu1, Am Reg String Group (all yrs) PR2, Am Reg	Year 8 Enrichment Mu2, Am Reg Wassail Choir (all yrs) Mu1, Am Reg Legally Blonde singing rehearsals, Mu1, 3-4pm

Every Student Matters, Every Moment Counts

EVERY MOVEMENT MATTERS

Mon	All Years Rugby @ Field Team Manager/Coach: Mr Kinnaird & Mr Sutherland	Year 8 Football @ MUGA Team Manager/Coach: Mr Hill	Junior (Yr7,8+9) Basketball @ Spars Hall Team Manager/Coach: Mr Martin	Senior Girls Football @ Field Team Manager/Coach: Miss Clarke	Fitness Club (Yr 10 Only) @ Fitness Suite Glenn/Josh (Finishes at 4pm)
Tue	Senior (Yr10+11) Basketball @ Sports Hall Team Manager/Coach: Mr Martin	All Years Netball @ Courts Team Manager/Coach: Mrs Drayton & Mrs Fearon	Year 7 Boys Football @ MUGA/JNR PITCH Team Manager/Coach: Mr Hill & Mr Sutherland	Year 10 Boys Football @ Astro/Field Team Manager/Coach: Mr Wood	DANCE LIVE REHEARSALS @ Gymnasium Lead: Miss Gates, Miss Saunders, Miss Wiley
Wed	Junior Girls Football @ Field Team Manager/Coach: Mrs Drayton	All Years Hockey Club @ Field Team Manager/Coach: Mr Ryan-Heaney	Fitness Club (Yr 11 Only) @ Fitness Suite Glenn/Josh (Finishes at 4pm)		
Thu	No Clubs Due to School Meetings				
Fri	Year 9 Boys Football @ Astro/Field Team Manager/Coach: Mr Sutherland/Mr Brookes	All Years Badminton @ Astro/Field Team Manager/Coach: Mr Leung/Mr Hill	Year 11 Boys Football @ Astro/Field Team Manager/Coach: Mr Collings/ Mr Morrison	Information Clubs run from 3:15-4:15 Junior = Yr 7-8 Senior = Yr 9-11	

EVERY ACTION COUNTS



The Wildern House Championship

The Wildern House Championship is a whole school competition that runs all year from the first day of term in September all the way through to July. The Championship is spread across all year groups, with 2-3 tutor groups from each year per house. Students stay with their house for the duration of their time at Wildern.



The House Championship is designed to allow all students of all abilities, aptitude and talent to participate in events across the year. **Every member of the school is part of a house**, including staff (except headteacher and House Championship Coordinator), which aims to build a community spirit with opportunity for all to participate individually and part of a team. Every house has two house captains who are role models and leaders amongst their peers to help support and run house events. House events are run as stand alone events, as well as within lessons across all subjects and as part of all the school charity events.

There are 6 houses in total and the heads of houses are:

ALBA	BEDFORD	DRISCOLL	JUBILEE	PAXTON	SOVEREIGN
					
Mr Knight (Orange)	Mr Chance (Green)	Miss Jones (Yellow)	Mrs Cowan (Purple)	Mrs Warner (Blue)	Mrs K Thomas (Red)

Points

Points are earned through student attendance, e-refs and points from House events. The house with the most points at the end of the year wins the House Championship trophy and gets to enjoy a celebration lunch.

<u>E.Ref Colour</u>	<u>Points</u>
GOLD	4
GREEN	2
AMBER	-1
RED	-2
PURPLE	-4

<u>Attendance</u>	<u>Points</u>
100% Term	4
100% Year	10 (Bonus)

<u>Calendar Event Points</u>	
Bronze:	100, 70, 50, 30, 20, 10
Silver:	200, 140, 100, 60, 40, 20
Gold:	400, 280, 200, 120, 80, 40

“September marks a new beginning of the championship, so get involved, and good luck!!”
Mrs Poyner

