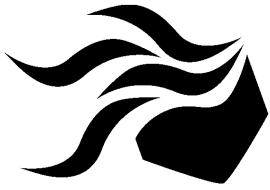


THE CITY OF PORTSMOUTH GIRLS' SCHOOL



A Specialist Humanities College



A Parent's Guide to the Year 9 Curriculum 2007 / 2008

CONFIDENCE • PROGRESS • GROWTH • SUCCESS

Aims of the school

The overall aim of the School is to help all our girls to achieve success and to recognise and celebrate that success however it may be revealed. We will achieve this by instilling **Confidence**; ensuring **Growth**; enabling **Progress**, which will result in **Success**.

Please read this booklet and ask questions, it will help you gain insight into your daughter's learning.

To achieve this, the School strives to provide an atmosphere where all the girls are encouraged to perform to the best of their ability both within the classroom and outside it.

The School expects the girls to demonstrate positive attitudes to work and high standards of behaviour, which display a respect for other people and the environment. The Form Tutor and Leaders of Learning PDL take a personal interest in the academic and social development of each girl whilst the subject teachers, Heads of Subjects and Heads of Faculties aim to provide a stimulating programme of learning for girls of all abilities.

The School also places a great deal of emphasis on equipping the girls with the skills and attitudes they will need in order to play an active part in Society in the areas of work, leisure, citizenship and family life. Close links have been established with local further educational institutions, employers and members of the local community in the recognition that education is a continuing process, which extends beyond the boundaries of the classroom.

The School also recognises that none of these aims and expectations will be realised without the support and involvement of you as parents. Securing that support is one of the main priorities of the School.

Our specific Curriculum and Pastoral Aims are:

1. To encourage girls to develop lively enquiring minds, to be capable of independent thought and to experience enjoyment of learning so that they may be encouraged to take advantage of educational opportunities in later life.
2. To assist each girl to achieve her greatest academic potential in the National Curriculum.
3. To enable the girls to develop as fully as possible their abilities, interests and aptitudes making additional provision where necessary for those with special needs and who are in any way disadvantaged.
4. To give the girls the experience of school as a caring, supportive community where life is enjoyable and where there is equal provision regardless of race and culture. Each girls should feel that her language, religion and culture are acknowledged and are valued throughout the school community.
5. To provide a curriculum which ensures contact with those major areas of knowledge and experience which will help the girls to know more about themselves and the world in which they live.
6. To work in ways that will enhance the self-discipline, self-respect and confidence of young people and encourage them to take responsibility for their physical well being and the quality of their own lives.
7. To enable the girls to acquire understanding, knowledge and skills relevant to adult life, employment and leisure in a changing world.
8. To promote the development in the girls of a code of moral values, which takes full account of other people's feelings and beliefs.

CONFIDENCE • PROGRESS • GROWTH • SUCCESS

PASTORAL ORGANISATION

The Pastoral System supports girls throughout all aspects of school life and is managed by Mrs Bryant who is the Assistant Headteacher.

Each year group is divided into eight mixed-ability tutor groups that are co-ordinated and managed by Leaders of Learning: PDL as follows:

Mrs Rolls	Year 7
Miss Vidler	Year 8
Mrs Trewick	Year 9

The tutors and Leaders of Learning: PDL stay with a year group as they progress through the school.

Each tutor group belongs to one of the four houses (Nelson, Victory, Mary Rose and Warrior). The house system provides the opportunity for various competitions and community activities.

CURRICULUM ORGANISATION

Girls are taught in year groups by age and follow the programmes of study laid down in the national curriculum for Key Stage 3 (KS3). For teaching purposes each year group is divided into two halves (A & B) of broadly equal ability.

Girls are initially taught as mixed ability classes on entry to the school. They are re-grouped into sets by ability during the first term in Science & Maths and for most other subjects from year 8 onwards. An exception to this is English, where they are taught as mixed ability groups throughout the Key Stage.

The school day consists of 6 x 50 minute periods and a total of 30 periods (25 hours) are taught during the week. Details about the subjects followed and time spent on them are given later in this booklet.

