



HALL GREEN
SCHOOL

PARENTS'
INFORMATION

2017-2018

Dear Parents

The booklet is in two sections. This first section gives you some information on the pastoral care of your child. Where appropriate, please read and discuss sections with your child so that he/she is aware of the support available and the expectations of the school; this is particularly important for new pupils and parents.

The second section is split into the relevant year groups and is a summary of the subject content your child will study this year. It is currently being updated and will reappear shortly. Please talk to your child about the topics to be covered in each subject. Showing an interest in their studies, helping them to plan ahead and providing useful resources at home for homework/coursework tasks, all helps in the partnership of educating your child.

THE PUPIL PLANNER

A Pupil Planner is issued to each pupil at the start of the new school year. This is a daily source of communication between the school and home. A teacher may write a message to you in the planner and you may also wish to write a communication. Please check your child's planner on a regular basis, sign it weekly and use it as an opportunity to talk about their work at school and to monitor their homework. It is the pupil's responsibility to record their homework in the planner. The form tutor will monitor the recording of homework and the issue of praises, penalties and detentions. This is an area you too would be interested in monitoring. The process for praises, penalties and detentions is explained in detail under Expectations for Learning.

MONTHLY NEWSLETTER

A newsletter is published on the school website each month with news and updates of events and activities. The newsletter is an important source of information for parents. A hard copy is available on request.

CONTACTING THE SCHOOL

A list of contact names and numbers are on the next page should you require any further information.

School Contacts

Main Office Telephone No.	0121 628 8787
Absence Line No.	0121 325 6904
Fax No.	0121 702 2182
Website address	www.hallgreen.bham.sch.uk
Email address	enquiry@hallgreen.bham.sch.uk

The Leadership Team

Mr D Adams	Headteacher
Mr M Hosfield	Deputy Headteacher
Mr A Simson	Deputy Headteacher
Mrs P Evans	Assistant Headteacher
Mr R Slattery	Assistant Headteacher

The Pastoral Team

Mrs K Harper	- Welfare & Inclusion
Manager Miss T Smith	- Head of Lorient House
Mr N Bressington	- Head of Rivendell House
Mr Y Khan	- Head of Isengard House
Ms G Wright	- Head of Shire House
Mrs R Monk	- Support Base Manager
Mrs S Harvey	- School Nurse
Mr A Ali	- Behaviour Support Assistant
Ms M Querishi	- Behaviour Support Assistant
Mrs H Lloyd	- Attendance Officer

Term Dates 2017 - 2018

Autumn Term:

School re-opens on

Monday 4 September 2017 – **TEACHER DAY**

Tuesday 5 September 2017 – **Year 7 and 9 only**

Wednesday 6 September 2017 - **Whole school return**

Autumn Half Term:

Monday 23 October to Friday 27 October 2017

TEACHER DAY Friday 1 December 2017

Christmas Holiday:

Term ends on Friday 22 December 2017

Spring Term:

School reopens on Monday 8 January 2018 – **TEACHER DAY**

Tuesday 9 January 2018 – **Whole school return**

Spring Half Term:

Monday 19 February to Friday 23 February 2018

Easter Holiday:

Term ends on Thursday 29 March 2018

Summer Term:

School reopens on Monday 16 April 2018 – **Whole school return**

BANK HOLIDAY Monday 7 May 2018

Summer Half Term:

Monday 28 May to Friday 2 June 2018

TEACHER DAY Friday 22 June 2018

Term Ends:

Friday 20 July 2018

THE SCHOOL DAY

Morning school starts at **8.40 am** with Period 1 (pupils arrive by **8.30 am**) and ends at **1.20 pm**. Afternoon school starts at **2.10 pm** and ends at **3.15 pm**. There are five sessions, four in the morning and one in the afternoon. Morning break lasts 20 minutes.

There may be voluntary extra-curricular activities, clubs etc. after 3.15 pm or at lunch time.

Period 1	8.40 – 9.40
Period 2	9.40 – 10.40
Form	10.40 – 11.00
BREAK	11.00 – 11.20
Period 3	11.20 – 12.20
Period 4	12.20 – 1.20
LUNCH	1.20 – 2.10
Movement Time	2.10 – 2.15
Period 5	2.15 – 3.15

School Meals

The school meals are served in the dining area as a cafeteria service. There are facilities for pupils to eat a packed lunch in the dining area. Alternatively there is an outside kiosk to purchase food and snacks, opposite the Performing Arts block.

There are also snacks available at break time on a rota basis.

DRESS CODE 2017/18

It is school policy that all pupils wear school uniform. Considerable effort is made to maintain high standards of dress. It is the strongly held view of the Governing Body that the School should follow a school uniform policy.

<p>Girls:</p> <ul style="list-style-type: none"> - Plain navy blue blazer with school badge - Plain grey skirt, pinafore or tunic with a straight hem or trousers (not jeans, denim, hipsters or skinny style). Skirts should be worn slightly above the knee and not in lycra. - Plain white or blue shirt (with top button, no reverse collar) - Plain navy blue school 'V' neck jumper/cardigan, standard length (available with school badge) - Clip-on school tie for all years, in House colour 	<p>Boys:</p> <ul style="list-style-type: none"> - Plain navy blue blazer with school badge - Plain grey trousers (not jeans or denim style) - Plain white or blue shirt - Plain navy blue school 'V' neck jumper, standard length (available with school badge) - Clip-on school tie for all years, in House colour
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PE/GAMES KIT – All pupils

Polo shirt with school logo, in House colour
 Black shorts or black tracksuit bottoms with school logo
 Black sweatshirt with school logo White socks
 Black or white trainers/pumps
 Swimming costume/trunks
 Football boots and shin pads recommended

FOR USE DURING INCLEMENT WEATHER ONLY: Pupils may wear a rain jacket with school logo

ANY SPECIAL RECOMMENDATIONS FOR KIT MUST BE DISCUSSED WITH THE HEAD OF PE

All items of PE kit can be purchased from: Mansuri, Clive Marks and Early Years

The school will insist upon:

- Plain black shoes with no markings, any laces must also be black. No trainers, trainer style or pumps.
- No footwear with significant heels - shoes must be appropriate for busy corridors, stairways and playgrounds. Plain black leather style boots (not Ugg style) may be worn in extreme weather conditions only.
- Outdoor coats, scarves and gloves must be in a plain dark colour. No hats except in extreme weather conditions.
- No sweatshirts, tracksuit tops, sports tops, hoodies or caps.
- No unreasonable haircuts or hair colourings – including tram lines or patterns.
- Jewellery is restricted to one ring which must be unobtrusive and a pair of small studs/sleeper earrings with only one earring in each ear. No other body piercing.
- No excessive make-up. No nail polish.
- A suitable school bag that will both carry and protect exercise books.
- Hair accessories must be plain black or navy.
- Head scarves worn for religious observance must be plain black or navy. ➤ Plain tights or socks (no patterns) **All items of school uniform should be named.** If, in exceptional circumstances, your child cannot attend in full uniform, we ask parents to contact school immediately.

