



Every Student Matters
Every Moment Counts



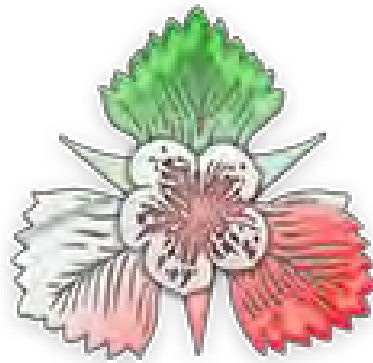
"All the flowers
Of all the tomorrows
Are in the seeds of today."

Robin Craig Clark
Poet

Parent Handbook: Year 7 New Beginnings

Wildern School

**Home – School
Partnership**



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

September 2024

Contents

	Page
A Message from the Headteacher	4
CARE	5
Pastoral	6-7
Home-School Partnership	8
Wildern Attributes	9
Diversity	10
#itsnotok	10
A Rights Respecting School	11
School Uniform	12-14
Prohibited/Banned Items	15
Attendance & Punctuality	16
Contacting the School	17
Member Login Area of School Website	18
Key Dates	19-21
Student Services	22
First Aid	23
E-Safety	23
Wildern as a Community School	24
QUALITY	25
The Wildern Way	26
Our Curriculum	27-28
Teaching and Learning	29
Class Codes	30
Self-study	31
How can I support my child's learning	32-33
Curriculum Teams	33
The Curriculum - Subjects	34 -68
Feedback Practice	69

Wildern Steps	70
WAD Reports	70
Behaviours for Learning	71-72
Communication with Parents	72
Reporting to Parents	72
Parents' Evening	72
Google Classroom and the Google Suite	73
Insight App	74
OPPORTUNITY	75
School Trips and Enrichment Opportunities	76
Enrichment Opportunities and Competitions	77-79
The House System	80
Head Student Team	81
Wildern Colours	82
Charities	83
Careers Support	84-85
The Learning Resource Centre	86-87
Wildern School Staff Structure	88

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

A handwritten signature in black ink, appearing to read 'Ceri Oakley', with a stylized flourish at the end.

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.



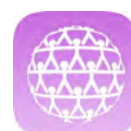
Determination

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

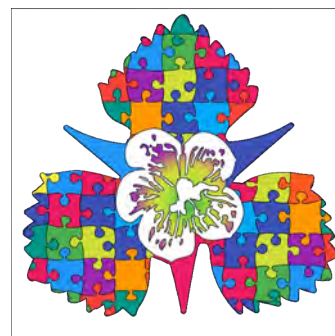
We live in a diverse community where everyone should feel welcome, included and equal. Everyone is unique and it is a combination of our differences that shape our view of the world, our perspective and our approach. In a world where the news can be dominated by acts of discrimination or violence due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



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 the School Logo.

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

Trousers:

Full length plain black trousers that are not rolled up. The trousers must be identifiable as trousers, with a fastening at the waistband for example a zip or button.

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

Skirt:

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)

Wildern PE shirt
 Wildern PE shorts
 Black sports leggings
 Red sports socks / white trainer socks
 Appropriate sports trainers

Optional Extras

(These items can be added to the compulsory kit for extra warmth/comfort)

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



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/>

Members Link



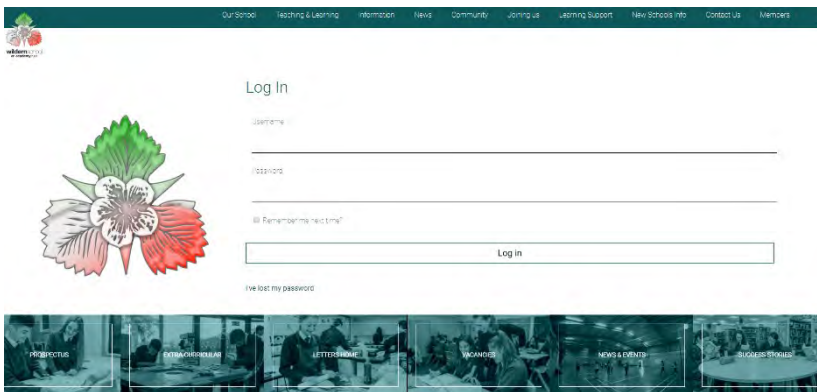
Member Login Area of School Website

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"**

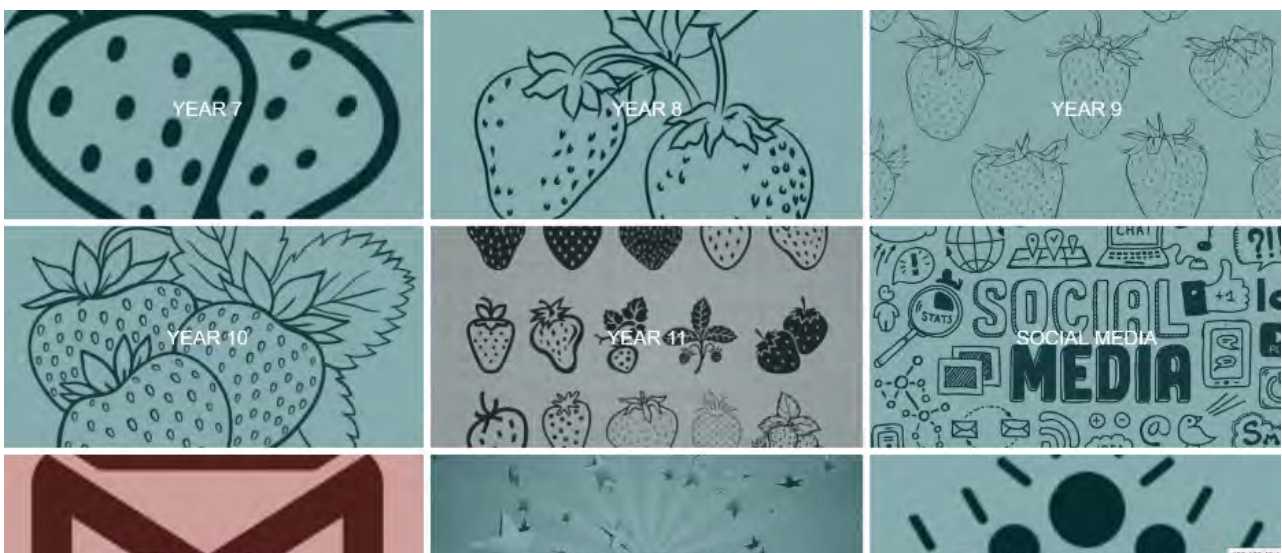


Students can login using the

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 7 parents need to click on the grid that says Year 7. Inside it will open up to show you all the resources and information to support your child in Year 7. Click back to return to the previous page or use the search bar at the 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 2nd September 2024

Friday 11th October 2024

Friday 29th November 2024

Friday 14th February 2025

Tuesday 22nd April 2025

Friday 20th June 2025

Wildern Assessment Data (WAD) dates - More information about WAD is on pg 65

Week beginning 18 November 2024 WAD 1

Week beginning 24 February 2025 WAD 2

Week beginning 16 June 2025 WAD 3 This will include core subject exam results

Other key dates

Thursday 7th November 2024 Year 7 Tutor Parents' Evening (Face to Face)

Week beginning 5 May 2025 Year 7 Exams (English, Maths and Science only)

Thursday 12 June 2025 Year 7 Parents' Evening (Virtual)

Friday 23 June 2025 Year 7 Reports to parents



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

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

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 but is particularly suitable for KS3

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.

Welcome to Year 8

Thursday 10th July 2025

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 a 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.

We are thrilled that your child is joining us and look forward to working with you over the next five years.



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

In KS4, students choose a selection of subjects to specialise in, having more time to study to a deeper level the subjects they enjoy and have a passion for. This includes the option to study new subjects which are linked to GCSE opportunities that were not included discreetly at KS3.

The quality of education designed for KS4 study builds on KS3, extending, enriching and deepening understanding, knowledge and skills. KS4 courses will ensure that the Specifications for GCSE courses are delivered, with the opportunity to follow lines of enquiries as a response to student questions, enabling learning around the subject and to a greater depth. Further information about this and the pathways process is given in Year 8, to support students in making these choices.

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 7, students will study the following subjects:



<u>Subject</u>	<u>Code</u>
Art	Ar
Drama	Dr
Dance	Da
English	En

Geography	Ge
History	Hi
Information Studies (ICT)	It
Maths	Ma
Modern Foreign Language (MFL) (Students study 1 MFL subject) French German or Spanish	Fr Gm SP
Education for Life	EL
Music	Mu
Physical Education	Pe
Religious Education	Re
Science	Sc
Technology including Design & Technology and Food and Nutrition	De Fd

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 throughout Key Stage 3 (Maths and Science).

The class codes take the form of; Year, Population, Subject, Class. A Year 7 student in the W population in English class number 3 would have the class code 7wEn3. In Year 7 there are 3 populations W, X, Y.

Self-study

Self-study at KS3 is set frequently with a weekly or fortnightly deadline. Tasks should take a student up to 30 minutes to complete per subject area. The emphasis should be on the quality of the response and not the amount completed. For all Year 7 students, we feel it is important to phase in the Self-study tasks. This is in order to support students with the transition from Year 6 to Year 7.

Year 7 phased Self-study

September: English, Maths, ICT, Science and MFL vocabulary

December: MFL, Art, Music, Dance and Drama
February: History, Geography, RE and Technology

Listed are some examples of potential self-study tasks at

KS3:

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

Self-study tasks will usually involve self-reflection or peer feedback to enable students to make improvements. This may be conducted in a variety of ways by the class teacher.

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 self-study on learning is consistently positive (leading to on average five months' additional progress)

If a project is set over a period of weeks then the subject teachers should provide a clear outline of what is expected for each task and a way of checking in stages that the work is being completed. (E.g. flyer outlining criteria for each task and ticked off when completed)

How can I support my child's learning?

There are numerous ways you can support your child: ensuring they are wearing the correct uniform, and that they turn up on time at the start of the day, being aware of their Self-study schedule and many others. Sometimes it's hard to know where to start if you want to get more involved – so here is a list of things you might like to try.

INSTEAD OF ASKING:

'How was school today?' (because they will say either "fine" or "okay")

YOU COULD ASK:

'What was the best lesson today?' and "why?"

'What new thing did you find out today?' Ask them to explain it to you.

'What did you struggle with today?' Ask them how they will deal with that.

'What are you most proud of today?' Ask if you can see the work.

One of the best ways of learning something is to explain it to someone else, so look at a subject book, find a recent page and ask them.....

"What is this?" "What does this mean?" "Who is this about?" "How did you get that result?"

Consider social factors, especially during transition when students first join us. *Rising hormones, friendship issues, exam pressure, behaviour and bullying all impact on our children at one time or another and it can affect their learning, so you need to know what's bothering them.*

"How are you feeling today?"

"Did you manage to sort out.....?"

"Did you struggle with anything today?" "Does that bother you?"

How can I help my son/daughter to organise study time?

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 in.
- 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 agree 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.**

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

Information about the curriculum studied throughout Year 7 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: ART

Class Organisation: **Mixed Ability**

Course Overview:

Students will embed key Art skills, knowledge and understanding in 3 main projects; a ceramic project where students research the architect Antoni Gaudi, studying the artists Vincent Van Gogh and Georges Seurat during the painting project and a drawing project inspired by illustrator Andrea Joseph. These projects give students the opportunity to explore working with clay, paint and drawing materials. Students draw from real life, explore media and techniques whilst studying artists, architects and illustrators, understanding both the context of the artwork and the personal life and influences of the artist studied.

How students will be assessed

Students begin Year 7 with a baseline test. Students are assessed for classwork and self-study tasks with progress grades, alongside Wildern Steps.

Self-study

The Spring Term and Summer Term projects have 4 self study tasks that are available as a handout but also easily accessible via Google Classroom. Each project will have the following style self study tasks:

- | | |
|--------------------------------|---|
| Task 1: Artist Research Poster | Task 2: Drawing / Photography from real life |
| Task 3: Google Classroom Quiz | Task 4: Developing techniques / exploring materials |

Parental support

- Monitor and support your child with completing the self-study tasks.
- Ensure your child has correct and required art equipment, including a glue stick, art shirt and basic art set.

