



OXFORD
HIGH SCHOOL

G D S T

YEAR 8 CURRICULUM

2023-2024



ART, CRAFT AND DESIGN

In Years 7, 8 and 9 students 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 to 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, crafts people 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 Careers Department exists to support every pupil in preparing for life after school. This very broad remit is delivered through a variety of methods including dedicated Life Beyond School PSHCE blocks in every year group. The Careers Centre is well-stocked with books, prospectuses and extensive online resources, and all pupils are welcome to drop in at any time to discuss their ideas or ask questions. Alongside this, pupils benefit from one-to-one guidance, psychometric testing, encounters with employers and the world of work via work

shadowing, volunteering and work experience, a wide range of external speakers covering careers and higher education options, conferences, networking events and careers fairs. This comprehensive Careers and Employability programme ensures that students can access relevant information, understand their opportunities, develop the transferrable skills they need and make detailed progression plans to achieve their ambitions.

In Year 8, pupils are encouraged to consider what success means to them, and to understand how ideas of success may differ between individuals. They will look at values and motivations – what it is that gets each one of us up in the morning – as well as examining why it seems that some jobs are more ‘valued’ than others. As part of the wider picture of Life Beyond School, they will also be introduced to key concepts relating to money, earning and saving, a topic which will be revisited in greater depth later on in their learning. Finally, they will consider the idea of careers of the future, exploring the labour market by looking at growth sectors and sectors as yet undeveloped, and will practise their research and teamwork skills to imagine what the future of work might look like.

COMPUTER SCIENCE

Computer Science picks up some of the thinking and problem solving skills that students 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, improvisation and other extended stage skills.
- Work based on a leading practitioner, for example Brecht.
- Developing knowledge of theatre and devising skills from wide-ranging stimuli and scripts.

Performance work is often presented in the form of lunchtime 'Pop Up' theatre.

SPEECH AND DRAMA

For students 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

In Year 8 English, 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. We hope that this will lead to students entering competitions and perhaps taking part in English clubs, such as a creative writing, debate or book group. We continue to read and to write about novels, plays and poems together. We might take the students 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 students' critical awareness of the media, the internet and advertising. In the spring term, we hold our celebration of spoken language, the 'Speak up!' competition. In preparation for this, each student 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 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 both in discussion and in essay writing, especially as we look ahead towards IGCSE. 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 students involved in reading, writing and thinking beyond the broad classroom curriculum.

| Year 8 Topics and Skills | | |
|--------------------------|------------------------------|--|
| Topic | Skills focus | Associated Assessment |
| Drama | Introduction to modern drama | Performance with commentary |
| Poetry | Using analytical language | Poetry analysis essay |
| Prose | Analysing quotations | Discursive essay |
| Media | Transactional writing | Transactional writing – e.g. opinion piece |
| Language | Public speaking | Speech |

FRENCH

Textbook – *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; perhaps on a visit to France or in 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

Year 8 Geography builds on the knowledge from Year 7 providing further opportunity to explore a range of new content, link synoptically to content covered in Year 7, and practise and develop new geographical skills.

The content in Year 8 has a balanced approach of both physical and human geography which facilitates investigations into the way that we interact with our environment. The approach continues to be enquiry-led and issue based, thus allowing students to explore ideas for themselves and apply content to real world locations.

Developing the skills acquired in Year 8, students will further explore content through evidence including: maps, satellite images, photographs, GIS, videos and a core textbook. Optional wider reading suggestions are given for each topic.

Skills developed include: geographical application, atlas use, Ordnance Survey map reading, GIS mapping, methods of collecting data, presenting and interpreting information and decision-making. Students will develop approaches to tackling challenging texts, which introduce new concepts or locations. Geography has strong cross curricular links; students will apply skills such as statistical analysis and structuring essay style assessment answers as part of the KS3 course.

Topics –

- **Dynamic Coasts of the World**

Optional wider reading: Turning the tide on Plastic -by Lucy Siegle.

Plastic Ocean -by Capt. Charles Moore with Cassandra Phillips.

How does the sea shape the land over time? What landforms are produced? How do populations and communities interact with the coastline? Why do some coastlines need management? An investigation into the challenges associated with ocean plastic.

- **Our Interconnected World**

Optional wider reading: The Almighty Dollar - by Dharshini David.

How are we linked to the rest of the world? What are the impacts of globalisation?
How do TNCs operate? What are different people's perspectives on globalisation?

- **Managing Resources for a Growing World**

Why is the distribution of population uneven? How is the population changing in countries at different levels of development?
What are the different types of resources? How can the use of resources be harmful or beneficial?

- Food: What types of farming do we do in Britain? How has farming changed over time? Is organic farming the future of farming?
- Water: Why are some locations facing water shortages and what is the impact of this on people?
- Energy: How does production and consumption of energy differ around the world?

