

HENDON SCHOOL



INFORMATION FOR PARENTS OF STUDENTS ENTERING YEAR 7

2011/2012

Dear Parent/Guardian,

May I take this opportunity to welcome you and your child to Hendon School. This handbook is to assist all parents of Year 7 students; the information provided should answer general questions concerning the day to day organisation of the school. All Year 7 students are provided with their own student information book, which they will need to bring to school during the first week of the September term. Please contact either your child's form tutor, the E.C.M. Department or myself if you have any concerns about your child in the first few weeks of the new term.

Mr R. Patel
Head of Year 7

Mrs. Y. Weatherhead
Director of Lower School

INFORMATION NEEDED BY THE SCHOOL

Parents of students newly entering the school are asked to make sure they complete all parts of the Essential Information Form, which should be returned to the school **PRIOR TO ADMISSION**. *Your son/daughter will not be permitted to start school until this information is received for Health & Safety reasons.*

We should be grateful if parents would let us know immediately of any change in address or telephone number and of any alteration in family circumstances which may affect a child. We shall of course respect parents' confidence in such cases.

INFORMATION YOU NEED TO KNOW

ATTENDANCE

Regular and punctual attendance is the first priority if your child is to make full use of the educational opportunities provided by the school. The target for each student is above 95% attendance.

Except in the case of illness, consent must always be obtained from the Head of Year in advance of the period of absence. Whenever possible, medical, dental and other appointments should be arranged outside school hours or on Friday afternoons when school ends at 2.20pm.

On the first day of a student's absence, parents/carers are requested to notify the school of the circumstances by telephone or letter. **Phone number for Attendance Officer is 0208 202 9004 ext 275**

As stated in the paragraph above, attendance affects attainment and in order to fulfil his/her potential, regular attendance is paramount. For this reason, the school is under no obligation to grant leave of absence for family holidays during term time and does operate a fixed penalty notice system for parents who take their children on holiday in term time. In exceptional circumstances such as the death of a close relative, the school may authorise no more than 10 school days when permission has been sought by letter in advance.

If parents suspect students are not arriving at school they should contact the Form Tutor or Year Head as soon as possible since truancy is more easily controlled when quickly discovered.

Every Child Matters Department

The ECM Department, Hendon School, provides a wide range of support for students covering the five headings of the Every Child Matters Agenda. The staff of the department are all qualified first aiders. They also complete a variety of other responsibilities. These include the provision of first aid when accidents happen, care of students who are unwell or have serious medical conditions. If students have any problems, they should report to the ECM Dept., which is situated in the playground in front of the fountain.

The Attendance Officer is based in this dept on extension 275 and all absences should be reported to her. Staff are also able to offer pastoral support help and guidance to students throughout their school career. Staff are always very happy to discuss any matter with parents and carers and work in partnership with home to ensure students enjoy and achieve whilst at the School.

Staff from the department are also involved in supporting Year 7 students. They run transitional groups which aim to assist students in settling well into their new school. They deliver PHSE on variety of subjects again in small groups. The Peer Support Scheme for all students is run by this dept and older students are involved in assisting Year 7 students to settle in and deal with any problems. Other matters that the dept., deal with are free school meals and lost property.

Students as a Health & Safety issue must sign in with the ECM dept if they are late to school or signing out to attend an appointment during the school day. There is always a member of staff available for parents and carers to contact (general office extension is 246 or 273).

PUNCTUALITY

It is important that all students arrive at school punctually. Detentions will be given for repeated lateness.

If, for any reason, students arrive at school late they must report to the E.C.M. (Every Child Matters) department where they will have to explain their lateness and will also have a stamp put in their homework diary.

TELEPHONE CALLS

A payphone is available for students to telephone home if they need to do so. If it is necessary to pass on a telephone message to a student every effort will be made to do this. **All calls MUST be received by 1.30pm.**

CYCLING

Cycling to school is permitted with parental permission. A safety helmet should be worn and a suitable padlock supplied as bicycles are kept in a bike shelter. Bicycles should be marked with your postcode. Students are not allowed to ride cycles inside the school grounds but should dismount at the entrance.

LEAVING THE SCHOOL FOR APPOINTMENTS

From time to time students may have appointments during school hours. A child needing to leave school must show an appointment card or letter either to the Year Head or Directors and obtain a PASS OUT form, then sign out at E.C.M. Department. When returning to school from the clinic, hospital etc. the child must report back to the E.C.M. Department. No child is allowed to leave the school premises without permission.

ILLNESS OR INJURY

A child who is unwell during the school day or who has received an injury, which requires attention, should report to the E.C.M. Department whose staff are qualified in First Aid. Once again, it is stressed that children must not leave the premises without permission.

Younger students will only be sent home if it has been possible to contact the home or workplace of parents.

PROPERTY

In every school it is inevitable that property will sometimes go astray. Should this happen, the school will make every effort to recover lost property. Please ensure that where possible personal items are clearly named - this is particularly necessary with items of school uniform, school bags and all PE and games uniform. Large amounts of money and valuable items should not be brought into school. If this is unavoidable they should be handed in to the E.C.M. Department for safekeeping.

The governing body accepts no responsibility for loss or damage to property brought in by students. Please do not allow your child to bring expensive watches, mobile phones or valuable items of jewellery on days when they have PE.

HOME-SCHOOL CONTACT

It is important that home and school ensure that good communication links are developed and maintained. To ensure that this happens:

Please ensure that the school has the correct contact details. The use of the diary is an effective form of communication.

In order to deal with queries quickly and effectively in the first instant please address:

| Contact | Reason |
|--|--|
| School office | Request for leave of absence Change of address/telephone number |
| Attendance officer | Notification by telephone on the first day of absence |
| Form Tutor | Absence notes (on the day the student returns) Concerns about day to day issues within school To discuss your child's progress To notify of home issues that may be affecting a student Issues with uniform |
| Subject Teacher | Queries or concerns about individual lessons |
| Head of Department/Faculty | If queries or concerns about an individual subject have not been answered or resolved adequately |
| Year 7 Contacts | All other concerns |
| Ms. Y. Kidoguchi Mr M. Humphrey Ms. E. Leamon Mr T. Janvrin Ms. M. Schmid Ms. M. Kettle Ms. A. Miller Mr K. Keller Rahul Patel – Head of Year Yvonne Weatherhead – Lower School Director. Alex Yates – Assistant Head Teacher, attached to Year 7 | Ykidog@hendonschool.co.uk humphreym@hendonschool.co.uk leamone@hendonschool.co.uk ianvrint@hendonschool.co.uk schmidm@hendonschool.co.uk kettle@hendonschool.co.uk millera@hendonschool.co.uk kellerk@hendonschool.co.uk patelr@hendonschool.co.uk weather@hendonschool.co.uk yatesa@hendonschool.co.uk |

DfES Parentline

To support parents who are not fluent in English please contact the Mr Patel and he will attempt to arrange a meeting with someone who can speak their own language – either a member of staff or another parent.