Clubs and extended curricular activities take place during lunchtimes and after school. Details are sent home in a newsletter each term.

ASSESSMENT

MARKING

All subjects mark work to a school grading system using the letters E,G,S and N. These grades are explained in your daughter's **pupil diary**.

Sometimes work in the Core and Foundation subjects will be graded using the national system of levels. By the end of the year it is expected that, on average, girls should have reached the following levels:

English	3 - 4	Maths	4 - 5
Science	4 - 5	Technology	4
IT	4	French or German	2 - 3
History	3 - 4	Geography	4
Music	4	P.E.	3 - 4
R.E.	4	Art	3 - 4
Performing Arts	3 - 4		

REPORTING

A full written report will be sent home on **23rd July 2008**.

You will be invited to attend a **Parents' Consultation on Wednesday 12th March 2008** to discuss any concerns.

There will be target setting to help your daughter improve her work during the rest of the year and a **Progress Review Day on 29th February 2008**.

HOME LEARNING

Home Learning forms an important part of your daughter's education.

It is set every week in most subjects according to a timetable that you will find in your daughter's **pupil diary**. Details about the types of work that she can expect are given on each subject page later in this booklet.

Girls are expected to record home learning carefully in their diary when it is set in class so that they know exactly what to do when they get home.

As a parent, you can help your daughter with her home learning by simply checking through what she has to do in the diary with her and by making sure that you are satisfied that it has been done to the best of her ability. You can do this even if you cannot help her with the subject itself.

Further good advice about home learning is given in the **pupil diary**.

LEARNING SUPPORT

ABLE PUPILS

Year 7 pupils who have performed particularly well in whole year group tests on entry receive a support interview and follow-up notification to parents as part of our Able Pupil provision programme. This programme continues throughout the school. All lower school pupils who are nominated by five or more faculties receive an Individual Education Plan. This IEP celebrates their progress, and offers additional extension targets in agreement with the pupil.

BILINGUAL PUPILS

Girls who speak Bengali are given the opportunity to attend mother tongue lessons here in school on a regular basis which can lead to a GCSE qualification. Other community languages can be studied in The City of Portsmouth Girls' School and pupils are encouraged to take this opportunity. Pupils with developing English have the support of a bilingual assistant. Whatever their home language and culture, every effort is made to provide home-language support and acknowledgement of their customs. Main festivals are celebrated as part of the school's extra-curricular activities.

DYSLEXIC PUPILS

Staff are made aware of the needs of these pupils. The use of hand-held "phonic friendly" electronic spell checkers and home computers is strongly recommended. Dyslexic pupils are given spelling strategies, handwriting skills and reading tips so that their confidence in written self-expression is increased. Their thinking abilities are recognised and valued in writing as well as in speaking. All girls can achieve so the emphasis is on celebration of ability with girls developing their learning strengths and skills.

PUPILS WITH SPECIAL EDUCATION NEEDS

Girls with physical, sensory, emotional or behavioural difficulties and learning needs are identified and assigned an appropriate level of provision: Early Intervention (EI), School Action (SA) or School Action Plus (SA+) which alerts all staff to the relevant support for each pupil. This whole-school responsibility helps to ensure that all these girls gain maximum access to the National Curriculum subjects and wider educational experiences. External agencies, advice and expertise will be sought as necessary to address particular needs.

The Learning Support Team co-ordinates and manages the variety of support provision, literacy programmes and Individual Education Plans. The Governor with responsibility for Special Needs is Mr. Cox. Parents are encouraged to participate in all aspects of learning support especially through the Parent Consultation Evenings where they will be able to discuss and contribute to their daughter's support programme. Any immediate concerns can be dealt with by telephone (9281 2822) by Mrs. Wise, Senior Leader of Learning Support and Inclusion. In the event of an enquiry addressed to Portsmouth City Council about Special Needs Provision, parents can contact the Education Department of the Civic Offices.

PLEASE NOTE: More detailed SEN information and an annual report to Governors are both available on request or on the schools website.

