



OXFORD  
HIGH SCHOOL

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GDST  
GIRLS' DAY SCHOOL TRUST

# YEAR 8 CURRICULUM 2020-2021



## **ART, CRAFT AND DESIGN**

In Years 7, 8 and 9 girls will have the opportunity to think and act as artists, crafts people, and designers, working creatively and intelligently. The curriculum at KS3 is constantly evolving and developing to meet the needs of learners in a dynamic and changing world. The units of work that both open the minds of students to the potential of the subject and encourage them to become curious learners. The breadth of study will ensure those pursuing Art and Design to KS4 and beyond have learnt the key concepts, processes and skills central the subject. The curriculum is designed to mirror the creative journey taken in projects on the GCSE and GCE Art, Craft and Design courses. Those not pursuing Art to KS4 will be able to apply the transferable skills learnt in Art across the curriculum, these include: drawing, creative problem solving, critical thinking, personal learning and thinking skills, research, investigative skills and analysis.

The Year 8 course in Art and Design continues to deliver the departmental aims outlined in the Year 7 course and offers students the opportunity to develop further their skills, knowledge and understanding in both 2 Dimensional and 3 Dimensional work. Again, students will work in a wide range of media.

There will be an emphasis on techniques, skills and processes to grow artistic maturity. There will be a significant focus on working directly from observation.

Students will develop their own ideas for work using a variety of sources and information by initially researching the different methods and approaches used by artists, craftspeople and designers in their sketchbooks, recognising and exploring the varied characteristics of different historical, social and cultural contexts, meanings and ideas.

They will continue to pursue the formal elements in Art and Design through their project work and develop their repertoire of visual and conceptual language. All sketchbook work will lead on to the development of sustained pieces. Homework tasks will focus on critical studies, observed drawing and project resourcing.

## **CAREERS**

The aim of the Careers Department is to open the students' eyes to the possibilities of how they can shape their working lives to be fulfilling ones in which their own values form the bedrock of decision-making. We will enrich their knowledge of patterns of work now and in the future so that they can respond flexibly and imaginatively to the demands of the twenty-first century.

## **Careers Entitlement Statement**

All girls at Oxford High School will:

**Take part in a careers programme** in Years 7 to 13 that helps them to:

- ◆ Understand their education, future training and employment, and other progression opportunities
- ◆ Develop the skills that they need to plan and manage their own personal development and progression
- ◆ Access relevant information and learning from taster activities and experience of work
- ◆ Make, where appropriate, progression plans to help them improve their prospects of success
- ◆ Offer feedback and ideas on how to improve the careers programme

Have access to, and support with using careers information that is:

- ◆ Easy to find and available on Firefly on the Careers page and on the school's website (<https://oxfordhigh.gdst.net/senior-school/school-life/careers/>)
- ◆ Comprehensive and appropriate to their needs
- ◆ Unbiased and up-to-date

Obtain careers guidance that is:

- ◆ Impartial
- ◆ Confidential
- ◆ Focused on individual needs and fit for purpose
- ◆ Supportive of equal opportunities
- ◆ Provided by people with relevant training and expertise

All parents and carers can expect to:

- ◆ Be able to make an appointment with a member of staff, including the Head of Careers, to discuss your daughter's progress and future prospects
- ◆ Have access to tutors, teachers and Head of Careers at designated parents' evenings and at any other time via email on [careers@oxf.gdst.net](mailto:careers@oxf.gdst.net)
- ◆ Be able to look at careers activities, information and resources, using and contributing to them if you wish
- ◆ Receive invitations to take part in careers and information events, such as Inspiration4Aspiration talks.
- ◆ Have the opportunity to share in the careers programme with your daughter and to comment on the usefulness of the programme for your daughter and to make suggestions as to how it could be improved

During Year 8 at Oxford High School, girls will be provided with:

- ◆ Skills for decision making
- ◆ Skills for action planning
- ◆ Take part in Buzz Quiz on iCloud to discover relevance of personality types in discovering more about oneself
- ◆ Labour market information via Morrisby "What is Work"

This will build on skills learnt in Year 7 and help them to learn more:

- ◆ About themselves
- ◆ About opportunities in school and beyond
- ◆ About how to make decisions wisely.