LUNCHES

The school's catering is provided by Scolarest. There is a policy of encouraging healthy eating and the school has been designated with the Healthy School's Award. A cashless cafeteria system provides a varied menu of lunches. Students will be required to register their fingerprint on a biometric system and top up their accounts with cash or by cheque as and when required. There is always vegetarian food available. Students can bring packed lunches if this is preferred. Written parental permission is required for those going home to lunch, otherwise all students in Years seven to eleven are expected to remain on the school premises at lunchtime. Year 11 students may be allowed offsite during lunch subject to the school's permission but parents or carers will be required to sign a contract authorising this. There is also a sandwich bar in operation during morning break and lunchtime. Snacks are also available from the canteen during morning break. No glass bottles are allowed in school. Should you have any comments of the catering provision please send these to: catering@hendonschool.co.uk. The Catering & Healthy Eating Committee also meets once per half-term to discuss all issues around the school's catering provision.

RELIGIOUS EDUCATION AND ASSEMBLIES

The school is non-denominational and welcomes students of all faiths. Our aims are to help all students develop their own patterns of belief and behaviour for responsible adult life and to encourage students of different religious beliefs to respect the views and traditions of others.

Religious Education is taught to the London Borough of Barnet Agreed syllabus, which has a multi-faith approach.

Parents who wish to withdraw children from R.E. should inform the Headteacher in writing.

THE SCHOOL DAY

Monday – Thursday

8.40 – 9.00 : Form Time/Assembly

9.00 – 10.00 : Period 1

10.00 – 11.00 : Period 2

11.00 – 11.20 : Break

11.20 – 12.20 : Period 3

12.20 – 1.20 : Period 4

1.20 – 2.15 : Lunch

2.15 – 3.15 : Period 5

3.15 – 3.20 : Afternoon Registration/dismissal

Friday

8.40 – 8.55 : Form Time

8.55 – 9.45 : Period 1

9.45 – 10.35 : Period 2

10.35 – 10.55 : Break

10.55 – 11.45 : Period 3

11.45 – 12.35 : Period 4

12.35 – 1.25 : Lunch

1.25 – 2.15 : Period 5

2.15 – 2.20 : Afternoon Registration/dismissal

WHAT YOUR CHILD WILL NEED

EQUIPMENT

Books, apparatus and stationery are provided from public funds but remain the property of the school. Parents are asked to co-operate in ensuring that school property is treated with respect.

Parents will be charged for the cost of replacement or repairs when any loss or damage to school property occurs as a result of careless or wilful actions of a student.

We expect parents to provide their children with a suitable pen and pencil and a ruler. Coloured pencils are necessary in certain subjects and a limited number of mathematical instruments (e.g. protractor and compass) would be useful. Felt tip pens are NOT to be used or brought into school.

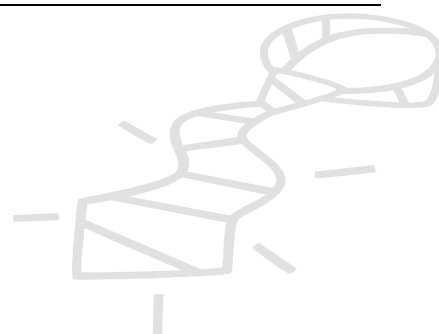
Further suggestions are given in the second section of the booklet within subject areas.

Uniform Regulations

YEAR 7 REQUIRED ITEMS OF UNIFORM

Year 7

- Navy blue reversible coat/fleece with school badge
- Navy blue and White polo shirt with school badge
- Boys: black tailored trousers (Not jeans or corduroys)
- Girls: black tailored trousers or navy blue skirt knee length (not jeans, velvet, corduroys or tight fitted trousers or leggings)
- School sweatshirt with school logo
- Sensible black
- **Plain** black or navy blue tights
- White socks
- Navy blue school scarf with school logo
- A headscarf worn for religious reasons must be white, navy blue or black (no patterned headscarves)



The following items of jewellery and accessories may be worn:-

- Small plain stud earrings no bigger than 3mm in diameter (for safety reasons)
- One religious necklace
- One plain ring

All items of uniform are available throughout the Year from the recommended school outfitters.

**School Wear
140 Brent Street
Hendon NW4**

Tel : 0208 202 2203



May we remind students and parents that the following items are unacceptable and may not be worn:-

- Tracksuit tops worn as a coat
- Sweatshirts with logos or hooded sweatshirts
- Black jumpers or black cardigans
- Black skirts
- Skirts shorter than knee level
- Hats anywhere in the school grounds
- Patterned tights or striped/brightly coloured socks
- Trainers - this includes black trainers, plimsolls, converse shoes
- High heels, platform shoes, any boots
- All types of coloured scarves
- Any extremes of fashion, including revealing or excessively tight clothing

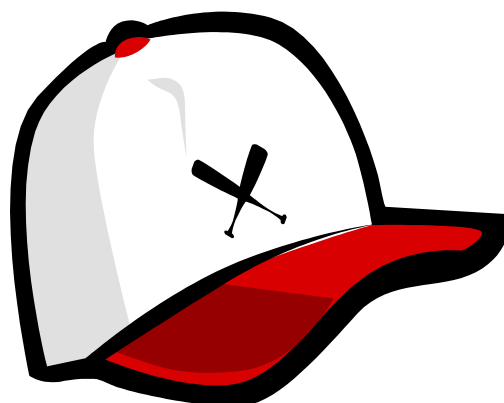


The following items of jewellery and accessories are unacceptable and may not be worn:-

- Multiple necklaces, multiple rings and plastic fashion jewellery
- Hooped earrings of any size (for safety reasons)
- Earrings bigger than 3mm in diameter (for safety reasons)
- Visible Body piercing including lip/face, eyebrow or tongue piercing
- Sovereign rings
- False nails and nail varnish
- Extreme hairstyles including multicoloured hair, bright coloured hair dyes, tramlines or any logo's shaved into the hair.
- Lines shaved into eyebrows
- Any forms of make-up including eye shadow, eye liner, mascara and lipstick

Students in incorrect uniform or of unacceptable appearance may be required to return home to collect the correct items of uniform or footwear at short notice. Students may also be placed in internal exclusion until the uniform is corrected.

Decisions will be made at the discretion of the Head of Year and the Director of Lower or Upper School. The final decisions about suitability of any items of uniform lies with the school and parents are expected to support the school in ensuring students are correctly dressed.



