Key Stage Three

Curriculum Overview
2020-2021

Taipei European School
British Secondary & High School Section

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The British Secondary Section

The British Secondary Section is made up of three year groups: Years 7, 8 and 9 (ages 11 to 14). Following the British system, this is referred to as Key Stage 3 (many know this as Middle School). These years are crucial to the students' academic and personal development and the curriculum is designed to provide a strong foundation for studying subjects at a more advanced level (IGCSE and then the IB Diploma Programme).

We encourage each other to live out our school values – to strive for the highest possible academic standards and to be active participants in our school community. On a day-to-day basis, this will be most obvious in the classroom:

Respect – we are honest, considerate, and tolerant global citizens
Participation – we take an active role in our learning and encourage others to do the same
Responsibility – we are trustworthy, independent, and act as positive role models
Creativity – we use our imagination, explore ideas, and express ourselves freely
Perseverance – we show persistence and strive to do our best

At the Swire European Secondary Campus, the students in our Section are part of a multicultural environment, with students from all three Sections (British, French and German). Throughout the year, there are many cross-section events which promote and encourage students to work together, to share their talents with each other, and to learn from each other. For example, Sports Day, Europe Day, Languages Week, music and drama performances, and other special events throughout the year.

THE ENGLISH KEY STAGE 3 NATIONAL CURRICULUM

The British Secondary Section broadly follows the English Key Stage 3 National Curriculum; however, the schemes of learning reflect our international profile and local Taiwanese context. As a school, we never stand still, and it is standard practice for departments to continually review, refresh, and update their schemes of learning. Our aim is to ensure that what is taught at Key Stage 3 continues to be both rigorous and challenging, ensuring that students are well-prepared to make the transition into the High School.

REPORTING

Feedback on progress to both students and parents is achieved in a range of ways. Parents receive written summative reports on their child's academic and personal progress throughout the year. Throughout the year, students receive Progress Reports which indicate the current grade (A*-E) for each student and Attitude Towards Learning (ATL) indicators. These ATL indicators are Engagement in Lessons, Contribution to Group Work, Responsibility for Meeting Deadlines, and Willingness to Speak in Lessons. Each of these ATLs is graded as either 'Excellent', 'Good', 'Fair' or 'Needs Improvement'. Learning conversations between each student and a staff mentor then make formative use of these reports and lead to target setting and action planning driven by the student. Staff enjoy the opportunity to coach students to reflect upon their own learning and together arrive at a plan for progress.

At the end of the academic year, students receive a Full Report which includes a current grade (A*-E) for each student, Attitude Towards Learning (ATL) indicators, and teacher comments.

THE IMPORTANCE OF READING

In the British Secondary and High School Section, we are committed to developing a consistent approach to reading and developing reading skills. Reading often and widely in English is essential for students to develop the high levels of academic proficiency that are required to achieve success in the IGCSE and IB examinations. It is the best way to develop language knowledge and vocabulary.

For four days in each week, there is fifteen minutes dedicated reading time built in to the timetable – 'drop everything and read'. Students are allowed to choose literature to read. They are encouraged to make use of the school library services to ensure that their choice of reading is at the right level and suitably challenging.

There are many benefits of free, voluntary reading. Research shows that there is a positive relationship between reading frequency, reading enjoyment and academic achievement. Teachers will also provide students with regular opportunities to read a variety of different text-types relating to the subjects they are studying. Our aim is to provide wide-spectrum exposure to academic English.

In Year 9, all students will be given Topic Readers at the beginning of each new unit of work. The Topic Readers will provide students with regular and varied interactions with different academic texts, providing opportunities for students to develop academic vocabulary and structures. This is to ensure that students are even better equipped to make the transition to work at IGCSE level. Through the various tasks in the Topic Readers, it is our intention to give a clear mandate to students to attend to reading!

SERVICE PROJECTS

Throughout secondary school, students will be involved in various service projects, both on campus and in the local community. The service projects are just one way in which we embed our values of Responsibility and Respect.

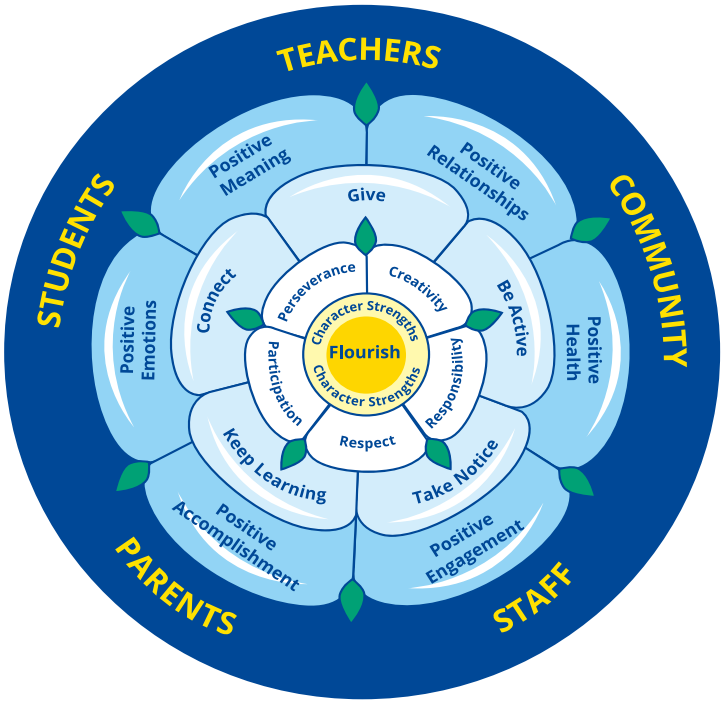
Service projects change to meet the needs of the community and we are always looking for ways to further develop and enhance these projects.

WELLBEING

The wellbeing of our students is something that the British Secondary and High School Section takes very seriously. In Key Stage 3, the Core curriculum, as well as many special events throughout the school year, often have a wellbeing focus. Students are taught the 'Five Ways to Wellbeing' (Connect, Be Active, Take Notice, Keep Learning, and Give) alongside the School Values of Respect, Perseverance, Creativity, Responsibility, and Participation. Students also spend time exploring their character strengths, as well as their mental toughness, as they learn more about themselves as individuals. Strategies are put in place to further develop their strengths as well as to develop their confidence and, in turn, their mental toughness. The aim is to allow all students in the school to flourish and be the best they can be. Core teachers and Year Deans actively monitor the wellbeing of each student in Key Stage 3.

The Positive Education movement which underpins the school's wellbeing strategy has shown that by adopting the five-step PERMA model (Positive Emotions, Engagement, Relationships, Meaning & Purpose, Accomplishment), students will achieve improved wellbeing, as well as improved academic results. TES has adapted the PERMA model to add a sixth step (Health), recognising that physical and mental health are also essential to student wellbeing.