## **COMPUTER SCIENCE**

Computer Science picks up some of the thinking and problem solving skills that girls have developed during Year 7 and applies them in new contexts. This includes learning a text based programming language (Python) to solve problems in a couple of project based scenarios.

## **DRAMA**

Pupils work in close collaboration in pairs and in groups on a variety of assignments during “workshop” based lessons. These lessons include:

- Skills in physical expression, improvisations and other extended stage skills
- Work based on a leading practitioner, for example Brecht
- Developing knowledge of theatre and improvisation from wide-ranging stimuli and scripts
- Performance work is often presented in the form of 'Pop Up' theatre.

### Speech and Drama classes

For girls wishing to focus particularly on voice and speech, Oxford High School offers co-curricular speech and drama lessons where, working in small groups, they are prepared for the Trinity College graded examinations. They perform different genres of theatre, and develop poise and self-confidence. Application forms with full details may be obtained from the Admissions Office.

## **ENGLISH**

Year 8 English is as much fun as English in Year 7, only different! We hope that your daughter will become a writer of some confidence. We guide her to become more conscious of herself as a generator of creative ideas by giving lots of opportunities for individual reflection and paired and group discussion. These might lead to her putting together a portfolio of her writing (poems, stories, journalism), or entering short story or poetry competitions. She may wish to take part in one of the

co-curricular clubs growing out of different aspects and experiences within English, such as a creative writing or book group and, more recently, blogging.

We continue to read novels, plays and poems together. We might take the girls to see a production locally, and use it as the focus of literary study, imaginative or review writing. Also in Year 8, we develop the girls' critical awareness of the media, the internet and advertising. As they become familiar with the skills of persuasive language, they might produce a leaflet to convince their peers of the urgency of a local or international injustice, or devise an advertising campaign precisely tailored to the target market of their chosen product.

In the summer term, we hold our celebration of spoken language, the 'Speak up!' competition. In preparation for this, each girl delivers a speech to amuse and/or enlighten her friends and teachers. The year group final is always a memorable occasion of impassioned, witty and amusing speeches and lively floor debate.

The yellow drafting book continues to play an important part in English lessons and at home. It is not marked by the teacher but is used for drafts, edits, planning and thinking as your daughter works on her own in class or at home, or with her friends during discussion. The accuracy of your daughter's work remains important and she can use the English section of her planner to help her check it, and remind her of the conventions of spelling, punctuation and grammar. She will also continue to work in her blue book, which she needs to keep in good order so that, as it fills, it becomes an exciting record of her progress through Years 8 to 9.

The year should prove to be an enjoyable yet demanding one for your daughter, with plenty of opportunities to argue, be imaginative and improve her powers of analysis. Over the year, we aim also to offer events that involve the whole year group – theatre trips, author visits and writers' workshops are all ways we get girls involved in reading, writing and thinking beyond the broad classroom curriculum.

## **FRENCH**

Textbooks – *Studio1 + Studio 2 Rouge (Higher)* with accompanying activteach software.

The principal aim at this stage is to introduce pupils to the information and language that would help them to cope in a variety of situations in which they might find themselves on a visit to France or have a conversation with someone of their age about topics relating to young people like new technologies, lifestyle, travel, food and home life: dealing with travel/money/health matters; describing and discussing school, family life and talking about what they have done.

Equal emphasis will be placed upon developing skills in both the spoken and written language. Grammar and vocabulary learned in Year 7 will be revised and new grammar will include the "passé composé" (with "avoir" and "être"), as well as a growing number of irregular verbs.

## **GEOGRAPHY**

We aim to develop and extend the range of skills learned in Year 7. These include the use of atlas maps and methods of evidence collection, presentation and analysis. Decision-making skills are also practised and IT is applied to appropriate topics. Our approach is enquiry based. We seek the answers to geographical questions posed by the topics covered:

Mapping Europe	Developing knowledge of the location of major physical features and key political centres of Europe followed by a 'Grand Tour' during which students plan a route that takes in a selection of them.
Coasts	How does the sea shape the land? What landforms are produced? Why do coastlines need management?
Population	Why is the distribution of population uneven? How is population changing in countries at different levels of development? Why do people migrate?
Globalisation	How are we linked to the rest of the world? Why can the world be regarded as a global village? How does a pair of jeans illustrate globalisation? What are the impacts of globalisation? What are my links to different parts of the world? How is my world shaped by family connections, visits and cultural associations?
Farming	What types of farming do we do in Britain? How has farming changed? Is organic farming the future of farming?
Energy and Resources	What are the different types of resources? How can the use of resources be harmful?