Cafeteria Arrangements

Breaktime

The school canteen, the Dolphin Diner, is open to pupils on a rota basis during morning break serving a variety of baguettes, toast, sandwiches, fruit and drinks.

Day	Year Groups
Monday	Year 11 and Year 10
Tuesday	Year 11 and Year 7
Wednesday	Year 11 and Year 8
Thursday	Year 11 and Year 9
Friday	Year 11 and Year 7

Lunchtime

Pupils are expected to remain on the premises during lunchtime – only in exceptional circumstances would we agree to pupils being allowed off site.

At lunchtime pupils queue for entry to the Dolphin Diner and are allowed in as spaces become available. The menu changes daily and, where possible, special diets are catered for (if known in advance). It is also a nut free environment.

There is a two week set menu displayed outside of the Dolphin Diner for a cost of £2.40 which includes a hot meal and dessert or drink.

Alternatively there is an outside kiosk to purchase food and snacks, opposite the Performing Arts block.

LOST PROPERTY

Lost property is stored in the area next to the biometric machines next to the canteen and pupils who have misplaced items should check there at the end of a school day. Parents also need to contact the school office if their child returns home minus items of clothing or equipment.

Please help us return items to your child by ensuring that their name is clearly marked on their property.

At the end of each term items which have not been claimed will be sent to a local charity shop.

HEAD BOY AND GIRL Student Learning Council

The Head Boy, Head Girl and Deputies

These pupils have the following responsibilities in school:

- To act as ambassadors for the school and role models for other pupils
- To represent the school at important events
- To greet visitors to the school and escort them on tours of the school as required
- To represent the pupil body in key decisions and developments in school
- To jointly chair the Learning Council
- To plan regular Learning Council meetings
- To regularly report to the Senior Leadership team on student voice
- To report annually to the Governors on the impact of student voice on school development

Student Learning Council

Representatives from the student body meet with Senior Staff and Head Boy and Girl and Deputy Head Boy and Girl on a regular basis to bring forward ideas for the improvement of life for everyone at Hall Green School. This also helps the students develop and understand more how a 'business' operates and citizenship.

House Posts of Responsibility

For each House in school there are posts of responsibility for pupils in year 9-11.

House Captain
House Captain
Vice Captains

House Reps
Peer Mentors

Hall Green School is a member of the NewStart Programme. NewStart is a prevention and early-intervention programme to promote mental health and emotional well-being in our school communities.

Led by Birmingham Education Partnership and funded by the NHS, the NewStart programme aims to build resilience and well-being for young people through a school-based community development model.

NewStart is working with schools to help staff know earlier when young people may be experiencing poor emotional health and to put support in place for them sooner. Understanding how the whole school can support such students enables all pupils to achieve better outcomes.

Attendance

Regular attendance at school is a legal requirement, establishes good habits, which will be valued later by employers, and is vital if your child is to gain the full benefit of the education provided and to succeed in public examinations. Doing all that we can to ensure good attendance is, therefore, a priority of Hall Green School.

What do we expect of our pupils?

We expect our pupils to attend school regularly and arrive **on time** for their first lesson at **8.40am**.

What do we expect of our parents/guardians?

We expect you to ensure that your child attends school regularly, on time and that they are equipped for all lessons. When a valid absence occurs you should contact the school before **10.00am** on the first day of absence (**0121 325 6904**) and also provide a written explanation of any period of absence when your child returns.

What can pupils and parents expect of the school?

You can expect that the school will:

- Accurately record the attendance and any sessional absence of your child.
- Contact you on the first day of absence to establish the reason why your child is absent from school.
- In the case of known long-term absence, provide work for your child at home and take action to achieve the successful integration of your child on their return.

Exceptional Circumstances Leave Of Absence

Please note that from 1 September 2013, Headteachers may not grant leave of absence, during term time unless there are exceptional circumstances. Headteachers should determine the number of school days a child can be away from school if the leave is granted.

Parents must request an Exceptional Circumstances-Leave in Term Time Request Form, **at least two weeks** in advance, from the Attendance Officer (Mrs Severn). The Headteacher will then consider whether the request is 'exceptional circumstances' and a reply will then be sent in writing either confirming or rejecting approval.

If you take your child out of school without the school's approval, you will be issued with a letter notifying you that your child's place may be in jeopardy and the EWD (Education Welfare Department) will be informed.

If you are granted permission, and your child fails to return on the date agreed in the contract, a letter stating this will be sent giving ten days notice of the removal of your child's place at Hall Green School. The ESW Service will also be informed

If there is no response to this letter, a further letter will be sent informing you that your child no longer has a place at Hall Green School.

Spotlight on Attendance

A very important message for all parents

Hall Green Secondary School is working in partnership with parents to improve school attendance. **We would like to congratulate the many parents who make sure their children attend school regularly.**

It is a parent's legal responsibility to ensure their children receive appropriate education. Failing to send your child to school regularly without good reason is a criminal offence.

Absence disrupts the education of the individual pupil and the whole class. Are you aware that children who do not attend regularly:

- do not achieve well in exams
- find it difficult to maintain friendships
- are more likely to become involved in crime
- miss out on opportunities in further education and the world of work

Absence can only be authorised by the Head Teacher, within the boundaries set by the Education (Pupil Registrations) (England) Regulations 2006.

Please remember that parental illness, going shopping, visiting family, truancy, not wanting to go to school, alleged bullying (speak to school immediately to resolve the issue) are not acceptable reasons to be absent. All of these will be recorded as unauthorised absence, including if your child arrives at school after the close of registration. Leave in term time will only be authorised in exceptional circumstances.