Hendon School is proud of its uniform and the students who wear it

PE KIT

BOYS

- a) Red T-shirt with school logo*
- b) White shorts
- c) White ankle socks
- d) Training shoes - black soles not permitted
Trainers must be cut below ankle height
cut below
- e) Long navy football socks
- f) Rugby shirt with school logo*
- g) Football boots
- h) Shin pads
- i) School Navy blue tracksuit bottoms with
school logo*

GIRLS

- a) Red T-shirt with school logo*
- b) Navy blue shorts
- c) White ankle socks
- d) Training shoes - black soles
not permitted. Trainers must be
ankle height
- e) Long navy blue hockey socks
- f) Shin Pads
- g) Navy blue school sweatshirt
- h) School Navy blue tracksuit
bottoms with school logo*

***Available only from PE Department**

TECHNOLOGY

For their own safety children must wear strong, sensible shoes during practical Technology lessons. Any child wearing unsuitable shoes (e.g. sandals) may not be allowed to take part in the lessons.

SCHOOL RULES

The school rules are to encourage good relationships between members of the school and to help the school run smoothly.

All members of the school have the right to come to and enjoy being at school and they should behave towards each other and address each other in a reasonable and polite manner. Racist, sexist and violent language or behaviour will not be tolerated and it is everyone's duty to respect this right and to see that such language and behaviour are not used. The school buildings and facilities are for everyone's benefit and it is important that the school property is respected.

Code of Conduct

BE RESPECTFUL

- Respect other people's feelings
- Respect other student's right to learn
- Respect the teacher's right to teach

BE COURTEOUS

- By following all instructions
- As you move around the buildings
- In the way you speak to everyone

BE ORGANISED

- Be on time for schools and for each lesson
- Come fully equipped to all lessons
- Keep to homework and coursework deadlines

Classroom Behaviour Rules

It is the responsibility of every member of the class to create a positive learning environment.

- Arrive on time to every lesson
- Wear full and correct school uniform
- Have the correct equipment for your lesson
- Follow the teacher's instructions without questions
- Respect the learning environment including the teacher's right to teach, other students' work, displays and school equipment.

Corridor Behaviour Rules

- Keep to the right
- Obey the one-way system signs
- Queue in single file
- Running or jostling is not allowed
- Move without delay – punctuality to lessons is important

General Rules

- Wear full and correct school uniform
- If you wish to leave the premises for **any** reason during the school day you must first obtain a passout from your Head of Year and report to the Student Services' Office when you leave. You **must** sign back in at the Student Services' Office when you return.
- Students visiting the Student Services' Office during lessons and lesson changeovers must have a note from their class teacher.
- Do not bring glass bottles or chewing gum to school.
- Dangerous items and illegal substances such as cigarettes, matches, lighters or laser pens are forbidden. Any student bringing weapons into school will be excluded.
- Portable music devices such as CD-players, MP3 players and personal stereos should not be used in the classroom.
- **Mobile phones are not allowed in school and the school does not accept any liability for their loss.**
- Students should not enter the buildings until 08:35 a.m. except for the Dining Room, PDS, HARP, Sixth-Form Common Room or to attend activities organised by a member of staff.
- Hot food should not be taken out of the canteen. Food (including sandwiches and crisps) should only be consumed in the canteen, courtyard or sandwich bar.
- Place litter in the bins provided.

GENERAL POINTS

IT IS VITALLY IMPORTANT THAT YOU INFORM US OF ANY SPECIAL MEDICAL INFORMATION.

If a student requires medication during the school day the parent or guardian should send a letter with the student to the Student Service Office giving permission for the staff of the school to administer the medication. It should be clearly labelled with the full name of the student on it. In the event of any alteration of the medication the parent or guardian should inform the school in writing authorising the change.

Students who have to take medication over a long period of time should bring in one week's supply to the E.C.M. Department in a sealed envelope clearly marked with their name.

This is for Health and Safety reasons

HEALTH AND SAFETY

The school is covered by health and safety regulations. It is therefore a criminal offence to damage or tamper with safety equipment. All students are expected to behave in a responsible manner and in the event of an emergency to follow precisely the instructions of a teacher.

The importance of health and safety is explained to students when they start at the school. Regular fire drills are held.

WORK PERMITS

There are bylaws governing the employment of children. Work permits are required and no child may work under the age of 13. Application forms for permits are available from the E.C.M. Department.

REPORTING AND ACADEMIC REVIEW DAYS

Parents will receive a grade sheet filled out by subject teachers 3 times a Year; it will provide information about standard of work. There will also be a Parents' Evening where you will have the opportunity to discuss your child's progress with subject teachers. An appointment system will operate for this evening. Parents are expected to attend Parents' Evenings.

If you have any concerns about your child's progress, you should contact the Head of Year or Form Tutor. Target setting will be done at Parents' Evening and this will be tracked by tutors.

At Hendon we value a strong a relationship between personal tutors and the pupils as a key factor in achieving success. To foster this positive relationship we collapse the normal timetable and hold academic review days at key points throughout the year. These days provide an opportunity for parents, pupils and their personal tutor to sit down together and discuss the progress you have made. The personal tutor will be able to discuss not only academic targets but also look at issues surrounding resilience and self-esteem which are important for students in realising their full potential.

TRIPS

During Year 7 there will be numerous school trips which are essential for you to attend. It is the responsibility of pupils to make parents aware of upcoming trips and meet deadlines for payments. Failure to meet payments can result in you not being allowed to go on trips and miss out on key aspects of learning.

Trips that have run in the past for Year 7 include a Maths and RE visit to St Pauls Cathedral, a History trip to East London and a cross-curricular trip to Paris.

In the Summer term a whole week is dedicated themed activities called Activities Week. Activities Week in Year 7 is an exciting time where you get to experience a wide range of activities both in and out of school that you would not normally experience as part of the curriculum, and ends with the school's Summer Fair. There is always several trips run during this week, and it is essential that all payments are received by set deadlines. Failure to do so may result in trips having to be cancelled.

Classroom Rules

In order for you and others to learn at Hendon School, please:



Arrive on time and ready to learn -
equipment, uniform, homework



Follow all instructions straight away



Show respect



Do not eat, drink or chew



Stay on task and do your best!



Thank you!

Corridor and Outdoor Rules



Follow all instructions straight away



Move around in an orderly fashion



Show respect



Put your litter in a bin



Thank you!