BSHS 'Grow' Model



The PERMAH model of Wellbeing

Flourishing at TES

POSITIVE EMOTION

Positive emotions are an essential part of our wellbeing. Happy people look back on the past with gladness; look into the future with hope; and they enjoy and cherish the present.

ENGAGEMENT

When we focus on doing the things we truly enjoy and care about, we can begin to engage completely with the present moment and enter the state of being known as 'flow'.

RELATIONSHIPS

Everyone needs someone. We enhance our wellbeing and share it with others by building strong relationships with the people around us – family, friends, coworkers, neighbours.

MEANING

We are at our best when we dedicate time to something greater than ourselves. This might be religious faith, community work, family, politics, a charity, a professional or creative goal.

ACCOMPLISHMENT

Everyone needs to win sometimes.
To achieve wellbeing and happiness, we must be able to look back on our lives with a sense of accomplishment:
'I did it, and I did it well'.

HEALTH

Physical and mental health are essential to our wellbeing. The mind and the body are linked. When we take care of our bodies we also strengthen our minds. Healthy people care for themselves by eating a nutritious diet, getting enough sleep, exercising daily and spending time outdoors.

Adapted from Martin Seligman's Flourish, 2011

English

English education aims to teach students to speak and write fluently so that they can communicate their ideas and emotions to others and, through their reading and listening, others can communicate with them. Through reading in particular, students have a chance to develop culturally, emotionally, intellectually, socially, and spiritually. Literature, especially, plays a key role in such development. Reading also enables students both to acquire knowledge and to build on what they already know.

Our aims in teaching English are that all students will:

- be able to speak clearly, confidently, and in appropriate forms of speech;
- be able to listen to the spoken word attentively, with understanding, pleasure, and empathy;
- be able to read fluently and with understanding a range of material for enjoyment, personal development, and for information;
- be able to write effectively and clearly for a range of audiences and purposes using spelling, punctuation, and syntax accurately and confidently;
- be well-prepared for all examinations for the next stage of their education.

PREREQUISITE LEARNING

Each student develops their own reading, writing, speaking, and listening skills at their own pace through degrees and scales of challenge as they move through the key stage. It is understood by teachers and students that the adage 'practice makes perfect' is paramount. The English skills students have discovered and developed at primary school are refined during Key Stage 3, and embedded for formal assessment in the High School.

COURSE CONTENT

All Key Stage 3 classes study a selection of thematic units during the course of the year.

COURSE MATERIALS & RESOURCES

In Key Stage 3, students will study a range of works, including classical and modern fiction, play scripts, poems and magazine/newspaper articles, all of which are provided by the school.

ASSESSMENT

Students' learning is assessed in a variety of ways across the key stage. Each student should look to complete a summative assessment through a unit of work (reading, writing, or speaking and listening) and formative assessment (not graded) on the remaining English strands, all on specific Assessment Foci. Throughout the year, teachers should complete four units of work, two in Term 1 and one in Term 2 and Term 3. The final unit in Term 3 is a free choice unit with an opportunity to target specific Assessment Foci for students in a class.

CLASS GROUPING

English classes at Key Stage 3 are grouped as mixed ability.

NEXT STEPS

The Key Stage 3 English programme prepares students to undertake further study in the subject at IGCSE. Depending on their progress and achievement, students will be placed in an IGCSE English course that best suits their needs and abilities.

UNIT	YEAR 7	YEAR 8	YEAR 9
Unit 1: August-October 2020	**Introduction to Poetry** Speaking and Listening Group Discussion Critical Essay / Reading	**Narrative Ballads** Speaking and Listening Group Discussion Critical Essay / Reading	**War & Conflict Poetry** Speaking and Listening Group Discussion Critical Essay / Reading
Unit 2: November 2020- January 2021	**Travel Writing** Reading: Non-fiction - inform, explain, describe Writing: Non-fiction Individual Presentation / Speaking and Listening	**Animal Welfare** Reading: Non-fiction - inform, explain, describe Writing: Non-fiction Individual Presentation / Speaking and Listening	**The Power of Persuasion:** Advertising & The Media Reading: Non-fiction - inform, explain, describe Writing: Non-fiction Individual Presentation / Speaking and Listening
Unit 3: January-March 2021	**Literature Study: Novel** Reading: Fiction Speaking and Listening: Drama Creative Writing / Narrative / Empathic	**Literature Study: Shakespeare** Reading: Fiction Speaking and Listening: Drama Creative Writing / Narrative / Empathic	**Literature Study: Play** Reading: Fiction Speaking and Listening: Drama Creative Writing / Narrative / Empathic
Unit 4: April-June 2021	<u>Free Choice</u> **Life Lessons** Or **Modern Society** Or **The Medium is the Message** Revision of English Skills - Reading, Writing and Speaking and Listening	<u>Free Choice</u> **Alternative Realities** Or **Culture & Diversity** Or **The Medium is the Message** Revision of English Skills - Reading, Writing and Speaking and Listening	<u>Free Choice</u> **Alternative Realities** Or **Literary Heritage** Or **Modern Society** Revision of English Skills - Reading, Writing and Speaking and Listening

Mathematics

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology, and engineering, and necessary for financial literacy and most forms of employment. A high-quality Mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

PREREQUISITE LEARNING

Students follow the Mathematics programme throughout all three years of Key Stage 3. Each year's course builds on existing content knowledge and skills.

COURSE CONTENT

The Mathematics curriculum aims to ensure that all students:

- become fluent in the fundamentals of Mathematics, including through varied and frequent practice with increasingly complex problems over time, so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately;
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification, or proof using mathematical language;
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

COURSE MATERIALS & RESOURCES

In Mathematics, students in Key Stage 3 make use of the *Maths Links* textbooks and homework books that are published by Oxford University Press, as well as tailored and creative teacher-generated learning resources. In addition, students are given access to *MyiMaths* and *MangaHigh* through a school account and individual login. Students in Key Stage 3 will need a suitable scientific calculator. A recommended model is available for purchase from the Phase 2 school office.

ASSESSMENT

To assess student progress at Key Stage 3, a range of assessment methods are used. Topic tests are given at the end of each topic or combination of topics and these assess the skills acquired over a number of weeks. End of year tests are taken in May to assess the student's understanding of the full range of topics and their ability to apply skills and concepts from the whole year to a greater range of subject matter.

During each term, students undertake one or more key assessment tasks, which involve using and applying Mathematics, such as investigating a naturally-arising problem, or collecting and analysing data.

CLASS GROUPING

In Year 7, students will initially be taught as mixed classes in five different groups. After the October half term holiday, students will be grouped according to these classes:

- An accelerated class for those students who respond well to the highest level of challenge. Students in this class will eventually be sitting their IGCSE Mathematics a year early in H1 instead of H2.
- Three parallel regular classes
- A smaller support class where students cover the same concepts as the regular classes at a reduced pace.