Legal action that may be taken include:

- **Issuing penalty notices:** Each parent receives a penalty notice for each child who has unauthorised absence. The penalty is £60 or £120 depending on how soon payment is made. So, if there are two parents and two children the total penalties could be up to £480. Failure to pay may result in prosecution.
- **Taking parents to court for unauthorised absence:** Education Act 1996 Section 444(1) - court can fine each parent up to £1000 per child, order payment of prosecution costs and/or impose a Parenting Order.
- **Taking parents to court for persistent unauthorised absence:** Education Act 1996 Section 444(1A) - court can fine each parent up to £2,500 per child, order payment of the prosecution costs, impose a Parenting Order and/or sentence you to a period of imprisonment of up to 3 months.

Being taken to court could result in you having a criminal record.

How does your child compare?

Attendance during one school year	equals this number of days absent	which is approximately this many weeks absent	which means this number of lessons missed
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90%	19 days	4 weeks	100 lessons
80%	38 days	8 weeks	200 lessons
70%	57 days	11.5 weeks	290 lessons

Frequent absence can add up to a considerable amount of lost learning and can seriously disadvantage your child in adult life.

If your child's level of absence is of serious concern you will receive another letter advising you about improving attendance. After this, any further unauthorised absence may result in the School and the Local Authority taking legal action.

We will improve attendance by making it clear within the school and local community that unauthorised absence is not acceptable. You will be informed of the number of penalty notices issued, prosecutions and the level of fines.

Again, we would like to thank those parents who make sure their child is attending school regularly and are therefore benefiting fully from their educational opportunity.

Extracts from our Positive Behaviour Policy

PHILOSOPHY

The Behaviour Management Policy at Hall Green School is a statement of good practice that covers all aspects that contribute to the development and maintenance of good behaviour and a positive ethos both inside and outside the classroom.

Effective Behaviour Management is essential for the smooth running of the school. The school recognises the importance of teaching positive behaviour and does this explicitly through the curriculum and implicitly through example.

All members of the school are expected to help maintain an atmosphere conducive to learning with courtesy and consideration for others as basic requirements, allowing the teacher to teach and pupils to learn.

Expectations of Students:

To adhere to the Expectations for Learning by:

- Arriving to lesson on time.
- Being fully equipped and ready to start work
- Following staff instructions immediately.
- Showing respect and co-operation to others at all times.
- Meeting homework deadlines.
- Wearing full school uniform.
- Following the Code of Conduct

Expectations of Parents:

- To ensure their child's regular attendance and punctuality.
- To encourage their child to bring the right equipment and wear full school uniform.
 - To co-operate with the school to ensure that their child follows the school's Positive Behaviour Policy (Expectations for Learning) and the Code of Conduct.
 - To keep the school aware of any circumstances which may affect their child's learning and behaviour.
 - To maintain regular contact with the school through attendance at Parents' Meetings and as appropriate, through planners, letters, reports and telephone calls.

Summary of the Praises and Penalty System

Praises

- Pupils are awarded 5000 Praises at the start of the academic year (i.e. 5 Praises per lesson). The Praises are awarded for following the Expectations for Learning.
- Teachers can also award extra Praises for other reasons.
- Praises can also be awarded by form tutors and support staff.
- Praises are monitored by form tutors and Heads of House.
- Pupils are issued 50 Praises at the end of each term if they have a blank uniform card.
- Praise postcards and phone calls home can also be used to reward pupils' consistent achievement, effort or good behaviour.
- There is a House Achievement Assembly held at the end of each half term to celebrate pupil success.

Penalties

- Pupils are issued with Penalties when they fail to follow the Expectations for Learning.
- Pupils are issued Penalties by form tutors (not class teachers) for failure to adhere to the school's dress code and for failure to bring in their planner on a daily basis.
- Penalties can also be issued for other misdemeanours.
- Penalties are monitored by Form Tutors and Heads of House on a regular basis.

Rewards Trip

- At the end of the year, there will be a Rewards Trip for Years 7-10 and a Leavers day trip for Year 11.
- Permission to go on the trip will be dependent on your child meeting the schools expectations for learning.
- Persistent lateness, detentions for removal from lessons and exclusions will also seriously affect your child's chance of going on the trip.

SANCTIONS

The following grid acts as a guideline to staff as to how to deal with incidents. It is for guidance rather than prescription. The grid works on a 5-stage model with escalating sanctions. This allows a stepped approach to match the seriousness of the incident with the sanction applied.

Stage	Example of incident	Consequences
STAGE 1	<ul style="list-style-type: none"> • Lateness • Forgotten equipment • Incessant chatter • Talking over the teacher • Not adhering to seating plan • Disturbing others • Calling out 	Penalty Mark 1 (Recorded by the teacher) (Verbal Warning)
STAGE 2	<ul style="list-style-type: none"> • Second failure to meet learning expectations at Stage 1 • No homework 	Penalty Mark 2 (Recorded by the teacher) (2 nd verbal warning)
STAGE 3	<ul style="list-style-type: none"> • 3 Penalty marks issued • Ignoring staff instructions • Refusal to work • Refusal to follow requests 	Penalty Mark3 (Recorded by the teacher) & Teacher Detention (20 minutes)
Stage	Example of incident	Consequences

STAGE 4	<ul style="list-style-type: none"> • Failure to attend 2 teacher detentions • Accrued more than 2 teacher detentions for same issue • Persistent attitude problems • Constant lack of work 	<p>DEPARTMENTAL DETENTION (40 minutes)</p> <p>Held centrally by HOD, with central record of pupils attending</p> <p>Parents contacted</p>
STAGE 5	<ul style="list-style-type: none"> • Abusive language (to peers or staff) • Racist remarks • Vandalism • Physical aggression to peers or staff 	<p>Referral to Pastoral Team/ SMT</p> <p>Monitoring Report</p> <p>1 hour detention</p> <p>Isolation</p> <p>Meeting with parents</p> <p>Exclusion</p>

DETENTIONS

Type	Duration	Reason	Prior notice to parents needed?	Detention carried out by:
Stage 3	20 minutes	See Consequences grid	No	Class teacher
Stage 4	40 minutes	See Consequences grid	Yes	Head of Department or Class teacher
Stage 5	60 minutes	See Consequences grid	Yes	Assistant Head teacher (Pastoral)

Late	20 minutes	Late to school or lessons.	No	Pastoral Team
Uniform/Planner	20 minutes	Failure to wear correct uniform or bring planner	No	Pastoral Team

Anti-Bullying Policy

Hall Green School is committed to providing a friendly caring, safe environment for all of its pupils. In doing so we recognise that there may be occasions when bullying does take place, but we will always take action to prevent it recurring.