Students will have an opportunity to explore farming further on a trip to Rushall Organic Farm.

- **The Changing Climate of the World**

Optional wider reading: Earth Heroes; 20 inspiring stories of people saving our world - by Lily Dyu.

What are the causes of climate change? What are the impacts of climate change on a global scale? What will resource consumption look like in years to come? How do we manage vulnerable areas?

This topic includes a poster presentation conference where students will present their research related to vulnerable areas on a chosen area of focus

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

Supporting GIS software: DigiMaps for Schools; Google Earth online.

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 basic German. During the course, the students gain an insight into the culture and civilisation of Germany.

Textbook: *Echo I*

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 students 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, students 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, students 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. A comparative study of the Mughal Empire and the Tudor and Stuart period allows students to investigate cultural difference. 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 students a sound basis in Latin language and a sense of the cultural significance of the Romans. Students 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

We are using a new Latin textbook – de Romanis. In this first volume students meet the gods and heroes of the Roman world, introduced through stories from Chapter 1 onwards, so that students can immediately read passages of Latin. From myths about the gods to stories about religious customs and festivals, this is the perfect way to learn about the religious framework of Roman daily life. The final chapter on prophecy, ending with stories of historical figures such as Caesar interpreting messages from the gods, prepares for the transition in the second volume to the world of men - and women - of ancient Rome.

Language content and teaching method

By the end of Year 8 students 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 de Romanis 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, Roman education and ancient religion.

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 students study Latin in year 8 but there is an opportunity for some students to take up the challenge of doing a combination 'Gratin' course in which the students will do 2 periods of Latin and 2 periods of Ancient Greek using our own beginners Greek course and then the 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

Reading for Pleasure

Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status. Studies have also shown that those who read for pleasure have higher levels of self-esteem, greater ability to cope with difficult situations, and even improved sleeping patterns. This is why we want to enable all pupils to read for enjoyment as much as possible, with a well-stocked, up-to-date and diverse library, a librarian on hand every school day to help them find books they'll love, and dedicated Reading for Pleasure sessions run by the librarian for Years 7-10. This is where an English lesson is spent in the library with an array of exciting book-themed activities and discoveries, specially curated for each year group. We also celebrate World Book Day, Banned Books Week, and a schoolwide Reading Week, and have real authors visit the school to inspire. Keen readers can join Book Club and Creative Writing Club, or even volunteer as student librarians. This year students have the chance to shadow the Yoto Carnegies (the children's book prize), reading the shortlist and voting on their favourites, as well as the GDST Book Award, voted on by members of the Girl's Day School Trust.

Information Skills

At Oxford High School we are keen to develop and support independent thinkers and learners, at the heart of which is information literacy: the ability to think critically and make balanced judgements about any information we find and use. It empowers us as citizens to develop informed views and to engage fully with society. With this in mind, librarian Ms McMorrow has developed an Information Skills curriculum for years 7-10 and the Sixth Form, to help students locate, analyse and understand information across multiple platforms, online and offline, and to learn about academic integrity and the ethics of information. This is designed not only to support students' research and referencing skills when working on projects for school or university, but also their day-to-day engagement with the news, social media, TV and reading material, and recent changes to the information landscape such as artificial intelligence and Chat GPT. Information Skills lessons will be delivered by Ms McMorrow in conjunction with different subjects across the curriculum.

MANDARIN CHINESE

The aim for Year 8 to learn Mandarin Chinese is to give all students the chance to continue to practise five language skills: speaking, listening, reading, writing and translation. 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 skills of using ICT will be developed, such as typing Chinese in a normal keyboard, practising reading/listening/speaking on Quizlet and GOCHINESE and other internet platforms.

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.

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.

Students are expected to have a scientific calculator with them for every lesson. We will continue to spend time ensuring that they can use their scientific calculators efficiently and effectively, whilst also maintaining the emphasis on good mental and written calculation skills.

During the summer term of Year 8 students can opt to 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 students 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 students in Years 7 and 8, no auditions), Chamber Choir (auditioned, Years 7-9), LSO (Lower School Orchestra - for students in Year 7-9 who play an orchestral instrument to approximately grade 3 standard or above), 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), Concert Band (minimum standard grade 5 on woodwind, brass and percussion), and String Orchestra (minimum standard Grade 6-7). Details of all these will be advertised at the start of the year.

Associated Board practical grade examinations take place in school every term. Entries are made electronically: application forms are circulated by SchoolPost at the start of each term. With the recommendation of the teacher, these forms should be returned by the published deadline completed with all details, including a parental declaration to authorise the debit for the fees. If a student has lessons outside school, she is welcome to take her grade examinations here. Where the teacher feels it is the best option, pupils can also take ABRSM Performance grades (remotely assessed video exams) at school. The board has recently changed the system for sitting theory exams, which have now moved online; it is now better to enter these privately (parents can enter via the board's website) and take the exam at home.