ENGLISH

Leader of Learning: Mr. MacDonald-Parry

4 lessons per week

Course aims: The course aims to enable girls to:

- become confident and effective communicators
- develop an appreciation and understanding of English literature
- broaden their experience of life by reading widely
- prepare for KS3 English tests with high expectations of their capabilities.

Course Content:

Girls prepare for the KS3 English test by reading a Shakespeare play and analysing key characters and events.

They share their enjoyment of reading through speaking and writing. They study both modern and older material which represents different styles, views and cultures, including newspaper reports, letters, stories and poems.

They are encouraged to use their research and presentation skills, including reading, spelling and the use of grammatically correct expressions in all their writing and they are given practice in examination technique.

Assessment: Pupils' work is assessed through:

- self-review, including pair and group discussion
- continuous assessment by the class teacher
- three KS3 practice examination papers (Spring) and National test (Summer)
- teacher assessment for the end of Key Stage report (Summer).

Home Learning:

Home Learning is set once a week.

Tasks may include learning / revising, planning and preparing, research or reading.

MATHEMATICS

Leader of Learning: Mrs Kendrick

4 lessons per week

Course aims: The course aims to enable girls to:

- develop their mathematical knowledge, skills and experience in all forms (spoken, mental, written and practical)
- respond to mathematical situations in everyday life and in the world of work
- prepare for the end of year SATs
- begin work on the GCSE course syllabus.

Course Content:

Students are taught in four sets following the Key Stage 3 scheme of work consisting of 10 modules.

The topics cover the four main attainment targets of:

Using & Applying Mathematics
Number & Algebra
Shape, Space and Measure
Handling Data.

Assessment: Pupils' work is assessed through:

- Home Learning tasks linked to the Key Objectives.
- Mock Stats exams in January to identify key areas for revision.
- the KS3 national tests in the summer

Home Learning:

Each pupil has to access to a home learning book containing work for the year. Home learning is set once a week.

Tasks will vary according to the module of work that is being studied.

SCIENCE

Leader of Learning: Ms. Wright

Assistant leader of Learning: Mr. Smith

4 lessons per week

Course aims: **The course aims to enable girls to:**

- develop scientific skills, abilities and understanding
- become confident citizens in a technological world
- recognise the involvement of science in their everyday lives.

Course Content:

Girls revisit and extend work on living processes, physical processes and materials and their properties.

New topics include work on the structure of the atom, genetics, and health issues which links with PDL work.

Girls are prepared for the KS3 tests and this includes a practice exam.

Assessment: **Pupils' work is assessed through:**

- regular marking by the teacher and verbal tests in lessons
- review and target-setting with the teacher
- pre-testing at the start of each module and KS3 national test in the Summer
- concept / mind maps.

Home Learning:

Home learning is set once a week.

Tasks may include: learning or revising, writing reports of experiments, short research tasks, longer projects or planning investigations.

ICT (Information & Communication Technology)

Leader of Learning ICT: Ms Owen

1 lesson per week

Course aims: The course aims to enable girls to:

- select information sources and data systematically for an identified purpose
- construct, test and document the development of a system
- design and create ICT based models, testing and refining rules or procedures

Course Content:

Girls are set longer, more integrated tasks that require them to consider all aspects of system design. They have the opportunity to use a wide range of ICT tools independently and efficiently to combine, refine, interpret and present information.

Managing a project
Integrating Applications to find solutions (project based learning)
Extending capability of control
Managing a Project
ICT in society
Multimedia Project

Assessment: Pupils' work is assessed through:

- observation by the class teacher
- end of module assessment made by the class teacher

Home Learning:

No formal weekly home learning is set in this subject, though girls may occasionally be expected to carry out research or gather data in preparation for certain activities.

They are encouraged to make use of the computer rooms at lunch time and after school or home computer (if available) to practise and develop their skills further.