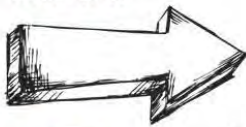
Enrichment ideas

<p style="text-align: center;"><u>Suggested reading</u></p> <ul style="list-style-type: none"> ● Katie and the... ● Vincent 's colours by William Lach ● Vincent Van Gogh and the Colours of the Wind by Chiara Lossani ● My Brother Vincent by De Bei 	<p style="text-align: center;"><u>Films & documentaries</u></p> <ul style="list-style-type: none"> ● Great British Throw down ● Starry Night ● Loving Vincent ● I am Vincent ● Nate: Artrageous
<p style="text-align: center;"><u>Cultural experiences</u></p> <ul style="list-style-type: none"> ● Visit an Art Gallery and discuss what you see/like ● Go out and about and draw and photograph ● Get involved in local, national and international competitions, there are lots advertised via the art department ● Encourage your child to keep their work in a sketchbook. Take them on holidays and family days out. 	<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 ● Sea City Museum / Solent Showcase / Solent Sky Museum / Tudor House ● Beaulieu / Bursledon Brickworks ● Winchester Discovery Centre ● John Hansard Gallery ● Hobby Craft workshops ● Today @ Apple
<p style="text-align: center;"><u>Top 5 Websites</u></p> <ul style="list-style-type: none"> ● https://www.southamptoncityartgallery.com/ ● https://www.canva.com/ ● https://sketch.io/sketchpad/ ● https://www.autodraw.com/ - https://pixlr.com/ ● http://www.artlex.com/ 	<p style="text-align: center;"><u>Things we do</u></p> <ul style="list-style-type: none"> ● Art Club / Join the Art Enrichment Google Classroom ● Art competitions / Photography Competitions ● Trips



ART

department



Art & Photography

Learning Journey

A04

A03

A02

A01



Course Overview:

Students will develop and embed digital literacy by covering a wide variety of topics including using the Google suite, photoshop and comic making amongst others. We aim to provide students with transferable skills in computing that can be used across their wider curriculum and moving forward into year 8 and beyond

How students will be assessed

- Baseline assessment within the first month.
- End of unit formal teacher assessment.

Self-study

- Self-study via Google Classroom
- Autumn term - Unit 1 self-study
- Spring term - Unit 2 & 3 self-study
- Summer term – Unit 4 & 5 self-study

Parental support

- Make sure self-study is completed.
- Encourage use of computing at home.

Enrichment ideas

<u>Suggested reading</u>	<u>Films & documentaries</u>
<ul style="list-style-type: none"> ● Enigma by Robert Harris ● Alan Turing: A life story by Joanna Nadin 	<ul style="list-style-type: none"> ● Absolute Genius with Dick and Dom - Turing
<u>Cultural experiences</u>	<u>Things to see and do locally</u>
<ul style="list-style-type: none"> ● Visit Bletchley Park 	<ul style="list-style-type: none"> ● IBM Hursley Museum https://slx-online.biz/hursley/the_museum.asp
<u>Top 5 Websites</u>	<u>Things we do</u>
<ul style="list-style-type: none"> ● BBC Bitesize KS3 ICT ● The Alan Turing Institute Website - https://www.turing.ac.uk/ ● Alan Turing: The Enigma - https://www.turing.org.uk/ ● Bletchley Park - https://bletchleypark.org.uk/ ● Learn Python Coding - https://www.learnpython.org/ 	<ul style="list-style-type: none"> ● Bletchley Park trip ● E Safety focus group ● KS3 Computing Club

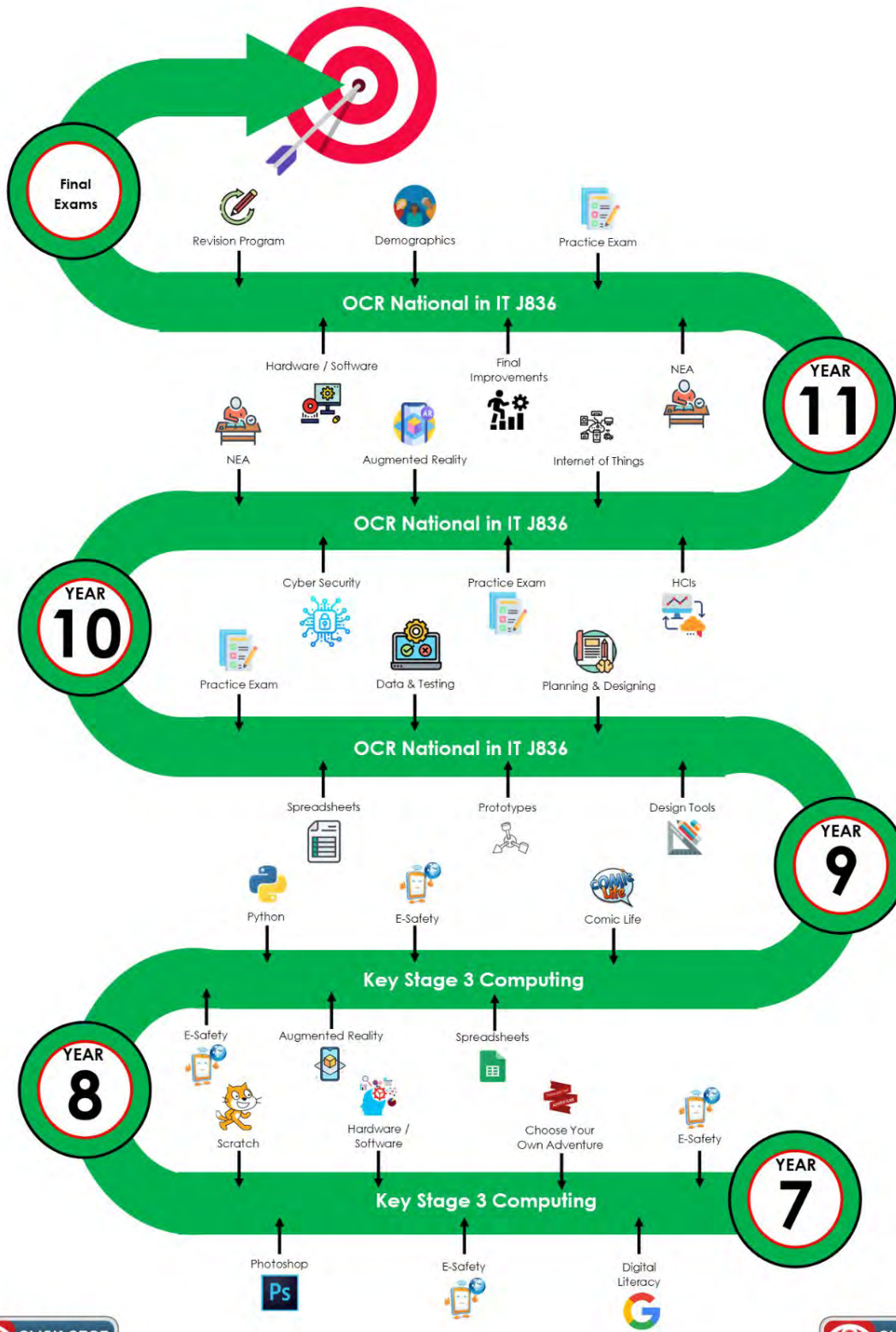
"The similarities between humans and computers are more numerous than the differences." P.A Scott



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

Department: **DANCE**

Class Organisation: **Mixed Ability**

Course Overview:

Autumn Term: An introduction to choreography, performance and analysis and Still Life at the Penguin Cafe.

Spring Term: World Dance – Bollywood, Line dancing, Haka, Rock & Roll

Summer Term: Dynamics - Superheroes

How students will be assessed

Students are assessed through the Wildern Steps on their practical work in three areas, composition, performance and analysis, both continually and at the end of each term.

Self-study

Summer Term - Evaluative writing reflecting on the use of actions, space, dynamics, and relationships in your own dance work.

Parental support

- Encourage your child to watch live and recorded dance in a variety of styles.
- Ensure your child wears the appropriate kit and has equipment for all lessons.
- Dance kit – green shorts and Wildern polo shirt.

Enrichment Ideas

<p style="text-align: center;"><u>Suggested reading</u></p> <ul style="list-style-type: none">● Ballet Boys● Rambert Dance	<p style="text-align: center;"><u>Films & documentaries</u></p> <ul style="list-style-type: none">● Still Life at the Penguin cafe (David Bintley)● The Incredibles/We Can be heroes
<p style="text-align: center;"><u>Cultural experiences</u></p> <ul style="list-style-type: none">● Theatre visits The Berry, Mayflower, Nuffield, London, Sadlers Wells● Performing as a part of the dance extra curricular programme in the Berry Theatre● Experiencing different dance styles at local clubs/dance school	<p style="text-align: center;"><u>Things to see and do locally</u></p> <ul style="list-style-type: none">● Dance clubs at school● D@rt Centre dancer activities● The Point Theatre● The Berry Theatre● The Mayflower Theatre
<p style="text-align: center;"><u>Top 5 Websites</u></p> <ul style="list-style-type: none">● Still Life at the Penguin Cafe: https://youtu.be/uvEUrtGkwOU● The incredibles - final battle https://youtu.be/O3XO7_aA03s● The Haka - https://youtu.be/yiKFYTFJ_kw● Rock and Roll - https://youtu.be/AZnt-OfEiTO● Bollywood - https://youtu.be/eEfTkiPpwC8	<p style="text-align: center;"><u>Things we do</u></p> <ul style="list-style-type: none">● Year 7 Dance club● Dynamism Boys Dance Company● Junior bare roots (by invite only)● Showcases x3 in the Berry Theatre

YEAR 7-11 DANCE



11: Theory: revision for written paper

11: Theory: revision for written paper

11: Performance as a duo / trio. **Theory:** Revision

10: Solo Performance: Breathe. **Theory:** Within Her Eyes



10: Performance in a duo/trio. **Theory:** Infra



11: Solo Performance: Shift & Breathe. **Theory:** Artificial things

10: Group choreography. **Theory:** E of E



10: Solo Performance: Breathe & Shift. **Theory:** Within Her Eyes

11: Group Choreography. **Theory:** Artificial Things

10: Performance in a duo/trio - A Linha curva. **Theory:** E of E



9: Group Choreography. **Theory:** A Linha Curva



9: Performance in a group. **Theory:** Shadows



9: Solo Performance: Shift. **Theory:** Shadows



9: Physical & mental Skills. **Theory:** Safe Practice

9: Expressive & Technical Skills. **Theory:** Physical Skills

8: Poetry: Starting points, literacy, choreography, dynamics



9: Performance in a group. **Theory:** Shadows



9: Solo Performance: Shift. **Theory:** Shadows



9: Physical & mental Skills. **Theory:** Safe Practice

9: Expressive & Technical Skills. **Theory:** Physical Skills

8: Capoeira: Relationships, devices, transitions



8: The Car Man: Technical, Physical and expressive skills, Musicality, Structure

8: Emancipation of Expressionism: Hip Hop, Dynamics, Relationships, Structure

7: Superheroes: Dynamics, Relationships, Transitions, Leadership



7: World dance: Technical dance skills



7: Poetry: 6 Actions of dance: Jump, Turn, Travel, Gesture, Stillness, fall

7: Still Life At The Penguin Cafe: Space, Dynamics



7: Poetry: 6 Actions of dance: Jump, Turn, Travel, Gesture, Stillness, fall

- 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 take part in the following projects: Basic Food Skills, Healthy Eating and Safety, Robot project, Safety Light and Tote bag. Students learn a number of different skills which are built on in Year 8.

How students will be assessed

On entry to Wildern, students undertake a baseline test. Students are then assessed throughout the projects using the Wildern Steps for practical and design work.

Self-study

In Design and Technology, self-study is set at least once a term and can be found on Google classroom. In Cooking and Nutrition a self-study on food safety will be set at an appropriate point in the course.