We believe that everyone has the right to come to school and feel comfortable; to be able to learn and to access all permitted areas of school.

If you or someone you know is a regular victim of the following:

- Name-calling
- Play fighting
- Damage to your property
- Money or property being taken
- Being deliberately ignored or left out by friends
- Physical abuse
- People laughing at you

Don't suffer in silence – tell a member of Staff or a Peer Mentor or use the online Worry Box or SHARP System on the school website.

Disciplinary action will be decided after all evidence has been collected and reviewed by the school. Sanctions available include:

- Official warning to cease offending
- Detention
- Exclusion from certain areas of the school
- Lunchtime exclusion
- Internal exclusion
- Fixed Term exclusion
- Permanent exclusion

Summary of Child Protection Information for Parents/Guardians

Hall Green School's first priority is the welfare of our children. At all times we are committed to the highest standards in protecting and safeguarding the children entrusted to our care.

Please note that in the best interests of the child, certain circumstances may warrant the need for the school to contact other agencies without first notifying parents/carers. This decision will be made in partnership between Education Services and Social Care Services. It will be made clear that this is a legal obligation and not a personal decision.

Our school will support all children by:

- Encouraging self-esteem and self-assertiveness
- Promoting a caring, safe and positive environment within the school
- Effectively tackling bullying and harassment

We recognise that some children may be the victims of neglect, physical, sexual or emotional abuse and that all staff of the school, by virtue of their day-to-day contact and knowledge of the children, are well placed to identify such abuse and offer support to children in need.

In order to protect our children, we aim to:

- Create an atmosphere where all our children can feel secure, valued and listened to
- Recognise signs and symptoms of abuse
- Respond quickly and effectively to cases of suspected abuse
- Monitor and support children at risk
- Use the curriculum to raise children's awareness, build confidence and skills
- Work closely with parents/carers and support external agencies
- Ensure that all adults within our school who have access to children have been checked as to their suitability.

Hall Green School will support all children by:

- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying
- Promoting a caring, safe and positive environment within the school
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children
- Notifying Social Care and Health via the approved mechanisms as soon as there is a significant concern
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the child's new school.

The school's Designated Senior Person for Child Protection is Mrs P Evans (Assistant Headteacher i/c of Pastoral Care. The deputy DSP is Mrs K Harper, our Welfare and Inclusion Manager.

Year 8 English

Pupils will study English through the following topics. Each topic will finish with an assessment task which will demonstrate each pupil's understanding and progress.

TERM 1

First Half Term

Heroes and Villains: Pupils will study a variety of fiction and non-fiction texts exploring the theme of travel, people and places.

Second Half Term

Macbeth: Pupils study Shakespeare's play, learning how to analyse language and themes in more detail.

TERM 2

Third Half Term

The Novel: Pupils study 'War Horse' by Michael Morpurgo. Pupils will develop key reading skills, as well as reading for pleasure.

Fourth Half Term

War Poetry: Pupils analyse a range of War Poems in analytical detail and will compare how different poems present the idea of war.

TERM 3

Fifth Half Term

Classic Prose: Gothic Horror. Pupils will study the features of genre fiction through famous Gothic works. They will then write their own atmospheric story.

Sixth Half Term

Language – Youth in the Media: Pupils will look at non-fiction texts based on the topic of the representation of youth in the media and look at key media terms to analyse different media texts.

Useful resources to have at home

Independent reading should continue. Pupils will also undertake more research homework, so Library membership and internet skills would be useful.

YEAR 8 Mathematics

In year 8 pupils are taught in sets 1 to 8 dependent upon their mathematical attainment. They have four lessons of mathematics a week. Each term pupils will cover the units of work shown below. Within each unit pupils will:

- consolidate prior learning
- learn and develop new concepts
- do a functional skills activity linking their skills into a real-life scenario
- complete an assessment task to monitor their understanding and progress

At the end of each term there will be an overall test to further assess their progress.

TERM 1	
First Half Term	Second Half Term
Number A - Place Value, Ordering, Rounding, Estimating, Powers of 10, Negative numbers Number B - Four operations, BIDMAS, Using a calculator Algebra A - Substitution, Deriving formulae, Collecting like terms, Brackets, Index numbers	Algebra B - Solving Equations, Trial and improvement Geometry A - Properties of 2D and 3D shapes Geometry B - Units, Perimeter and Area, Volume
TERM 2	
Third Half Term	Fourth Half Term
Statistics A - Designing surveys, Questionnaires, Collecting Data, Frequency Tables, Averages Statistics B - Constructing and Interpreting statistical graphs	Number C - Factors, multiples and Primes, Powers, Index numbers Number D - Fractions, Decimals and Percentages, Ratio and Proportion
TERM 3	
Fifth Half Term	Sixth Half Term
Algebra C - Coordinates, Function machines, Mapping diagrams, Straight line graphs Algebra D - Sequences Geometry C - Angles, Constructions	End of Year Exam Geometry D - Transformations Statistics C - Probability

Useful resources to have at home: - mymaths.co.uk - mathswatchvle.com - KS3 revision guides - BBC Bitesize	
YEAR 8 Science Pupils will study Science through the following topics	
TERM 1	
First Half Term	Second Half Term
Chemicals: <ul style="list-style-type: none"> - Learning about a range of physical and chemical reactions. 	Electricity and Magnetism: <ul style="list-style-type: none"> - Using circuits and symbols. - The principles of magnetism. - Applications of electromagnets.
TERM 2	
Third Half Term	Fourth Half Term
MRS GREN <ul style="list-style-type: none"> - Learning about the major organ systems of animals and plants. 	Space <ul style="list-style-type: none"> - Learning about the Earth, the solar system and the universe.
TERM 3	
Fifth Half Term	Sixth Half Term
Ecology <ul style="list-style-type: none"> - Learning about the relationships that connect organisms in their habitats. 	Microbes <ul style="list-style-type: none"> - Learning about harmful and helpful microorganisms. <p>End of key stage assessment, which plays a significant role in determining their GCSE set. This will assess all they have learned throughout year 7 and 8.</p>
Useful resources to have at home: ☐ http://www.bbc.co.uk/education/subjects/zng4d2p KS3 Science.	