The sets will be decided from a range of information including primary school data, performance in lessons and teacher recommendations.

Whilst students will be allocated a mathematics group for the coming academic year, there will be regular opportunities throughout the coming years for moves between the groups as necessary.

NEXT STEPS

The Key Stage 3 Mathematics programme prepares students to undertake further study in the subject at IGCSE. Depending on their progress and achievement, students will be placed in an IGCSE Mathematics course that best suits their needs and abilities.

THEMES	YEAR 7	YEAR 8	YEAR 9
Number	Fractions, decimals and percentages	Integers and calculations	Direct and Inverse Proportion
Algebra	Measures	2D shapes and measures	Sets and Venn Diagrams
Shape & Space	2D shapes	Probability	Transformation and scale
	Equations and formulae	Fractions, decimals and percentages	Equations and graphs
	Representing data	Sequence and formulae	Geometric reasoning
	Calculation and measure	Ratio and proportion	Sequences and graphs
	Ratio and proportion	Angles and 3D shapes	3D shapes and measures
	Transformations and symmetry	Collecting, analysing and representing data	Discrete and Continuous Data
	Integers, functions and graphs	Graphs and equations	Pythagoras' Theorem
	Expressions and equations		Expressions and formulae
	Surveys and data		Probability
	Equations and graphs		Trigonometry

Science

The study of Science aims to encourage curiosity about the world and engage students at many levels by linking direct practical experience with theoretical explanations. Experimentation and modelling are used to develop and evaluate hypotheses, encouraging critical and creative thought. Students explore the impact of Science on society, technological change, and the environment. They learn to question and discuss issues that may affect their own lives, the directions of societies, and the future of the world.

PREREQUISITE LEARNING

Students follow the Science programme throughout all three years of Key Stage 3. Each year's course builds on existing content knowledge and skills.

COURSE MATERIALS & RESOURCES

Students in Key Stage 3 make use of the *Exploring Science* textbook, published by Pearson Education and provided by the school, as well as tailored and creative teacher-generated learning resources. Students utilise laboratory equipment and materials to complete experimental investigations. They also have access to numerous educational resources in Taipei, such as the Taipei Zoo and the Recycling Plant.

ASSESSMENT

A range of assessment strategies are used in Key Stage 3 Science, fitting within the broad categories of theoretical, practical, and research tasks. Students usually sit topic tests at the end of each topic of study. These enable teachers to judge the progress the students have made and determine the need for any remedial or extending interventions.

Students' practical and research skills are assessed in five categories:

- Thinking scientifically
- Understanding the implications of Science
- Communicating and collaborating
- Using investigative approaches
- Working critically with evidence

Over the three years of their Key Stage 3 studies, students are expected to demonstrate growth in their ability to perform experimental procedures safely and correctly.

CLASS GROUPING

In Years 7 and 8, students are taught in mixed ability classes. At the start of Year 9, all students are grouped in sets. There are two mixed ability classes, meaning that most students will be in a mixed ability class. In addition, there is one class for those students who are working above expected levels and one class where extra support is offered and/or the pace is reduced to allow students who need a bit more support, or time to understand the material, to achieve their full potential. Students' progress in the subject is continuously monitored to ensure that they are in the right set throughout Key Stage 3.

NEXT STEPS

The Key Stage 3 Science programme prepares students to undertake further study in the subject at IGCSE. Depending on their progress and achievement throughout the Key Stage, as well as their performance in the final Year 9 IGCSE Bridging Unit, students will be placed in an IGCSE Science course that best suits their needs and abilities.

TERM	YEAR 7	YEAR 8	YEAR 9
1	The Scientific Method Cells, Tissues, Organs, and Systems Energy Sexual Reproduction in Animals The Particle Model Atoms, Elements, and Compounds Christmas Science	Muscles and Bones Breathing and Respiration Energy Transfer Food and Digestion Combustion The Periodic Table Christmas Science	Plants and their Reproduction Growing our Food Metals and their uses Electricity and Magnetism Genetics and Evolution Christmas Science
2	Forces Mixtures and Separation Acids and Alkalis	Sound Light Unicellular Organisms	Making Materials Reactivity Science Fair Project
3	Ecosystems and Oceans Project Current Electricity Research Project	Fluid Rocks Research Project	Bridging Unit Coursework

Chinese Language and Literature

The Chinese Language and Literature course targets students who have a strong literary foundation and who are fluent in both written and spoken Chinese. Students engage with selected classic texts in Year 7, modern pieces of literature in Year 8, and contemporary works in Year 9. In addition to the detailed study of literature, students also learn to fully understand the literal and cultural connotations of oral interactions in a range of social contexts. They learn how to appreciate and evaluate the cultural and social contexts in a wide range of oral and written communications, including etiquette specific to Chinese.

PREREQUISITE LEARNING

A high level of literary fluency and accuracy in both oral and written communication is necessary for students to succeed in this course.

COURSE CONTENT

The Chinese Language and Literature course aims to ensure that all students:

- obtain the essential knowledge and skills required to facilitate their learning and understanding about Chinese literature from the Classic Period to contemporary times;
- understand and appreciate the literary conventions and features applied in four different genres: prose, poetry, drama, and novels;
- develop the ability to think and comment critically about the literary works studied.

COURSE MATERIALS & RESOURCES

Students study literary works from the classic, modern, and contemporary periods in four literary genres: poetry, essay, fiction, and drama. Texts are provided by the school.

ASSESSMENT

Students are given many opportunities to demonstrate their learning and progress in terms of content knowledge and key skills. Students are assessed on both the planning and learning process, as well as the final outcome of the work they create.

CLASS GROUPING

Students are taught in mixed ability classes throughout Key Stage 3.

NEXT STEPS

The Chinese Language and Literature course prepares students to undertake the First Language Chinese course at IGCSE. Students studying Chinese are placed in the IGCSE course that best suits their needs and abilities.

KS3 AUTHOR SELECTIONS

GENRES	YEAR 7	YEAR 8	YEAR 9
Prose	<< 論語 >> 選、巴金、琦君、廖玉蕙、劉克襄、冰心、宋晶宜、朱自清	藍蔭鼎、陳藩、魯迅、巴金、梁實秋、田威寧、張曼娟、廖玉蕙、琦君、張愛玲、朱自清	歐陽修、周敦頤、岳飛、司馬遷、張曉風、冰心、梁實秋、沈復、汪曾祺、三毛、劉禹錫、龍應台、白先勇、舒國治
Poetry	<< 唐詩 >> 選、冰心	席慕蓉、胡適	<< 木蘭辭 >> 席慕蓉、郭漢辰
Fiction	<< 戰國策 >> 選	<< 三國演義 >> 選、 < 戰國策 >> 選	李家同、林海音、陶淵明、蒲松齡
Drama/Film	<< 小孩不笨 >>	<< 跑吧！孩子 >>	<< 逆光飛翔 >>

Chinese Language

The Chinese Language course of study caters for students who have a strong literary foundation in Chinese and are orally fluent. The focus of the course is on further enhancing students' literary and written communication skills.