MODERN FOREIGN LANGUAGE

Leader of Learning: Ms Pszonak

Assistant Leader of Learning: Miss Broome

3 lessons per week

Course aims: The course aims to enable girls to:

- understand the concept of different tenses in French or German
- gather statistical data and express it in charts and written form
- extend knowledge to include differences between formal and informal language
- if wished, take part in a French or German exchange/trip.

Course Content:

Girls study modules of work covering the following topics: holidays, health and the environment, daily routine, special events, holidays and travelling abroad. Shopping for food and eating out.

The course continues to emphasize personal responses but also broadens its focus to enable pupils to start GCSE level work by the end of the year.

Girls will become familiar with different question forms in French or German and will be expected to respond readily. They are expected to be able to use a bilingual dictionary independently. They will be able to use a variety of tenses to express themselves in either French or German

Assessment: Pupils' work is assessed through:

- formal tests of listening, speaking, reading and writing are held throughout each term.
- continuous assessment is made by the class teacher
- end of year exam which covers all work done in years 7 – 9.
- Practise with Foundation GCSE papers (reading and listening)

Home Learning:

Home learning is set once a week.

Tasks will include writing and may also include learning, drawing, reading and speaking. They should have their own blank cassette and dictionary.

GEOGRAPHY

Leader of Learning Humanities: Mr. Williams

Leader of Learning Geography: Mr. Williams 2 lessons per week

Course aims: **The course aims to enable girls to:**

- develop their own independent learning and enquiry skills
- understand issues about world population, development, and globalisation
- look at sustainable development and the need to conserve the world's resources.

Course Content:

Girls will look at natural hazards including earthquakes and flooding

The world's population will be investigated and pupils will consider differences between more developed and less developed countries.

Global issues studied include Antarctica, global warming and the fashion industry.

All pupils study the geography of shopping and complete a field trip to shopping centres in Portsmouth.

Assessment: **Pupils' work is assessed through:**

- continuous assessment of classwork and homework by the teacher
- extended investigations involving research and tests
- Self-assessment at the end of each module.

Home Learning:

Home learning is set once a week.

Tasks may include written exercises, personal research, learning and longer assessed activities.

HISTORY

Leader of Learning Humanities: Mr. Williams

Leader of Learning History: Mrs. Walker

2 lessons per week

Course aims: The course aims to enable girls to:

- develop an understanding of some of the major events in our own century and to examine the idea of slavery
- formulate their own ideas about the causes and consequences of important events
- explain their ideas in pieces of extended writing and debates.

Course Content:

Four units are studied:

1. The War to end all Wars!
2. World War 2 and beyond
3. Black Peoples of the Americas
4. Science and Culture – development in the C20th

The first unit is based on World War I and within it such topics as Trench Warfare and the role of women.

The second unit is based around World War 2 and looks at topics such as Evacuation and the Holocaust.

The third unit is concerned with how Africans were taken from their homes and became slaves in the Americas and questioning the issue of equality for Blacks today.

The fourth unit will explore the areas of Science and Culture and how they have developed in the C20th with a focus on Medicine. At the end of the unit the girls will produce a magazine on a particular decade.

Assessment: Pupils' work is assessed through:

- continuous assessment by the class teacher, with the work being graded
- occasional assessments where work is given a National Curriculum level.
- end of unit recall knowledge tests.
- Peer and self-assessment by pupils.

Home Learning:

Home learning is set on a regular basis and may include a variety of tasks, such as research, answering questions and preparing for debates.

Girls may also be asked to write reports on current news items. Occasionally a longer mini-project will be set over a few weeks and pupils will be expected to work on it each week.

RELIGIOUS EDUCATION

Leader of Learning Humanities: Mr. Williams

Leader of Learning RE: Mrs. Roach

1 lesson per week

Course aims: The course aims to enable girls to:

- Develop and explore a deeper understanding of the main beliefs and experiences of Muslims.
- Examine religious and moral beliefs about Racism, Prejudice, crime and punishment.
- Develop skills used in discussion and debate as well as written skills.