Classroom Rewards

This is what will happen if you show positive learning behaviours and learning gains



Classroom Sanctions

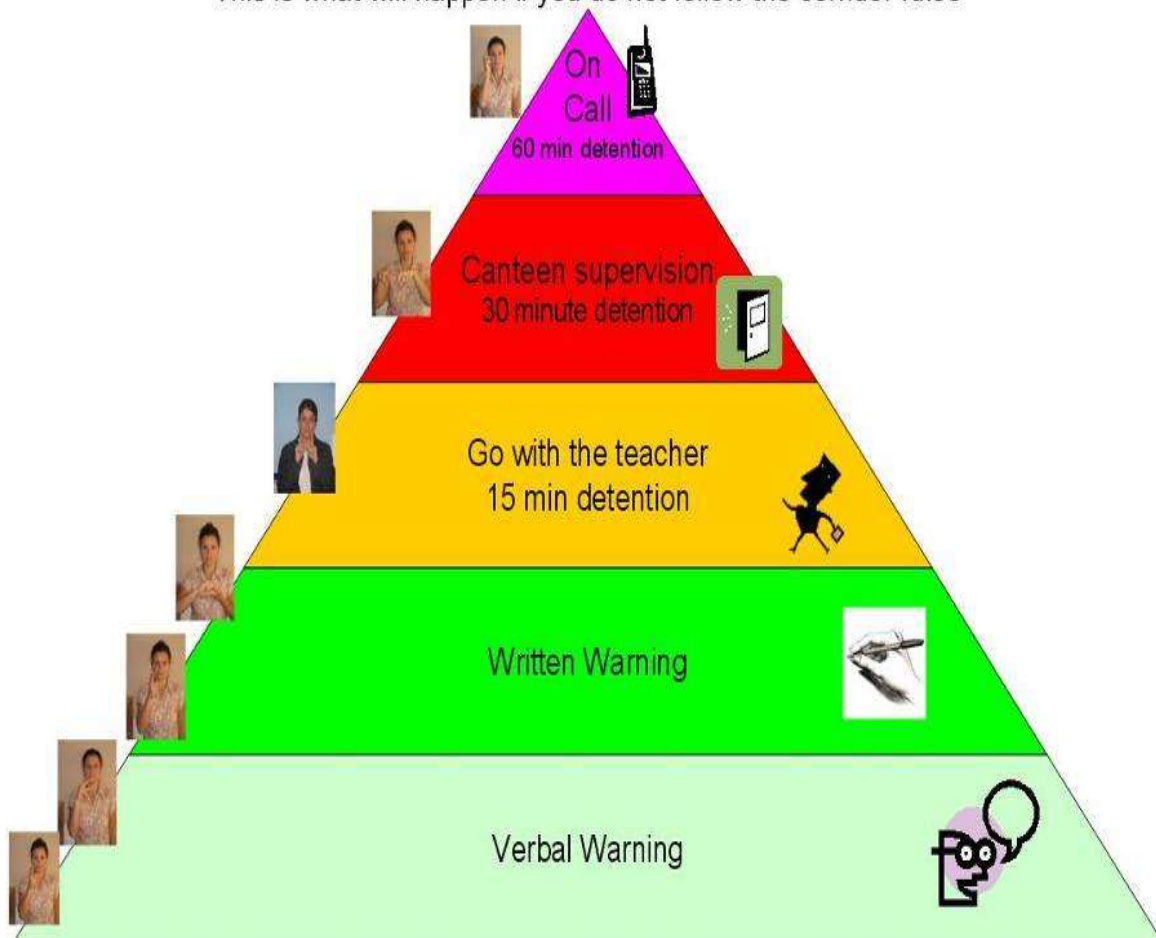
We operate a zero tolerance policy on negative behaviour
This is what will happen if you do not follow the classroom rules



Violence, aggression, sexism, racism or homophobia will result in a **fast-track** exit from the lesson

Corridor and Outdoor Sanctions

We operate a zero tolerance policy on negative behaviour
This is what will happen if you do not follow the corridor rules



Violence, aggression, sexism, racism or homophobia will result in **fast-track** to a senior teacher

Year 7 PSHE & Citizenship

At KS3 PSHE and Citizenship is delivered within a whole school approach, which includes a combination of the following;

- Whole school PSHE Days and Activity Weeks
- Small group withdrawal classes on puberty and change – all students will have a one hour session with a specialist teacher during the course of the Year
- Schemes of work targeting personal and social development and emotional literacy delivered through the Inclusion Centre.
- Visiting outside speakers and community based agencies throughout the Year
- The teaching of PSHE and Citizenship within and through other subjects, curriculum areas and courses
- PSHE/Citizenship Events (International Awareness Evening) Activities (Activity weeks) Competitions (What London means to Me) and charity drives (Cheeky Monkey's Marathon Challenge)
- Extended Form Time Work (inc Weekly KS3 Citizenship Discussion Sheets)
- PSHE Focus and Awareness studies such as Black History Month/
- Refugee Week/World Aids Day/Anti-bullying week/How London is Run
- Themed assemblies
- Follow up work and the completion of reflective journals

PSHE topics covered in Year 7 are chosen to reflect the student's developmental needs and the statutory requirements of the curriculum at KS3. These include;

Puberty and Change
Sex and Relationships
Discrimination and Prejudice
Careers Awareness
Giving Nation
Healthy Living

The teaching of which will be supported by specialist agencies as diverse as;

Chrysalis (Tackling Homophobia)
North London Business Partnership (Make it Real)
CRISIS (Discrimination and Prejudice)
SCOPE (Discrimination and Prejudice)
Tfl (Personal Safety)
Barnet Road Safety Team (Personal Safety)
NSPCC (Personal Safety)
Vizualies (Decision making)
Children with Leukaemia (Giving Nation)
Afrobeat Dance Workshops (Healthy Living)

SEAL

The Social and Emotional Aspects of Learning are the qualities or skills that help us manage life or and learning effectively, such as;

- Self-awareness
- Managing feelings
- Motivation
- Empathy
- Social Skills

What is Secondary SEAL?

Secondary SEAL is a comprehensive approach to promoting the social and emotional skills for all who learn and work in schools; it involves;

- Effective Learning
- Positive behaviour and attendance
- Staff effectiveness
- Emotional Health and Well Being
- Positive Relationships

What are the key elements of Secondary SEAL?

- A whole school approach that promote, reinforce and consolidate the social and emotional skills
- Focused learning opportunities
- Learning and teaching approaches that support pupils in learning these skills and consolidate those already learnt

Hendon is a lead school for SEAL which will be developed by using learning opportunities in Form time, PHSE and also through a SEAL lesson as part of the school curriculum.

Massage in Schools Programme

As part of our focus in Year 7 on the Social and Emotional Aspects of learning, students undertake training in peer –to- peer massage in September which makes for a really positive start to the Year. It is then available to students as part of their weekly form time activities.



Objectives of the Massage in Schools programme

All children can benefit from use of positive touch. It is used:

- To calm children and improve concentration – massage works on the parasympathetic nervous system and can reduce adrenalin, increase serotonin etc
- To develop social skills – children can learn empathy experientially and learn the language of permission and learn boundaries. To avoid ‘yo-yo’ friendships and bullying in the early Years
- To help children discuss their feelings
- As a tool for learning
- As a tool to develop a positive social network within the transition stage of starting secondary school.
- To identify those children who require further support

Who to contact for further information:

Mr A. Yates, Assistant Headteacher

STUDENTS WITH SPECIAL EDUCATIONAL NEEDS (SEN)

Hendon is an inclusive school. We seek to overcome barriers to learning and enable all pupils to achieve their potential, both as learners and as human beings. *If your child has a hearing impairment please contact Mrs Ward on Ex 258.*

Our aim is to support pupils with S.E.N. in such a way that they are able to access the curriculum and participate fully in mainstream lessons and in the life of the school.

