



CHEW VALLEY SCHOOL

A Performing Arts College



**Information for Parents
Of New Entrants**

2008-2009

C O N T E N T S

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SOME IMPORTANT DATES

Please make a note of these dates in your diaries, particularly the Parents' Evenings and the Residential Week.

YEAR 7

Settling-in Report (1):
Thursday 16 October 2008

Meet the Tutor Evening:
Wednesday 22 & Thursday 23 October 2008
4.00pm – 6.00pm

Settling-in Report (2):
Thursday 5 February 2009

Full Report Issued:
Thursday 9 July 2009

Parents' Consultation Evening:
Thursday 16 July 2009
4.00pm – 6.30pm

Residential Camp:
8 – 12 June 2009

July 2008

Dear Parents/Carers

I am delighted to have this opportunity of welcoming you as parents of a new pupil at Chew Valley School and look forward to getting to know you.

The school is rightly proud of its students' achievements and the excellent quality of relationships between pupils, teachers and parents. Our aim is to achieve excellence in every area of school life and to enable your sons and daughters to develop both their known and their, as yet, undiscovered talents to fulfil their potential.

You will have read or heard in the media of the many changes taking place in education. Chew Valley is a forward-thinking school ready to embrace change where that brings greater opportunity and higher standards for our pupils. Our focus is on meeting the interests of our students who we treat as individuals with particular needs and aspirations.

With an able, experienced and caring staff, backed by supportive parents and the wider community we can ensure that all our students are happy and successful at Chew Valley School. I look forward to working in partnership with you.

Yours sincerely

A handwritten signature in black ink, appearing to read 'M. Mallett', with a horizontal line underneath the name.

Mark Mallett
Headteacher

THE STAFF

Headteacher

Mr M Mallett

Deputy Headteachers

Mr J C Hack

Mr G Lewis

Assistant Headteachers

Mr R Pine

Ms K Straw

Mr M Gaynor

Heads of Faculty

Heads of Year

Mrs J Bird	- English	Mrs J O'Callaghan:	Year 7
Mr R J Boardman	- Humanities	Mrs M Trinder:	Year 8
Mr S Conway	- Performing Arts	Mrs N Sanders:	Year 9
Ms E Kerr	- Modern Languages	Mr C Brown:	Year 10
Mr J J Evans	- Design Technology & Art	Mr E McGivern:	Year 11
Miss J Hibbert	- Physical Education		
Mr D Hounsell	- Head of Mathematics		
Mr J Walford	- Science		

Year 7 Tutor Team

Head of Year 7 – Mrs J O'Callaghan

7C	-	Mrs Cook	7V	-	Mr Blower
7H	-	Mr Brown	7A	-	Ms Hauff
7E	-	Miss Harland	7L	-	Mrs Conway
7W	-	Mr Jones			

Head of Learning Support

Mrs H Nigh

Home Liaison Officer

Mrs H Taylor Tel: 01275 332272 (Option 1)

TEACHER	SUBJECT TAUGHT
Mrs J. Ashworth	Special Needs
Ms V Bailey	RE (p/t)
Mr R. Baxter	Business Studies
Mrs J Bird	English
Mr D Blower	English
Miss S. Bloxham	Art
Mr R. Boardman	History
Mr C. Brown	Science / Head of Year 10
Mr M. Brown	Humanities
Mrs V. Brown	Languages
Mrs G Conway	Mathematics
Mr S Conway	Performing Arts
Mrs L. Cook	Technology, Health & Social Care
Mrs H. Currie	English
Ms S Daly	PE
Mr S Davis	Science
Mr P Edwards	Physical Education
Mr J. Evans	Design Technology
Miss A Finnegan	Languages
Mrs C Foley	PE
Mrs J Folland	Business Studies
Mr M. Gaynor	Science
Mrs R. Gordon	Music & Drama
Mr J. Hack	English & Drama
Mr N. Hammett	Science
Miss C Harland	Technology
Mrs A. Hauff	English
Mr S. Hawkins	Science
Mrs S Hayes	Mathematics
Ms J Helliard	Dance (p/t)
Miss A. Helliard	English
Mrs G. Henry	Science
Miss J. Hibbert	Physical Education
Mr D. Hounsell	Mathematics
Mr G Jones	PE
Miss L. Jones	History
Mr W. Jory	Mathematics
Miss A. Kenzie	English
Ms E Kerr	Languages
Mr G Lewis	History & Philosophy
Mr J Lewis	Science
Ms A Loynton	Science
Mr M. Mallett	English
Mrs R. Marmion	Science
Mr E. McGivern	History & Business Studies / Head of Year 11
Mrs E. McGivern	Geography / Asst Head of Yr 10
Mr J. Miller	Mathematics & ICT
Ms A. Millers	English
Mrs S Milne	Languages
Mr S. Monk	Physical Education
Ms B. Morgan	Music & Drama

TEACHER	SUBJECT TAUGHT
Ms N Morris	Art
Ms W. Nicholls	English
Mrs I. Nicolas-Jones	Languages
Mrs H. Nigh	Special Needs
Mrs J. O'Callaghan	Mathematics / Head of Yr 7
Mr S. O'Connell	Art
Mrs L. Palmer	Science
Mr D Parfitt	Head of Chemistry
Ms R Parry	Geography
Mr S Pearce	ICT
Mr R. Pine	Sociology
Ms L. Pope	Religious Education & Philosophy
Miss A Powell	English
Mr J Pretty	Mathematics
Mr M. Rees	Mathematics
Mrs J. Russell	Technology
Mrs N. Sanders	Languages / Head of Year 9
Mrs E. Shuttleworth	Geography
Ms Z Somerville	English
Mr P Stinchcombe	Music
Ms K Straw	PE & English
Mr R. Suik	Physical Education
Ms J. Thorley	Art
Mr T Thorley	Science
Mrs F. Trinder	Physical Education & Health & Social Care / Head of Year 8
Mr M. Turner	Technology
Ms C Vartuli	Science
Mr J Walford	Science
Miss J. Wilcox	Technology
Ms M Woodward	Languages

1.