YEAR 8 MFL: French

Pupils will study French through the following topics.

TERM 1	
First Half Term	Second Half Term
<ul style="list-style-type: none">- More on the family- Where they live- Revise weather	<ul style="list-style-type: none">- Free time and opinions- TV programmes- Start past and perfect tense
TERM 2	
Third Half Term	Fourth Half Term
<ul style="list-style-type: none">- Going out- Clothes and buying clothes- Shops- Town	<ul style="list-style-type: none">- Food and drink- Meals- Shopping
TERM 3	
Fifth Half Term	Sixth Half Term
<ul style="list-style-type: none">- Travel and holidays- Transport- More on past tense	<ul style="list-style-type: none">- Friends- Pocket money- Comparisons- Future tense

Useful resources to have at home:

- Expo 2 Rouge or Vert workbook – available to buy via Parent Pay.
- Access to the internet for key stage 3 websites
- Bilingual dictionary or online French/English dictionary

YEAR 8 MFL: German

Pupils will study German through the following topics.

TERM 1	
First Half Term	Second Half Term

Holidays Past tense weather	<ul style="list-style-type: none"> - Food and shopping - Ordering in a café - Buying fruit and vegetables - Saying what you like to eat and drink - Types of shops
TERM 2	
Third Half Term	Fourth Half Term
After school activities Talking about different types of TV programmes Saying what you do after school Talking about a trip in the past tense -	Health and fitness Parts of the body Saying what's wrong with you Healthy and unhealthy eating
TERM 3	
Fifth Half Term and	Sixth Half Term
<ul style="list-style-type: none"> - Free time and going out - Accepting and turning down invitations - Talking about clothes - Talking about a party - welcoming a visitor to your home 	
Useful resources to have at home: <ul style="list-style-type: none"> - Echo 2- publisher Heinemann - A German/English dictionary - Access to the internet for key stage 3 websites - Echo 2 work book A or B- available to buy from Parent Pay and used to consolidate understanding and set home work. 	
YEAR 8 MFL: Spanish Pupils will study Spanish through the following topics.	
TERM 1	
First Half Term	Second Half Term
<ul style="list-style-type: none"> - Introducing yourself. - Friends - Nationalities - Finding your way around. - Cultural understanding - Literary references 	<ul style="list-style-type: none"> - Television. - Films. - Invitations to go bowling. - Excuses and refusing an invitation. - Cultural understanding - Literary references
TE RM 2	
Third Half Term	Fourth Half Term

- Where did you go? Past tense.
- What did you do? - Did you have fun.
- Trips and travel.
- Cultural understanding
- Literary references

- Breakfast.
- Going to the market.
- At the restaurant.
- Dinner.
- Cultural understanding
- Literary references

TERM 3	
Fifth Half Term	Sixth Half Term
<ul style="list-style-type: none"> - Clothes. - What do you prefer to wear? - Visiting Argentina. - Shopping in Barcelona. - Cultural understanding - Literary references 	<ul style="list-style-type: none"> - Illnesses and pains. - At the chemist. - To have a healthy diet. - Healthy life style. - Cultural understanding - Literary references
Useful resources to practise at home: <ul style="list-style-type: none"> - Duolingo free app - BBC bitesize website - Fun with languages website - BBC <i>Mi vida loca</i> online learning series - Dictionary - Mira 2 Workbook (available to buy on ParentPay) 	
Year 8 Information Communication Technology and Computer Science	
Pupils will study ICT and Computer Science through the following topics.	
TERM 1	
First Half Term	Second Half Term
Game Designing - Kodu Database: The importance of understand sequencing for programming: Create an interactive presentation on the following: <ul style="list-style-type: none"> - Creating an interactive virtual world - Using multiple instructions to control a character (Kodu) - Creating an Apple game - Creating a racing game - Creating their own game using skills acquired in previous learning - Completing a self-reflection log of the skills learned with evidence and discussion to show understanding 	Information, reliability, validity and bias. Investigation of websites/databases virtual Use of Search Engines (Boolean Operators) Biased research project based on their own research and findings
TERM 2	
Third Half Term	Fourth Half Term
Networks: <ul style="list-style-type: none"> - Learn what the Internet and world wide web - Variables - Learn what the Domain Name Server (DNS) - Iteration/loops - Understand the difference between LANs and WANs - Exploring the three main types of network topologies (Bus, Ring, Star) - Investigate different encryption techniques and their suitability for transmitting sensitive data over the internet 	<ul style="list-style-type: none"> - Basic programming concepts are - Conditional statements does
TERM 3	
Fifth Half Term	Sixth Half Term
Cyber Crime and Cyber Security	
Pupils will be made aware of the rise in Cyber Crime and the effects it has on society, they will go on to investigate how to identify the common signs of poor Cyber Security.	

Some of the key learning objectives are:

- Looking at examples of computer crime on the Internet
 - Recognise the signs of fraudulent emails
 - Learn about the Computer Misuse Act
 - Understand what is meant by hacking
 - Learn ways to protect yourself from malware and hacking
 - Know how to minimize the chance of identity theft
 - Learn about Health and Safety law **Useful resources to have at home:**
- Resources in the form of videos and worksheets that have been created within the department are given to pupils to use with their class and homework. These can be found on the Moodle pages and on Class Charts
- Kodu Game Development – Free to download
- Teach ICT website – www.teach-ict.com