Parental support

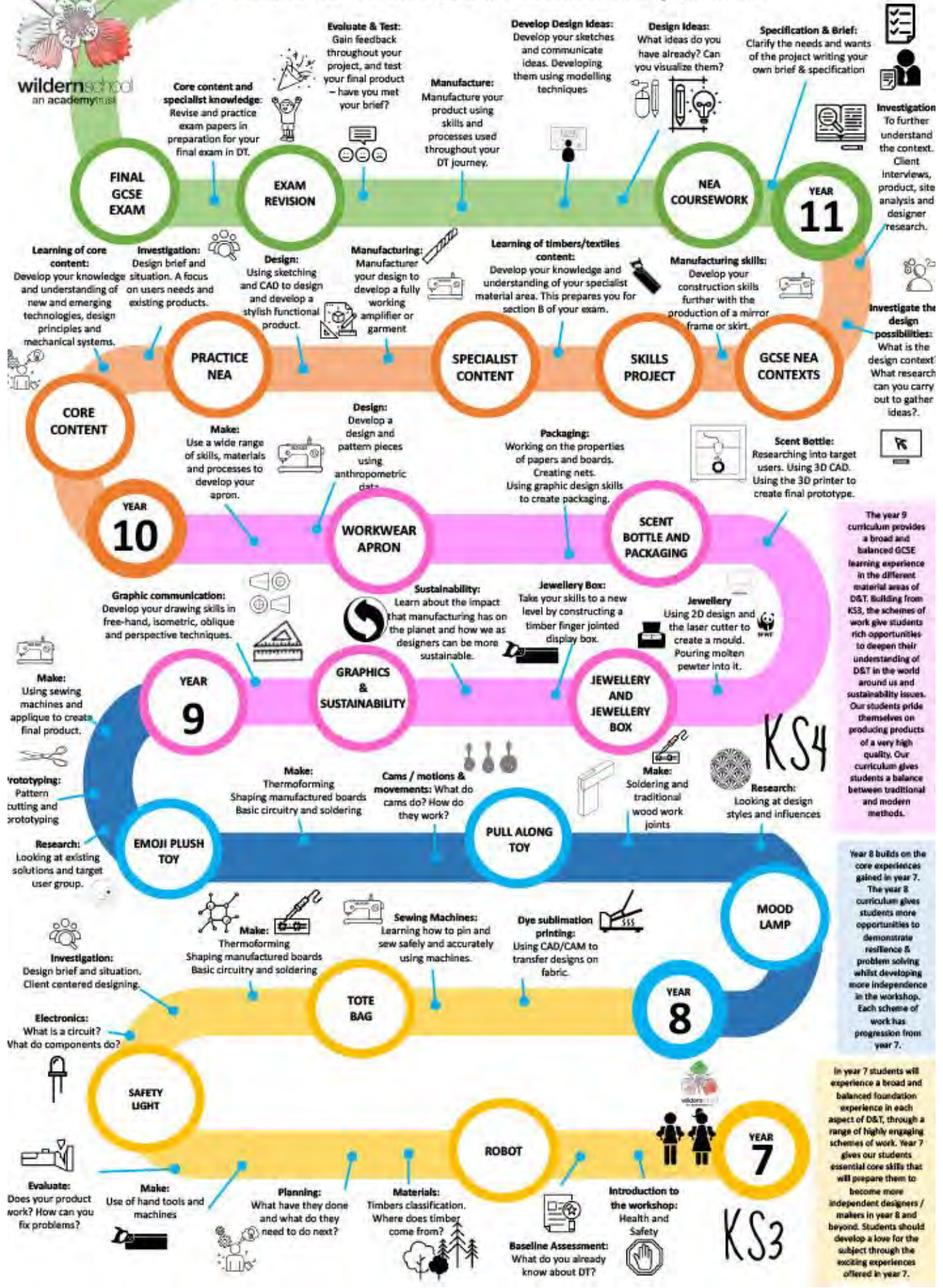
- Provide ingredients where necessary for practical food lessons.
- Check planners for recipes and/or money collection.
- Ensure student has planner, pen and pencil for every lesson. Coloured pencils are an advantage.
- Assist students with research and check self-study is completed on time.

Enrichment Ideas

<u>Suggested reading</u>	<u>Films & documentaries</u>
<ul style="list-style-type: none"> ● Design: The whole story ● Design: The definitive history ● Fashion: The definitive visual history ● Jamie Oliver 5 ingredients ● Biographies of designers and chefs 	<ul style="list-style-type: none"> ● Great british bake off ● Masterchef ● Inside the factory ● Food unwrapped ● BBC How to make ● BBC The great british sewing bee
<u>Cultural experiences</u>	<u>Things to see and do locally</u>
<ul style="list-style-type: none"> ● Big band fair ● Visiting local food markets and food festivals ● Goodwood festival of speed ● Farnborough air show ● New forest county show 	<ul style="list-style-type: none"> ● INTECH ● 1851 trust ● Solent Sky ● Beaulieu ● Hovercraft museum
<u>Top 3 Websites</u>	<u>Things we do</u>
<ul style="list-style-type: none"> ● https://www.bbcgoodfood.com/ ● http://www.technologystudent.com/ ● Inside the factory - https://www.bbc.co.uk/programmes/b07mddqk 	<ul style="list-style-type: none"> ● Run after school clubs. These include STEM club, Design club, Textiles club and Cooking Club ● Run an after school cooking competition ● Share our love of the subject and what we do with our skills outside of teaching



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.

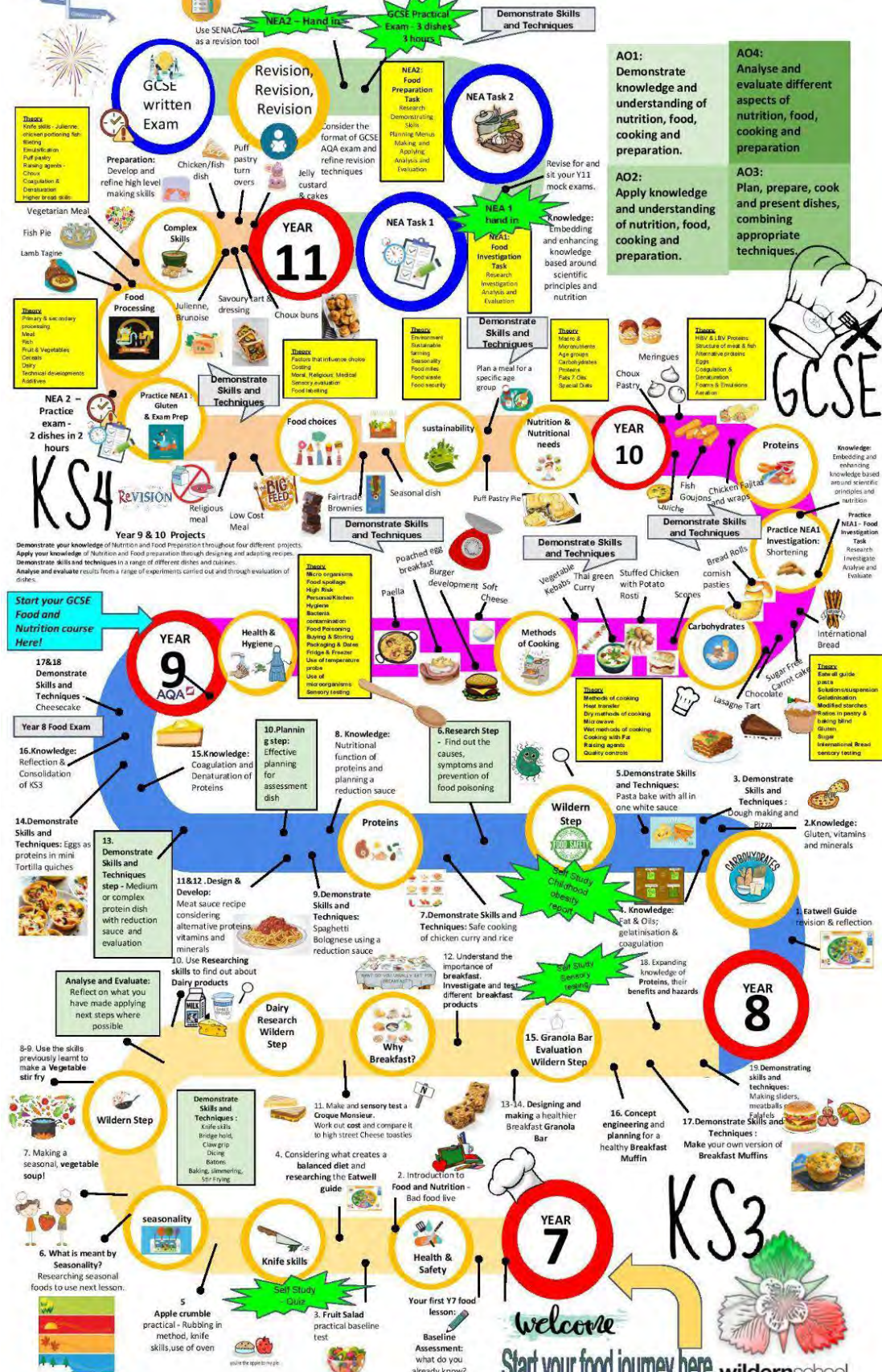
Year 8 builds on the core experiences gained in year 7. The year 8 curriculum gives students more opportunities to demonstrate resilience & problem solving whilst developing more independence in the workshop. Each scheme of work has progression from year 7.

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.



Wildern School Learning Journey

Food and Nutrition



Department: **DRAMA**

Class Organisation: **Mixed Ability**

Course Overview:

Students will practically explore many styles of theatre ranging from Melodrama to Physical Theatre, with the aim of building confidence and performance skills. Lessons focus on both script work and devising drama based on a stimuli to encourage students to believe in and form their own ideas.

How students will be assessed

Students are assessed at the end of each half termly Scheme of Work. Although the assessment is practical, students can still make progress by showing their understanding of topics and performance through self study tasks and assessment reflections. Students are graded by The Wildern Drama Steps for their performances and practical work. .

Self-study

Self study starts in the spring term for Drama. Tasks include line learning and break time rehearsals as well as self and peer performance reflections.

Parental support

- To ensure the correct equipment is brought to every lesson.
- Supporting with extra rehearsals/extra-curricular activities.

Enrichment Ideas

<p style="text-align: center;"><u>Suggested reading</u></p> <ul style="list-style-type: none">● Blue Remembered Hills by Dennis Potter● The Good, Bad and the Bungle by David Walke● Jekyll & Hyde by Leonard Caddy● Roald Dahl Novels	<p style="text-align: center;"><u>Films & documentaries</u></p> <ul style="list-style-type: none">● The Artist - Michel Hazanavicius● Castaway - Robert Zemeckis
<p style="text-align: center;"><u>Cultural experiences</u></p> <ul style="list-style-type: none">● Pantomime Dress rehearsals at the Berry Theatre.● Backstage Tours at The Mayflower● Day trips to London to visit The West End● RSC tours and play to enjoy in Stratford Upon Avon● Involvement with Inhouse Productions● Outside Theatre at Mottisfont (National Trust)	<p style="text-align: center;"><u>Things to see and do locally</u></p> <ul style="list-style-type: none">● Being part of an audience in a Yr8 or Yr9 assessment● Audience for Whole School Production and NT Connections work.● The Point and Berry Theatre Youth Theatre● The D@rt have a Thursday night drama club
<p style="text-align: center;"><u>Top 5 Websites</u></p> <ul style="list-style-type: none">● www.shakespearesglobe.com/discover/about-us/virtual-tour● www.royalcourt.com● www.visitlondon.com/vitually-london (top 12 children's theatres in London & Virtual Tours of London Theatres)● www.rsc.org.uk (virtual tours)● www.Roalddahl.com (familiarising yourself with his work and Characters)	<p style="text-align: center;"><u>Things we do</u></p> <ul style="list-style-type: none">● Drama Club● Whole School Productions● Drama Club Showcase● Theatre Visits● Practitioners from The Berry or The Point presenting workshops to our students.

YEAR 7-11 DRAMA



Department:

EDUCATION FOR LIFE

Class Organisation: Tutor Group

**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 7, the specific units taught are Healthy Me, No Outsiders (Diversity), Developing Skills and Aspirations, Health and Puberty, Building Relationships and Financial Decision Making.

How students will be assessed

Students are 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

Self-study is not applicable in this subject.

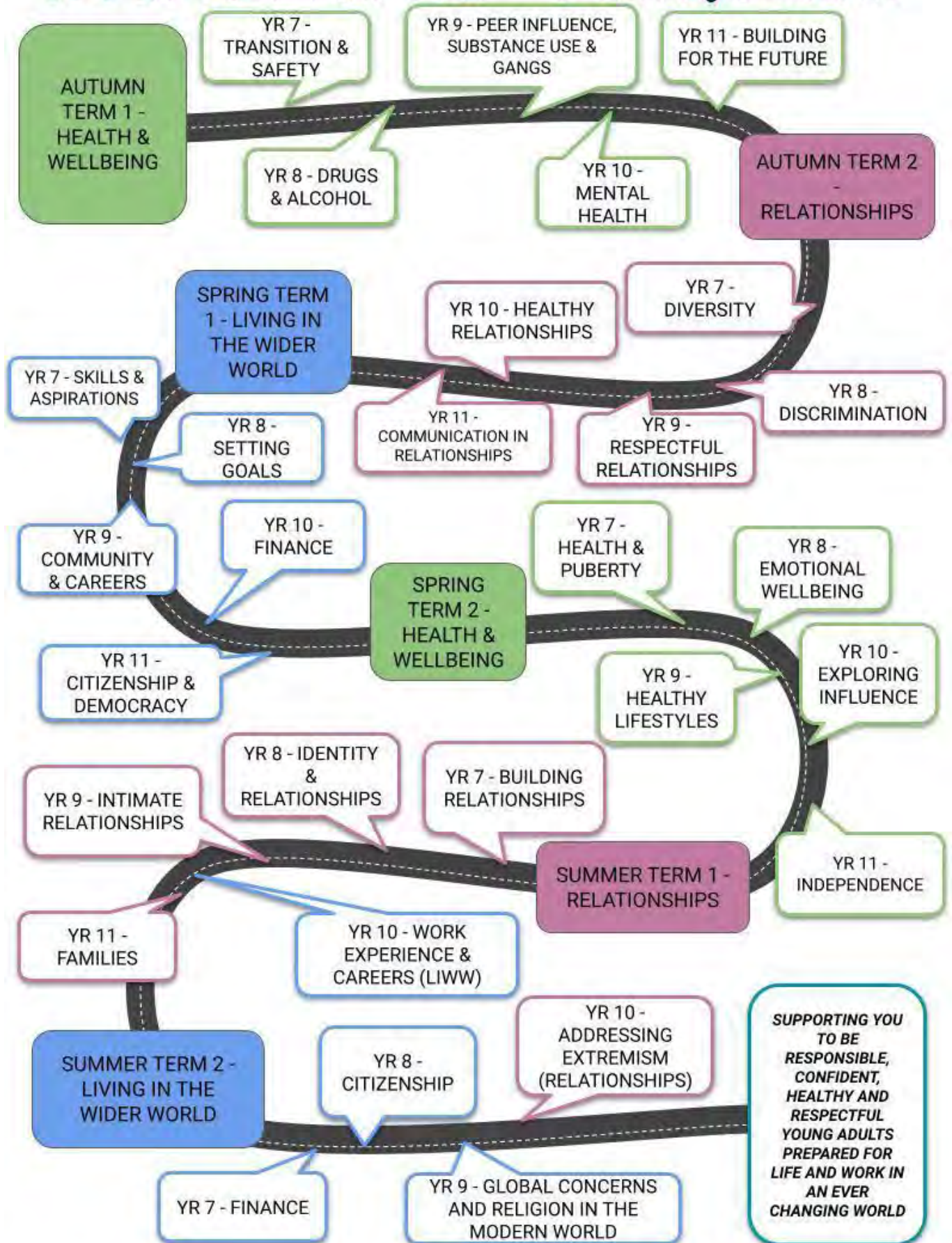
Parental support

- Discuss the topics covered in lessons at home and encourage your child to ask questions.
- Ensure you encourage your child to keep up to date with current affairs.
- Encourage debate and discussion at home.