Maps, photographs, DVDs, GIS and textbooks are used to help us find the answers to these questions.

In the summer term there is an all-day field trip to an organic farm to investigate its system and land use.

Textbooks: Progress in Geography, KS3. Hodder Education. Gardner et al.

## GERMAN

The main purpose of learning German, as with any foreign language, is to be able to communicate effectively with the native speakers of that language. In Year 8 the emphasis is on practical communication. There is much oral and listening work, and learning to read and write German is also very important. During the course, the girls gain an insight into the culture and civilisation of Germany.

**Textbook:** *Echo 1*

**Topics:** Introducing yourself and your family; describing where you live; school; hobbies and free time; foods; weather; shopping; giving opinions; saying how you spend your time.

**Grammar:** The present and future tenses; use of the definite and indefinite articles; the case system; prepositions; separable verbs; possessive adjectives; modal verbs; basic word order.

There is an annual visit from the theatre group Onatti, who perform an entertaining play in the language. We participate in the events organised by the Oxford German Network; for example, the annual Oxford German Olympiad and the Christmas Biscuit Baking Competition!

## HISTORY

### Skills

In History, we seek to encourage girls to take an interest in, and develop their own views about the past, and think critically for themselves. We would like them to be able to express their views clearly both orally and on paper. In Year 8, girls will hone the way in which they evaluate historical source material, write essays and research topics. We hope that by the end of Year 8, girls will be able to write clearly structured and well-argued essays.

### Content

During the autumn term, students will undertake a detailed study on the reign of Elizabeth I. This will be followed by an investigation of the Gunpowder Plot, the causes of and key events of the Civil War, the execution of Charles I, Oliver Cromwell and the Interregnum, the restoration of the monarchy under Charles II and finally the Glorious Revolution of 1688. During the summer term students will study slavery and the British Empire.

## **Textbooks**

Colin Shephard, Chris Hinton, John Hite and Tim Lomas, *Societies in Change*. This is supplemented by a variety of other books; film and interactive resources are also used, and use of the School Library is encouraged.

# **LATIN**

## **Aim**

We aim to give girls a sound basis in Latin language and a sense of the cultural significance of the Romans. Girls should be able to continue Latin study with confidence for GCSE or to feel that they have learned something worthwhile by the end of Year 8.

## **Textbook**

The Cambridge Latin Course Book 2 (Fourth Edition). This course tells the story of the family of Caecilius, a businessman from Pompeii, whose real house has been excavated. The story is exciting and is supported by rich full-colour illustrations. The story moves to Egypt and to Britain, offering opportunity to investigate Alexandria and the Britons.

## **Language content and teaching method**

By the end of Year 8 girls will have met all declensions and all verb tenses. The vocabulary is wide and the stories are challenging in their linguistic complexity.

## **The learning of tables for verbs and nouns is done thoroughly.**

The principal activity is translating from Latin to English with supporting exercises to consolidate understanding of grammar. We encourage reading aloud and highlight the derivations of English and other modern languages.

## **Cultural Dimension**

The Cambridge Course puts a strong emphasis on classical culture in the course book and we encourage discussion of all the topics: for example - the role of women, slavery, the eruption of Vesuvius, Roman education, the invasion of Britain, racism in the context of Alexandria, early medicine.

*In addition to this we visit Fishbourne Roman Palace and spend a day at the Ancient Technology Centre in Dorset on the Portsmouth Trip in the summer of year 8.*

## **LATIN WITH ANCIENT GREEK (GRATIN)**

Year 8 is the second year of the foundation course. All girls study Latin in year 8 but there is an opportunity for some girls to take up the challenge of doing a combination 'Gratin' course in which the girls will do 2 periods of Latin and 2 periods of Ancient Greek using the excellent John Taylor Greek to GCSE Book I. We will move at a faster pace in the Latin lessons and so cover the same amount of ground as the other groups but will learn the basics of the Ancient Greek language. Both Latin and Greek will be among the options for Year 9.