PREREQUISITE LEARNING

General oral and literary fluency is required so that students can access the learning materials and cope with the course, which moves at a fast pace.

COURSE CONTENT

22 language topics are embedded into the three-year Key Stage 3 Chinese Language course as outlined below. Students develop a very strong literary foundation and communication skills associated with each of the 22 language topics.

YEAR 7	TOPIC AREA
7	Young People, Generation Gap, Customs and Traditions, Hometown and Surrounding Areas, Urban and Rural Life, Peer Pressure, Culinary Diversity
8	Friendship, Travel, Social Networking, Festivals and Celebrations, Learning Technology, Global Warming, Pollution
9	New Ways of Communication, Movies and Media, Healthy Eating, Sports and Exercise, Recycling, Hobbies, Future Career Plan

COURSE MATERIALS & RESOURCES

A variety of authentic and adapted learning materials are used as course resources, including local newspapers, magazines, online resources, and popular Chinese readers.

ASSESSMENT

Summative assessments are conducted to monitor students' progress in speaking, reading, writing, and listening, as well as to ensure their accurate course placement. Formative assessments are conducted as part of day to day teaching and include class discussions, individual- and group presentations, quizzes, role plays, etc.

CLASS GROUPING

Students are taught in mixed ability classes throughout Key Stage 3.

NEXT STEPS

The Chinese Language course prepares students to undertake the Chinese Second Language course at IGCSE. Students studying Chinese are placed in the IGCSE course that best suits their needs and abilities.

Chinese Foreign Language

Chinese Foreign Language is an interesting and practical subject. Students develop an ability to use the Chinese language effectively through a range of topics studied. The four main language skills of reading, writing, speaking, and listening are the focus throughout all three years of Key Stage 3.

Students have opportunities to acquire a broad range of subject knowledge and Chinese language skills, as well as to explore Chinese culture. The aim is to help students develop a positive attitude towards Chinese language learning. Students learn how to communicate in Chinese, understand basic Chinese culture, and to be more confident living in a country where the Chinese language is spoken.

PREREQUISITE LEARNING

Students follow the Chinese Foreign Language programme throughout all three years of Key Stage 3. Each year's course builds on existing content knowledge and language skills.

COURSE CONTENT

Through a variety of creative and practical activities, students are taught the knowledge, cultural understanding, and Chinese language skills needed to live in a Chinese speaking environment. Students have opportunities to practise their Chinese language skills in real life situations.

The English National Curriculum for Modern Foreign Languages aims to ensure that all students:

- understand and respond to spoken and written language from a variety of authentic sources;
- can speak with increasing confidence, fluency, and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation;
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learned.

COURSE MATERIALS & RESOURCES

Bespoke textbooks have been developed and produced by TES to meet students' diverse learning needs and to accelerate students' language acquisition. These will be provided to the student by the school.

ASSESSMENT

Students are given many opportunities to demonstrate their learning and progress in terms of the key topics. They are assessed on their developing Chinese language skills in a variety of ways, including formal tests. Students are assessed in four key areas: speaking, listening, reading, and writing.

CLASS GROUPING

All Chinese Foreign Language classes at Key Stage 3 are grouped by ability. Most students will be in a mixed ability class, with one class exclusively reserved for beginners.

NEXT STEPS

The Chinese Foreign Language course prepares students to continue their studies at IGCSE, either through the IGCSE Chinese Foreign Language course or the Chinese Second Language course, depending on their proficiency at the end of Key Stage 3. Students studying Chinese are placed in the IGCSE course that best suits their needs and abilities

YEAR 7	YEAR 8	YEAR 9
Hello and Calendar	Countries	Study Abroad
Family	School – Subjects and Facilities	Personality
Occupations	Weather and Seasons	Household and Pets
Time and Daily Routines	Sickness	Relatives and Festivals
Means of Transport	Hobbies – Music, Dance and Sports	Travelling
Colours and Clothing	Vegetables and Fruits	Surf Season
Parts of the Body	Eating Together	House
	Snacks and Tooth Decay	Neighbourhood
		Shopping

Modern Foreign Languages: French, Spanish, and German

The learning of languages enables students to express their ideas and thoughts in another language and to understand and respond to its speakers, both orally and in writing. It also provides opportunities for students to communicate for practical purposes, learn new ways of thinking and read authentic material in the original language. Language learning provides the foundation for learning additional languages, equipping students to study and work in other countries.

PREREQUISITE LEARNING

No prerequisite language learning is necessary at any of the three year levels. Classes are differentiated so that new students can integrate into lessons at any point during Key Stage 3.

COURSE CONTENT

The English National Curriculum for Modern Foreign Languages aims to ensure that all students:

- understand and respond to spoken and written language from a variety of authentic sources;
- speak with increasing confidence, fluency, and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation;
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learned.

Teaching focuses on developing the breadth and depth of students' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. It enables students to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. It provides a sound preparation for further study of that language.

Throughout Key Stage 3, students will study the following key topics: personal relationships, home life, school life, meals, holidays, festivals, and geographical surroundings.

COURSE MATERIALS & RESOURCES

In Key Stage 3 students use textbooks published by Pearson. They use:

- *Studio 1, Studio 2, Studio 3* for French
- *Stimm* 1, 2 and 3 for German
- *Viva* 1, 2 and 3 for Spanish

In addition, they use the websites *linguascope.com, conjugemos.com* and *atantot.com*.

ASSESSMENT

Students are given many opportunities to demonstrate their learning and progress in terms of content knowledge and key skills. They are assessed separately in the key aspects of language learning: listening, reading, speaking, and writing.

CLASS GROUPING

Students are taught in mixed ability classes in Year 7 and they are taught in sets in Year 8 and Year 9.

NEXT STEPS

Students who enjoy their study of French, German, or Spanish are encouraged to consider pursuing the subject at IGCSE.

Individuals, Societies and Environmental Studies

WHAT IS INDIVIDUALS, SOCIETIES AND ENVIRONMENTAL STUDIES?

The 2020-21 school year at TES will mark something of a change in the way that Geography and History are taught. Instead of being discrete subjects taught separately once a week, the strong connections between them will be developed together, in combination with some introductory ideas of Economics and Business Studies.

PREREQUISITE LEARNING

Students follow the Individuals, Societies and Environmental Studies course for the duration of Years 7, 8 and 9. The course will be built around guiding inquiry questions, as well as key concepts and skills. Each unit will focus on a combination of the disciplines of History, Geography, Economics and some aspects of Business Studies. The units will be taught through the lens of a historic or contemporary issue.