Enrichment Ideas

<p align="center"><u>Suggested reading</u></p> <ul style="list-style-type: none"> ● Wonder, J.R Palacio ● Turtles all the way down, John Green ● Face, Benjamin Zephaniah ● Cloud Busting, Malorie Blackman 	<p align="center"><u>Films & documentaries</u></p> <ul style="list-style-type: none"> ● Wonder
<p align="center"><u>Cultural experiences</u></p> <ul style="list-style-type: none"> ● National Trust ● Theatre trips linked to themes 	<p align="center"><u>Things to see and do locally</u></p> <ul style="list-style-type: none"> ● Local walks and visits outside for wellbeing
<p align="center"><u>Top 5 Websites</u></p> <ul style="list-style-type: none"> ● https://youngminds.org.uk/ ● https://stem4.org.uk/ ● https://www.childline.org.uk/ ● https://www.sja.org.uk/ ● https://www.bbc.co.uk/newsround 	<p align="center"><u>Things we do</u></p> <ul style="list-style-type: none"> ● Mindfulness techniques

EDUCATION FOR LIFE - 5 YEAR JOURNEY



Course Overview:

All students study a range of contemporary and seminal texts, including Shakespeare’s ‘The Tempest’ and Neil Gaiman’s ‘The Graveyard Book’.. Additionally, students learn to write effectively for different purposes and audiences, using texts as a springboard for creativity and develop their speaking and listening skills through presentations and pair/group/whole class discussions. Students will read a whole novel and a range of poetry together as a class. Students will also have the opportunity to spend one hour a fortnight accessing the LRC to support reading for pleasure.

How students will be assessed

Students are assessed using a range of formative and summative mediums, including quizzing, creative writing tasks, comprehension activities and more formalised examinations, such as reading and spelling tests.

Self-study

Students are set self-study weekly and this will take a maximum of 45 minutes a week.

Parental support

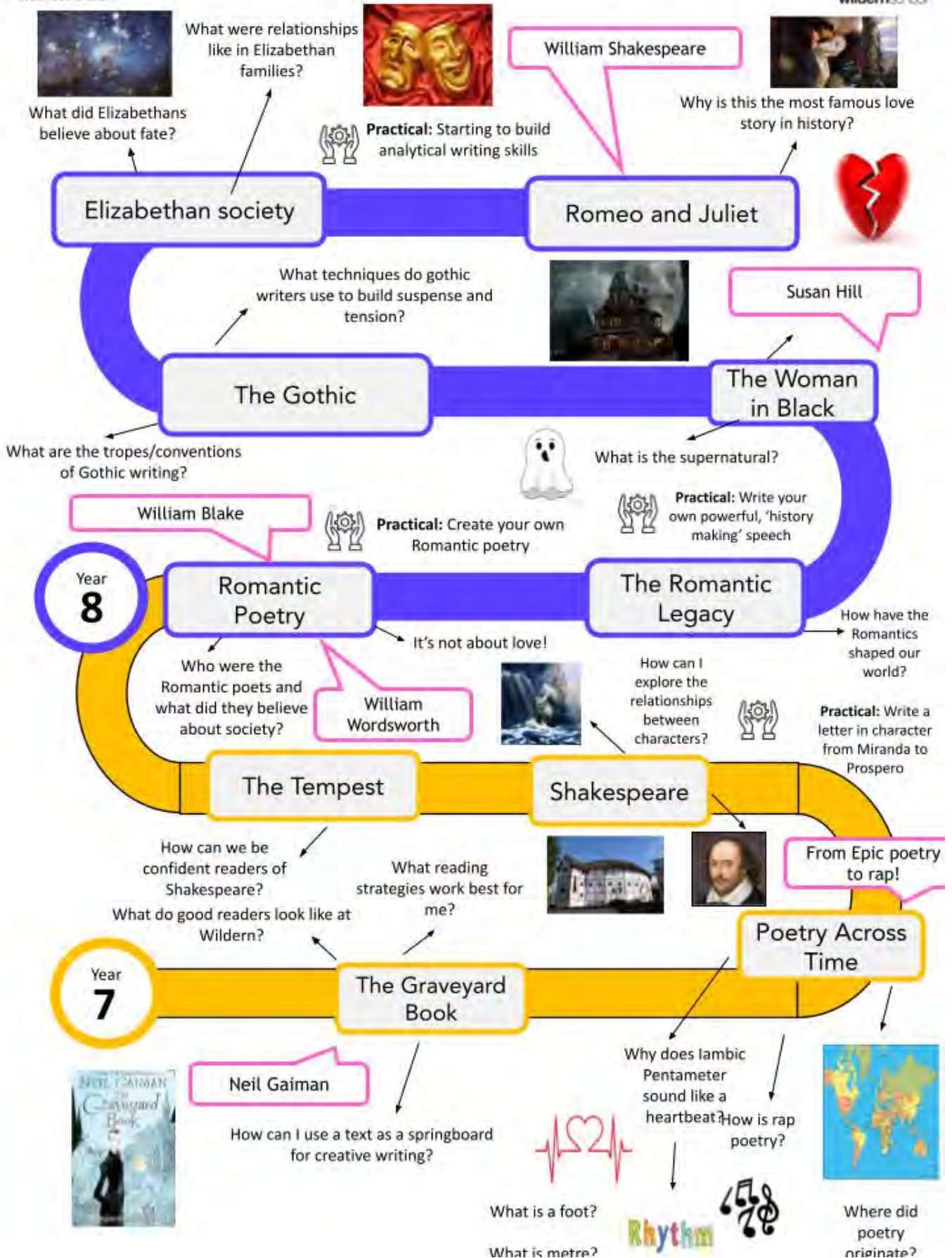
- Check self-study is completed.
- Talk to students about their reading and encourage them to read widely and for pleasure at home.
- Encourage your child to attend one of our many clubs and co-curricular activities.
- Contact your child’s English teacher if you have any concerns or questions.

Enrichment Ideas

<p style="text-align: center;"><u>Suggested reading</u></p> <ul style="list-style-type: none"> ● Please see here for an excellent link of suggested reading from our LRC: 	<p style="text-align: center;"><u>Films & documentaries</u></p> <ul style="list-style-type: none"> ● ‘The Tempest’ (2010 edition) ● ‘The Tempest’ - Stratford Upon Avon Festival on film (available on youtube) ● Neil Gaiman - ‘Dream Dangerously’ - a documentary about Neil Gaiman’s life and career.
<p style="text-align: center;"><u>Cultural experiences</u></p> <ul style="list-style-type: none"> ● See ‘The Tempest’ live in a theatre. ● Visit Shakespeare’s Globe Theatre in London - the guided tour gives an insight into theatre in the Elizabethan Era. 	<p style="text-align: center;"><u>Things to see and do locally</u></p> <ul style="list-style-type: none"> ● Visit to the Mayflower or Nuffield Theatre to watch a Shakespeare (or any play!) to get a sense of how a play is performed on stage ● Medieval Merchant’s house in the city centre will give students an insight into everyday life in Shakespeare’s time ● Visit Portchester - the home of Neil Gaiman! ● https://visitsouthampton.co.uk/blog/five-bookshops-to-visit-in-southampton - 5 bookshops worth a visit in Southampton!
<p style="text-align: center;"><u>Top 3 Websites</u></p> <ul style="list-style-type: none"> ● BBC Bitesize ‘The Tempest’ https://www.bbc.co.uk/bitesize/topics/z37mn39 ● Digital Theatre ‘The Tempest’ https://www.digitaltheatreplus.com/education/collections/bbc-studios/shakespeare-uncovered-trevor-nunn-on-the-tempest 	<p style="text-align: center;"><u>Things we do</u></p> <ul style="list-style-type: none"> ● Trips to see the Tempest if it is on at the theatre ● Have performance poets in school, exploring different types of poetry with the students and encouraging them to create their own ● <i>Spilling Ink</i> - our creative writing club ● The Vox student newspaper ● National Writing Competitions



KS3 English Learning Journey



Key Stage 3 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

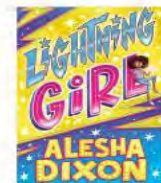
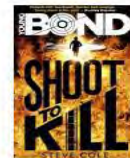
Reading is cool. Books are cool. That's it. That's the tweet.
Marcus Rashford MBE



ADVENTURE BOOKS



- ➔➔ Melt - Ele Fountain
- ➔➔ Race to the Frozen North - Catherine Johnson
- ➔➔ Noughts and Crosses - Malorie Blackman
- ➔➔ Where the River Runs Gold - Sita Brahmachar
- ➔➔ The Boy at the Top of the Mountain - John Boyne
- ➔➔ Young Bond Shoot to Kill - Steve Cole
- ➔➔ The Last Voyage of Poe Blythe - Ally Condie
- ➔➔ Lightning Girl Series - Alisha Dixon
- ➔➔ Alex Rider Series - Anthony Horowitz
- ➔➔ The Cherub Series - Robert Muchamore
- ➔➔ The Boy who Sailed the Ocean in an Armchair - Lara Williamson
- ➔➔ Bearmouth - Liz Hyder
- ➔➔ Into the Woods - Lyn Gardener
- ➔➔ Silverfin - Charlie Higson
- ➔➔ Where the World Ends - Geraldine McCaughrean
- ➔➔ Windrush Child - Benjamin Zephaniah
- ➔➔ The island at the End of Everything - Kiran Millwood Hargrave



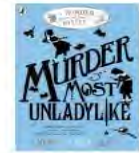
Fantasy Books

- ★ The Hunger Games Trilogy - Suzanne Collins
- ★ Harry Potter - J K Rowling
- ★ Percy Jackson - Rick Riordan
- ★ The House with Chicken Legs - Sophie Anderson
- ★ The Merrybegot - Julie Hearn
- ★ Lord of the Rings - J R R Tolkien
- ★ City of Bones - Cassandra Clare
- ★ The Lion the Witch and the Wardrobe - C.S Lewis
- ★ Northern Lights - Philip Pullman
- ★ Shiver - Maggie Stiefvater
- ★ Twilight Saga - Stephenie Meyer
- ★ Children of Blood and Bone - Tomi Adeyemi
- ★ Throne of Glass Series - Sarah J Maas
- ★ The Wordsmith - Patricia Forde
- ★ The City of Guardian Stones - Jacob Sager Weinstein
- ★ Skulduggery Pleasant - Derek Landy
- ★ A Pinch of Magic - Michelle Harrison
- ★ The Lie Tree - Frances Hardinge
- ★ The Secret of Birds and Bone - Kiran Millwood Hargrave
- ★ The Spooks Apprentice - Joseph Delaney
- ★ Red Queen - Victoria Aveyard
- ★ North Child - Edith Patou





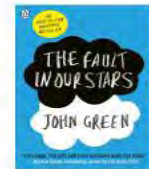
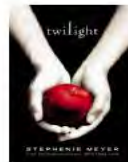
MYSTERY BOOKS



- ❖ The Curious Incident of the Dog in the Nighttime - Mark Haddon
- ❖ Goldfish Boy - Lisa Thompson
- ❖ Truly Devious Series - Maureen Johnson
- ❖ A Murder Most Unlady Like - Robin Stevens
- ❖ Safest Lies - Megan Miranda
- ❖ High - Rise Mystery - Sharma Jackson
- ❖ Race to the Bottom of the Sea - Lindsay Eagar
- ❖ The London Eye Mystery - Siobhan Dowd
- ❖ Moonrise - Sarah Crossman
- ❖ Ruby Redfort Series - Lauren Child
- ❖ Bunker Diary - Kevin Brooks
- ❖ You Will Know Me - Megan Abbott
- ❖ Button War - Avi
- ❖ Down the Rabbit Hole - Peter Abrahams
- ❖ Encounters - Jason Wallace