Course Aims:

- Pupils will study Islam in depth and consider the importance of prayer and the role of the Mosque as the centre of the Muslim community.
- They will make a detailed study of Racism, Prejudice and Suffering through observing the lives of such people as Rosa Parks and Stephen Lawrence.
- They will make a detailed study of the concepts of crime and punishment and religious perspectives on capital punishment.

Assessment: Pupils' work is assessed through:

- Rigorous marking by the class teacher of key pieces of work in their Religious Education exercise books.
- Extended pieces of work assessed by the teacher each term.

By peer group assessment of presentations and debates.

Home Learning:

Home learning will be set once a week.

Tasks will include research, project work, personal writing and use of the internet in school or at home.

PHYSICAL EDUCATION

Leader of Learning: Miss Beaumont

2 lessons per week

Course aims: **The course aims to enable girls to:**

- gain an in-depth understanding of health related fitness principles
- choose and follow a games course to a high level including understanding and applying different tactics and strategies effectively
- develop sound evaluation skills.

Course Content: Girls further develop their skills in games, gymnastics, dance and athletics, with tactical awareness being the focus in games to promote deeper understanding.

They experience a health related fitness course that focuses on the physical requirements for a healthy lifestyle.

They are given the opportunity to plan strategies for, perform in and officiate full game situations.

They are expected to evaluate and make informed comments on their own performance and that of others.

They experience a GCSE Theory introductory module enabling them to see if they are a suitable candidate for the GCSE option.

Assessment: **Pupils' work is assessed through:**

- continuous assessment by the class teacher
- all aspects of applying strategies, acquiring & developing skills, and evaluating are assessed throughout a variety of activities.
- Self assessment using a booklet showing the breakdown of skills and levels in each activity

Home Learning:

No formal home learning is set in this subject.

MUSIC

Leader of Learning: Mrs. Scott

1 lesson per week

Course aims: The course aims to enable girls to:

- become confident performers on a range of musical instruments including using keyboards and their voices.
- become confident composers in certain styles so communicating feelings and ideas to their audience.
- develop their knowledge and understanding of a wide range of music

Course Content:

Girls explore and appreciate the technique and skills used in the media, creating their theme for a children's TV show. They will learn to compose and arrange a well known ground bass.

Pupils can use their preferences to study and perfect a pop song or song from a musical, which is then performed. They will be given the opportunity to improve their vocal technique by singing a song they have composed.

Assessment: Pupils' work is assessed through:

- continuous assessment by the teacher
- pupil appraisal of their own work and that of others
- the selection of appropriate targets by the pupil for each unit of work
- summative assessments with NC levels being awarded.

Home Learning:

Home learning is set regularly under the Expressive Arts heading.

Tasks may include learning, research, composing, listening or rehearsal for performance.

P.D.L. (Personal Development Learning)

Leader of Learning PDL: Mrs Bryant / Mrs Trewick

1 lesson
per week

Course aims:

At key stage 3 the school delivers the ASDAN key steps programme. This course provides a comprehensive programme of study to support PSHE and Citizenship for students of abilities at Key Stage 3, and a framework for assessment which facilitates the development, demonstration and accreditation of personal and social skills within these contexts.

Course Content:

The framework contains four interrelated strands which promote continuity and progression. All four strands are delivered in each National Curriculum Year. The modules are:

- The Key Steps programme comprises 55 modules with 8 study areas. Candidate's completing the Key Steps programme will be eligible to claim credit towards other ASDAN Awards.
- Each module is designed so that the outcomes may be achieved through 5 to 6 hours of learning activity (including action planning, reviewing and recording).
- Students achieve a certificate when they have completed a minimum of 4 modules (24-30 hours).
- Pupils who have achieved a KS2 Stepping Stones award can count this as half of their first Key Steps certificate.

Key Steps Module:

1. Subject Options
2. Sex Education
3. Drug Education
4. My record of achievement

Assessment: Pupils' work is assessed through:

- a continuous process of self-evaluation
- a portfolio of work.
- annual personal assessment by each girl including discussion with their tutor in a progress Review Day interview
- a personal statement by each girl and tutor's comments in the annual report to parents.

Home Learning:

Home learning is set in this subject regularly.