COURSE CONTENT

The course will draw on aspects of the National Curriculum for England, and other curricula from around the world, to create a unique, challenging and engaging programme of study. By taking a more holistic approach to humanities, students will gain a better understanding of the world around them, and will both discover and appreciate the connections between historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors. Students will understand the ways in which, either individually or in combination, these factors have had both local and global effects on individuals, societies or environments.

COURSE MATERIALS & RESOURCES

A textbook will be available for some parts of the syllabus, although other teacher-created materials will also be used via Google Drive.

ASSESSMENT

Students will complete a range of assessments which will test their skills of understanding and evaluation. Assessments will focus on some of the key skills in each subject area, including data and source analysis, reaching evidence-based conclusions, evaluating perspectives, understanding significance, making connections, collaborating and carrying out effective research. These assessments will reflect the development of the necessary skills required for the IGCSE and IBDP examinations.

CLASS GROUPING

Mixed ability classes are taught throughout Key Stage 3.

NEXT STEPS

Students who enjoy Individuals, Societies and Environmental Studies can go on to choose History, Geography, Economics or Business Studies at IGCSE level (or a combination thereof).

YEAR 7	YEAR 8	YEAR 9
Definitions and links between History, Geography and Economics	Fast Fashion	Climate Change
The growth of Taipei	Early Explorers	The Growth of Empires
Urbanisation and Sustainability	Ancient Societies	What is Culture?
Volcanoes	Globalisation	Personal Project

Computing

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with Mathematics, Science, and Design and Technology, and provides insights into both natural and artificial systems. The core of computing is Computer Science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems, and a range of content. Computing also ensures that pupils become digitally literate – able to express themselves and creatively develop their ideas through information and communication technology, designing and creating products that solve real and relevant problems within a variety of contexts, and considering their own and others' needs, wants, and values. Students will focus on using Computing to solve practical tasks, focusing on planning, doing, and reviewing, in order to improve their ability to code, analyse, and reflect.

PREREQUISITE LEARNING

Due to the wide variety of skills students have on arrival in Year 7, the first year of the Key Stage 3 Computing course focuses on fundamental, everyday skills that students will require in all subjects, alongside developing computation thinking skills and introducing students to principles of digital media. Each year's course builds on prior content, knowledge, and skills.

COURSE CONTENT

The Key Stage 3 Computing curriculum aims to provide students with a solid foundation of computer skills in a variety of software applications. These skills cover four main areas:

- **Digital literacy:** having the fundamental skills to create a variety of different kinds of content for specific purposes;
- **Computational thinking:** understanding and applying the principles of computer science, including abstraction, logic, algorithms and data representation;
- **Digital citizenship:** being responsible, competent, confident and creative users of information technologies;
- **Digital media:** producing graphics, audio and video and web design artefacts for a variety of audiences.

COURSE MATERIALS & RESOURCES

In Computing, students follow a curriculum which has been developed here at TES. While originally based on the UK National Strategy for Key Stage 3 in ICT, the KS3 Computing course far exceeds the original aims of the National Curriculum for England and Wales. Each year group follows a programme of study that focuses on skills building, planning and preparation, reflection, critical thinking, and independent learning with the 'Plan, Do, Review' cycle at its core. Students do not require any textbooks, as all resources have been developed by the Department and are increasingly being made accessible to students online.

ASSESSMENT

Each student's work is assessed at the end of each unit. Work is marked electronically where appropriate. A large, summative assessment takes place at the end of each academic year, where students are assessed on the entire year's curriculum content in an end of year final project.

CLASS GROUPING

Students are taught in mixed ability classes throughout Key Stage 3.

NEXT STEPS

Students have the choice of IGCSE ICT, where they will continue to build their skills with computer applications and learn about computer theory, or IGCSE Computer Science, where the focus is more on programming and how computers work.

YEAR 7	YEAR 8	YEAR 9
All About Me	Research mini-project	Intro to databases
Intro to coding	Intro to animation	The Chens' holiday
Handling data	Data modeling	Intro to video FX
Intro to graphic design	HTML, CSS & JavaScript	Web design frameworks
Game design project	Airport project	Seedlings project

Physical Education (PE)

Physical Education is an inspiring subject that allows all students to succeed and excel in competitive sport and other physically-demanding activities. It provides opportunities for students to become physically confident in a way which supports their health and fitness. Physical Education also helps build character, as well as embed values such as fairness and respect.

PREREQUISITE LEARNING

Students follow the Physical Education programme throughout all three years of Key Stage 3. Each year's course builds on existing knowledge and skills.

COURSE CONTENT

Students should build on, and embed, the physical development and skills learned in Key Stages 1 and 2, become more competent, confident, and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports, and activities outside of school and in later life, and understand and apply the long-term health benefits of physical activity. The English National Curriculum for Physical Education aims to ensure that all students develop competence to excel in a broad range of physical activities; are physically active for sustained periods of time; engage in competitive sports and activities; lead healthy, active lives. In addition, at TES, we aim to ensure that all students develop awareness and understanding of physical fitness and health; have fun and enjoy both Physical Education and sport; develop into young leaders and sportsmen/women using communication and leadership skills.

COURSE MATERIALS & RESOURCES

We have an extensive CCA sports programme, which allows our students to apply the skills they have learned in class. These teams have the opportunity to compete in a number of sports tournaments, including the Taiwan International Schools Sports Association (TISSA) tournaments and the FOBISIA international tournaments. Students in Year 9 will be given a school PE reading resource. Students will be required to have the school PE uniform and appropriate footwear.

PE OUTSIDE OF SCHOOL

Students in Year 9 will be required to regularly read from their PE reading resource, with articles related to the Units of Study as part of the school-wide effort to raise literacy and prepare for IGCSE.

For years 7 and 8, there is no set homework in PE but students are encouraged to develop skills and techniques and knowledge of rules and tactics for various activities both on their own, and through the school CCA sports programme.

ASSESSMENT

Summative assessment is made in a range of sports throughout the PE programme. Assessments are based on assessment criteria specific to each sport and year group. Formative assessment is also used continuously to monitor progress and includes:

- Self and peer assessment
- Teacher observation
- Question and answer sessions

CLASS GROUPING

Classes are mixed gender and separated by ability to enable lessons to cater for those specific ability levels and enable even competition. There is the possibility for students to change levels in situations where PE staff have judged that their grouping is no longer ideally suited to their ability.

NEXT STEPS

Students who enjoy their study of Physical Education and are physically able, are encouraged to consider pursuing the subject at IGCSE.