The School Day

8.45 am	-	School begins (warning bell at 8.43)
8.45 am - 9.05 am	-	Registration/Assembly
9.05 am - 9.55 am	-	Lesson One
9.55 am - 10.45 am	-	Lesson Two
10.45 am - 11.05 am-		BREAK
11.05 am - 11.55 am-		Lesson Three (warning bell at 10.57)
11.55 am - 12.45 pm-		Lesson Four
12.45 pm - 1.50 pm	-	LUNCH
1.50 pm - 1.55 pm	-	Afternoon Registration (warning bell at 1.43)
1.55 pm - 2.45 pm	-	Lesson Five
2.45 pm - 3.35 pm	-	Lesson Six
3.35 pm	-	END OF SCHOOL DAY

2. It is of the utmost importance that your child attends regularly and punctually. Punctuality at all times is essential within the school day.
3. Normally your child may be away from school only for reasons of illness.
4. If your child is going to be absent from school please telephone, if possible before 9.00am, and give the reason for their absence. You will need to give the name of your child, their form, the reason for the absence and the likely date of return if known. If Mrs Taylor (Home School Liaison Officer) is not available you may leave a message for her on the answer machine.
5. Any change of address or telephone number should be made known to the Form Tutor at school in writing.
6. We are increasingly concerned about the number of pupils who go on holiday during school-time. Whilst understanding the financial reasons for this, we would urge you to resist it if at all possible. If you have no alternative to taking your holiday during school-time, please ask your son/daughter to collect a holiday form from the School Reception. Where attendance at school has caused a concern, an absence for holidays will not be authorised.

ARRANGEMENTS TO HELP YOUR CHILD'S TRANSFER TO CHEW VALLEY

Once we have an idea who will comprise our New Intake, School Admission Forms are sent to Parents requesting items of information that will be helpful to us. During the Summer Term, a number of staff visit the contributory Primary Schools, meeting the pupils and discussing their work with their teachers. The pupils are invited into school to spend a day with their Form Tutor and in the evening of that day, parents are invited into school to meet the Headteacher and Staff, to walk around the school and possibly meet the School Nurse and the Children Missing Education Officer attached to the school.

ARRANGEMENTS TO HELP YOUR CHILD'S TRANSFER TO CHEW VALLEY (cont)

Pupils are placed in all ability Tutor Groups on entry to the school. This is based on all of the information gathered from Primary Schools. These groupings will be re-examined at the end of the first half-term to ensure that they are as balanced as possible and pupils will then remain in these Tutor Groups for the rest of their school career. In most subject areas, pupils are taught in these groups during Year 7.

In October, Staff review the performances of the pupils and this is followed by a meeting at which Parents are invited to meet the Form Tutors to discuss how well their child has settled in. The pupils themselves write a brief report on their views of their first half-term at Chew Valley.

PASTORAL CARE

Chew Valley School, whilst not being an excessively large Secondary School, is much larger than your child's Primary School. We try to make the school seem smaller, and therefore less threatening to the children, by operating in smaller units. Each child is placed in a Tutor Group which includes some of his or her friends, unless there is a good reason for this not to be so. Each Tutor Group is in the care of a Form Tutor who operates under the general guidance of the Head of Year. The Form Tutor and the Head of Year have the responsibility for the day-to-day welfare of the children and for monitoring their progress through the year.

PUPILS WITH SPECIAL NEEDS

Mrs Nigh (Head of Learning Support) also visits the Primary Schools to meet pupils and staff to ensure that there is continuity for those pupils with specific educational requirements. A programme is then produced for those pupils and, in most cases, parents are requested to attend a meeting in the first term at which the programme can be discussed.

Homework

The time spent on homework should be around 30-45 minutes per subject on average. **Encourage your child to do the homework on the day it is set, that way there will be time to see a member of staff if any difficulty arises. A homework timetable is issued to each child in September.**

On no account should your child get worried if they have tried a homework and not been able to do it. He/she should simply tell the teacher at the start of the lesson that they had a problem and help will be given.

SCHOOL DIARY

All Year 7 pupils are given a school diary which Form Tutors check regularly. We hope parents will look at it at least once a week. The homework tasks and the timing should be recorded. We hope that the diary helps to encourage the pupils to organise themselves in matters concerning school life and, when used properly, it should be a positive communication between home and school.

Communication via the Diary

We would like you to read this diary regularly, and sign it weekly in the space provided. You can if you wish make any comments to the Form Tutor who also checks them regularly. You may find a member of staff has made a comment about a particular homework for you to respond to. This is a simple way of providing a regular opportunity for communication between school and home.

REPORTS AND PARENTS' EVENINGS

Academic Monitoring

In September of Year 7, students may take a series of brief multiple choice tests. These are not part of any government testing programme, but are used to give the school information on students' skills and potential in the following areas: verbal, numerical plus shape and space. The tests in each area last about 30 minutes and the results are used to inform staff of individual student needs and help them plan effective strategies to maximise development.