Head Student Team

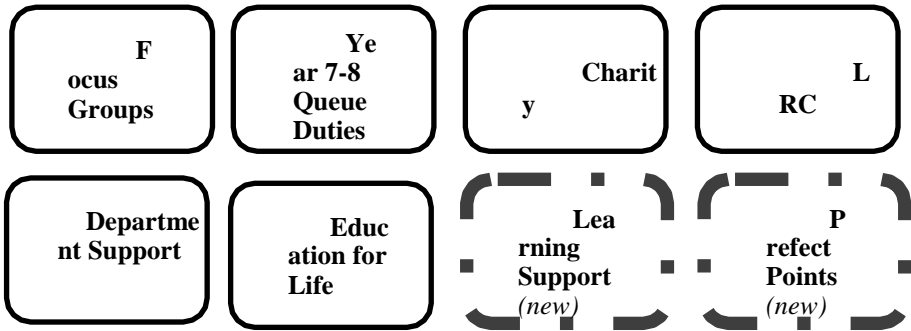
Lead the prefect teams, organise rotas and team involvement in events, regularly meet the Head Teacher, attend special events, carry out duties



Key Areas of Impact

Senior Prefects Play a significant role in one of the key areas of impact, attend Senior Prefect team meetings, lead on special events like Awards or Induction Evening, carry out specific duties

Prefects Play a role in one of the key areas of impact, support events like Induction Day and Awards Evening, carry out duties.



Student Leaders (Curriculum)

Focus Groups

All students can attend a weekly Focus group during tutor time. Members from each Focus group to represent their group at termly meetings.

- RRC Leaders
- Mindset builders
- Eco Leaders
- Ed-Tech Leaders
- Careers Leaders
- Diversity Leaders

Learning Leaders

Year 8 students can apply to be a Learning Leader to observe teaching and learning across the school

Learning Leaders to assist with school strategies e.g. the Wildern Attributes

Learning Leaders can also be used to assist department development, e.g. Language Leaders.

Transition Leaders

Year 8: Transition leaders for Year 7 students to assist with tutor time activities, the running of the 'Big Room' and Induction Day

Years 9 & 10: Transition Leaders to support students in lower years

School Leaders

Students to be ambassadors for the school e.g. providing school tours

Representing the school at community events e.g. The Big Clean

Diversity Leaders

Students from all Year groups are welcome to apply

Running campaigns e.g. Anti-bullying month Promote and model tolerance and respect amongst staff and students

'Every student matters, every voice counts.'

There are other aspects of student leadership that all students have the opportunity to be a part of Department and Year team; House Captains; Anti-bullying Ambassadors; student as evaluators; being tour guides to visitors; getting involved in school events such as the Big Clean; being on interview panels.



Wildern Colours

Wildern Colours is an opportunity for students to be recognised for their hard work and determination in both PE and Creative Arts.

The Creative Arts and PE Colours:

- Acknowledge and value the commitment students give to Creative Arts and/or PE.
- Give a visible reflection of the pride we have when you represent us with a badge on the school jumper for Half Colours and a red tie with the Colours symbol for Full Colours.
- Recognise that students have gone above and beyond in these subject areas.

Half Colours will be awarded to those students who have made a commitment to these areas over two years. Half Colours will be given for regular commitment to and representation at Creative Arts and/or PE events that demonstrates dedication, determination, passion and pride for these subjects at Wildern. The earliest Half Colours can be achieved is at the end of Year 8.

Full Colours are an incredibly prestigious award and will be achieved by those students who have made a consistent commitment to these areas over four years. Full Colours will be given at the end of Year 10 for regular commitment to and representation at Creative Arts and/or PE events throughout a student's time at Wildern that demonstrates dedication, determination, passion and pride for these subjects.

For more information on how these can be obtained students should see their Creative Arts and/or PE teacher.

A celebration event will be hosted at the end of each year where these badges (Half Colours) and tie (Full Colours) will be awarded.



Charities

Wildern School takes pride in supporting its community. Across the year we raise money for a number of local, national and international charities, building on our responsibilities as a Rights Respecting School.

This year, 2024-2025, our focus will be:

Local Charities

- Southampton City Mission
- Basics Food Bank Appeal
- Wessex Cancer Trust



National Charities

- Rotary Shoe box
- Unicef Soccer Aid



International Charities

- Cancer Research
- Save the Children
- Comic Relief

Careers Support

Specific careers lessons take place in each year of Wildern.