Year 8 History	
Pupils will study History through the following themes.	
TERM 1	
First Half Term	Second Half Term
<p>AOS 2</p> <p>The development of Church, state and society in Britain 1509-1745</p> <p>The English Reformation and Counter Reformation (Henry VIII to Mary I) – <u>Who were the Tudors?</u></p> <p><u>Tudor Rollercoaster</u> (Depth study)</p> <ul style="list-style-type: none"> • How was the Catholic Church organised • What were the differences between Catholicism and Protestantism • Who was the best Tudor monarch • Who were Henry's lucky ladies • Why did Henry break from Rome, DA • Dissolution of the monasteries • How would you deal with Elizabeth's problems • Spanish Armada • Who did Elizabeth decide to marry • How did Elizabeth use portraits <p>Elizabeth the Golden Age Film Clip</p> <p>16 lessons</p> <p>Elizabeth Assessment - interpretation</p>	<p>AOS 2</p> <p>The development of Church, state and society in Britain 1509-1745</p> <p>The causes and events of the civil wars throughout Britain – <u>Civil War and Oliver Cromwell & Interregnum</u> (Depth Study)</p> <ul style="list-style-type: none"> • What was the Divine Right of Kings <ul style="list-style-type: none"> • Money problems • Religious problems • Why did Civil War break out <ul style="list-style-type: none"> • Who fought who • The trial and execution of Charles I • Who was the greatest Briton, Cromwell vs choice <p>8 lessons</p> <p>The first colony in America and first contact with India - <u>How did Britain build an Empire?</u> (Development study) □</p> <p>What is an Empire?</p> <ul style="list-style-type: none"> • Tudor's navigation of the globe □ <p>Discovery of New England □ What is an empire?</p> <ul style="list-style-type: none"> • The British Empire at its largest • Was the Empire an empire to be proud of <p>6 lessons</p>
TERM 2	
Third Half Term	Fourth Half Term
<p>AOS 7</p> <p>Study of significant society in world history and its interconnections with other world developments</p> <p>- <u>Mughal India 1526-1857</u></p> <p>(Depth study)</p> <p>6 lessons</p>	<p>AOS 3</p> <p>Ideas, political power, industry and empire: Britain 1745-1901</p> <p>Britain as the first industrial nation & the impact on society - <u>The Industrial Revolution</u> (Depth study)</p> <ul style="list-style-type: none"> • What was the Industrial Revolution • How and why did the population explode • Could you rely upon the police • Education: You don't know how lucky you are • Great Exhibition • How deadly was healthcare • Transport game • What were living conditions like • What were the problems with London • Who was the real Jack the Ripper • Was Dixons death an unfortunate accident • What were the chances of the mills killing you • Mills and Mines Assessment <p>10 lessons</p> <p>Public Health Clips</p> <p>The Mill Clip</p> <p>Mines and Mills Assessment – mini exam paper</p>
<p>AOS 4</p> <p>Challenges for Britain, Europe and the wider world 1901 to the present day</p> <p>Indian Independence and the end of an Empire (Depth study)</p> <p>Gandhi Film Clip</p> <p>- 6 lessons</p>	

TERM 3	
Fifth Half Term	Sixth Half Term
<p>AOS 3 Ideas, political power, industry and empire: Britain 1745-1901 Britain's transatlantic slave trade: its effects and its eventual abolition - GB and the slave trade (Depth study) 6 lessons</p>	<p>AOS 7 Study of significant society in world history and its interconnections with other world developments USA in the 20th Century – Civil Rights in USA (Depth study)</p> <ul style="list-style-type: none"> • Why did Civil War break out • What were the arguments for and against abolition • Did reconstruction improve life after the CW • What was going on under segregation • How did the Emmett Till murder change attitudes • How important was Rosa Parks • Who was Martin Luther King • What effects did the CRM have • The Help • Who was Malcolm X □ How much has changed for Black American's today <p>Days that Shook the World– MLK The Help Film</p> <p>14 lessons Civil Rights Assessment – 10 marker</p>
<p>AOS 7 Study of significant society in world history and its interconnections with other world developments USA 1720-1862 – Slavery (Depth study)</p> <ul style="list-style-type: none"> • What was life like in Africa • Capture and the Middle Passage • How would you have felt to be sold at auction • What was life like on a plantation • Would you have rebelled knowing the punishments <p>Roots/Amistad Film Clips 12 Years a Slave Film Clip 6 lessons</p>	

Year 8 Geography	
Pupils will study geography through the following topics	
TERM 1	
First Half Term	Second Half Term
<p>Climate Change:</p> <ul style="list-style-type: none"> - Renewable and non-renewable energy resources - The Greenhouse Effect - Sustainability - Can we save Planet Earth? 	<p>Population:</p> <ul style="list-style-type: none"> - What is happening to the world's population? - How do governments manage population growth and immigration? - How will the UK deal with an ageing population?
TERM 2	
Third Half Term	Fourth Half Term
<p>Rivers:</p> <ul style="list-style-type: none"> - River processes including erosion and deposition - Formation of features including, 'V' shaped valleys and waterfalls 	<p>Country study:</p> <ul style="list-style-type: none"> - An in-depth study of the physical and human features, the attractions and challenges of a particular county.

TERM 3	
Fifth Half Term	Sixth Half Term
Coasts: <ul style="list-style-type: none"> - Coastal process - Features produced by coastal erosion and deposition - Human uses of coastal areas 	Tourism: <ul style="list-style-type: none"> - How is tourism changing? - Physical and human attractions - Sustainable tourism
Useful resources to have at home: <ul style="list-style-type: none"> - Atlas/globe/maps - Internet - Newspapers - Travel/geographical TV documentaries 	

YEAR 8 Design and Technology: Product Design

Pupils will undertake each project at different times of the year depending on room and staff availability. Pupils will know the order of projects that they are studying at the start of the year. Please ask your child to share this information with you. We have left a space for you to enter the order of projects.

1.5 terms	1.5 term
Project: LED-Light Box Focus: Product Design/Electronics Pupils will learn how to: <ul style="list-style-type: none">- Design for a client- Work to a brief- develop specifications to inform the design of innovative, functional, appealing products- Analyse existing product using various sources- Design ideas and develop them- Design for quantity production- Work with a jigs- Use CAD/CAM- select from and use specialist tools, techniques, processes, equipment and machinery precisely- Understand how advanced electrical and electronic systems can be powered and used in their products- Assemble and understand components in Electronic games Kit- Planning for manufacture- Work accurately- Carry out a risk assessment- Produce a safe product- Test their product	Project: 3-D Picture Frame Focus: Product Design Pupils will learn how to: <ul style="list-style-type: none">- Design for a client- Work to a brief- develop specifications to inform the design of innovative, functional, appealing products- Analyse existing products- To understand what is involved in the automata and how the mechanism will work- To understand how use a jig is used and the purpose of it.- To identify the type of mechanism used in the automata.- To be able to identify a range of mechanisms and apply them to real life examples.- develop and communicate design ideas using annotated sketches, detailed plans, 3-D modelling- Design for quantity production- Use CAD/CAM- Produce an accurate drawing- Order materials- Carry out a risk assessment- Produce a quality product- Test and evaluate their product

Useful resources to have at home:

- It would be useful to have, but not essential, Computer Aided Design software such as Publisher, Adobe Photoshop, 2D Design Tools and access to the internet.
- Packaging examples from products found in the home.