TERMS	YEAR 7*	YEAR 8*	YEAR 9*
1	Football Volleyball Creative Movement Badminton Softball	Football Volleyball Creative Movement Badminton Softball	Football Volleyball Creative Movement Badminton Softball
2	Basketball Touch Rugby Athletics Fitness	Basketball Touch Rugby Athletics Fitness	Basketball Touch Rugby Athletics Fitness
3	Hockey Swimming Games of the World	Hockey Swimming Games of the World	Hockey Swimming Games of the World

*Subject to change based on weather and availability of facilities.

Art and Design

Art, craft, and design embody some of the highest forms of human creativity. A high-quality Art and Design education should engage, inspire, and challenge students, equipping them with the knowledge and skills to experiment, invent, and create their own works of art, craft and design. As students progress, they should be able to think critically and develop a more rigorous understanding of Art and Design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity, and wealth of our nations.

Art students at TES are taught how to become well-rounded, technically-skilled, creative thinkers and risk takers. Thinking 'outside of the box' is a skill which students can learn in Art and apply in their other subject areas. Each art project is designed to help students learn new skills and processes, research and plan their work, think clearly and effectively, feel confident in talking about and explaining their work and ideas, and to become confident enough to work with increasing levels of independence.

PREREQUISITE LEARNING

Students follow the Art and Design programme throughout all three years of Key Stage 3. Each year's course builds on existing content knowledge and skills.

COURSE CONTENT

The Art and Design course at TES has been designed to develop students' creativity and ideas, and increase proficiency in their execution. Students develop a critical understanding of artists, architects, and designers, while expressing reasoned judgements that can inform their own work.

Students learn:

- to use a range of techniques to record their observations in sketchbooks, journals, and other media as a basis for exploring their ideas;
- to use a range of techniques and media, including painting, to increase their proficiency in the handling of different materials;
- to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work;
- about the history of art, craft, design, and architecture, including periods, styles, and major movements, from ancient times up to the present day.

KEY STAGE 3 AREAS OF STUDY

- Painting
- Drawing
- Sculpture
- Design
- Printmaking
- Photography
- Textiles
- Ceramics

COURSE MATERIALS & RESOURCES

All required art materials are provided by the school. Taipei is a city rich in art and culture, therefore regular trips are organised to local museums and exhibitions.

ASSESSMENT

Students are given many opportunities to demonstrate their learning and progress in terms of content knowledge and key skills. Students are assessed on both the planning process, as well as the final outcome, of the products they design and make. Assessment happens continuously in Art class – verbal communication is an integral part of the subject and students can expect to talk about their work in detail with their teacher and peers. Students will receive a grade at the end of each unit of work.

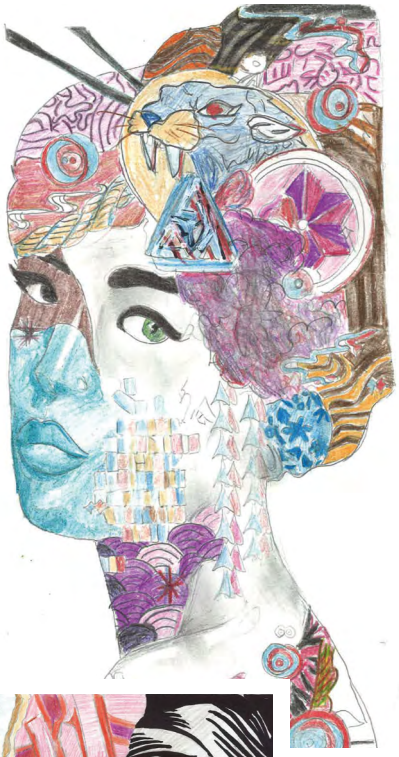
CLASS GROUPING

Students are taught in mixed ability classes throughout Key Stage 3.

NEXT STEPS

Students who enjoy their study of Art and Design are encouraged to consider pursuing the subject at IGCSE.

A GLIMPSE OF STUDENT ART



Drama

Drama is an inspiring subject that encourages a great deal of teamwork. Using creativity and imagination, students devise and perform plays that explore the world around them-historically, socially, and culturally.

Students have opportunities to acquire a broad range of subject knowledge and draw on disciplines such as English, Film, History, Music, and Art. Students learn how to take risks, becoming resourceful, creative, problem solvers and excellent communicators. Through the evaluation of past and present performances, they develop a critical understanding of the impact theatre has on the individual and the global society.

PREREQUISITE LEARNING

Students follow the Drama programme throughout all three years of Key Stage 3. Each year's course builds on existing content knowledge and skills.

COURSE CONTENT

Through different creative and practical activities, students are taught the knowledge, understanding, and skills needed to create and develop a variety of performances. They engage in individual, paired, and group tasks, such as creating scripted and devised work, looking at a vast range of genres, cultures, and moments of theatre history.

The Drama Curriculum aims to ensure that all students:

- improvise, rehearse, and perform play scripts and poetry in order to generate languages and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness, and action to add impact;
- explore the imaginative potential of the individual and the group, and communicate effectively through the medium of Drama;
- care for the individual and the group and develop the ability to trust and be trusted;
- engage in problem solving and active learning; develop awareness of dramatic culture and artifice;
- develop enjoyment and appreciation of Drama and Theatre as a vocation and a leisure activity;
- recognise what political, social, and historical knowledge can be acquired through the medium of Drama;
- understand the importance of the rehearsal process, performance work, and how to evaluate verbally;
- understand how to create, invent, and stage performances.

COURSE MATERIALS & RESOURCES

Drama at Key Stage 3 has no formal textbook. Teachers use Google Classroom to share resources and extension tasks with students. These tasks often link to online resources that are freely available.

ASSESSMENT

Students are given many opportunities to demonstrate their learning and progress in terms of content knowledge and key skills. Students are assessed in three areas: the rehearsal process, their performances, and in their ability to evaluate performance work.

CLASS GROUPING

Students are taught in mixed ability classes throughout Key Stage 3.

NEXT STEPS

Students who enjoy their study of Drama are encouraged to consider pursuing the subject at IGCSE and to become involved in the CCA programme offered at TES.

AREA OF STUDY	YEAR 7	YEAR 8	YEAR 9
Play scripts	*Antigone* by Sophocles	*Macbeth* by Shakespeare	Various choices
Genre	Tragedy Horror/Thriller	Mystery Comedy Tragedy	Various genres
Devising and collaborating	This will take place throughout every Scheme of Learning	This will take place throughout every Scheme of Learning	This will take place throughout every Scheme of Learning
Theatre practices, theory, and companies	Greek Theatre Trestle Theatre Splendid Theatre Naturalism British Pantomime	Shakespearean Theatre *Commedia Dell'arte* Splendid Theatre	Poor Theatre Theatre of the Oppressed Frantic Assembly Laban Technique

Music

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire students to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity, and sense of achievement. As students progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination, to the best in the musical canon.