In addition to these tests, we do take account of performance at Key Stage 2 and use both sets of data to set a target level for each student to achieve by the end of the year. This target will be communicated to parents during the Autumn of 2008

SCHOOL REPORTS AND PARENTS' EVENINGS

Each student will receive settling-in reports in October 2008 and February 2009 – the main purpose of these is to provide you with feedback on how your son/daughter has settled in to the routine of life at secondary school and how they are coping in their individual subjects.

A full subject report will follow in the latter part of the school year with a subsequent parents' evening where you will have opportunity to discuss progress with the form tutor and staff from each subject.

HEALTH EDUCATION

All pupils follow a Health Education programme, different aspects of which are covered in different years in school. This programme includes Sex Education. Parents have the right to withdraw their child from these lessons and the school has the responsibility to ensure that those children are supervised at such times.

Biological aspects of sex education are an integral part of the National Curriculum science programme and since this is a compulsory course, all children must participate. Parents do not have a legal right to withdraw their children from this subject.

Pupils also follow a comprehensive programme of Drugs Education which aims to increase pupils' knowledge and awareness of illegal substances and to develop strategies to enable them to respond appropriately should they find themselves in compromising situations.

We would hope that this will not be an issue for parents but should you have any concerns, please contact either your child's Head of Year or Mr Pine, the Assistant Headteacher, in charge of pastoral Care.

THE HOUSE SYSTEM

All pupils and staff are allocated to one of four Houses. Houses provide opportunities for academic and sporting competition and encourage pupils to think of and work for others as well as themselves. Pupils are awarded House Points for good work, commendable behaviour and generally for helpful and thoughtful work for the school community. The four Houses are named after people and places in the history of the Chew Valley. The four Houses and their colours are:-

Bilbie	-	Green
Hauteville	-	Red
Moreton	-	Blue
Rodney	-	Yellow

Besides the House Points Competition, House Sports Competitions are held in a wide range of games.

REWARDS AND SANCTIONS

Our general principle is that praise and encouragement is more effective at motivating pupils than any sanctions or punishment.

House Points are awarded to pupils as a recognition of good work, progress or service to the school. Pupils are awarded certificates for each batch of 25 house points (a full page in the diary). If a pupil sustains an improvement in effort, concentration or progress, or produces an outstanding piece of work, he or she is awarded a Commendation Certificate. Commendations are signed by the Subject Teacher, Head of Subject or Head of Year, and Parents, before being placed in the pupil's file. If a pupil receives five Commendations in one Term, they are awarded a commemorative pen by the Headteacher.

REWARDS AND SANCTIONS (cont)

When a pupil's work or behaviour is below standard he or she may be placed on daily report by their Head of Year and Teachers are asked to comment on their work and behaviour in each lesson.

In more serious cases, pupils may also be detained after school on a Tuesday with at least 24 hours notice being given to parents. After-school detentions are given and are supervised by Senior Members of Staff. All non-trivial breaches of discipline are reported to parents and we aim to work together to ensure high standards of work and behaviour.

REWARDS

Housepoints

Housepoints are awarded for four reasons:

H	-	Helpful or considerate behaviour
E	-	Effort
P	-	Progress
A	-	Achievement

The housepoints are recorded in the Homework Diary and count to the House Competition along with housepoints gained from sports competitions. We want to stress to our students that being successful is something to strive hard towards.

Commendations

Commendations represent a higher level of reward in recognition of something special. This could be for:

- **An outstanding piece of work**
- **Sustained effort over a long period of time**
- **A considerable improvement**

Commendations are issued in the form of a green certificate. The member of staff will give these to the Head of Year, who then congratulates the pupil who will then take it home for you to sign. It can then be placed in his/her Record of Achievement file.

Postcards

Celebration postcards are sent home and give staff the opportunity to congratulate pupils in a very personal way. These arrive through the post as a surprise and we hope that they can be displayed at home.

Bullying Policy

We are a very successful and effective school. Our success is based on good teaching, good order, and good relationships both within school and between school and home. However, we accept that we are not immune from bullying and that we need to be pro-active in preventing it and quick and sensitive in our response to it when it does occur. References to School Strategies are to be found in the following:

- (i) School Behaviour Policy
- (ii) Information booklet for new parents
- (iii) Information booklet for new pupils
- (iv) School Rules (listed in each classroom)
- (v) Personal and Social Education Curriculum

Summary

1. We seek to prevent bullying by:
 - re-inforcing the school aims and ethos in Assemblies, in our teaching strategies and in our general school organisation;
 - focusing on people's differences and developing an understanding, tolerance and respect for these differences;
 - raising awareness of our responsibilities towards others;
 - developing confidence, self-esteem and self respect, as well as respect for others.
2. We respond to bullying quickly and sensitively by:
 - always taking allegations seriously;
 - encouraging pupils to talk and not keep bullying to themselves;
 - using a variety of strategies to address the issue eg talking to people individually, talking to the bully and the victim together, talking to a group, working with parents;
 - using the school's disciplinary sanctions where appropriate; this may include excluding pupils from school.
 - Ensuring that every member of our school community is aware of their responsibilities should they encounter any behaviour that could possibly be a case of bullying.

Bullying is not a problem that only affects young people. Adults bully. We aim to develop the necessary understanding and skills to enable our pupils to (a) refrain from bullying and (b) know how to respond with confidence should they ever find themselves the victims of bullying at any time in their lives

LOWER SCHOOL UNIFORM

It is the wish of the majority of parents and teachers that our pupils should be dressed smartly and in such a way as to be identifiable members of Chew Valley School. The smart appearance of our pupils is a sign that the school is a place of work for pupils and staff. We are conscious of the very high cost of traditional school uniform and the high cost of providing non-uniform clothes. We are anxious, therefore, to have guidelines for school clothing that are sensible, practical and economical.