You can also help your child by:

- Providing access to products that relate to a topic.
- Discussing relevant issues e.g. the purpose of products and methods of researching - Providing a range of drawing equipment.
- Discuss with them about products in the home that have mechanisms.

Useful websites: www.technologystudent.com www.designtech.com

Year 8 Design and Technology: Food

Pupils will undertake one project for three half terms. One cohort of pupils will begin the project in September and complete it by the half term in February at which point the second cohort will repeat the process. Please make sure you find out from your child when they will be starting their Food project.

Project: Vital Vegetables

Focus: Five a day: Vital Vegetables

Pupils will learn how to:

- Carry out research and produce a questionnaire using ICT.
- Review Food Safety and Hygiene
- Design a range of dishes
- Produce detailed plans to follow in practical lessons.
- Evaluate products produced.
- Understand the importance of a balance diet. (Health and Nutrition)
- Read food labels
- Develop different cooking skills so that you become confident in designing and making meals and food.

There is an emphasis on vegetables, finishing techniques (glazing, piping, garnishes, dusting and bread crumb toppings) and understanding the sensory and functional properties of ingredients (raising agents and starches such as flour, rice and pasta.)

☐ **Pupils will produce a range of products including-** Fab Frittata, Pin wheels, Leek and Potato or Thai Butternut Squash Soup, Classic Tomato and Basil Ragu, Fresh farmhouse bread rolls, Vegetable Supreme Pizza, Vegetable Supreme, Savoury rice, Tuna and broccoli pasta bake (or alternative protein and vegetables) Victoria Fruited Cup Cakes, Chocolate chip cookies, carrot cake and a healthy dish of choice.

Useful resources to have at home:

- An accurate set of scales (with food lessons only one hour it is really beneficial that pupils can weigh at home to save time).
- It would be helpful to have basic ingredients at home e.g. Flour, margarine, eggs, caster sugar.
- We do use the computer to complete questionnaires, graphs, flowcharts and go on the internet as access to a computer would be helpful.
- Basic equipment e.g. pencils, pencil crayons, glues and rulers are required.

You can also help your child by:

- It would be useful if you could encourage your child to cook at home or simply just help out in the kitchen. They could help wash, help prepare and chop ingredients. This would help build up their confidence.
- Try and discuss new or unusual things you may see in the supermarket.
- Ingredients and recipes are always given a week before needed – please check your child's diary before you go shopping.

Year 8 Design and Technology: Fashion and Textiles

Pupils will undertake one project. One cohort of pupils will begin the project in September and complete it half way through the year at which point the second cohort will repeat the process. Please make sure you find out from your child when they will be starting their Fashion and Textile project.

Project: Bag for Life - Carrier

Focus: Surface decoration and using a design source Design
context: El Tono

Pupils will learn how to:

- Design a product for a particular person (client)
- Analyse bag styles to understand how they have been made
- Analyse and evaluate information from their research, judging its relevance and value to the project
- Develop a surface design.
- Reverse appliqué
- Plan their work to achieve their own designs
- Reflect on their progress

They will also learn the properties of polyamide (nylon) and denim and their suitability for particular products. They will also have the opportunity to present their findings to the group using a PowerPoint presentation.

Useful resources to have at home:

- A range of interesting fabric bags they could examine.
- It would be useful to talk to them about the purpose and function of specific bag styles and why they are made from particular materials and components.
- It would be useful to have some interesting fabrics and components they could use to embellish their bags with (e.g. ribbons, buttons, zips, braids, buckles, straps).
- It would be useful be not essential to have access to a sewing machine to practise skills or to continue with making.

You can also help your child by:

- Using resources provided by the department
- Providing opportunities to view interesting bag designs e.g. visit to shops, looking through fashion magazines. - Providing a range of drawing equipment.
- Encouraging your child to sketch bag designs and be creative with their ideas.
- Encouraging your child to model bag shapes out of paper.

YEAR 8 Art and Design

Pupils will study Art and Design through the following topics.

PROJECT 1

BIRDS 2D

- Observation drawings of birds looking carefully at line, tone and form
- Oil pastel drawing from birds and images of birds
- Designing sculpture

3D

- Making wire bird sculptures looking at artists who work in wire.
- Using mixed media techniques to construct and refine sculpture to make it look realistic

PROJECT 2

2D PORTRAIT PROJECT

- Planning ideas in response to 'What makes you want to shout?'
- Collecting and collaging images to support ideas
- Looking at proportion in portrait drawing
- Painting and composition skills in presenting a final response.

All resources are to be provided by the Art and Design Department.

YEAR 8 Music

Below is the content of the course but there is flexibility of when each topic is covered. Your child will know which topic they are covering in each term.

TERM 1

DUET PERFORMANCES

Keyboard work in pairs to improve performing, listening and synchronising skills

CREATING MUSIC FOR AN ADVERT

Pupils should be attentive to music when watching adverts at home. What makes a successful advert theme tune?

In school pupils work in pairs and use Garageband software to create music to fit with the advert visuals provided.

CHRISTMAS COMPOSITIONS

Pupils work in pairs to create a melody and bass line using the Pentatonic Scale. They need to fit their melody to the lyrics provided and then perform/sing their pieces.

TERM 2	
<p>UKULELE</p> <p>Using Ukulele's, pupils develop new skills learning to play the Ukulele with focus on playing chords, and playing/performing as an ensemble</p> <p>TANGO</p> <p>Pupils research the history and development of this dance style. They listen to examples of Tango music.</p> <p>In class pupils perform a 25 bar duet which uses syncopated rhythms</p>	
TERM 3	
<p>RAP</p> <p>Pupils listen to raps from the 80's and 90's to provide context. They study the development of this style of music.</p> <p>Pupils create their own backing tracks using Garageband software. They then rap over this when performing to the class.</p> <p>SINGING PROJECT</p> <p>Pupils work in groups to perfect a song which they will perform will perform karaoke-style.</p>	
<p>Useful resources to have at home:</p> <ul style="list-style-type: none"> - Access to the internet to listen to music and to complete research tasks. 	
<p>YEAR 8 Religious Education</p> <p>Religious Education aims to foster enjoyment of the study of R.E. by learning <i>from</i> and learning <i>about</i> the religious traditions and non-religious stance that makes up our community. We want to prepare Hall Green pupils to live, flourish and work in a global community and contribute to making Birmingham an enriched and harmonious society.</p>	
TERM 1	
First Half Term	Second Half Term
<p>What does it mean to be a Jew in modern times?</p> <p>The unit explores how the law of Moses is lived out in the beliefs and practices of the Jewish family life i.e., Brit Milah; Bar/Bat Mitzvah; food and the Shabbat observance.</p>	<p>How do we work towards community cohesion?</p> <p>The topic invites pupils to explore the damaging effects of prejudice and discrimination in our communities. It explores how Martin Luther King's religious beliefs led him to challenge segregated America and how Malcolm X's experience of brotherhood on the Hajj changed his outlook on racism.</p>