All Year 6 pupils planning to come to Hendon are given Cognitive Assessment Tests in December of the Year prior to entry. Students are also given spelling, reading and writing tests in Year 7. Together with SATS scores, pupils with serious delays in literacy are identified and targeted for a short-term, intensive course of remedial literacy lessons, or short daily sessions of intensive synthetic phonics, Reading to Fluency.

Pupils with weak literacy are also encouraged to attend the Paired Reading Scheme, reading regularly with 6th form volunteers. Carers will be provided with a Booklet explaining how they can help their pupils.

Support provision may be delivered through a combination of specialist teachers and teaching assistants, through specialist literacy sessions; a structured synthetic phonics programme, Reading to Fluency; or in small groups withdrawn from one or more lessons a week for specific skills development.

Individual Learning Plans (ILPs) are written for all pupils with a Statement of S.E.N. and other identified pupils, and circulated to all staff. Parents are invited to ILP review meetings to review these. Students with a Statement of S.E.N. are also monitored through the Annual Statement Review process, to which carers and other professionals involved are invited, as well as the usual school monitoring systems.

It may be appropriate to seek further advice and support from the LEA for some students. In these cases the SENCo and/or Head of Year will discuss concerns with parents.

Any parents who wish to discuss their child's individual needs are encouraged to contact the SENCo early in the autumn to ensure that needs are identified and appropriate provision is put in place. We believe that good home-school links are the key to a successful introduction to secondary schools. We aim to ensure that good home-school links are kept and that the school and parents/carers work together to ensure that each child's educational experience is positive.

Who to contact for further information:

Ms R Revah - SENCo

We aim to help all students write, read and speak with clarity, accuracy, insight and imagination and to enjoy their experiences of these activities.

We cover a wide range of topics over Key Stage 3 including: poetry, novels, advertising, the media, creative writing and play scripts.

In year 7, the students write about their own experiences in an autobiography; read Morris Gleitzman's novel *Two Weeks with the Queen*; analyse modern poetry and *The Pied Piper of Hamelin*; learn how to advertise and market a brand new chocolate bar and work in groups to compare *The Iron Man* with the film *The Iron Giant*. It is hoped that this will give the students a solid but fun grounding in the three skills necessary for success in English - reading, writing and speaking and listening.

The students are taught in their form groups in year 7 and then set broadly into A and B bands from year 8-11.

Every half term, or at the end of each unit of work, students will be assessed both formally and informally.

Homework

Homework reflects the range of activities included in the syllabus and is not always written. One homework a week is often reading.

Students may be asked to carry out research in preparation for written assignments and/or oral presentations.

How you can help

Make time to discuss work with your child and help them form and articulate their ideas.

Encourage the use of a dictionary and thesaurus in drafting of work.

Encourage your child to use the public library as well as the school library.

Encourage your child to be discriminating in their viewing of television and listening to the radio.

Encourage your child to have a reading book for private reading in lesson or form time.

Read! Read! Read!

Essential Equipment

The Oxford Study dictionary ISBN 0199102694

The Oxford Study Thesaurus ISBN 0199102708

The Mini Oxford School Speller, ISBN 0199103577

English to 14, L. Lockwood, Oxford, ISBN 0198312903

Who to contact for further information:

Ms. Tulloch, KS3 Co-Ordinator

SCIENCE

In Year 7 students begin their study of Science at Key Stage 3 of the National Curriculum. Throughout their course in Years 7, 8 and 9 the course is structured into units each followed by a written test. Themes from primary school and Year 7 are developed through the rest of Key Stage 3 and into our successful science GCSE courses. Practical work, including investigations, forms an important part of the course and is referred to as **How Science works**.

In Year 7 there are 12 units, which follow an introduction to the subject.

Biology unit: Tissues and transplants, Growing up, Ecology matters, Classified.

Chemistry units; Acids and Alkalis, Bubbles, Bangs and burning, What a waste, Materials from the Earth.

Physics unit: Energy and sustainable living, Electrical circuits, Forces and their effects, The Solar system and beyond.

There is a rota system over the Year so students in different sets do units in a different order.

Homework

A variety of homework is set usually arising out of their lessons. Homework may include report writing, carrying out simple experiments at home or designing experiments to be carried out in the laboratory, completing worksheets, researching information, reading from a textbook, completing science puzzles or designing and making models or other display materials.

How you can help your Child

We are using a published scheme called Exploring Science. The text book we use in class is called "Exploring Science How Science works 7" published by Pearson Education. ISBN 9781405892469.

As homework is usually based on lessons, please make sure your child completes the homework as soon as possible after the lesson so that the practical activity is fresh in the student's mind. You might also look through their book regularly, discuss their work and ask them to explain teachers' grades and comments. Encourage your child to read about Science – there are many popular Science books aimed at this age group.

The following websites are also useful:

www.skool.co.uk

www.bbc.co.uk/bitesize

www.docbrown.info/ks3science.htm

Who to contact for more information:

Ms. McLaughlin – KS3 Co-Coordinator

MATHEMATICS

Some of the mathematics that Year 7 students study will build on mathematical skills gained at primary school, but other tasks may be less familiar. Students will learn to explain their methods clearly and ask questions that will extend their investigations into the subject. Year 7 follows a scheme that is designed to promote a variety of teaching styles and accommodate the differing learning needs of all students.

Students will be taught in Form groups for the first few weeks. After this students are placed in sets according to ability. Key Stage 2 SAT results and NFER are used to place the students into Extension, Core and Support sets. Regular monitoring of student achievement (teacher assessments and the results of regular tests) informs the appropriate movement of students between sets.

The sets are organised as follows:

| | | |
|--------------------------|-----------------------------------|--------------------------|
| Extension sets: H1 | Students of above average ability | 30-31 students per class |
| Core sets: H2, H3, S2 S3 | Students of average ability | 28-30 students per class |
| Support sets: H4, S4 | Students of below average ability | 15-18 students per class |

The National Numeracy Strategy

A definition of Numeracy is *“the ability to process, communicate and interpret numerical information in a variety of contexts.”*

The National Numeracy Strategy is part of the National Strategy for Key Stage 3 which aims to improve the literacy and numeracy of students in secondary schools. You may be familiar with recent initiatives in primary schools.

With this aim in mind, most mathematics lessons at Hendon will include a short activity focusing specifically on Numeracy skills. This is in addition to regular Numeracy topics concentrating on mental and written arithmetic methods and the *effective* use of calculators. Considerable emphasis will be placed on the power of checking answers using mentally calculated approximations.

What can parents do to help?

The National Numeracy Strategy recognises the importance of school-home partnerships and that this could involve parents doing more than supporting their children in homework tasks. Below are some ideas and activities to use at home that we believe will make significant contributions to the development of students' Numeracy skills. Many of these are similar to activities used regularly in maths lessons.