These factors have been borne in mind when deciding on the school uniform list below and it is, therefore, hoped and expected that all parents will endeavour to ensure we achieve good standards of dress and tidiness, worthy of our school.

All items which carry the school crest should be bought from 'APC' with which Chew Valley School has a direct purchase agreement. A price list and order forms are available from the school. Other uniform items can be bought either from 'APC' or from other retailers.

BOYS: Lower School – Years 7 to 9

Plain dark grey or black trousers (no denims, corduroy, patterns or jeans cut)
White polo shirt with School Crest (plain white shirt with collar can be worn but **only** under school sweatshirt)
Bottle green sweatshirt with School Crest
Plain black or dark brown flat shoes - no trainers, boots or backless sandals
Decorative belts are not allowed

GIRLS: Lower School – Years 7 to 9

Plain black or dark grey skirt - knee-length to mid-calf (**No** 'mini' or 'maxi' skirts)

OR

Plain black or dark grey tailored trousers (**No** culottes, flares, leggings, boarding trousers, denim, corduroy, patterned trousers or jeans cut)
White polo shirt with School Crest (plain white shirt with collar can be worn but **only** under school sweatshirt)
Bottle green sweatshirt with School Crest
Plain grey, bottle green or black tights
Plain black or dark brown flat shoes - no trainers or boots
Decorative belts are not allowed

UPPER SCHOOL – Years 10 and 11

Same as Lower School except sweatshirt is black with School Crest instead of green with School Crest.

HAIR STYLES

Extremes of style are not acceptable. Pupils must check with Head of Year **before** they consider such a style. Pupils with unsuitable styles work in the Exclusion Room.

PHYSICAL EDUCATION

PE and GAMES KIT

GIRLS

Polo shirt with School Crest (House Colour)

Plain black shorts

Red PE sweatshirt with School

Crest **OR** rugby shirt

Long green hockey socks

Training shoes

BOYS

Polo shirt with School Crest (House Colour)

Black shorts

Reversible green and white Rugby shirt

Green Rugby socks

Football/Rugby boots

Training shoes

Gum Shield

Bladed boots are not allowed in School. This decision has been based on health and safety advice and will be implemented in all B&NES Secondary Schools.

UPPER AND LOWER SCHOOL

Make-up - No make-up is to be worn

Jewellery - No jewellery should be worn other than a watch and no more than **ONE** stud or plain sleeper in each ear. Ear rings should be plain gold or silver and no bigger than a 5p. No rings. No nose, eyebrow or tongue piercing.

Years 12/13

Students need to recognise school as a place of work and one that has a place in the wider community, therefore, a dress code is expected as in most places of professional work. The current dress code expects students to be clean, smart and tidy.

ALL YEARS

- Coats will not be worn in classrooms.
- Visible T-shirts under polo shirts are not allowed.
- In colder weather, black or green sweatshirts should be worn, NOT coats or other tops over polo shirts.
- Fashion tops and 'hoodies' are not allowed at school

ESSENTIAL EQUIPMENT

We ask that each child brings the following with them to school each day and to each lesson - pen, pencil, rubber, rough notebook, colouring pens/pencils and their school diary.

LOCKERS

Coin operated lockers are available for daily rental in the Lower School corridor. They take £1 coins which are returned at the end of the session.

Although every reasonable care is taken, the school cannot be responsible for personal property and possessions brought into school. It would, therefore, be helpful if the following was noted:-

- (a) Pupils should keep their property in a strong bag/holdall/backpack.
- (b) **All items should be clearly marked with the child's name**
- (c) Radios, i-pods, cameras and other valuable possessions should not be brought into school.
- (d) Mobile phones are a particular nuisance and are not necessary in school. We have a telephone available for students should they need to contact home. Please support us by making sure that your son or daughter does not bring a mobile phone to school.

HEALTH AND WELFARE

The School Nurse is in school most days and will deal with minor accidents or sickness which occur in school time. If a child has to take any form of medicine during the school day, it should not be carried about school but given to Reception for safekeeping. When we need to send a sick child home we try to contact one or both parents so that transport can be arranged.

We are in close and constant contact with the local Education Welfare Officer, Ms J Reader, who visits the school **once** a week but who can also be contacted at Riverside, Temple Street, Keynsham BS31 IDN, telephone number 01225 394241.

HOME SCHOOL LIAISON OFFICER – Mrs Hilary Taylor

At Chew Valley School we have a Home School Liaison Officer to support the links between home and school. Mrs Taylor is available in school to discuss any problems that may make school challenging for a pupil from time to time. If you have any concerns about the way your child is settling into Chew Valley School, please contact Mrs Taylor. She can also arrange for your child's Form Tutor, Head of Year, or our Special Educational Needs Co-ordinator to contact you. Mrs Taylor also has an overview of our daily attendance records and will contact you in the first instance if we have any concerns about your child's attendance or punctuality.