Year 11

In Year 11, references are made to Finance and Careers links as the Education for Life programme continues. Students look at college prospectuses and post 16 pathways in detail. They also look at the application process in the 'Apply Yourself' unit. All Year 11 students follow this supportive programme for the year:



September: Wildern Careers Fair. All students are invited to attend the Careers Fair to meet representatives from colleges, universities and apprenticeship providers. They will also have the opportunity to meet local business providers from a wide range of career sectors. This builds on their experience from Year 10 and should be a more refined and targeted experience.

September: College assemblies. We invite a number of different post 16 providers to come and speak to students in assembly about their college, the courses on offer, and the application process.

September to December: Careers guidance. Students receive tailored careers guidance individually depending on specific needs and future destination data, from our trained and independent careers adviser.

September to April: Applications to colleges and apprenticeships. We strongly recommend that applications are made to several institutions to ensure sufficient scope once exam results are out in the August.

January/February: Apprenticeship application sessions. Our independent careers advisor will meet with small groups of students who wish to get an apprenticeship and support them writing their applications. This includes the opportunity to attend the Apprenticeship Fair with parents during an information evening.

December to April: College Applications and interviews, on and off site.

Further support

A careers library is available in the Learning Resource Centre. Students can go there at any time to access the information that will help them as they move on from Wildern. A careers focus group also meet regularly and help to form and test careers initiatives and ideas.

We have a careers advisor, Mrs O'Leary, who works within the careers area in block 3 on a Monday, Tuesday and Wednesday. He will meet all students in Year 11 at least once and have 1-2-1 interviews with all of them. He will also meet with identified Year 10 students during the summer term. During the pathways process in Year 8 Ian will also meet with identified individuals and groups of students to support them with making GCSE option choices. Ian is available Monday, Tuesday and Wednesday for drop in sessions: available at break, lunch and after school.

As above all students within the school will have access to online careers tools which can be used both inside and outside of school. These sites have key information about different career sectors, examination requirements for different careers and are easy to navigate around for information about all types of careers options options and choices. Finally, students might wish to look over our alumni posters on display for all at the top of block 9 and in block 3.

Wildern school works closely with the Careers and Enterprise company to ensure it regularly assesses and evaluates its provision with the **Gatsby benchmarks** for good career guidance. This is reviewed at least annually, ensuring the programme is up to date and relevant. The School-wide Careers policy is reviewed regularly too, with the next review due: October 2025



Follow @wilderncareers on twitter or email careers@wildern.org

The Wildern Careers Ladder: Your journey from Year 7 to Year 11

Post Wildern –

Join our Wildern Alumni network through the school website, and also access careers advice and guidance for continued support.

Year 11 –

College Assemblies
Careers Fair!
Post 16 Options Parent Information Evening
CV writing and Destinations sessions in Education for Life
1 to 1 sessions with careers advisor
Evening Apprenticeship Information evening (for parents too)
Support with College interviews



Year 10 –

Experience of a Workplace Launch Parent Information Evening
Careers Fair!
Evening Apprenticeship Information evening (for parents too)
Practice Interview preparation Education for Life tutor sessions
Practice Interviews with Local Businesses
College Taster Days
Experience of a Workplace

Year 9 –

Enterprise sessions in tutor time
Work Skills day – focusing on developing transferable work skills

Year 8 –

Careers and Employers 'Speed Networking' event
Opportunity to meet our careers advisor regarding Pathways choices

Year 7 –

Year 7 Education for Life lessons

Launch of Unifrog careers website sessions in tutor and lesson time – and access to this provision throughout your whole 5 years at Wildern!

Enterprise 'Dragons Den' themed Day

The Learning Resources Centre (Library)

When is the LRC open?



Monday	8.00am to 5.00pm
Tuesday	8.00am to 5.00pm
Wednesday	8.00am to 4.00pm
Thursday	8.00am to 4.00pm
Friday	8.00am to 5.00pm

Please note that students should have their Student Planner with them at all times.

The LRC is open at break, lunchtimes, before and after school, although times may vary. You may borrow or return items during these times. However, due to occasional meetings/events, the LRC may be closed after school at short notice.