- **Explaining:** One of the most important activities is to ask students to explain their work. What have they done? Why have they done it this way? Why does this work? Could they have done it any other way?
- **Estimating Costs:** Estimating costs is an extremely important skill. Students should be encouraged to estimate the total bill of a shopping trip to a supermarket by rounding the cost of each item to the nearest 50p or nearest £1. Students should also be able to

make useful estimations such as “Three tapes costing £6.95 each cost approximately £21 in total because $3 \times 7 = 21$ ”

- **Games & Puzzles Students** should be encouraged to play strategy games such as Connect 4 and Chess, and to attempt logic puzzles such as those found in newspapers and magazines.
- **Times Tables** It is vital that students know their times tables up to the 10-times table at least. There are many ways of practising tables:

Reciting tables: “ $1 \times 7 = 7$, $2 \times 7 = 14$, $3 \times 7 = 21$, etc.”

Ask quick-fire questions “What is 8×7 ?”

Ask questions such as “Which pairs of numbers multiply to give 72?”

“8 times what makes 48?”

“64 divided by 8 is...?”

- Times it out on the MyMaths website
- **The Answer is 42** The answer is 42, what is the question? Students try to find as many different ways of making 42 as they can – they should be as imaginative as possible. e.g. $4 \times 10 + 2 = 42$, $84 \div 2 = 42$ etc. Then put in some restrictions, e.g.: only multiplication, only division, only consecutive numbers, etc.
- **Phone Words** This involves converting the letters in a word to numbers using a telephone keypad. The numbers could then be added up (or multiplied) e.g. CAT = 2,2,8 = 12. Harder: Find a word that totals exactly 50 (or any other total).
- **A Sequence Starts** A sequence starts 1, 2, .. Ask “How can the sequence continue and why?”

Examples of answers are: 1, 2, 3, 4, ... counting numbers

1, 2, 4, 8, ... multiplying by 2

1, 2, 1, 2, ... repeated 1s and 2s

1, 2, 4, 7, ... adding counting nos. etc

It is very important that students have clear reasons for their answers that they are able to explain.

- **More Estimating:** This activity should focus on weights and volumes. Choose several objects (packets, tins etc. of food that are most suitable). Students estimate the weight or volume of each item. This requires students to know the names of appropriate units and builds up an appreciation of what size they are.

Useful Websites:

www.mymaths.co.uk login – Hendon, password - distance

www.mathsisfun.com

www.emaths.co.uk

www.schoolzone.co.uk/

www.learningalive.co.uk

www.ngfl.gov.uk/

www.mathsYear2000.org.uk

www.bbc.co.uk/learning/subjects/math.shtm

Who to contact for more information:

Ms. E. Leamon – Head of Maths

MODERN FOREIGN LANGUAGES

The staff within the MFL curriculum area at Hendon School aim to give your child:

- An enjoyable, stimulating and challenging experience of language learning.
- The confidence and motivation to be able to work successfully, both collaboratively and independently, in a variety of situations.
- Every opportunity to develop language competence to match potential.
- An experience of language acquisition and cultural understanding which will accompany him/her into a future career within a global work place.

YEAR 7 LANGUAGE OPPORTUNITIES AT HENDON

| | |
|-----------------|--|
| Term 1 | All students put into mixed – ability language groups. Through this first term students will experience Japanese, French, Spanish and German, as well as a language awareness project designed to consolidate what they have learnt about language, including their mother tongue, so far. |
| December | Students invited to choose whether they wish to continue with French or Japanese as their first language. N.B. Japanese places are limited to 115-120, and classes should encompass whole ability range. |
| January | 115-120 students continue with Japanese instead of French, taught in 4 mixed-ability groups. All other students continue with French. |
| June | End of Year exams help to determine setting arrangements for Year 8. Students will have a choice between Spanish and German as their second language, to be studied in addition to their first language from Year 8 onwards. |

Teaching and Learning

Students are taught in the Target Language (i.e. in the language they are learning) and cover the four skill areas outlined in the National Curriculum orders; speaking, listening, reading and writing. They experience a variety of activities in lessons including pair work, team games, whole-class oral activities and individual work. They will have occasional access to the ICT provision in the language lab but will not be timetabled in there on a regular basis until Year 8. They receive homework twice a week. There are plenty of ways you can help your child, even if you have not learnt the language yourself! Students enjoy teaching their parents or other members of the family new language they have learnt – and this helps consolidate their knowledge. You can also help by testing them and showing a general interest in the work they are covering. We do not cover translation work, but you can ask your child to explain new language to you. If you have access to the internet there are many useful web-sites, in addition to tapes and videos, which are freely available. The languages staff will be happy to advise your child.

Who to contact for more information:

Ms. E. Kell - Head of Modern Foreign Languages Faculty

RELIGIOUS EDUCATION

In Year 7 students begin to develop and extend their knowledge and understanding of Christianity and other world faiths, and of ethical beliefs. Students will also develop and understanding of the influence of beliefs, values and traditions within communities.

In the Autumn term students will enhance their subject knowledge through studying 'an introduction to religion'. This will involve learning about values that religious people hold.

In the Spring term students study 'community'. This involves learning about aspects of religious communities and will visit a place of worship.

In the Summer term students will learn about Ultimate Beliefs and how religious people express the beliefs and values that they have.

Homework

Homework is given once a week. It will take the form of the completion of the worksheets, research from the library or artwork.

Students may also be asked to carry out independent research to prepare for a lesson.

What you can do to help your child

Encourage reading and the neat and careful presentation of work. Discussions at home also help students to express ideas when they are at school. It would also support the RE Department and the school as a whole, if you monitored your child's school diary to check that they are completing homework set.

Essential Equipment

Students are expected to have the following equipment in all lessons: pen, pencil, rubber, ruler, sharpener and coloured pencils.

Who to contact for more information:

Miss A. Miller – Head of Religious Education

HISTORY

Our course in Year 7 begins with an introduction to why and how we learn History. Students will be shown the importance of asking questions and discussing the evidence and ideas put before them. Part of this is based on what students will already have covered in primary schools and on their own experiences and that of their parents.

We then go on to study two units from the National Curriculum, Medieval Realms and Islamic Civilisations. In the spring term students are given an opportunity to take part in a trip that brings the Medieval Realms to life. Past excursions have included visits to the Tower of London and St. Albans Abbey.

Homework

A variety of homework tasks will be set. These could be work from prepared worksheets, continuous writing, research from the library, observations of the locality, or reading. Some tasks will include National Curriculum assessment assignments. Students are expected to organise their work neatly with all diagrams titled.

Students will also be expected to learn their work thoroughly and revise for tests and exams.

What you can do to help your child

Encourage weekend or holiday trips to museums and other places of interest.

Encourage your child to watch relevant programmes on television, including the news and current affairs programmes, and to read newspapers and magazines.

Encourage your child to read historical novels, biographies and other history books.

Encourage your child to refer to relevant C.D. Rom and computer programs.

Read quality books, fiction or non-fiction, whenever possible and do encourage them to discuss what they have discovered.