If your child is going to be absent for the day, please telephone the school and leave a message for Mrs Taylor:

- it is very helpful if you could telephone before 8.30am and leave a message on the answer machine. Please give your child's name and form and the reason for their absence. Please also indicate their likely date of return, if this is known
- if your child is absent from school and we have had no message from you, then we will try and contact you by telephone during the morning to check the reason for your child's absence, and to confirm that it is authorised by you. **This close contact between home and school is very important. Student's self-confidence and success at school is very closely linked to attendance. Mrs Taylor will work closely with you to help your child achieve their full potential.**

INSTRUMENTAL TUITION AND MUSICAL ACTIVITIES

Musical tuition is available to all pupils entering Chew Valley School. At present the school offers small group and individual lessons in:

Strings: violin, viola, cello, double bass, electric guitar, acoustic guitar
Woodwind: flute, oboe, clarinet, saxophone, bassoon, recorder, clarinet
Brass: trumpet, cornet, trombone, French horn, euphonium, tuba
Keyboard: piano, keyboard
Percussion: orchestral (timpani, snare, tuned), drum kit, xylophone
Voice

Weekly tuition is given by peripatetic specialist music staff and lessons take place in school time, on a rotating timetable. When a teacher cancels a lesson, it will be re-scheduled to another week. There are a small number of school instruments available however most pupils will be required to provide their own instrument by either buying or hiring from a music shop. Booking forms and further details are available from the school reception. To book a place within the programme, parents/carers must complete an instrument Music Tuition Booking Form. The booking form, together with the payment, is returned to the Finance Office.

Fees: 10 x Individual 30 minute lesson: £155
10 x Group 30 minute lesson: £85

There are many extra curricular performing arts activities for you to participate in: String Ensemble, Jazz Band, Brass Ensemble, Guitar Ensemble, Keyboard Club, Chamber Choir, Musical and Dramatic Productions, Cabaret Concerts. Soul Band, Swing Band, Chamber Orchestra, Beginner Guitar Group + various rock bands. All pupils within the programme are expected to participate in at least one ensemble.

SCHOOL NEWSLETTER & CALENDAR

A School calendar is produced each term. It gives the main dates for the term and details of examinations and term dates for the year. The calendar is distributed before the end of each term with details of the next term.

The School Society (Parent Teacher Association) also produce a newsletter every term and this gives details of the Society's activities and more general School news.

OUT-OF-SCHOOL ACTIVITIES

As so many children live some distance away from school, many out-of-school activities have to take place during the lunch hour. However, on several days activities occur after school and pupils are invited to participate.

Pupils have an opportunity to participate in foreign exchanges and visits as part of their Modern Foreign Language's curriculum.

OUT-OF-SCHOOL ACTIVITIES (cont)

Year 7 have a week's residential course in Swanage, following an exciting and challenging programme. Year 8 participate in a Citizenship Week and Year 9 have an Enrichment Week which includes opportunities to visit other countries.

There are regular Drama, Music and Dance productions. Many other opportunities exist in Technology, Environmental Science, IT, for pupils to be involved outside of the classroom.

The Duke of Edinburgh's Award is well established at School with pupils achieving bronze, silver and gold awards. Teams from Years 10, 12 and 13 are entered each year for the Annual Ten Tors Expedition on Dartmoor. Each year the school also runs a ski trip to an Alpine ski resort.

Students in Years 10 -13 have also taken advantage of Outward Bound Scholarships.

Sporting activities are also well catered for in that our Sports Hall and Squash Courts provide facilities for a whole variety of indoor activities which exist alongside the more usual outdoor sports. Please refer to the separate School and Community Sport Club booklet for more details. Your son/daughter would have been given this on their Induction Day.

Whilst we believe it is important to give all pupils a sound grounding in as many sports as possible, there is also the opportunity to develop particular sporting skills to a high level and each year a number of pupils have been selected for County Teams.

The sports facilities are available for community use. These facilities are available in the evenings, at weekends and bookable during school holidays. Details of courses and contacts can be found in the above mentioned booklet.

SCHOOL MEALS

A cooked meal is provided in school for anyone who would like one and we ask the children to bring the payment for the meal **daily**. We operate a cafeteria-system where a wide choice of items is provided. Provision is also made for those children who wish to bring a packed lunch. The cost of a full school meal is approximately £2.00 plus 30p for a drink.

Free School Meals (FSMs)

You may be entitled to free school meals (value up to a maximum of £2.00 a day) if you are getting Income Support, Income Based Job Seekers' Allowance, the Guarantee element of State Pension Credit or support under the Immigration and Asylum Act. You may also be entitled if you are getting Child Tax Credit only (and are not entitled to Working Tax Credit) and the award is based on a gross annual income of less than £15,575.

Free School Meals (FSMs) - cont

To claim FSMs please get an application form from the Finance Office at school or from B&NES (even if you do not live in B&NES) – the school route is easier and quicker! Once you are “in the system” B&NES will send you a review form to be completed every 6 months. Should this not be completed within a month you will be deemed to no longer qualify.

- If your child is receiving free school meals in Year 6 this information should be passed onto CVS by your primary school.
- If your child gets free school meals he or she can also have free music tuition for one instrument – contact the Performing Arts Department for more information.
- If you have any questions please contact the Finance Office or your child’s Head of Year.

Should you wish to check if you may be eligible for one of the benefits that would qualify you for FSMs please contact your local Citizens Advice Bureau or other advice agency.

TRANSPORT

Most Lower School pupils living more than three miles from school are entitled to free transport on school buses. Allocation of places and planning of routes is done by the School Admissions and Transport Section, Riverside, Temple Street, Keynsham.

At the end of August those pupils entering Year 7 who are entitled to free transport will be sent a ticket and details of boarding point. This ticket should be carried by the pupils at all times and can be checked by the coach drivers and staff on bus duty at any time.

Children who live outside the normal area served by the school may be given permission to travel on the school buses, providing there is a space. Application forms are available from school or the Local Authority. Children living in the South Bristol area have their own transport arrangements. Please see information printed on the back of the booklet. Any queries about transport arrangements should be made in the first instance to Mrs Taylor who has responsibility for matters concerning school transport.