## **LIBRARY AND INFORMATION SKILLS**

A programme of information skills lessons delivered across the curriculum help to formulate the basic research tools essential for study throughout school life and beyond. Whilst library lessons delivered through English help to nurture the importance of reading for pleasure by continuing to encourage the girls with activities based on reading through all genre types, assisted by peer group recommendations.

## **MANDARIN CHINESE**

The aim for Year 8 to learn Mandarin Chinese is to give all girls the chance to continue to practise four language skills: speaking, listening, reading and writing. At all stages the language will be linked to the variety of Chinese culture, customs, knowledge and history.

The topics introduced will help them to cope in different situations in which they might find themselves on a visit to China: friends and family, eating, school life, time and weather, job, hobby, transport and travel, shopping, environment and health, fashion and entertainment, media and customs.

The textbook is *Chinese GCSE Books One & Two*, which is also called 'Chinese for Secondary School' in Chinese. They are a series of books which is recommended by the British Council and Edexcel. The *Chinese GCSE* has multimedia CD-ROMs with lively animation, videos that depict real-life situations, fun and motivating games.

Other supplementary learning materials will also be used throughout the year. Every week there is half an hour Chinese club for Year 8 to do some co-curricular activities: Chinese craft, Chinese calligraphy, paper cutting, singing Chinese songs and watching Chinese movies.

The girls have four learning sessions per week which includes one IT session every month. We hope the girls enjoy learning Chinese.

## MATHEMATICS

In Year 8 we want every student to continue to build a strong foundation of mathematical skills, developing their level of fluency and extending the work they have done in Year 7. They will meet many topics that are familiar to them as well as covering new and increasingly challenging material, and lessons continue to be based around the six key areas of Mathematics: number; algebra; ratio, proportion and rates of change; geometry and measures; probability; and statistics. Students in Year 8 are taught in specific Maths groups which enable us to ensure they are working at a pace that best suits their needs and that all are able to make excellent progress. There is flexibility to move students between groups if and when appropriate.

In addition to the normal stationery, students are expected to have a scientific calculator with them for every lesson. We spend time ensuring that they can use their calculators efficiently and effectively, although they are not a substitute for good written and mental arithmetic.

During the summer term of Year 8 all students take part in the UK Maths Trust Junior Maths Challenge. This national multiple-choice test challenges their thinking skills and logical reasoning as well as their mathematical abilities; every year many girls are awarded certificates of achievement, while a few win through to the follow-on rounds.

## MUSIC

The curriculum in Year 8 follows the same broad approach as that in Year 7, with which it shares the aim of providing an appropriate level of challenge to all pupils, however extensive their experience of Music outside the classroom. The curriculum covers a number of different style-based topics, including dance music, film music, blues, and reggae. An important focus of these topics is to develop pupils' fluency and confidence using chords, which are the foundation of many musical styles; this builds on the work done in Year 7 on using and developing melodies.

*Performance in class.* Pupils will learn about different styles of music through playing and singing examples. As in Year 7, they will also have opportunities to perform music of their own choice as part of class concerts.

*Composition.* Pupils will improvise and compose their own music linked to these topics. They will learn to use a range of music creation software, including score writing packages, software designed to create and manipulate loops, and audio recording software.

*Co-curricular groups:* we encourage all pupils to take part in these. They include Lower School Choir (for all girls in Years 7 and 8, no auditions), Chamber Choir

(auditioned, Years 7-9), LSO (Lower School Orchestra - for girls in Year 7-9 who play an orchestral instrument to approximately grade 3 standard or above), and Wind Band (all wind, brass and percussion players in Year 7-9), and chamber groups. The most advanced pupils may also be invited to join senior groups. These include Senior Orchestra (minimum standard Grade 5 - 6 on most instruments, but it may be higher on some wind and brass instruments), and String Orchestra (minimum standard Grade 6-7). Details of all these will be advertised at the start of the year.

### **Associated Board Examinations**

These take place every term; all but the theory exam in the summer (which is always on a Saturday) take place in school. Entry forms are available from the document wallet outside the Music Office at the beginning of each term. With the recommendation of the teacher, these forms should be returned by the published deadline completed with all details, including parents' signature to authorise the debit for the fees. If a student has lessons outside school, she is welcome to take her grade examinations here.