Essential Equipment

Membership tickets for the school and public libraries!

Who to contact for more information:

Ms. J. Begum - Head of History

GEOGRAPHY

In Year 7 students begin by consolidating their geographical skills before beginning to study two of the main schemes of the Key Stage 3 National Curriculum.

In the Autumn term students focus on improving their map skills including labelling accurately and neatly on maps, locating places using latitude and longitude and four and six figure grid references.

In the spring term students study the changing characteristics of settlements with specific reference to London and the suburb of Hendon. This involves some local fieldwork during lesson time.

In the summer term students learn why weather and climate vary. This topic includes the use of graphical skills such as drawing climate graphs and an enquiry into the microclimate of the school grounds.

Homework

This is usually directly related to classwork and is set once a week. It may take the form of completion of worksheets, research from a library or watching a specific television documentary. Students may also be asked to carry out independent research to prepare for a lesson.

What you can do to help your Child

Encourage them to join their local public library and to use the school library.

Encourage the watching of any relevant television programme and reading newspapers and magazines.

Take them out to look at other environments. It is surprising how many of our school children have not visited the countryside.

Essential Equipment

Mathematical instruments - ruler, protractor and pair of compasses
Coloured pencils.

Useful Books

An Atlas
Key Geography – New Foundations – ISBN 0748760415

Who to contact for more information:

Mr J Noble-Smith – Head of Geography

DESIGN & TECHNOLOGY

Design and Technology involves designing and making quality products in a range of different materials: wood, textiles, metal, plastic and food.

Students are taught skills and the necessary knowledge and understanding needed to complete a wide variety of projects.

Students are assessed on a number of DMTs (Design and Make Tasks) and also undertake written design tasks. These will usually be undertaken at the end of a project.

Homework

Homework is expected to be completed on a weekly basis but will frequently be in the form of a project extending over several weeks.

The nature of the homework will vary and may include research-based topics, designing, drawing practice, planning exercises, or surveys in or around the home.

How you can help your child

Encourage your child to take an interest in all aspects of practical work and to work independently to solve practical problems. Regularly ask to see their Technology books and question them about the tasks they are solving.

Essential Equipment

Pen, pencil, ruler, coloured pencils and craft apron.

Who to contact for further information:

Ms. A. Gavartin

ART

In Year 7 we are concerned with developing practical skills and visual literacy. This means that students will be asked to draw from direct observation and using different materials such as pencil, crayons, brushes or paint. We shall develop the ideas of light and shade and texture. We also explore the use of colour in a number of ways and also find out how to represent different surfaces by different methods such as collage and printing.

Besides practical work, we also study the works of some established artists and designers of different periods and cultures and relate this to particular projects.

Homework

Homework will usually reinforce or prepare for classwork. This may take the form of direct visual investigation and recording or collecting suitable reference materials.

Students will be expected to keep records of interesting visual experiences in their sketchbooks.

How you can help your child

Please allow your child to make drawings from household effects, if asked, and also to give them access to any visual reference material they may require.

Encourage them to look at paintings and designs from all cultures and in all media. Visits to galleries or museums are encouraged, where there is always a wealth of exciting visual material.

It is also useful to encourage them to visit and use a library on a regular basis and allow use of the internet (if available) for research into artists.

Essential Equipment

An A4 Sketch book – for use at home

At least **two** pencils (B, 2B, 3B or 4B)

Rubber

Pencil Sharpener

Who to contact for further information:

Ms. Linda Engstad – Head of Department

INFORMATION AND COMMUNICATION TECHNOLOGY

The aim of the course is to:

- Help students to develop and consolidate their knowledge, skills and understanding in ICT.
- Encourage students to develop further as autonomous users of ICT. This means that we encourage students to work independently without too much teacher support.
- Encourage students to continue to develop their IT skills in order to enhance their work in a variety of subject areas.
- Provide opportunities for students to analyse, design, implement, test and evaluate ICT systems.
- Encourage students to consider the impact of new technology on methods of working in the outside world and on the social, economic, ethical and moral issues.
- Students are taught how to use the network and Internet safely; all students are given a password to improve security.

We also expect our students to respect the ICT facilities and any malicious damage by students will not be tolerated.

Who to contact for further information:

Ms. E. Poh Head of Business and ICT Faculty

DRAMA

Lessons in Drama aim to give the student experience of theatre as an art form and Drama as a learning medium for exploring and learning about various themes.

The following objectives apply for Years 7 to 9. Initially the course will cover the ground rules of working in Drama; these include developing and building collaborative working skills.

Objectives

Drama objectives are as follows:

- To develop confidence, co-operation, trust and self-discipline
- To develop imaginative responses to various stimuli
- To develop the enactment and sustaining of roles
- To develop communication through language and movement
- To develop understanding through the enactment of roles
- To develop self and group awareness
- To develop critical skills required for performance
- To develop the dramatic skills required for performance
- To order students' own experiences through drama forms

Lessons in all Years will explore a variety of different stimuli, text, audio and visual. Through a range of drama strategies including role play, hotseating and forum theatre students will explore the stimuli for understanding. Imaginative responses to the stimuli will also lead to performance work.

Content

In Year 7 some of the units that are covered are:

Using drama to explore how to recognise and deal with bullying
Understanding theatre forms from other cultures – Kamishibai from Japan
Exploring text for understanding and performance – “Charlie and the Chocolate Factory” by Roald Dahl.

Assessment

Students are assessed on the development of their practical skills in drama. Assessment, both formal and informal, is carried out throughout the course; pupils are engaged in both self and peer assessments. Each term students will be awarded an attainment level in three key aspects of Drama – creating the drama; performing and responding to drama and theatre work.

Who to contact for further information:

Mr T. Janvrin – Drama
Ms. S. Graham-Adriani

DANCE

Lessons in Dance at Key Stage 3 aim to give the student experience of Dance as an art form, as a tool for personal expression and using Dance as a vehicle for further enhancing the Social and Emotional Aspects of Learning.

Objectives of Dance:

- To promote fitness, a healthy lifestyle, team working and creativity.
- To develop students' skills, knowledge and understanding of a range of dance styles through the interrelated processes of performing, creating and appreciating dances.
- To develop physical, technical and expressive skills through which students are able to communicate choreographic intention and develop their individual qualities as performers.
- To develop students' skills, knowledge and understanding of choreography through which they are able to communicate ideas, thoughts and meaning drawn from a range of dance styles.
- To actively engage students in developing as effective and independent learners and as critical and reflective thinkers with enquiring minds.
- To develop a critical appreciation of dance in its social and cultural contexts.

Content:

In all years lessons will contain elements of Performance, Composition and Appreciation, using professional works for a resource based approach to learning.

In Year 7 some of the units of work covered include – The Fundamentals of Dance, Billy Elliot, Chance Dance, Romeo and Juliet, Signs and Gestures.