ANY PUPIL WHO MISSES HIS OR HER BUS AT THE END OF SCHOOL SHOULD REPORT IMMEDIATELY TO THE MEMBER OF STAFF ON DUTY SO THAT APPROPRIATE ACTION MAY BE TAKEN.

SCHOOL CHARITABLE TRUST

For many years the school as organised a Charitable Trust. All parents are invited to contribute to the Trust for the benefit of the school and its pupils. A number of School Staff, Parents and Governors form the Trustees and, of course, all matters relating to contribution to the Trust are confidential.

Money accrued from the Trust is spent on enriching the School’s resources to benefit as many pupils as possible. Details of the Trust and the methods of contribution are explained during your child’s first year at Chew Valley.

THE SCHOOL SOCIETY

The School Society is an organisation consisting of parents, teachers and friends of the school. The Committee, comprising teaching staff, parents and village representatives, meets regularly and organises meetings and activities which are both enjoyable and informative. In past years, these have included a Bingo Evening, a Dance, a Quiz Evening and a Christmas shopping evening. We enjoy strong support from parents and we hope you will be able to join in our wide range of activities.

The village representatives are as follows:-

AREA REPRESENTATIVES

CHEW VALLEY SCHOOL SOCIETY VILLAGE REPS 2007-08

Co-CHAIR: Hannah Curry and Carol House
VICE CHAIR: Mary Douglas-Jones

SECRETARY: Anne Collier
TREASURER: Caroline Savage

CHEW VALLEY SCHOOL GOVERNING BODY

LEA REPRESENTATIVES

Mr B Pate
Mrs L Matthews
Mrs S Abrahams
Mrs L Watts

PARENT GOVERNORS
CHAIR

Mr B Wibberley
Mr J Nelson-Smith
Ms J Stevenson
Mr M Williams
Mrs K Gough
Mrs A Ewins
Mrs M Harper

COMMUNITY GOVERNORS

Mrs D Chard
Mr J Daintith
Mrs G Stobart
Mr A Miller

VICE-CHAIR

SPONSOR GOVERNOR

Mr J Reynolds

STAFF GOVERNORS

Mr M Rees
Mr D Milton
Miss J Hibbert

Any member of the Governing Body can be contacted via the Clerk to Governors:

Mrs Julie Seeley, Chew Valley School Tel 01275 334211 Fax 01275 333625
email: chewvalley_sec@bathnes.gov.uk

CURRICULUM AND GROUPING POLICY IN LOWER SCHOOL

All students will follow a 10-day timetable made up of Week A and Week B. These two weeks will not be identical, but they will alternate throughout the term. The curriculum in each year is described below with the number of periods per 10 day cycle shown in brackets.

Year 7: English (7), Maths (8), Science (8), ICT (2), *PSHE (1), PE (4), Technology (4), Art (4), *Performing Arts (4), *Humanities (10), French or Spanish (8).

- Students will start to learn either French or Spanish depending on the form they are in.

- All groups are mixed ability groups, but during the year the Maths Department will arrange students into sets. The Languages Department will identify and fast track a group of very able students in each foreign language at the end of the Autumn term.

Year 8: English (8), Maths (7), Science (8), ICT (2), *PSHE (1), PE (4), Technology (4), Art (4), *Performing Arts (4), *Humanities (10), French or Spanish (8).

- The most able linguists will study a second foreign language (German) in Year 8 in addition to either French or Spanish.

- Maths will be in sets, Science will be in broad ability bands and other classes remain as mixed ability groups.

Year 9: English (8), Maths (9), Science (6), ICT (2), *PSHE (1), PE (4), Technology (4), Art (4), *Performing Arts (4), *Humanities (7), Foreign Languages (8), Enterprise (1).

- In this year setting remains in Maths, while groups in Languages and Science will be banded into groups according to ability. All other subjects remain as mixed ability classes.

*PSHE: Personal, Social and Health Education.

*Humanities covers History, Geography and Philosophy and Belief

*Performing Arts covers Music and Drama

Teacher Assessments in:

Art	Maths
English	Music
Foreign Language	Physical Education
Geography	Science
History	Technology
ICT (Information & Communication Technology)	

Standard Assessment Tasks (SATs) in the 3 core subjects:

English Maths Science

SATs are national tests taken by all pupils at the end of Year 9.

Important though academic achievement is, it is not the sole criterion of success and we hope to see your child develop socially, by acquiring personal skills and becoming more aware of the society and community in which they live and the role they have to play. The **Personal, Social & Health Education Programme (PSHE)** in tutor period makes an invaluable contribution to this development. Extra curricular activities also play an important part and there are many opportunities to get involved in a variety of activities such as playing sport for the School, Music, Dance and Drama, and many more. The key to *enjoyment* is *involvement*, so encourage your son or daughter to participate as much as possible.

At Chew Valley we have the following Aims for all our students:

- ***To develop the intellectual potential of each child to the full.***
- ***To provide a range of opportunities for the widest development of skills and talents.***
- ***To encourage the personal development of individual pupils in terms of physical health, emotional maturity, aesthetic awareness, moral and spiritual development.***
- ***To give pupils a sense of responsibility to others, to the community, to society and to their wider environment.***
- ***To develop a mutually beneficial partnership between our school and the community.***

A SUMMARY OF YEAR 7 CURRICULUM

English

The English curriculum builds upon and broadens the skills that pupils have developed in Primary School. During the year pupils will complete at least five pieces of assessed work for their folders. These pieces of work are marked by the class teacher using national curriculum levels.

Reading

Pupils are expected to make regular use of the library in order to develop their independent reading. Each pupil may take out two books at a time. Each classroom is also equipped with a special book box that is available to pupils during the lesson – pupils are encouraged to carry a fiction book with them at all times.