Romance Books



- ♥ Twilight - Stephenie Meyer
- ♥ Love Frankie - Jacqueline Wilson
- ♥ The Fault in our Stars - John Green
- ♥ To All the Boys I've Loved Before - Jenny Han
- ♥ Love Lessons - Jacqueline Wilson
- ♥ Stargirl - Jerry Spinelli
- ♥ Only Love can Break your Heart - Katherine Webber
- ♥ Girl Online - Zoe Suggs
- ♥ When the Stars are Scattered - Omar Mohamed
- ♥ The Deepest Breath - Meg Grehan
- ♥ Cherry Crush - Cathy Cassidy



Classic Books



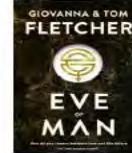
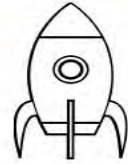
- 👑 Peter Pan - J.M. Barry
- 👑 A Christmas Carol - Charles Dickens
- 👑 Treasure Island - Robert Louis Stevenson
- 👑 Sherlock Holmes - Arthur Conan Doyle
- 👑 Alice in Wonderland - Lewis Carroll
- 👑 Little Women - Louisa M. Alcott
- 👑 The Secret Garden - Francis Hodgson Burnett
- 👑 5 Children and IT - Edith Nesbit
- 👑 Black Beauty - Anna Sewell
- 👑 The Railway Children - Edith Nesbit
- 👑 Ballet Shoes - Noel Streatfeild
- 👑 Swallows and Amazons - Arthur Ransome
- 👑 Anne of Green Gables - L.M. Montgomery





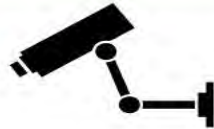
Science-Fiction Books

- ▼ A Wrinkle in Time - Madeleine L'Engle
- ▼ Dune Series - Frank Herbert
- ▼ Mortal Engines - Philip Reeve
- ▼ Arc of Scythe Series - Neal Shusterman
- ▼ This Mortal Coil - Emily Suvada
- ▼ Meta Wars - Jeff Norton
- ▼ The 100 - Kass Morgan
- ▼ Itch - Simon Mayo
- ▼ The Lorien Legacy - Pittacus Lore
- ▼ The Starlight Watchmaker - Lauren James
- ▼ Bzrk - Michael Grant
- ▼ Monster - Michael Grant
- ▼ Eve of Man - Tom Fletcher
- ▼ The Fever Code - James Dasher
- ▼ Where the World Turns Wild - Nicola Penfold
- ▼ Skywake Invasion - Jamie Russell



Thrillers

Thriller Books

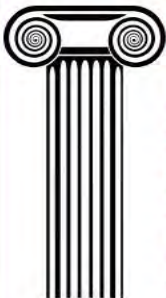
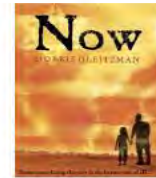


- ▼ Are You Watching - Vincent Ralph
- ▼ A Danger to Herself and Others - Alyssa Sheinmel
- ▼ A Good Girls Guide to Murder - Holly Jackson
- ▼ One of Us is Lying - Karen McManus
- ▼ The City of Secret Rivers - Jacob Sager Weinstein
- ▼ Last One to Die - Cynthia Murphy
- ▼ Catching Teller Crow - Ambelin & Ezekiel Kwaymullina
- ▼ Its Behind You - Kathryn Foxfield
- ▼ Burning Secrets - Clare Chambers
- ▼ Ruby Redfort - Lauren Child
- ▼ The Whisper - Jonathan Stroud
- ▼ The S.T.A.G.S Series - M A Bennett



Historical Books

- Ⓜ The Book Thief - Markus Zusak
- Ⓜ War Horse - Michael Morpurgo
- Ⓜ Orphan Monster Spy - Matt Killeen
- Ⓜ Wave me Goodbye - Jacqueline Wilson
- Ⓜ Now - Morris Gleitzman
- Ⓜ Red Ribbon - Lucy Adlington
- Ⓜ My Story Series
- Ⓜ Private Peaceful - Michael Morpurgo
- Ⓜ The Silver Hand - Terry Deary
- Ⓜ We Played with Fire - Catherine Barter
- Ⓜ Carrie's War - Nina Bawden
- Ⓜ Boy in the Striped Pyjamas - John Boyne
- Ⓜ Lightning Mary - Anthea Simmons
- Ⓜ Frost Hollow Hall - Emma Carroll
- Ⓜ 12 Minutes to Midnight - Christopher Edge
- Ⓜ The Roman Mysteries - Caroline Lawrence
- Ⓜ How High the Moon - Karyn Parsons





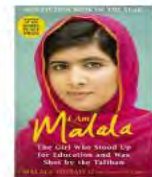
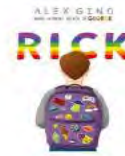
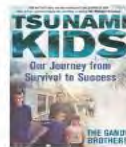
HORROR BOOKS

- Women In Black - Susan Hill
- The Graveyard Book - Neil Gaiman
- The Adjusters - Andrew Taylor
- The Saga of Darren Shan - Darren Shan
- Goosebumps Series - R.L. Stein
- Crater Lake by Jennifer Killick
- The Haunting of Aveline Jones - Phil Hicks
- Horowitz Horror - Anthony Horowitz
- The Last Voyage of Poe Blythe - Ally Condie
- Wranglestones - Darren Charlton



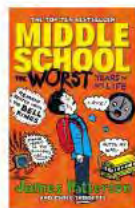
NON - FICTION AND COMING OF AGE BOOKS

- The Diary of Anne Frank
- I am Malala
- Tsunami Kids - The Gandy Brothers
- Dear Evan Hansen - Val Emmich
- Love is a Revolution - Renee Watson
- Rick - Alex Gino
- The Boy at the back of the Class - Q Onjali Rauf
- Ghost - Jason Reynolds
- Booked - Alexander Kwame
- Wonder by R.J Palacio



Funny Books

- That Time I got Kidnapped - Tom Mitchell
- Dork Diaries - Rachel Renee Russell
- Middle School Series - James Patterson
- The Private Blog of Joe Cowley - Ben Davies
- Ratburger - David Walliams
- Slime - David Walliams
- Big Nate - Lincoln Peirce
- The World of Norm - Jonathan Meres



Department:

GEOGRAPHY

Class Organisation:

Mixed Ability

Course Overview:

Students start the year exploring both the physical and human geography of the UK with a focus on Rivers. In the Spring term the students will focus on the diversity in the continent of Africa with a focus on development, landscapes and ecosystems. Finally, students will focus on weather in the UK with a final unit of the year on Wild Weather. The key focus of this unit is sustainability.

How students will be assessed

Geography Detectives – baseline assessment and map skills.

Rivers assessment

Weather fieldwork.

Self-study

Self-study is accessed via Google Classroom and are projects based over a 3 week period. Year 7 Self-study starts in Spring Term with America Travel guide, and then in the summer term the Creative Feature Project.

Parental support

- In accessing subject specific resources like atlases and topical news programmes like ‘Newsround’.
- Through taking part in student questionnaires and surveys.

Enrichment Ideas

<p style="text-align: center;"><u>Suggested reading</u></p> <ul style="list-style-type: none">● Horrible Geography Series● Lonely Planet, A journey through every country● Lonely Planet: The Big Earth Book● DK: Natural Wonders of the World● DK: What’s where in the world?	<p style="text-align: center;"><u>Films & documentaries</u></p> <ul style="list-style-type: none">● Seven Worlds, One Planet (David Attenborough)● Supervolcano● Dante’s Peak● Planet Earth, Jungles (David Attenborough)● Atlas of World Wonders, Ben Handicott
<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● Make a homemade weather station & keep a diary of the weather● Make a papier mache volcano	<p style="text-align: center;"><u>Things to see and do locally</u></p> <ul style="list-style-type: none">● Marwell Zoo - Rainforest Biome● Natural History Museum, London - Earthquake Zone● National Parks e.g. New Forest and the South Downs● Hengistbury Head & Mudeford Spit● Old Harry Rocks & Lulworth Cove
<p style="text-align: center;"><u>Top 5 Websites</u></p> <ul style="list-style-type: none">● National geographic https://www.natgeokids.com/uk/● Geoguessr https://www.geoguessr.com/● USGS - Volcanoes and Earthquake tracker https://earthquake.usgs.gov/earthquakes/map/● Google Earth https://earth.google.com/web/● Met Office website for the local area - Weather predictions https://www.metoffice.gov.uk/	<p style="text-align: center;"><u>Things we do</u></p> <ul style="list-style-type: none">● Book Covering competition● Trip to London to see the London Eye and urban landscapes as well as seeing the Natural History Museum to go through the journey of the centre of the Earth.● Weather Fieldwork Investigation● Launch Year 8 Residential to Bannau Brycheiniog (Brecon Beacons)

WILDERN GEOGRAPHY CURRICULUM MAP

Key
 Year Group
 Topics Covered



Department:

HISTORY

Class Organisation:

Mixed Ability

Course Overview:

Students will study the Medieval World, looking at the Battle of Hastings, the Power of the Church and the Black Death. They will then study The Tudors and Stuarts, looking at the Reformation, Civil War and Great Plague, transatlantic slave trade and the Industrial Revolution.

How students will be assessed

Written assessments and self-study each term, assessed using Wildern Steps.

Self-study

Self-study is set through Google Classroom on religious change in Tudor times, Local History project and the Industrial Revolution. These begin from February half-term.

Students will be set self-study every two weeks via google classroom, such as reading comprehension, key word glossaries, quizzes and meanwhile elsewhere tasks.

Parental support

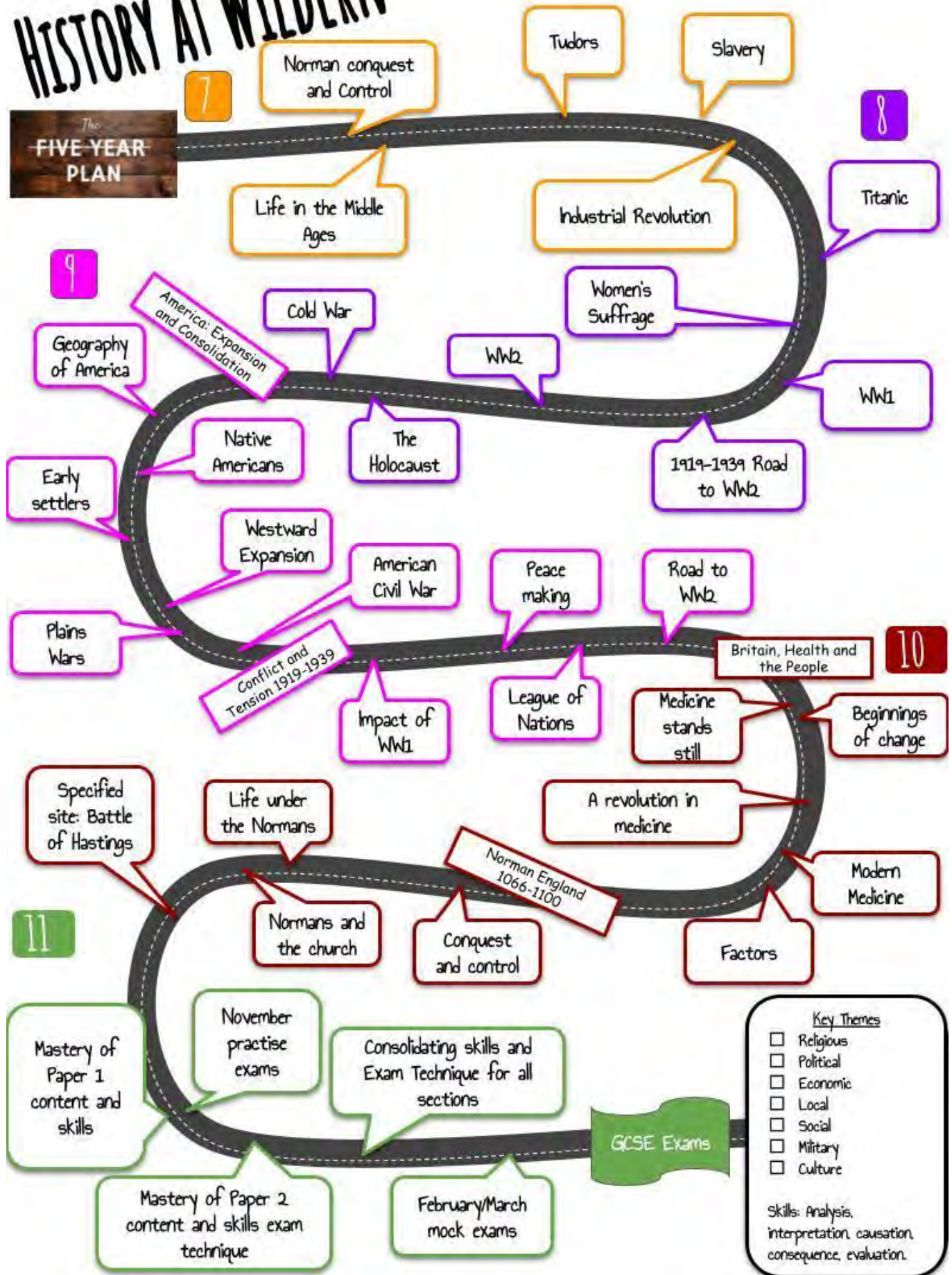
- Use of Library for research.
- Support with planning and meeting deadlines.
- Use of google classroom for extension and support information.