Assessment:

Students are assessed both formally and informally on the development of their technique & performance skills, choreography and their appreciation of Dance. As well as ongoing assessment in lessons each unit will have a formal assessment at the end of the unit with a focus on one of the three key areas.



Who to contact for further information:

Mr Ben Cole – Teacher of Dance

PHYSICAL EDUCATION

At Hendon School we aim to encourage a healthy life style by involving students in team games and individual activities and allowing students to perform to their best ability. We hope to foster an attitude, that activity is an enjoyable, positive and worthwhile way to spend leisure time.

Pupils will have two one-hour lessons per week where they will cover a variety of activity areas. Pupils must bring their PE kit to every lesson, even if they are injured.

Course Aims:

- To introduce and develop a broad range of physical skills (Performance)
- To enable students to develop knowledge and understanding through participating in a variety of practical activities (Decision Making)
- To develop Leadership qualities, such as communication skills and organisational skills, in order to develop and enhance confidence (Leadership)
- To develop an understanding of exercise and it's importance with regards to a students health, fitness and future well-being

Topics:

Pupils will complete an 8 week unit of work within the following activity areas.

- **Leadership Skills**
- **Netball** (Girls)
- **Rugby** (Boys)
- **Gymnastics**
- **Fitness**
- **Athletics**
- **Indoor Rowing**

- ***Swimming** – however, if your child can swim 25m on their front they will not complete a unit of work in swimming, but will cover a unit on **Invasion Games**

Teaching methods:

- Pupils will be set in swimming ability and will complete their swimming assessment within their first two weeks at Hendon School
- Pupils will be taught in single sexed groups for most of the Year.
- Pupils will work individually, in small groups, and as a whole class.

Examinations:

There are no formal examinations in Physical Education. However, end of unit assessments will take place which will look at the following areas:

- Performance (fitness and skill based)
- Decision Making capabilities
- Leadership qualities.

Students are encouraged in this Year to save their pocket money towards a residential course that will take place in Year 9 involving **OUTDOOR ADVENTUROUS ACTIVITIES** such as orienteering, canoeing and problem solving. The cost of this is to be advised.

Extra activity plays an important role in school life and personal fitness.

Every student will have a chance to represent his or her form in interform competitions. Students have many opportunities to represent the school in a variety of activities and to involve themselves in clubs and practices. Some students will even go further and represent the Borough of Barnet.

Developing a good attitude to PE is essential to success and enjoyment. Some students will be targeted for attitude in PE lessons if their fitness or participation is poor.

How can you help your child?

- Assist your child with the organisation of their kit/equipment for each lesson
- Develop an interest in child's' participation in PE
- Promote the importance of regular exercise for your child's health.

Two points to note - all students will require shin pads and trainers - no plimsolls please! All students are required to wear the official school PE polo shirt, obtainable only from the school. Also, if they want to wear tracksuit bottoms, they must be the school bottoms, obtainable only from the school.

VALUABLES

Do not send your child into school with valuable items, which could be stolen, misplaced or lost.

If your child fails to collect their valuables from the PE staff at the end of their lesson then the item no longer becomes the responsibility of the department. **We will not look after mobile phones, as they are not allowed in school.**

Drink Bottles

All students should have a drink with them for the end of the lesson to replenish any lost fluids.

Who to contact for further information:

Miss D. Sheehan – Head of P.E. Department

MUSIC

Music plays a prominent role in the everyday life of Hendon School.

Pupils develop their confidence and inter personal skills in Year 7 through the basics of singing, performing, composing, listening and appraising. They not only develop musical skills in lessons, but also the confidence to express themselves and to work, communicate and cooperate with others.

A large part of musical activities are extra curricular, and students are encouraged to join the Choir, Jazz band, orchestra and form their own bands/groups.

A wide range of subsidised instrumental lessons is offered including Drums, guitar, violin, cello, brass, woodwind and voice. Instrumentalists are expected to participate in one of the extra-curricular groups. Further information regarding instrumental tuition may be obtained from the Music department.

Pupils will have the opportunity to take graded examinations in the school.

Opportunities to perform include the Christmas Concert, Summer Concert, the HITS concert and the annual school show.

Homework is not set in general music lessons but regular practice is expected from those students who receive instrumental lessons.

Who to contact for further information:

Mr M. Humphrey – Head of Music Department

THE SCHOOL LIBRARY

The School Library is open during all lesson times and every lunchtime and after school until 4.10p.m. (Except Friday's).

The library has a large lending library of fiction and information books, as well as a reference section with encyclopaedias, dictionaries and atlases. There is also a small audiocassette library. The library is used for project and research work by classes, small groups or individuals working independently. In addition, the library is also used by students reading for leisure.

The library computers are networked and deliver office and database packages as well as the Internet. There is also a student's photocopier at a fee of 5p per copy.

The librarian helps students find and use materials as well as encouraging independent use of the library. Year 7 and 8 students are also encouraged to help run the library by acting as library and computer assistants.

EXTRA-CURRICULAR ACTIVITIES

There is a wide range of extra-curricular activities and these vary according to the time of Year and the interest of staff and students. Some currently offered are:

Windband, String band, Choir, Football, Netball, Rugby, Tennis, Basketball, Computer Club, Drama Club and Chess Club, Dance, Table Tennis.

PEER SUPPORTERS

At Hendon School students in Year seven are supported by older students from older year groups and the 6th Form that have been trained as Peer Supporters. The School uses the Childlike course to train students.

Led by the E.C.M. Department and the Connexions Advisor, the students who are supporters take turns to be on duty at lunchtime in the Students Services Office so that the younger students can see them to discuss any concern they may have such as friendship issues, concerns about school or any other personal problem.

The Supporters are also assigned to a Year seven form groups and will visit students during registration periods so will get to know students well in the form so that students will feel comfortable in accessing their help or support in their form's activities.

The older students are fully trained in all aspects of confidentiality and are supervised on a daily basis by the E.C.M. Department.

Term dates 2011/2012 and proposed INSET days

| Term | Dates | Number of days |
|-------------------------|--|----------------|
| | | (70 days) |
| Autumn term 2011 | | |
| First half: | Monday 5 September – Friday 21 October INSET day Mon 5th September Tuesday 6 September – Year 7 Induction Day INSET day Thursday after PPE (date to be confirmed) | (35 days) |
| Half-term: | Monday 24 October – Friday 28 October | |
| Second half: | Monday 31 October – Wednesday 21 December | (38 days) |
| | | (59 days) |
| Spring term 2012 | | |
| First half: | Monday 9 January – Friday 10 February | (25 days) |
| Half-term: | Monday 13 February – Friday 17 February | |
| Second half: | Monday 20 February – Friday 30 March INSET day 20th February | (30 days) |
| | | (65 days) |
| Summer term 2012 | | |
| First half: | Monday 16 April – Friday 1 June | (35 days) |
| May Day: | Monday 7 May | |
| Half-term: | Monday 4 June – Friday 8 June | |
| Second half: | Monday 11 June – Friday 20 July | (30 days) |