Pupils are encouraged to develop a response to a range of fiction and non-fiction texts. Students will study a class reader in depth and a longer narrative poem. They will also learn about language change and research skills in a unit entitled *Books in their Times*.

Writing

Pupils will develop their writing ability through various projects over the year, including a project on different types of non-fiction text. The National Literacy framework is used in order to improve pupils' technical skills and clarity of expression. There is also a *Writers' Workshop* club once a fortnight; this is open to any keen writers.

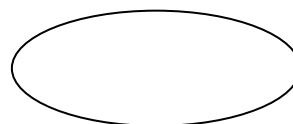
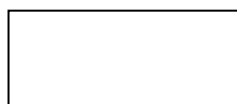
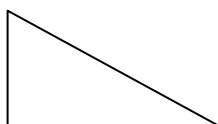
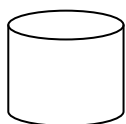
Media

The students will complete a media unit that includes the study of a short film called *Home Away from Home*.

Speaking and Listening

During the year they will also develop their speaking and listening skills through presentations and group work activities.

MATHEMATICS



1 4 9 16 25 36 49 64 81 100 X²

Year 7 Topics are:

Shape & Space

Data Handling

Algebra

Number

Main assessments come from termly tests. Support is provided for those with learning difficulties (see Special Needs section). Ability groupings are formed after the first term.

SCIENCE

The Science Faculty aims to generate interest in and enthusiasm for this subject. The course in Year 7 builds on work covered in KS2. By the end of the year all pupils will have studied six topics:

There are six topics in Year 7:

Forces and Space
Acids and Reactions
Cells and Reproduction
Energy and Electricity
Particles and Solutions
Habitats and Variation

There is a test at the end of each topic based on previous National Curriculum questions. There is an emphasis on practical activities throughout each topic. The skills required to carry out practical investigations are also assessed throughout the year. Homework is set on a regular basis and forms an integral part of the course.



ART

The KS3 Art course is designed around the National Curriculum guidelines (new for September 2008), and gives students an exciting broad-based experience. Students will use a sketchbook to develop skills, techniques, ideas and knowledge and understanding of art and artists. This will take place during lessons and will be extended for homework.

A wide range of themes, materials and formal elements will be covered. The 6 main Areas of Study in Year 7 are: Drawing & Painting; 3D; Printmaking; Graphic Design; Critical & Contextual Studies (art and artists) and Mixed Media.



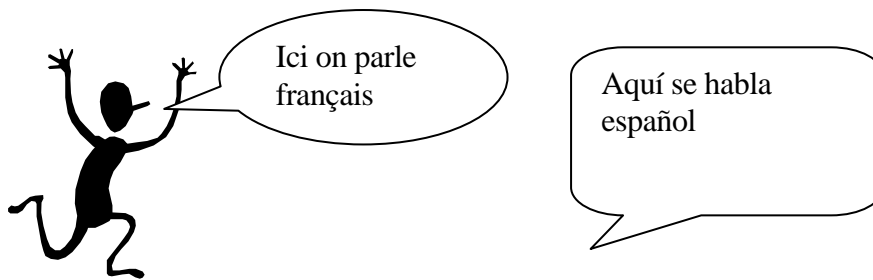
A wide variety of artists, designers and craftspeople will be studied, for inspiration and developing understanding.

FRENCH/SPANISH

Students will study either French or Spanish in Year 7. Initially emphasis is placed upon the skills of speaking and listening, with French being the means of communication in the classroom.

There are six modules, each assessed by half-termly test.

1. Greetings, names, alphabet, classroom objects, numbers and colours.
2. Age, where you live, likes and dislikes, personal description and pets.
3. Animals, hobbies, pastimes and jobs.
4. House and home, in town, directions and transport.
5. Time, routines, clothes, food and shopping.
6. Weather, parts of the body and feelings.



HUMANITIES

There are three elements to the course:

1. **Geography**
 - (a) Geographical skills (maps, references, relief)
 - (b) Our local area
 - (c) Weather
 - (d) Settlement
 - (e) Recreation and tourism



2. **History**
 - (a) The Roman Empire
 - (b) Medieval Realms 1066-1500



3. **Philosophy and Belief**
 - (a) Introduction to world religions
 - (b) Keeping the rules.
 - (c) What do people believe?
 - (d) Where's the answer?



PERFORMING ARTS

Performing Arts combines the areas of MUSIC, DANCE and DRAMA. Dance is covered within the PE curriculum. In Music and Drama, pupils are engaged in three types of activities:

1. The process of composing and devising.
2. Participation in performing their own work and observing other people's work.
3. Evaluation of their own and other people's work.



Themes in Year 7 Drama include: Drama techniques, Circus and clowning skills, Physical Theatre, script work and two devising projects: The Village tree and Children of the Gourds.

Themes in Year 7 Music include: African drumming, Indian raga, Reading music skills, Gamelan music project and Musicals.

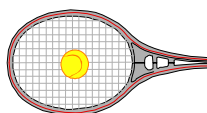
As we are a Performing Arts College, Year 7 also have the opportunity to participate in hands on instrumental and world music projects with specialist tutors. Furthermore, they have the opportunity to learn a music instrument within the school's Peripatetic Music Programme and participate in the Extra Curricular Music Programme.

PHYSICAL EDUCATION



Pupils undertake a variety of activities in order to acquire and develop a range of skills. During lessons pupils will also learn planning skills and apply strategies and tactics. All pupils are encouraged to evaluate their work to plan future progress. Pupils also undertake a health-related fitness course to learn the importance of a healthy, fit body.