Enrichment Ideas

<p style="text-align: center;"><u>Suggested reading</u></p> <ul style="list-style-type: none">● King of Shadows - Susan Cooper (Shakespeare)● Children of Winter - Berlie Doherty (Plague)● Corum Boy - Jamila Gavin (Industrial London)● 'A Traveller in Time' - Alison Uttley (Tudor)● 'The Door in the Wall' Marguerite de Angeli (medieval)	<p style="text-align: center;"><u>Films & documentaries</u></p> <ul style="list-style-type: none">● Horrible Histories series● Mary Queen of Scots● Robin Hood● BBC World Service - Witness Black History
<p style="text-align: center;"><u>Cultural experiences</u></p> <ul style="list-style-type: none">● Battle Abbey● Imperial War museum● Tower of London● London Dungeons● National History museum	<p style="text-align: center;"><u>Things to see and do locally</u></p> <ul style="list-style-type: none">● Portsmouth dockyard/ Mary Rose● Southampton City Walls/ Tudor House & Garden/ sea city museum● Tower of London/ London Dungeons● Stonehenge● Buckler's Hard (Beaulieu)
<p style="text-align: center;"><u>Top 3 Websites</u></p> <ul style="list-style-type: none">● BBC bitesize KS3 history www.bbc.co.uk/bitesize/subjects/zk26n39● BBC teach www.bbc.co.uk/teach/ks3-history/zhbdpg8● Youtube clips - 'horrible histories channel' 'measly middle ages' 'stormin normans' 'vile victorians'	<p style="text-align: center;"><u>Things we do</u></p> <ul style="list-style-type: none">● Clips and videos throughout scheme of work to bring History alive● Arundel Castle trip● Archaeology club

HISTORY AT WILDERN

The FIVE-YEAR PLAN



Department:

MATHEMATICS

Class Organisation: Broadly banded

Course Overview:

Year 7 students follow the KS3 National Curriculum. Investigative skills are developed and accurate use of equipment is practised, including the effective use of their own scientific calculator. Modules covered this year include:

Autumn: Place value, order of operations, types of numbers, algebraic notation, simplifying expressions, substitution, solving equations, lines, angles and properties of shapes.

Spring: Measures, unit conversions, compound measures, probability, sequences, exploring fractions, decimals and percentages further, collecting and representing data and calculating averages.

Summer: Ratio and proportion, constructions, loci, transformations, algebraic functions and linear graphs

How students will be assessed

Ongoing assessment through regular in class assessments, formal exams in May, self-study tasks and through formative assessment strategies in the classroom.

Self-study

Students receive self-study each week through Sparx Maths. Tasks are set which should take students on average 30 minutes each week.

Parental support

- Use teacher's marking and feedback in your child's exercise book to support your child with topics they are finding 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.
- Ensure your child is confident with their times tables and basic number skills.

Enrichment Ideas

<p style="text-align: center;"><u>Suggested reading</u></p> <ul style="list-style-type: none">● Alex's Adventure in Numberland by Alex Bellos● The Indisputable Existence of Santa Claus by Hannah Fry and Thomas Oleron Evans	<p style="text-align: center;"><u>Films & documentaries</u></p> <ul style="list-style-type: none">● Hidden Figures (PG)● Donald in Mathmagic Land (U)
<p style="text-align: center;"><u>Cultural experiences</u></p> <ul style="list-style-type: none">● Awareness of weights and measures through using them in baking or decorating● Playing money-based games (e.g monopoly, game of life)● 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: sparxmaths.uk/student● PiXL timestable app: https://timestable.pixl.org.uk/Timestables.html● Nrich: https://nrich.maths.org/secondary● UKMT Maths Challenge: https://www.ukmt.org.uk/competitions/solo● Numberphile Youtube Channel: https://www.youtube.com/channel/UCoxcjq-8xIDTYp3uz647V5A	<p style="text-align: center;"><u>Things we do</u></p> <ul style="list-style-type: none">● NSPCC Number Day (February)● Year 7 and 8 Puzzle Club (Monday lunchtimes in room 670)● UKMT Junior Maths Challenge

KS3 Maths Curriculum Map

Year 7 Baseline Assessments

Year 7 Autumn 1

- N1 Multiplying and Dividing
- BIDMAS
- Decimals
- Rounding
- A1 Expressions
- Expanding and Factorising
- Substitution

Year 7 Autumn 2

- GM1 Angle Properties
- Angles in Parallel Lines
- Angles in Polygons
- N2 Negative Numbers
- Factors and Multiples
- Prime Numbers
- Square, cubes and roots
- A2 – Algebra Advent!
- Equations

Year 7 Exams

Year 7 Spring 1

- P1 The Probability Scale
- Calculating probabilities
- GM2 – Olympic Games
- Timetables
- Scales
- Metric and Imperial Units
- N3 Ordering Fractions
- Operations on Fractions
- Fractions of Amounts

Year 7 Summer 2

- A4 Coordinates
- Plot Functions
- Gradient
- Drawing Curves
- GM4 – World Trade Game
- Constructing Triangles
- Constructing Bisectors
- Loci
- SP1 Perimeter and Area

Year 7 Summer 1

- GM3 Transformations
- N4 – Pandemic!
- FDP
- Percentages of amounts
- Percentage change
- Best Buys
- Simplifying Ratio
- Direct Proportion

Year 7 Spring 2

- A3 Linear Sequences
- Quadratic Sequences
- Special Sequences
- S1 – Vitruvian Man
- Questionnaires
- Two Way Tables
- Pictograms
- Bar and Line Charts
- Scatter Graphs
- Averages

Year 8 Interim Exams

Year 8 Autumn 1

- N5 Mental Methods
- Rounding and Estimation
- Standard Form
- Calculator Skills
- S2 Stem and Leaf Diagrams
- Grouped Data
- Pie Charts
- Box Plots

Year 8 Autumn 2

- A5 Indices
- GM5 Properties of Shapes
- Angle Proof
- Bearings
- SP2 Isometric Drawing
- Plans and Elevations

Year 8 Spring 1

- A6 Sequences from Pictures
- Sequences and Graphs
- Real Life Graphs
- P2 Experimental Probability
- Sample Space Diagrams
- OR and AND rules
- Tree Diagrams

Year 8 Summer 2

- GM7 Transformations
- Similar Shapes
- Scale Drawings
- S3 Collecting Data
- Presenting Data

Year 8 Summer 1

- A7 Simplifying Expressions
- Constructing and Solving
- Trial and Improvement
- Inequalities
- Rearranging

Year 8 Spring 2

- GM6 – Zoo Project
- Area Formulae
- Circles
- Volume and Surface Area
- Nets
- N6 Operations on Fractions
- FDP
- Percentage Change
- Interest
- Unitary Method

End of KS3 Exams

Course Overview:

In year 7, students learn how to speak and write about a range of contexts, including their family, school and free time. Within each context, students learn the key skills of asking and answering questions, giving justified opinions and forming verbs in the present and future tense. They begin to use reading and listening strategies to support them in understanding a range of texts, learn new vocabulary and apply phonic patterns.

How students will be assessed

Listening, Reading and Writing assessments each term.

Self-study

All self study is set on Google Classroom. This begins in September with a vocabulary challenge - 10 weeks to learn as many words as possible and earn points for their house. From January, self study alternates between vocabulary learning and online reading, listening and writing tasks on www.sentencebuilders.com. Students are encouraged to use www.memrise.com, an app and website that is a huge support for vocabulary learning.

Autumn Term - House Vocabulary Challenge.


Spring and **Summer** Term - Independent writing, reading, listening or speaking tasks, weekly vocabulary learning.

Parental support






- Test vocabulary and spellings weekly
- Encourage students to use Memrise and sentencebuilders.com to practise their language at home.

Enrichment Ideas

<p style="text-align: center;"><u>Suggested reading online</u></p> <ul style="list-style-type: none"> ● French: Le journal des enfants ● German: Deutsche Welle Learn German website, Goethe Institut City of words ● Spanish: https://121spanish.com/i-readings, SAP Comics: Mafalda 	<p style="text-align: center;"><u>Films & documentaries</u></p> <ul style="list-style-type: none"> ● French: TinTin, Seven & Me (Netflix) ● German: Das Wunder von Bern, Nico’s Weg (Deutsche Welle website) ● Spanish: Zipi y Zape y la isla del capitán.
<p style="text-align: center;"><u>Cultural experiences</u></p> <ul style="list-style-type: none"> ● French: Try a day trip to Calais via Dover, Listenlive.eu - listen to live radio ● German: Pen pal letters with pupils from German partner school ● Spanish: Virtual tour of Barcelona 	<p style="text-align: center;"><u>Things to see and do locally</u></p> <ul style="list-style-type: none"> ● French: Cafe Luc (cheese and ham) Romsey ● German: German Christmas Market ● 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 ● KS3 BBC Bitesize https://www.bbc.co.uk/bitesize/levels/z4kw2hv ● www.languagedrops.com ● www.duolingo.com ● www.digitaldialects.com - Language learning games 	<p style="text-align: center;"><u>Things we do</u></p> <ul style="list-style-type: none"> ● Foreign Language Film Club ● European Culture Club ● European Day of Languages ● 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 French 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>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 France to celebrate Bastille Day. 	<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. 				

MFL 5 YEAR JOURNEY

Department: **MUSIC**

Class Organisation: **Mixed Ability**

Course Overview:

Students develop their understanding and knowledge of skills, technique and style through termly units. This includes working in the Digital Media Suite where Music Technology is explored further. Units in Year 7 include Program music, Singing, Riffs and Hooks and Axis of Awesome.

How students will be assessed

Within the first few weeks all students take a baseline test. Students' knowledge and understanding are then assessed through performance, composition or listening and evaluating tasks.

Self-study

Two self-studies should be completed for each unit of work. The first Self-study will be set in the Spring term.

Year 7: All self-study tasks are set as Google classroom assignments and are as follows:

Spring: Riffs and Hooks 1 & 2

Summer: Axis of Awesome 1 & 2

Parental support

- Encourage your child to listen to and appreciate a wide range of music and styles.
- Take an interest and encourage independent research in the current musical unit.
- Encourage your child to take part in an extended curricular opportunity and instrument lessons.
- Listen to any form of 'Live' music.
- Use appropriate music software with a midi keyboard on the home computer.