## ***PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION***

This weekly session follows a balanced programme including discussions led by the School Nurse, Form Tutors and Head of Careers, as well as outside visitors.

The Year 8 PSHCE programme includes:

Body Image	Human Rights
Careers	Mental Wellbeing
Charity Work	Positive Programme
e-Safety	Self Esteem
Environmental issues - including	Study Skills
Climate Change	What is Risk and Risky
Equal Opportunities	Behaviours
Friendships and Relationships	

We encourage girls to start thinking about their individual strengths, a short Careers project and the Buzz Test. Charity work is an important part of the programme along with academic and pastoral mentoring.

OHS also provides opportunities for parents to meet and discuss pastoral matters.

### ***Parental Support for PSHCE and Careers***

We are always very grateful for offers from parents to come into school to talk on subjects of which they have a specialised knowledge, whether as part of the PSHCE

programme or Careers Information. Please contact Miss Nebesnuick, Assistant Head – Co-curriculum, Ms Bramall, Head of Year 8 or Dr C Strobel, Head of Careers, if you would like to be involved with the school in this way.

## ***POSITIVE PROGRAMME***

As part of our Pastoral approach we use strategies and tools from the Positive Schools Programme, led by Mrs Jane Berry. The GDST has committed to the programme as it strongly believes in helping students to learn about and be aware of their emotional intelligence. The programme teaches strategies to monitor their emotional health and ways to improve it if necessary, and these are integrated into PSHCE lessons throughout year groups within the school. Parents are also included, with webinars and articles available for them too. Currently, there are a 'Managing Your Mind' set of sessions available to help parents support their daughters during Coronavirus and beyond.

Please click on the [Positive Padlet](#) for further information.

## ***RELIGIOUS STUDIES***

In order to reflect more deeply on the purpose of life and what values we may choose to live by, a study of key messengers of religious Truths will be made. This will be done through the study of Buddhism, Confucianism and Taoism. This will be followed by a study of non-literate traditions.

During the year we cover five main topics

1. Founders of religious traditions
2. Taoism
3. Confucianism
4. Buddhism
5. Non-literate religious traditions

Girls will be given a formal assessment in each term, in the summer term this will be in the form of an examination.

The following skills will be assessed:

- ◆ Accurately and relevantly conveying information
- ◆ Explaining meaning
- ◆ Beliefs and relating religious practices to everyday life
- ◆ Reflecting on the reasons given for different points of view

A wide range of teaching methods will be employed ranging from individual research, stories, artwork, stilling exercises, discussions and group work. Through all of these it is hoped that each student will be encouraged to reflect deeply, to express herself through a variety of media, and to gain from the contributions of others in the class.

## **RUSSIAN**

The four skills of speaking, listening, reading and writing the language are taught in every lesson. Initially emphasis is placed on learning the Cyrillic alphabet and incorporating it into simple phrases allowing the students to have a short basic conversation about themselves in Russian.

In the first year of study girls will learn the printed and written alphabets, nouns, pronouns and adjectives and will look at the basic ending changes. They will also learn verbs in the present and past tenses and both ordinal and cardinal numbers. The topics will include family, pets, food, leisure and interests, describing the town they live in and their house as well as weather and countries. The girls will be able to converse on a basic level about various everyday topics.

**IT** - The students have access to the Interactive Whiteboard and extensive ICT resources to help them master the Russian keyboard, and are encouraged to produce their work on the computer using Word, Publisher or PowerPoint; subscription to various online resources with a multitude of games and listening activities to expand the vocabulary knowledge beyond usual lessons.

**Penpal link** - There is also a penpal link with our exchange partner school, Moscow International School in which girls may like to participate. Lunch time club will be available for that purpose.

**Spelling Bee competition** - This is a competition open for all girls studying Russian in Year 8, which is usually held at the end of the spring term. It allows the girls to demonstrate fluency and accuracy in reading the Cyrillic Alphabet and to win excellent and educational prizes too.

**Textbooks** - *VNIMANIE* course produced by the Edexcel team, *KOMETA* resources, *Teach yourself Russian*.

**Additional materials** - Russian DVDs with English/Russian subtitles, authentic Russian magazines, CDs with songs etc. Russian realia: newspapers, magazines, souvenirs, posters, postcards and books on geographical, historical and cultural aspects of Russia.