PREREQUISITE LEARNING

Students follow the Music programme throughout all three years of Key Stage 3. Each year's course builds on existing content knowledge and skills.

COURSE CONTENT

Students should build on their previous knowledge and skills through performing, composing, and listening. They should develop their vocal and instrumental fluency, accuracy, and expressiveness; and understand musical structures, styles, genres, and traditions, identifying the expressive use of musical dimensions. They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles.

The TES ESC Curriculum for Music aims to ensure that all students:

- perform, listen to, review, and evaluate music across a range of historical periods, genres, styles, and traditions, including the works of the great composers and musicians;
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately, and have the opportunity to progress to the next level of musical excellence;
- understand and explore how music is created, produced, and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure, and appropriate musical notations.

COURSE MATERIALS & RESOURCES

Key Stage 3 students are provided with booklets to accompany every unit with all resources needed for the course.

ASSESSMENT

Students are given many opportunities to demonstrate their learning and progress in terms of content knowledge and key skills. Students are assessed both as they develop and contribute to work, as well as on their final performances and compositions.

CLASS GROUPING

Students are taught in broadly set classes according to musical ability and experience throughout Key Stage 3.

NEXT STEPS

Students who enjoy their study of Music are encouraged to consider pursuing the subject as an IGCSE option choice.

YEAR 7	YEAR 8	YEAR 9
Gamelan: Indonesian music with a focus on rhythm, pentatonic scales, and layering textures *Assessment Focus: Performing, Composing and Listening Appraisal*	Rondos and Recurring Structures: Exploring music based on structures that repeat *Assessment Focus: Composing and Listening Appraisal*	Ground Bass: Exploring music that is built on a repeating bass line and chord progression. *Assessment Focus: Performing, Composing and Listening Appraisal*
Keyboard: Exploring keyboard functions and features to compose and perform a variety of music *Assessment Focus: Performing, Composing and Listening Appraisal, Music Theory and Ear Training*	Chords, Carols and Melodies: Simple part singing in small groups with a focus on chords and accompaniments *Assessment Focus: Performing, Composing and Listening Appraisal, Music Theory and Ear Training*	Samba Batucada: Percussion from Brazil, with a focus on layering simple and complex rhythms *Assessment Focus: Performing, Composing and Listening Appraisal*
Dance Moods and Modes: Dance music from around the world in major and minor keys *Assessment Focus: Composing and Listening Appraisal*	Chinese Music: Students learn and perform on selected Chinese instruments taught by specialist tutors *Assessment Focus: Performing and Listening Appraisal*	What Is A Motif: Listening, performing, and composing music based on developing short identifiable musical ideas *Assessment Focus: Composing and Listening Appraisal*
Ensemble Performance: Performing in a large ensemble with multiple parts *Assessment Focus: Performing, Music Theory and Ear Training*	Build A Band: Learning the fundamentals of the main pop/rock instruments to perform and compose a song *Assessment Focus: Performing and Composing, Music Theory and Ear Training*	Ensemble Performance: Students rehearse, perform, and analyse a piece of their choice in front of an audience *Assessment Focus: Performing, Musical Investigation*
Musicals: Rehearsing and performing with singers and instrumentalists to create a combined class mini-musical by the end of the year		

DELTA

DELTA is a new Key Stage 3 programme of future-focused learning. It aims to empower learners to change the world for the better by drawing on the connections between STEAM subjects: science, technology, engineering, art and design, and mathematics. Students will work independently or in groups to plan and run a project addressing a real-world STEAM problem.

- **D**esign
- **E**xplore
- **L**ink
- **T**est
- **A**nalyse and Adapt

The programme will be delivered through a 14-week investigation. The investigation process will occur in specialised DELTA labs that have been designed to promote collaboration and inspire students to innovate and find solutions.

The process will be supported by industry professionals in STEAM roles.

The programme will develop our students' ability to:

- Think
- Collaborate
- Plan
- Innovate
- Make and create

CELEBRATION AND ASSESSMENT DAY

The culmination of the investigation will be a Celebration and Assessment Day. In front of industry assessors, students will present their online video diary, display stand, 3D model and a professional report.

CERTIFICATION

In recognition of completing 30 hours of independent project work, students will be eligible to receive the Silver CREST award.

CREST is an internationally recognised scheme for student-led project work in STEAM subjects. The scheme is sponsored by the British Science Association.

Core (PSHCE)

The Core curriculum is delivered to all students in Key Stage 3 during an 80-minute lesson period once a week. Core develops the skills needed for students to achieve academically, as well as preparing them for the different challenges they face as they grow up and mature into young adults. Topics are covered at age appropriate times and are further developed and expanded as the students progress through the Year Groups.

PREREQUISITE LEARNING

There is no prerequisite learning for the Core curriculum, as it aims to develop essential life skills. Each student brings their own unique life experiences to the lessons and special events. However, it is likely that some of the topics covered will have been touched upon during the Primary years.

COURSE CONTENT

Although the topics are reviewed each year and change slightly depending on current issues and events, an overview of the general topics covered for each Year Group is shown below. When required, the topics are adapted to ensure current situations can be addressed. Year Deans work with the Assistant Head to ensure that the topics, and the course as a whole, are relevant and that there is progression across the Year Groups.

COURSE MATERIALS & RESOURCES

All course materials and resources are provided by the school.

ASSESSMENT

There are no formal assessments for the Core curriculum.

SKILLS DEVELOPED

Students develop the skills essential for academic success, as well as life skills. Life beyond the classroom is extremely important in the development of the whole child. The British Secondary and High School's wellbeing agenda drives the Core programme with the 5 Ways to Wellbeing (Give, Take Notice, Positive Emotion, Keep Learning and Be Active) being a driving force in the planning of topics. Wellbeing is an essential part of the Core programme, as research shows that high levels of personal wellbeing enhance academic performance. The wellbeing skills, topics, and techniques taught in Core are vital for life success.

YEAR 7	YEAR 8	YEAR 9
Study routines	Goal setting	Healthy eating and nutrition
Friendships	Friendships	Body image
Relationships	Mental health	Drug education
Bullying & Cyber bullying	Respect	Relationships
Writing Skills	Mental toughness	Gaming
Personal Hygiene	PERMAH/Wellbeing Assessments	Mental health
Puberty	Paiwan Tribal Service Project	Time management
Healthy living		Stress management
Character building		Plagiarism
Trip preparation		Wellbeing
Sustainable garden project		Attayal and Paiwan Tribal Service Project

ASPIRE

The British Secondary and High School Section of TES is an educationally supportive school, where the achievements, attitudes, and wellbeing of all students matter and diversity is celebrated. We offer additional support through our ASPIRE (Access for Students to Participate, Improve and take Responsibility for their Education) Department, which provides an extensive range of help, assistance, and advice to students who have Additional Educational Needs (AEN) and their families.