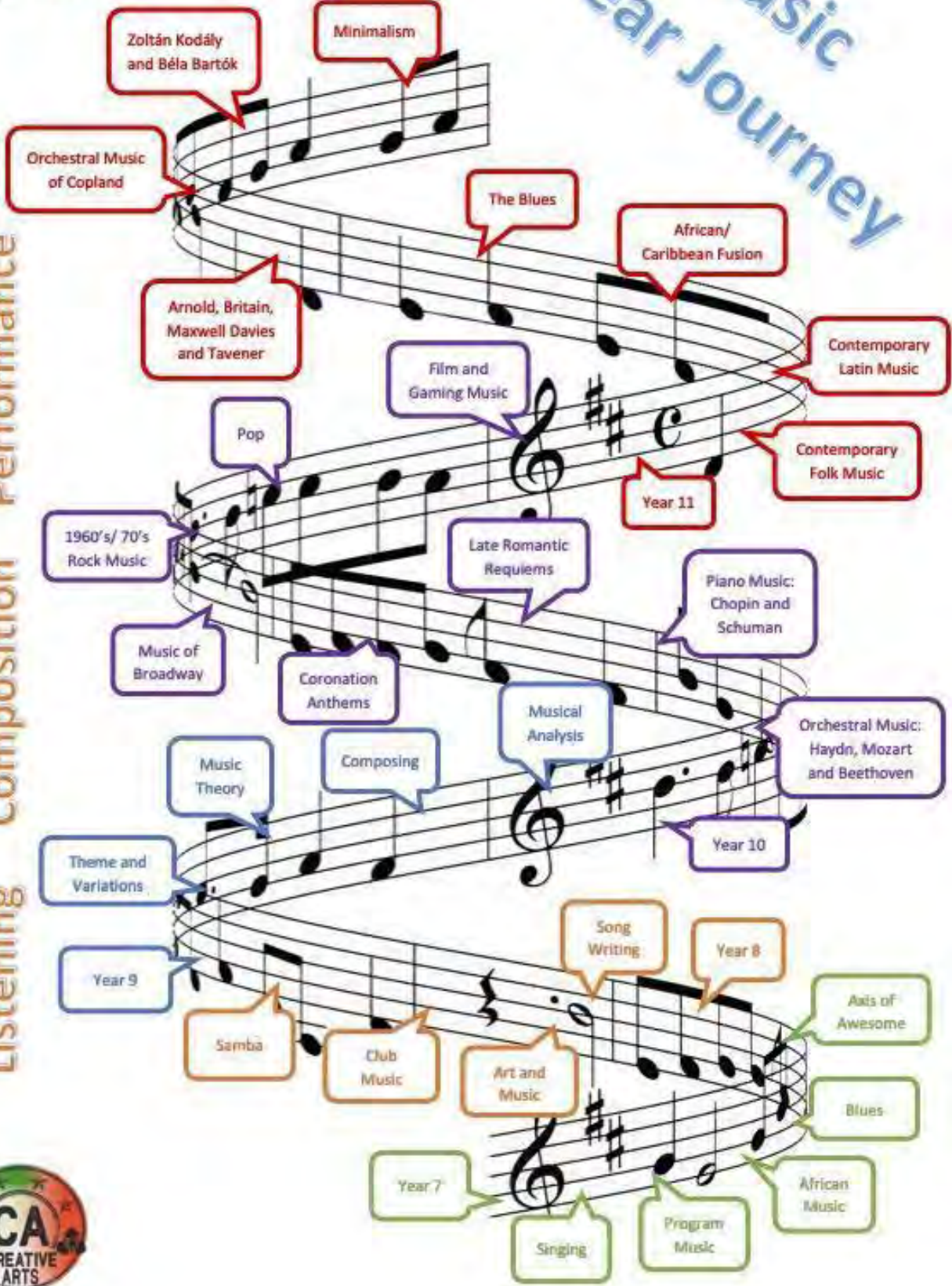
Enrichment Ideas

<p style="text-align: center;"><u>Suggested reading</u></p> <ul style="list-style-type: none">● The story of the Orchestra by Robert Levine● Children's book of music - by DK● Help! I'm in treble! by Baby Professor	<p style="text-align: center;"><u>Films & documentaries</u></p> <ul style="list-style-type: none">● Hairspray the musical● Sound of Music● West Side Story● The Young Person's Guide to the Orchestra
<p style="text-align: center;"><u>Cultural experiences</u></p> <ul style="list-style-type: none">● Externally run enrichment (African Drum and Vocal Workshop)● Performing in the Berry theatre (Christmas concert, Summer concert, Year 7 musician of the year)● Busking zone performance opportunity● Wildern Music Festival	<p style="text-align: center;"><u>Things to see and do locally</u></p> <ul style="list-style-type: none">● Matinee performance of the school show in the Berry● Live performances in the busking site● Music theatre at the Point/Berry● Wildern Music Festival performances in Berry theatre● Musical productions at the Mayflower theatre
<p style="text-align: center;"><u>Top 5 Websites</u></p> <ul style="list-style-type: none">● www.commonsemmedia.org - follow link for Music app download● Music Theory: https://www.musictheory.net/● www.bandlab.com● https://www.musicroom.com/● https://www.musicnotes.com/	<p style="text-align: center;"><u>Things we do</u></p> <ul style="list-style-type: none">● KS3 choir● Ukulele club● Brass band/orchestra/jazz band/ Guitar ensemble (invited students only)● Whole school productions● Percussion ensemble



5 Year Journey Music

Listening Composition Performance



Course Overview:

When students join us in Year 7 they begin by undertaking a series of baseline assessments so we can assess the varying experiences of PE from primary school & establish students current levels of performance in the subject. After this, students begin studying our concept curriculum in which they are taught the fundamental six concepts through a rich, diverse and meaningful programme of physical activities and sports spread across the academic year.

The **SIX KEY CONCEPTS** students are introduced to in Year 7 are;

1. **Overcoming Opponents (Indoor):** Basketball, Badminton, Handball, Table Tennis, Volleyball.
2. **Overcoming Opponents (Outdoor):** Football, Rugby, Hockey, Netball, Cricket, Tennis, Rounders & Athletics.
3. **Aesthetic Technique & Performance:** Gymnastics, Dance, Trampolining & Athletics.
4. **Water Technique & Safety:** Swimming, Personal Survival, Synchronised Swimming, Water Polo
5. **Health-Related Exercise:** Fitness Classes, Fitness Suite Sessions & Outdoor fitness sessions.
6. **Sports Culture:** American Football, Lacrosse, Kabaddi, Aussie Rules, Gaelic Football.

In addition, students begin to learn the fundamental knowledge and understanding of how to lead a healthy, active lifestyle, wider understanding of practical activities and sports and begin their journey as part of **#TeamWildern**.

How students will be assessed:

Students will be assessed using the specially devised step-criteria for PE which analyses students ability to understand, apply and transfer concepts across a range of physical activities and sports in addition to an online theory test.

Self-study:

PE KNOWledge Quiz set each term - Set online using Google Classroom.

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 lessons 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 is **PERMITTED & NOT PERMITTED** to be worn during PE lessons (See pg.13)
- Provide a written **NOTE** if your child is unable to fully participate in PE lessons.
- Encourage your child to take part in **ALL** aspects of PE & adopt a **POSITIVE** attitude towards physical activity.
- Encourage attendance at **EXTRA-CURRICULAR** activities.

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

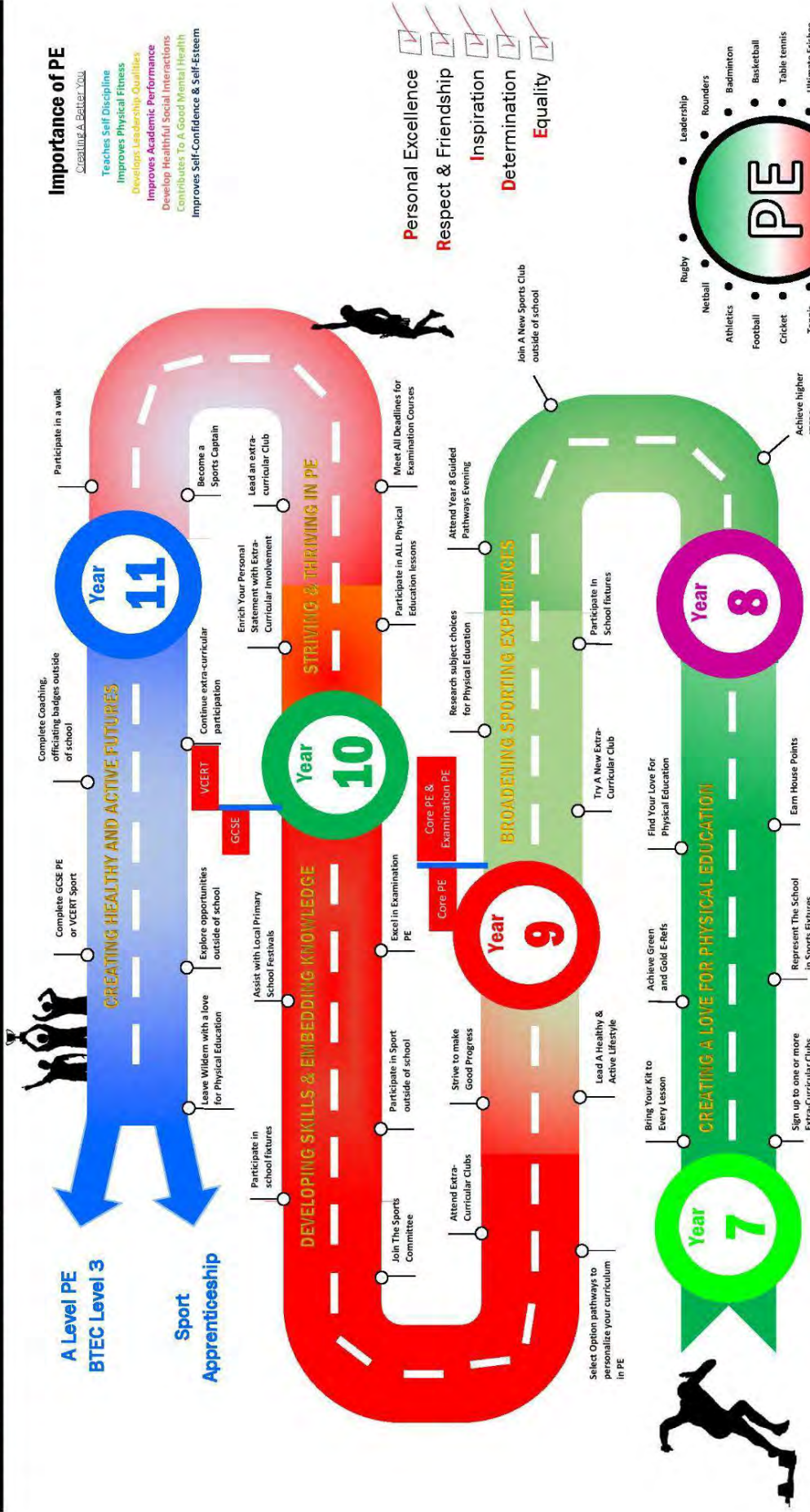
Enrichment Ideas:

<p><u>Suggested reading</u></p> <p>Understanding the Concept-Curriculum BBC Sport: Updates on Sport from UK & Abroad Sky Sports: News and Updates from the World</p>	<p><u>Films & documentaries</u></p> <ul style="list-style-type: none"> ● INVICTUS ● RONALDO: POSSIBLE TO IGNORE (2021) ● COOL RUNNINGS
<p><u>Cultural experiences</u></p> <ul style="list-style-type: none"> ● Join a Wildern sports club or a local sports club. ● Take part in sports fixtures locally, regionally, nationally & internationally. ● Attend elite levels sporting events as a spectator. 	<p><u>Things to see and do locally</u></p> <p>Southampton FC @ St Marys Hampshire Cricket @ The Ageas Bowl Trojans Rugby, Hockey & Squash Club Calshot Outdoor Activities Centre Southampton Athletics Club</p>
<p><u>Top 3 Websites</u></p> <p>https://www.bbc.co.uk/bitesize/examspecs/zxbg39g https://www.brianmac.co.uk/ https://www.teachpe.com/</p>	<p><u>Things we do</u></p> <p>Weekly after-school sports clubs Competitive Teams and fixtures. Interform / House Events</p>



Wildern Physical Education Journey

Every Student Matters, Every Moment Counts

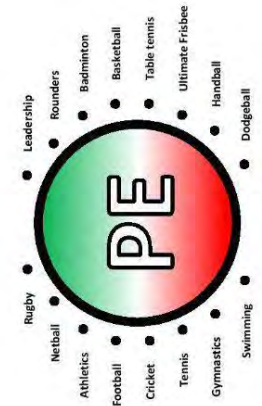


Importance of PE

Creating A Better You

- Teaches Self Discipline
- Improves Physical Fitness
- Develops Leadership Qualities
- Improves Academic Performance
- Develop Healthful 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:

In Year 7 students are introduced to the key skills of RE by completing units such as Judaism, Christianity and Islam. Within these units they explore key concepts and evaluate their importance to both believers and non-believers.

How students will be assessed

Students will be assessed in line with Wildern Steps through written assessments through which they will be given targets on how to develop and reach their target Step. There will also be a mixture of self and peer assessment used in order to encourage students to reflect on their own and others' progress.

Self-study

Self-study has been designed so that students can be reflective on their knowledge and understanding and develop their independence. These are largely Google Quizzes that students will complete.