## SCIENCE

In the first two years, Science is taught as one co-ordinated subject so that continuity of teaching can lay down a firm foundation for later work. The subject is covered in half term units which are complete in themselves, but there are lots of links between the different strands.

We place a strong emphasis on asking questions about the natural world and then trying to answer them through practical investigation and empirical observations. Students will develop skills based on imaginative problem solving, creative thinking and developing an understanding of experimental design. They also gain experience in basic laboratory techniques.

End of topic and end of year test questions will assess the progress of a student in these particular areas, and will usually include some experimental work.

### Units

- How your body works: Investigations into the Nervous and circulatory systems. Structure and functions of bones and teeth. Examples of different tissues.
- Hydrogen, metals and acids: The properties of hydrogen; introduction to the reactivity series of metals; introduction to acids, alkalis and the pH scale.
- May the Forces be with you: Types and representation of forces: effect of force, in particular friction and gravity. The principle of longitude and how to work out the speed of light from observational data. Rocket building.
- Rock and Roll: Sources of useful chemicals and how they can be analysed and identified.
- Independent projects: Opportunities for individualised and group open-ended CREST type investigations which lead into a Bronze CREST award for successful projects.

### Textbooks and resources

The course has been developed within the school but is supported by the new *Exploring Science International 11-14* textbooks, published by Pearson.

## **SPANISH**

Those who opt to study Spanish in Year 8 are introduced to the sounds and pronunciation of the language in the first lessons. Grammar points, which are essential to a basic knowledge of the language, are presented and reinforced through language exercises and reading, writing, listening and speaking skills are developed in each lesson.

Girls will learn to write and talk about their own lives, their family, pets, school, house and home, food, and hobbies. We do a lot of oral pair and group work to help with confidence in speaking the language.

By the end of the year, the girls will also have greater knowledge of Hispanic culture; for example, we look at Spanish traditions such as how Christmas is celebrated, and the students research South American festivals.

IT - Several pieces of work involve research online such as South American festivals and Spanish food.

**Materials** - *Zoom 1*

## **SPECIAL EDUCATIONAL NEEDS**

### **Identification, assessment and monitoring**

1) LASS testing occurs for all new students in Years 8 and is administered to all students. LASS (11-15) is a multifunctional assessment system and assesses:

- Visual Memory
- Auditory-verbal memory
- Phonic reading skills
- Phonological processing ability
- Single word reading
- Sentence reading
- Spelling
- Reasoning

For further information go to:

<http://www.lucid-research.com/p/127/lass-11-15#>

Arrangements for the periodic review of LASS testing can be made at any time and reviewed accordingly.

## **SEND Provision**

The Special Educational Needs and Disabilities Coordinator (SENDCo), Mr Mark Huggins, works closely with all staff, parents and outside agencies ensuring the best possible provision for students with special educational needs and/or disabilities (SEND). All those working with students are alert to emerging difficulties and respond early. This information is gathered by the SENDCo. This information also includes any concerns expressed by parents or guardians as to the provision of education for students with SEND. This information is then discussed within the Learning Support Department to see what extra provision can be provided.

Whilst the individual learning needs of most students will be met by differentiated teaching in the classroom, there will be times when even more individualised support or attention is needed in order to enable students to make progress and remain engaged in their learning. Mr. Mark Huggins and Ms Alison Hughes (Learning Support Teacher) provide learning support and can offer advice concerning the management of mild special educational needs and disabilities within school.

Learning Support: Students may be offered a fixed number of 30-minute lessons, once a week, in their free periods or during lunch. These 1-1 or small group sessions cover a variety of learning strategies – for example, mind mapping, revision skills, exam technique, and the organization of written work. They are highly individualised lessons based on the student's need.

If, after receiving targeted support from class teachers and the Learning Support Department, a student is still not making expected progress, arrangements for a more in-depth assessment may be advisable, and an external report may be needed.

Mr Huggins and Ms Hughes will discuss SEND issues with parents and refer them for an assessment. Mr Huggins and Ms Hughes are able to administer some tests in-house to build up a profile of strengths and weaknesses and identify areas where support may be needed. This assessment can also be used to create a student PEN profile, which is shared with teachers, identifying an analysis of the student's needs and strengths, strategies to support the student and recommendations for access arrangements for internal and external examinations.