Who's Who?

Mrs Searle, Senior LRC Assistant

Student Librarian Team, led by Year 11 Prefect Librarian

How many items may students borrow?

They may borrow up to 4 items.

- **Books** are issued for 3 weeks. If you are still reading the book when the 'return date' is due, bring it to the LRC and we will reissue it to you.
- **DVDs** are issued overnight and must be returned the following day (if borrowed on a Friday, items must be returned the following Monday).

What happens if students return their books late?

It is the student's responsibility to ensure that books are returned to the LRC by the due date (stamped inside the book). It is at the discretion of the LRC staff to log an amber or red referral if books are overdue.

Is there a charge for DVDs

No, but a fine of £1 per school day applies if they are returned late.

Can students reserve items?

Yes. If a book is on loan, you can reserve it on the computer. Please ask at the LRC reception.

Can students recommend a book/DVD?



Yes please! We welcome your ideas and will consider the purchase of any sensible suggestions. If we do not have books on a subject you are interested in, please let us know by completing a suggestion slip and placing it in the box on the desk.

Can students use computers?

There are several computers in the LRC and everyone has access to these. Please note, however, that computers must be booked on the day you wish to use them and are to be used for self-study only.

Online Library

The LRC has gone online. You can log in with your Wildern email address and date of birth - DDMMYYYY. Select your book and select reserve at school.

What help can students get in the LRC?

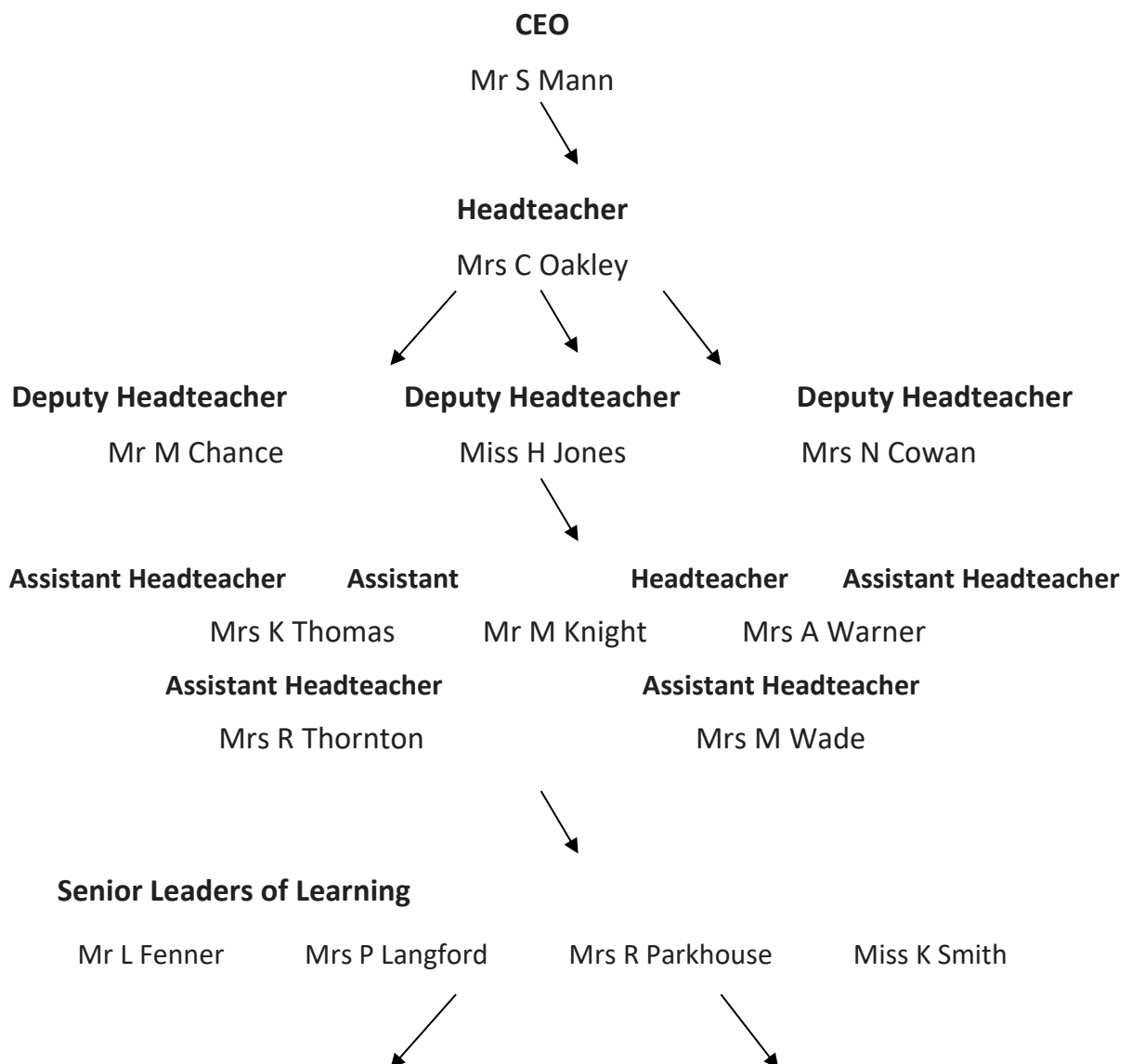
The LRC staff and team of student librarians can assist in finding information for projects and self-study. We can also help with book selection and what to read next.