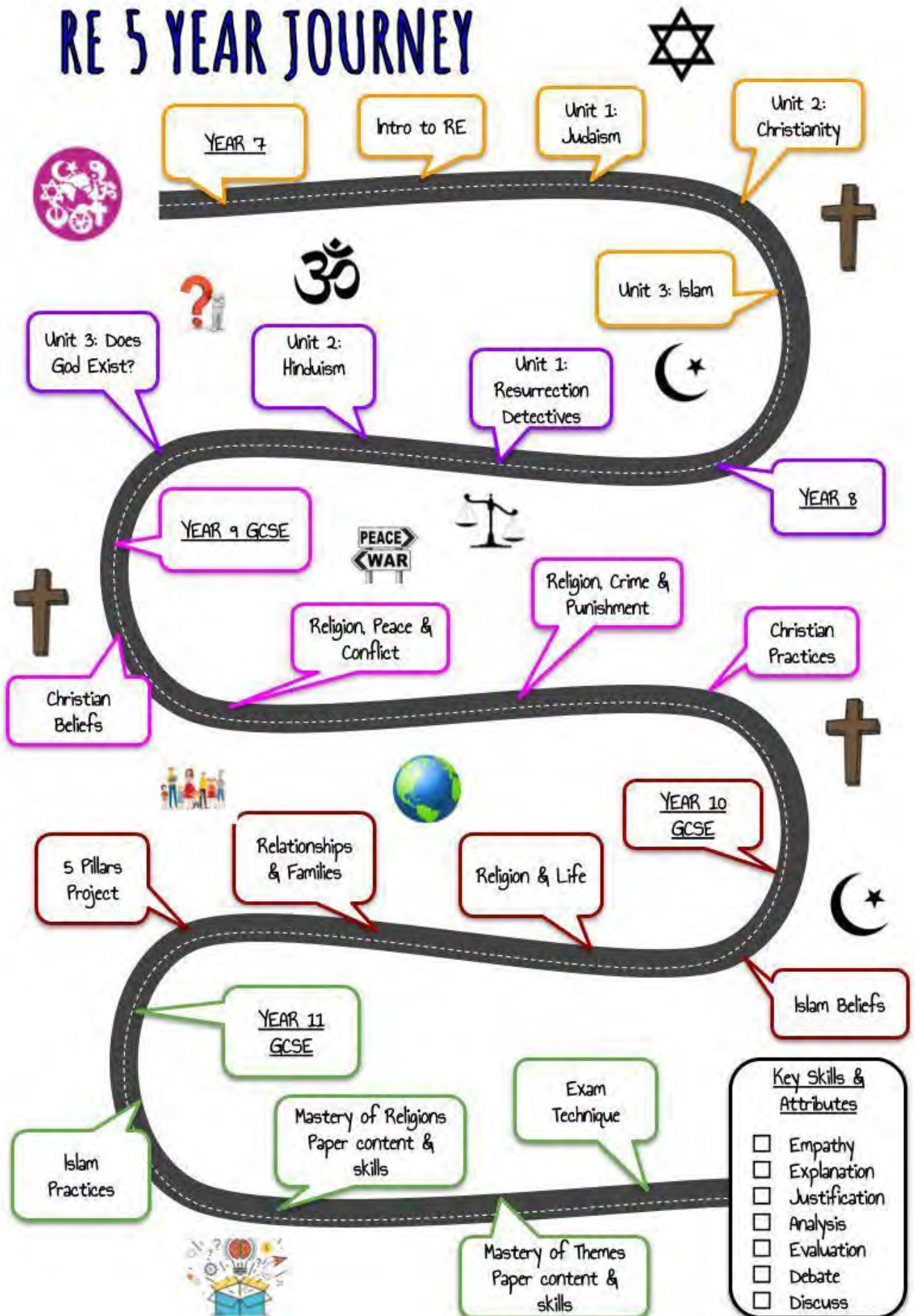
Parental support

Encourage students to debate and discuss the topics and concepts they have covered in their RE lessons at home. Use the materials provided on Google Classroom to support students in their Self-study tasks.

Enrichment Ideas

<p style="text-align: center;"><u>Suggested reading</u></p> <ul style="list-style-type: none"> ● The Lion, the witch and the wardrobe, CS Lewis ● Unheard voices, Malorie Blackman ● Vicky Angel, Jacqueline Wilson ● Finding Jenifer Jones, Anne Cassidy 	<p style="text-align: center;"><u>Films & documentaries</u></p> <ul style="list-style-type: none"> ● Story of God with Morgan Freeman ● The Bible (Netflix series) ● The Prince of Egypt
<p style="text-align: center;"><u>Cultural experiences</u></p> <ul style="list-style-type: none"> ● National Trust opportunities 	<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 synagogues
<p style="text-align: center;"><u>Top 3 Websites</u></p> <ul style="list-style-type: none"> ● www.truetube.co.uk ● https://www.bbc.co.uk/teach/ks3-religious-studies/z72qf4j ● www.REquest.org.uk 	<p style="text-align: center;"><u>Things we do</u></p> <ul style="list-style-type: none"> ● Use Google maps to show location of relevant sites ● Link with local faith organisations

RE 5 YEAR JOURNEY



Course Overview:

Students are able to develop their scientific knowledge and curiosity for the subject through both practical and content based lessons around 10 big ideas (Forces, Electromagnets, Energy, Waves, Matter, Reactions, Earth, Organisms, Ecosystems & Genes).

How students will be assessed

Students' work is summatively assessed through Exit Tickets, which focus on developing subject knowledge and working scientific skills. Termly formative assessments including a formal year 7 written exam test both Scientific Knowledge and Working Scientifically skills.

A revision guide may be purchased through the department.

Self-study

This is set every week from the start of the year on the Self-study Programme which will be shared via Google Classroom. Students will complete tasks to consolidate prior knowledge, enrich their scientific subject knowledge and challenge their understanding.

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>
- Encourage your child to keep up to date with Science in the news.
- Support your child with revision and self-study tasks.
- Follow Blogs/Twitter/Science You-tube channels that enthuse students learning.

Enrichment Ideas

<p style="text-align: center;"><u>Suggested reading</u></p> <ul style="list-style-type: none"> ● Subscribe to 'Science + Nature' and 'Science Focus' ● Pig-Heart Boy- Malorie Blackman ● The Evolution of Calpurnia Tate – Jacqueline Kelly ● Women in Science - 50 fearless Pioneers who changed the world- Rachel Ignatofsky 	<p style="text-align: center;"><u>Films & documentaries</u></p> <ul style="list-style-type: none"> ● CBBC Science ● Mythbusters ● How It's Made ● BBC The human body ● Science experiments: Robert Winston Operation Ouch (CBBC)
<p style="text-align: center;"><u>Cultural experiences</u></p> <ul style="list-style-type: none"> ● Join the school's STEM club ● Survival club ● Range of activities in British Science week ● Big Bang fair 	<p style="text-align: center;"><u>Things to see and do locally</u></p> <ul style="list-style-type: none"> ● Winchester Science Centre ● Oceanarium, Bournemouth ● Cumberland house, Portsmouth ● Portsmouth Historic Dockyard ● Marwell zoo
<p style="text-align: center;"><u>Top 5 Websites</u></p> <ul style="list-style-type: none"> ● Science news for students https://www.sciencenewsforstudents.org/ ● https://www.billnye.com/ ● https://science.howstuffworks.com/ ● https://earthhow.com/ ● https://www.natgeokids.com/uk/ 	<p style="text-align: center;"><u>Things we do</u></p> <ul style="list-style-type: none"> ● British Science week ● Winchester Science Centre ● Survival Club (Tuesdays 3.00pm – 4.00pm) ● Stem Club (Mondays 3.00pm – 4.00pm)

Care, Opportunity, Quality **KS3 Year 7** **Year 8** **Every Student Matters, Every Moment Counts**

Earth 1
Earth structure
Universe

Ecosystem 1
Interdependence
Plant Reproduction

Electromagnets 1
Current, Potential Difference and Resistance

Energy 1
Energy Efficiency
Energy Transfer

Reactions 1
Acid & Alkalis
Metals & Non-metals

Organisms 1
Cells

Matter 1
Particle Model
Separating mixtures

Genes 1
Human Reproduction
Variation

KS3 Year 8

Sound **Light**

Look deep into nature, and then you will understand everything better. **Albert Einstein**

To infinity... and beyond!
Buzz Lightyear (Toy Story)

Earth 2
Earth structure
Universe

Ecosystems 2
Respiration
Photosynthesis

Electromagnets 2
Magnetism
Electromagnets

Energy 2
Work
Heating and Cooling

Reactions 2
Types of Reactions
Chemical energy

Organisms 2
Breathing
Digestion

Matter 2
Elements
Periodic table

Genes 2
Inheritance
Mutations

KS4

Waves 2
Waves Effect
Wave Properties

Waves Effect
Wave Properties

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: -

sp	- incorrect spelling	<u>Marking abbreviations:</u> GCSE grade - 9 - 1 VCERT/BTEC:- D*-P WCS:Wildern Current Step WST: Wildern Step Target
ww	- wrong word used	
c	- incorrect capitalisation	
//	- new paragraph needed	
p	- reconsider punctuation	
sc	- poor sentence construction	
?	- vague, unclear	
	- target	
	- reflection	

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) grades at 3 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.

All Year 7 students will receive Behaviours for learning colours, Wildern Current Step (WCS), which can vary significantly depending on the subject and exposure to it at KS2, and GCSE/Step Target band based on prior academic attainment. This will be refined as they move through the school.

WAD1: Week beginning 18 November 2024

WAD2: Week beginning 24 February 2025

WAD3: Will be sent home with the end of Year report (This will include core subject exam results in the steps)

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.

Yr 7 Tutor Parents Evening - 7th November 2024

Yr 7 Subject Parents Evening - 12 June 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](#)

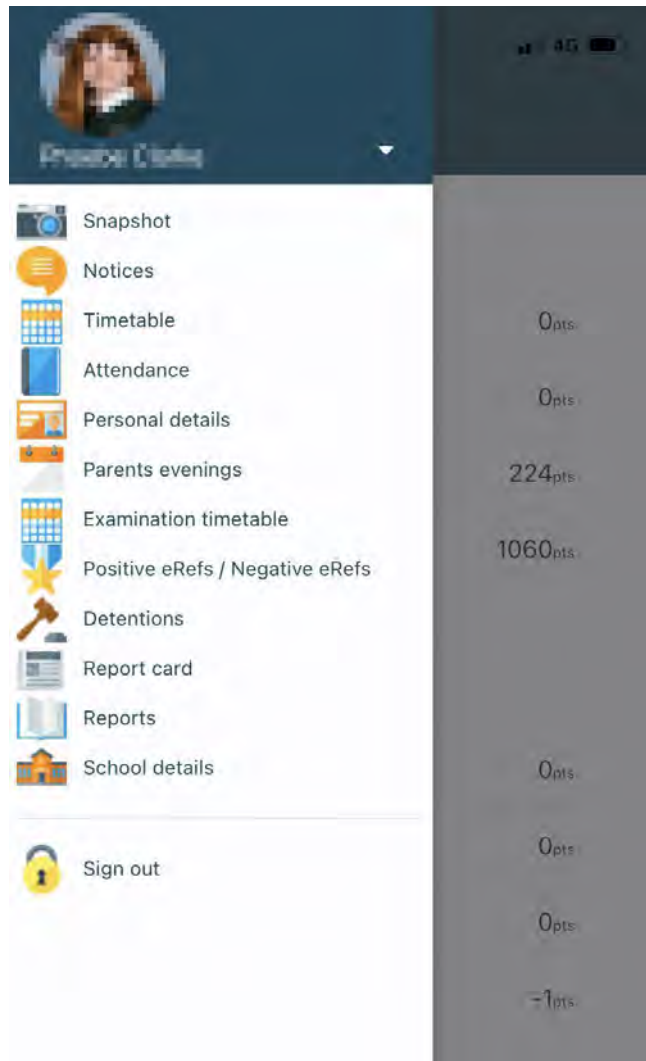
[IT Guide Information Booklet](#)

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).



**“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 residential 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 @ Sports 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 @ Netball/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.

E.Ref Colour	Points
GOLD	4
GREEN	2
AMBER	-1
RED	-2
PURPLE	-4

Attendance	Points
100% Term	4
100% Year	10 (Bonus)

Calendar Event Points	
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

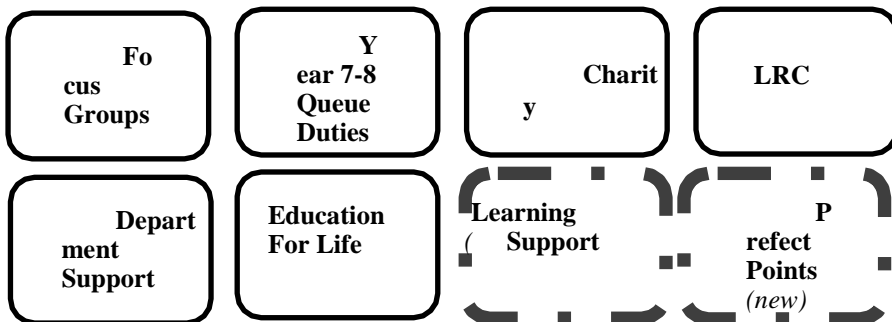
Lead the prefect teams, organise rotas and team involvement in events, regularly meet the Head Teacher, attend special events, carry out duties



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.

Key Areas of Impact



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

'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, 2024-25, our focus will be:

Local Charities

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



-

National Charities

- Rotary Shoe box Appeal
- Unicef Soccer Aid



Rotary Shoebox Scheme
"Spreading a little Happiness"



CANCER RESEARCH UK



Save the Children

COMIC RELIEF

International Charities

- Cancer Research
- Save the Children
- Comic Relief

Careers support

Specific careers lessons take place in each year of Wildern.

Year 7

Students will complete careers modules as part of the Transition work during Education for Life lessons. They will also have access to online careers tools' right at the start of their time at Wildern, and take part in an Enterprise 'Dragons Den' themed This is me day. There are planning sessions for the Dragons Den day built into the Tutor Programme.



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, Ian Henser, 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 2024.



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!



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

Miss Spraggs, 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 re-issue 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 the 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 gold eref.
- **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. Gold erefs 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