TERM 2	
Third Half Term	Fourth Half Term
<p>What are the special times in life and why do we mark them?</p> <p>In this topic pupils discover how some of the world's religions mark special occasions in human life. They compare and contrast the practices and evaluate their importance to the lives of believers. (Hinduism, Christianity, Islam and Sikhism).</p>	<p>What does the resurrection mean to Christians?</p> <p>This unit looks at the ways in which Christians today find meanings, hopes and challenges in the New Testament Gospel accounts and stories of Jesus, particularly those associated with Easter and the Resurrection.</p>
TERM 3	
Fifth Half Term	Sixth Half Term
<p>What does it mean to be a committed Muslim?</p> <p>In this topic pupils explore the differences between Sunni and Shi'ah Islam. They will investigate traditional Islamic practices and what it means to live an Islamic life according to Shari'ah law.</p>	<p>How do the media affect religious belief? An exploration of media representation of religion and its impact on religious and non- religious attitudes.</p>
<p>Pupils will be assessed on subject content with two key examinations in Term 1 and Term 3.</p> <p>Useful resources to have at home:</p> <ul style="list-style-type: none"> - Encourage your son/daughter to take note of current affairs. - Internet. 	

YEAR 8 Physical Education/Games

Pupils will study PE through the following topics

Pupils will follow the timetable below, switching activities every half term

Kit Required:

Normal PE kit will be required for all activities. This can be bought from Clive Marks, Early Years or Mansuri Schoolwear outlets. Acceptable kit includes: Black Shorts/Tracksuit bottoms (incorporating the school logo), black, panelled polo shirt according to house colour, white socks and trainers. Plain, black jumpers are available and recommended as many lessons will be held outdoors throughout the year. Swimming costume or Trunks and a towel are required for swimming. Pupils who need to cover their bodies (cultural/medical) may wear plain, black leggings and/or long sleeved leotard or modest swimwear.

Pupils will explore new skills and tactics in a variety of activities, and have the opportunity to further develop their previous work. They will also have the opportunity to take on different roles such as performer, coach, fitness coach, referee or umpire.

Pupils will continue to study PE and Games in their teaching groups. Please be aware which group your child is in and check below to see which kit they will need for each half term.

The PE Activities your child will be studying are indicated below:

Teaching Group	1 st Half Term	2 nd Half Term	3 rd Half Term	4 th Half Term	5 th Half Term	6 th Half Term
8H Mrs Paxton-Gault	Gymnastics	Dance	Fitness	Dance	Badminton	Cricket
8L Miss Gosal	Dance	Gymnastics	Fitness	Fitness	Cricket	Badminton
8G Mr Sheard	Gymnastics	Dance			Badminton	Cricket
8R Miss Gosal	Dance	Gymnastics	Fitness	Fitness	Cricket	Badminton
8E Miss Gosal	Gymnastics	Dance			Badminton	Cricket

8N Mrs Paxton- Gault/ Mr Sheard	Dance	Gymnastics	Dance	Fitness	Cricket	Badminton
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Year 8 Games is Period 5 on Mondays for all teaching groups. Please see the activities that your child will be involved in below and ensure that they have the correct kit.

F O R M	Autumn 1st Half Term	Autumn 2nd Half Term	Spring 1st Half Term	Spring 2nd Half Term	Summer 1st Half Term	Summer 2nd Half Term
H	Athletics School Mr Khan	Football Pickwick Mr Khan	Swimming Fox Hollies Mrs Paxton- Gault	Swimming Fox Hollies Mrs Paxton-Gault	Girls-Netball Mrs Smith Boys-Rugby Mr O'Keefe	Basketball Mrs Smith Gym
L	Athletics School Mrs Watkin	Football Pickwick Miss Gosal	Swimming Fox Hollies Mr Sheard	Swimming Fox Hollies Mr Sheard	Girls-Netball Mrs Smith Boys-Rugby Mr O'Keefe	Basketball Miss Gosal Gym
G	Girls-Netball Mrs Smith BoysRugby Mr O'Keefe	Basketball Gym Mrs Smith	Football Pickwick Miss Gosal	Athletics School Mrs Smith	Swimming Fox Hollies Mrs Paxton- Gault	Swimming Fox Hollies Mrs Paxton- Gault
R	Girls-Netball Mrs Smith BoysRugby Mr O'Keefe	Basketball Gym Mr O'Keefe	Football Pickwick Mr Khan	Athletics School Mrs Watkin	Swimming Fox Hollies Mr Sheard	Swimming Fox Hollies Mr Sheard
E	Swimming Fox Hollies Mrs Paxton- Gault	Swimming Fox Hollies Mrs Paxton- Gault	Basketball Gym Mrs Smith	Football Pickwick Miss Gosal	Athletics School Mr Khan	Girls-Netball Mrs Watkin Boys- Rugby Mr Khan Mr O'Keefe

N1 And N 2	Swimming Fox Hollies Mr Sheard Miss Gosal	Swimming Fox Hollies Mr Sheard Mrs Watkin	Basketball Gym Mr O'Keefe Mrs Watkin	Football Pickwick Mr Khan Mr O'Keefe	Athletics School Mrs Watkin Miss Gosal	Girls-Netball Mrs Watkin BoysRugb y Mr O'Keefe Mr Khan

Pupils should **always bring their PE/ Swimming kit with them to a lesson, even if they have an excuse note** as usually, pupils can participate in some part of their lesson, even though they may have an injury. **It is important that parents support this policy** as pupils will be provided with borrowed kit when they do not bring their own and this can cause **strain and tension and a negative experience which is easily avoidable**. Pupils will also accrue penalties for not having their kit and this can lead to detentions.