It may be that a more in-depth, full assessment is required. If this is the case, we will recommend *one of our external Specialist Assessors, who will conduct a diagnostic educational assessment, with a view to identifying the support a pupil needs to enable them to achieve their potential. These external professionals work independently of Oxford High School and are recommended in good faith based on past assessments. While Oxford High School accepts no responsibility for their opinions, it is our experience that their reports contain recommendations that allow us to better support pupils in the classroom.*

### **English as an Additional Language Support**

Small group and one to one Learning Support is available to students deemed EAL under the School's EAL Policy.

We provide additional language support for EAL students, if it is felt by the school that a student needs additional support to access the curriculum.

### **Gifted and talented**

All pupils have the opportunity to benefit from extension and enrichment within the daily curriculum, a range of competitions, study days, conferences and specialised courses.

## ***SPORT***

The aim is to encourage, develop and foster a lifelong passion for physical activity. This is achieved by offering a dynamic, challenging, diverse and evolving range of sporting activities. Whether a recreational participant or elite performer, all will be inspired, motivated and supported.

In the core curriculum, each pupil will participate in hockey, netball, tennis, football, swimming (rookie lifeguard), athletics, cricket, gymnastics, health related fitness (HRF) and dance. Inter-house tournaments will also take place.

The curriculum is supported by a strong co-curricular programme. The elite performer and the social participant are both offered extensive opportunities. Clubs and practices are open to all unless stated otherwise. They are at lunchtime and after school. These are:

Athletics	Hockey
Badminton	Netball
Biathlon	Rowing, Hinksey Sculling School
Cricket	(fee payable)
Cross Country	Sailing, Farmoor (fee payable)
Dance	Open Fitness
Football	Swimming - recreational & competitive
Gymnastics (development)	Tennis
Gymnastics (for display, by audition)	Tennis coaching (fee payable)
	Trampolining

Tennis Coaching is available all year round. Application forms for the autumn term are sent electronically during July and for the spring and summer terms in January and March respectively. Places are limited. Early application is advisable.

Students are welcome to use the Sports Hall and tennis courts at lunchtime but should be fully changed.

### **Competitive Play:**

Local, regional and national competitions are entered. Fixtures against other schools are played during the week, with occasional Saturday tournaments. Details are published at [www.oxfordhighsport.net](http://www.oxfordhighsport.net). Team lists are published approximately one week ahead of each match ready for players to confirm their availability. They confirm their availability by ticking the team sheet on the fixtures board or informing their coach.

### **Health and Safety**

- Custom made mouthguards and shin pads are compulsory for hockey. A fitting session has been arranged with a local dentist for September; order forms are available in June.
- Hair should be tied back
- Jewellery and watches; a valuables box is provided for storage during lessons and practices
- Please note: trainers with no black or heeled soles as these mark and erode playing surfaces.
- Football boots are mandatory for play on grass pitches.
- Trainers/ astro boots to be worn for astro turf.
- Boots should be removed before going into the buildings.
- A shelf is provided outside the changing rooms for outdoor shoes.
- Two changing rooms are for swimmers and two are for all other sports.
- Pupils' lockers are provided in form rooms for each year group to place their games kit into.

### **Off-games: Procedure**

An email or note from home explaining the reason for non-participation should be sent or given to the relevant teacher before the start of the lesson. Girls then attend the lesson wearing PE kit so that they can help coach, officiate, record, umpire or observe the lesson.

## TEXTILES

Year 8 aims to build on, develop and extend, the techniques introduced in Year 7. Pupils will be encouraged to consider sources derived from first hand observational study and the importance of colour, form, shape, texture and pattern will be emphasised. Materials and techniques will be combined to construct a personal response to a set theme such as:

Flowers

Insects

Puppets

Natural forms

Among the skills pupils develop are:

- ◆ mixing fabrics and fibres for decorative surface
- ◆ Creative machine stitching
- ◆ Joining fabrics using seams
- ◆ Building a decorative composition
- ◆ Working in 3D
- ◆ Recording technical processes
- ◆ Safe working practice
- ◆ Presenting final outcome

Projects are developed to demonstrate technical knowledge, extend creative understanding, illustrate individual ability and celebrate personal style.



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