At the heart of our philosophy is the belief that all students are entitled to the support that will allow them to achieve their educational potential. This support encompasses anything that could cause a barrier to learning, whether it be cognitive, linguistic, social, or emotional. Students who are supported by the ASPIRE department generally fall into the following categories:

- students who have a professionally-identified learning need;
- students who have a greater difficulty in learning than their peers;
- students who have not yet met their academic and cognitive potential for a variety of reasons and therefore have a gap in their learning.

Our aim is to identify students with an Additional Educational Need early on in their secondary school journey and to make the necessary provision for all students to access the curriculum. This is done through consultation with teachers, parents, and other professionals as required.

The support we offer will take place mainly in the ASPIRE department (i.e. withdrawal from classes). In-class support may be offered, where deemed necessary, to ensure students keep pace in lessons.

All of the support will be delivered by Learning Support Assistants (LSA) who use dedicated strategies to help students comprehend and complete tasks. They will also work with students to improve their academic skills in certain areas of the curriculum.

Withdrawal support will focus on students' individual needs and may include consolidation sessions. This may be in a small group setting or a one-to-one support situation, depending on the individual needs of the student.

Students are included on the ASPIRE Register if they are receiving support from the department and/or have a diagnosis from a medical professional, Educational Psychologist, Speech Therapist, or similar. The progress of these students is tracked by means of available school data and regular meetings with Year Deans and other personnel throughout the school. In this way, we are able to monitor whether our support is showing the positive impact on learning that is expected and make any necessary adjustments.

Everyone at the school is committed to working in collaboration with parents, carers, and other professionals or specialist agencies to develop the most appropriate programme of education for each student with an Additional Educational Need and to strive for success for all of our students.

Homework Quality Standards

For students, parents, and teachers, homework is a subject that generates a range of different views. Many parents want schools to set homework; most students appreciate that homework is important and understand that it helps them to be successful in their studies; and teachers believe that independent study is an important skill in its own right, as well as supporting student progress.

Research shows that there is a positive relationship between time spent on homework and achievement at secondary school level, but only when homework is set in moderate amounts and when tasks are interesting, challenging, and varied.

A recent school survey demonstrated that our students prefer homework tasks that are clearly defined, allow for an element of creativity, and have adequate deadlines, but dislike regular and mundane tasks that aren't clearly linked with their learning. These findings match with the current available research on homework.

Good learning requires a partnership between students, families and the school and so we have suggested ways in which all of us can support the deeper learning of our students and these are published in our Homework Policy. In short, we believe that homework tasks should:

- consolidate learning
- provide opportunities for students to practise and apply skills
- be structured
- be planned
- have a purpose
- have clear outcomes
- have success criteria made clear to students
- promote, where possible, the TES values – we encourage students to persevere when homework is difficult; allow opportunities for students to be creative in how they present their learning; and expect them to take responsibility for organising themselves and respecting deadlines.

HOMEWORK CHARTER FOR SCHOOL, STUDENTS AND PARENTS

SCHOOL

- All homework tasks should be planned for learning.
- Teachers should communicate how long students should spend on a particular task and have realistic expectations about how long a task might take a student.
- Tasks should be accessible by all students and differentiated if required.
- Homework needs to be explained in lessons and clear instructions given on the nature of the task and how students might go about achieving it.
- Students must be given the opportunity to write the instruction in their diary and email used when necessary to communicate homework instructions or guidance to parents.
- Students need to know how homework will be assessed (e.g. by self/peer/teacher).
- If the task is new to students, and is not a creative open-ended task, it should be modelled. For example, what does 'research' look like? If students are being asked to 'revise', how should they go about it? What evidence would you expect to see of revision? Heads of Departments will regularly review and monitor the quality of homework set.
- Teachers will use TESmile to log when students consistently miss homework deadlines and provide appropriate sanctions as per departmental policy.

STUDENTS

- Attempt homework tasks to the best of your ability.
- Use the homework diary to accurately write down the homework instruction.
- Meet homework deadlines. If there is a problem with homework, you should notify your teacher as soon as possible prior to the due date.
- Try to keep your academic targets in mind when completing homework.
- Understand that homework is important to learning.
- Aim to stick to the guidance given by teachers regarding the length of time to spend on homework. Keep things in perspective. Homework is important, but social, artistic and sporting activities are also important in achieving life balance.
- Know that quality is more important in most cases than quantity.
- Never copy or plagiarise work – asking for extra help is better!
- Avoid rushing to complete work. Be well planned and organised. If there is a problem, you have the following options available to you: speak to your Form Tutor for advice; ask a friend/member of the class; ask/email your subject teacher for further clarification; ask your parents/siblings for advice; speak to your Year Dean if you still feel that things are getting on top of you.

HOME

- Please remember that when it comes to homework, quality is more important than quantity.
- Use the homework diary to accurately write down the homework instruction.
- Use the homework planner to check that your child has clearly written their homework tasks.
- Once per week, for example on a Sunday, help your child plan for the week ahead.
- Allocate specific times for homework tasks.
- Provide a quiet work space free of distractions and provide light supervision.
- Support your child in managing distractions such as Social Media, email, TV and computer games.
- Don't do homework for your child.
- If your child has a tutor, they should provide guidance and support rather than undertaking the actual task.
- Communicate with school if there are problems.
- Encourage children to approach teachers to ask for help.
- Consider how other activities might impact homework. Avoid over-commitment, e.g. personal tutoring and additional classes.
- Spend some time to help children devise organisational systems. For example, use a wall-planner or calendar to record what is due and when it is due so your child can 'see' what needs to be done. Contact your child's Form Tutor or Year Dean if your child is exhibiting anxiety or stress over homework.
- Developing the whole child is part of our school's philosophy – remember that social, creative and physical activities play a part in this.
- Homework should always provide an opportunity for learning. Talk to your child about their homework and take an interest in their work.

STUDENT CHARTER

WE TAKE RESPONSIBILITY

for our own learning and allow others to learn

WE ARE WELL MANNERED AND CONSIDERATE

citizens of the school, we treat others as we would wish to be treated

WE LINE UP QUIETLY

outside the classroom (KS3)

WE ARRIVE ON TIME

and ready to learn

WE SHOW RESPECT

by actively listening to others and following instructions

WE DO NOT EXCLUDE

others through our use of language

TES TEACHER CHARTER

WE PROMOTE

consistently high standards within an atmosphere of mutual respect

WE DEVELOP

a variety of teaching and learning activities to support students' needs

WE ARE

lifelong learners and look for new opportunities in our teaching

WE GIVE

quality feedback in a range of ways

WE CARE

about our students' learning and well-being

WE CREATE

meaningful tasks and follow the homework quality standards

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