Activities covered during Year 7 include football/netball, rugby/hockey (taught as single-sex activities), badminton, health related fitness, gymnastics, dance, athletics and striking/fielding games (taught in mixed groups).



DESIGN TECHNOLOGY

Pupils will cover five modules within Design and Technology all based around using materials and problem solving. The areas are: **Food, Textiles, Graphics, Electronics and Resistant Materials.**

Electronics

Mass production exercise based on making a miniature torch, building up a printed circuit board. Techniques of computer control and injection moulding with plastics



Graphics

3D drawing methods with the support of ICT to enhance design work



Resistant Materials

Project to design and make an automaton toy.



Textiles

Basic fibres and fabrics. Practical drop spinning. Use of natural dyes. Design, using graphics and make a simple wall hanging.

Food

Safe working practices.

Healthy eating

and diet analysis. Planning and implementation of a snack meal of the pupil's choice. Design food for specific needs.



Pupils will move through each area during the year with progress being monitored and assessed in each discipline.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)

Personal and Social Education takes place for all years every two weeks. During this time a variety of themes are covered, some are revisited higher up the school where a topic may be developed further.

In Year 7 PSHE is initially concerned with settling in. There is an induction programme to help pupils become familiar with the buildings and routines. In the first week, they are escorted to each lesson, to the Dining Hall and the buses at the end of the day by a member of staff.

Throughout the year the pupil will be encouraged to review their own progress record, their achievements and set themselves targets for the future. After initial units about themselves, pupils go on to look at topics such as:

Smoking

Personal Safety

Sex education

Friendship & bullying

Preparing for the residential visit

(The residential visit to Swanage, where all pupils are encouraged to take part, happens in June of Year 7.)

At the end of the year, there will be a Celebration Event to recognise achievements of the pupils in Year 7.

SPECIAL EDUCATIONAL NEEDS

The Special Educational Needs Co-ordinator (SENCO) is Mrs Nigh.

A student who has been identified as having an additional need will have an Individual Education Plan. This will be drawn up in consultation with the student, his/her parents, teachers and support staff. The IEP will identify special educational needs and suggest strategies which will enable subject teachers to focus their teaching and differentiate resources appropriately, thus allowing full access to the curriculum. Progress will be monitored and reviewed on a regular basis. Where a child has a Statement of Educational Needs, this will also involve an IEP and a comprehensive and detailed review will take place on an annual basis.

Students with additional needs are supported in a variety of ways. We offer in-class support in targeted curriculum areas. We provide a withdrawal facility from a small number of English lessons to focus on specific skills in small groups and a foundation Maths group. We also provide support for students who are experiencing social and emotional difficulties.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

All pupils in Key Stage 3 will undertake two lessons per fortnight involving ICT. The lessons will be in designated computer rooms where they will have access to the school's network of computers. Each pupil will have access to an individual computer for each lesson. Pupils are taught in mixed ability groups and the course starts in Year 7 with in-house use of the school network, the internet, e-mail and basic software applications.

Pupils then move on to work on modules that place the emphasis on how, why and where ICT should be used and not just on the skills aspect. Most of the common software applications will be used and as the course progresses through Years 8 and 9, pupils will be given tasks whereby they analyse problems and then select the most appropriate software packages to use.

Currently levels are given by teacher assessment for all the modules undertaken and at the end of Key Stage 3 a final level is given. ICT is also embedded into schemes of work in all subjects at Key Stage 3 and it is in these subjects that pupils will see just how ICT can be applied to other areas of the curriculum.

Pupils can make use of ICT in their free time especially during the lunch break when all our ICT facilities are available for use as well as from 08:00 in the main library for those in school early.

BRISTOL – CHEW VALLEY SCHOOL BUS SERVICE

'A' Bus Ltd run a service from Whitchuch via Bishopsworth to the school. The service is a private business, independent of school or local authority control.

Should you have any queries about the 'A' Bus Service, please contact the Company on 0117 9710251.

Mrs Taylor in our Home-School Liaison Office keeps an up to date timetable and information on fares. Tel: 01275 332272 (Option 1)

Contact us:

Telephone: 01275 332272

Fax: 01275 333625

Email: chewvalley_sec@bathnes.gov.uk

Website: www.chewvalleyschool.co.uk

BATH & NORTH EAST SOMERSET

School Term and Holiday Dates

2008-2009 Academic Year

Term 1

Term begins for students - **Thursday 4 September**
Finish **Friday 24 October 2008**

Term 2

Start: **Wednesday 5 November 08**
Finish: **Friday 19 December 08**

Term 3

Start: **Monday 5 January 2009**
Finish: **Friday 13 February 2009**

Term 4

Start: **Monday 23 February 2009**
Finish: **Friday 3 April 2009**

Term 5

Start: **Monday 20 April 2009**
Finish: **Friday 22 May 2009**

Term 6

Start: **Monday 1 June 2009**
Finish: **Friday 24 July 2009**

Public Holidays:

25 August 2008 - August Bank Holiday
25 December 2008 - Christmas Day
26 December 2008 - Boxing Day
01 January 2009 - New Year's Day
10 April 2009 - Good Friday
13 April 2009 - Easter Monday
04 May 2009 - May Day Bank Holiday
25 May 2009 - Spring Bank Holiday

STAFF IN-SERVICE DAYS 2008/9

The school will be closed on:-

Wednesday 3 September 2008
Monday 13 October 2008
Friday 14 November 2008
Monday 23 February 2009
Friday 3 April 2009

NB: It is in your son/daughter's best interests for you not to take holidays during school term times, particularly if your child is following an examination course.