What else goes on in the LRC?

- **LRC Millionaire Readers** (All Years) - Read 25 books within the school year to achieve this milestone.
- **LRC Loyalty Bookmark** (Years 8, 9, 10 and 11) - These are stamped each time a student takes a book out from the LRC. Collect 6 stamps and be awarded a golderef.
- **Children's Book Award** - (All years) - Read and review proof copies of titles that we receive from publishers. Reviews are forwarded to publishers for their interest. Golderefs issued.
- **Reading Ambassadors** - (Years 7 & 9) - Year 9 students sit with Year 7s and listen/support with their reading. This is held once a week during tutor time.
- **SIG (School Improvement Group) Reading Group** - Meet in the LRC throughout the year to read and discuss group sets of books.
- **Blind Date with a Book** - (All years) - Held in February, students take out one of our books which is wrapped up with just the genre written on it. Students are then asked to unwrap, read and review it. Participants entered into a prize draw.
- **LRC Reading for Fun Fortnight** - (All years) - Held in March, **incorporating World Book Day**. When students take out a book during the fortnight, they are issued with a raffle ticket and entered into a prize draw. World Book day £1 vouchers are issued to students on World Book Day, giving them £1 off their purchase in bookstores. Whole school reading promotions also take place at this time.
- **Scholastic Book Club** - (All Years) - Book Club brochures are distributed to students throughout the year. Scholastic publishers offer books at greatly reduced prices.
- **LRC Board Games Club** - (All years) - Held during Friday lunchtimes. A great way for students to make new friends.
- **Wildern Spelling Bee** - Years (7,8,9) Students compete in tutor groups and then the winners represent their houses.
- **Student Librarians** - We have a team of dedicated student librarians who support the LRC at break and lunchtimes. Vacancies are offered to year 7 students in October, where they are trained in various aspects of a librarian role, as well as confidence and team building. Most students stay with the LRC throughout their years at Wildern, until they leave in Year 11. Student Librarians can work towards obtaining 'Superstar Librarian' awards as well as 'Librarian of the Year' Award.

- **Current Interest Promotions** - We are constantly updating our displays in the LRC to reflect what is happening around us, whether it be curriculum based, current news, sporting tournaments or the latest blogger!
- **Author Promotions** - We rotate our 'Author Focus' displays regularly to create interest and discussion on individual authors.
- **Author events** - Occasionally, we are asked by local bookstores to host author events at Wildern and are also invited to attend children's author events at local schools.
- **WINK Reading** - Parents are invited to attend a WINK event in the LRC to hear staff talking about the importance of reading and how to encourage their child to read more.

Staff Structure



Directors of Progress & Achievement

(DOPA)



**Assistant Directors of Progress
& Achievement**



Directors of Learning

(DOL)



**Assistant Directors of
Learning / Subject Leaders**



Tutor/Subject Teacher