PSHCE (PERSONAL, SOCIAL, HEALTH, CITIZENSHIP AND ECONOMIC) EDUCATION

At OHS we pride ourselves on our thought-provoking Personal, Social, Health, Citizenship and Economic (PSHCE) education, which covers a wide range of topics, in line with statutory guidance. The curriculum is carefully planned to follow national advice, ensuring that topics are covered in an age-appropriate manner. Students have 1 hour of PSHCE each week taught by a dedicated PSHCE team, which is supplemented by termly external speakers on a variety of topics.

In year 8, students cover the following topics areas:

1. Online and offline safety
2. Mental Health and wellbeing
3. Relationship Education

4. Equality and Diversity
5. Democracy and the UK
6. Life Beyond School/study skills

We continually review and update our PSHCE provision, ensuring that it is both proactive and reactive, so students are able to make informed life choices, using up-to-date information, when matters arise. As well as this, we work closely with our pastoral teams to adapt to changing student needs. This gives students the chance to gain relevant knowledge and creates opportunities for discussion, at key times in their education journey.

We value parental involvement and will inform parents of lesson content at the start of each topic area. We also run 'keep in touch' talks for parents about key issues that students may face and are always open to hearing about any changing needs that may arise. Please contact Mrs Sheppard (Head of PSHCE and wellbeing) if you would like any further information.

POSITIVE PROGRAMME

As part of our Pastoral programme, we use strategies and tools from the Positive Schools Programme, led by Ms Julie Bramall. 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.

RELIGIOUS STUDIES

There are three elements to the subject. Each approached from a different perspective and discipline, and each asks pupils to consider the world around them in different ways. They are:

- Philosophy (The study of knowledge, reality and experience)
- Ethics (The study of morality and its application)
- Theology (The study of belief and beliefs.)

At OHS we aim to cover all three elements of RS throughout KS3. Pupils will learn to discuss new ideas in large and small groups. They will develop their knowledge through written tasks and projects on a number of topics. Finally they will demonstrate understanding through evaluative answers that require them to develop a sustained written argument through to a logical conclusion.

In Year 8, the course follows this structure over the three terms.

Term One: Judaism and Christianity

Judaism:

- Covenant: The story of the formation of the people of Israel; mitzvot; Pesach
- Torah: Law; Scripture in worship and learning; Simchat Torah
- Beliefs: The concept of God; The people of Israel; Hannukah
- Practice: Worship; rites of passage; Shabbat

Christianity

- The New Covenant: Jesus; salvation; the Gospels; Easter
- Spreading the Word: The early Christian Church; apostles and martyrs.
- Beliefs: Trinity; Heaven and Hell; Judgement
- Practice: Worship; rite of passage; Christmas.

Term Two: Religious and non-religious Ethics

- Normative ethical theories: Situation Ethics; Virtue Ethics
- Practical Ethics: Medical Ethics
- Ethical research project

Term Three: Buddhism

- Religious founders: Lao Tse, Confucius, Buddha
- Nirvana: teachings and life of the Buddha (Noble truths, 8-fold path)
- Belief and Practice: Living as a Buddhist in the 21st century

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 students 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 students 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 students may like to participate. Lunch time club will be available for that purpose.

Spelling Bee competition - This is a competition open for all students studying Russian in Year 8, which is usually held at the end of the spring term. It allows the students 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

Science stimulates and excites students' curiosity about phenomena and events in the world around them. Whether that is the natural or artificial world, it helps to satisfy this curiosity with knowledge and a deeper understanding. Today the benefits of modern life are evident, covering vast fields such as the environment, health, technology and exploration; all advances are driven by scientific discoveries and invention, critical and creative thought. Students are encouraged to question and discuss science-based issues. As science links ideas to direct practical experience it is able to engage learners at many levels. This is a hands-on, practical subject that will spark the imagination through experimentation, with the focus in the first two years on developing and evaluating explanations through empirical data and modelling.

Topics in year 7 and 8 cover the basic building blocks to enable a smooth progression to GCSE. Science is taught as separate topics covering specifically chosen Biology, Chemistry and Physics units, delivered by one teacher so that continuity of teaching can lay down a firm foundation for later work. This is a bespoke course, with a strong emphasis placed on practical investigation and empirical observations to support the concepts covered, building confidence with basic laboratory techniques. Examples of topics taught include the following:

- Purification
- Elements, compounds and mixtures
- Acids and Alkalis

- Cells and Life
- The Human body
- Forces
- Energy
- Astronomy

Practical work is essential throughout all of this, with the two years culminating in an open-ended Bronze CREST award, whereby pupils independently experiment to answer a question of their own choosing. Pupils are encouraged to enter a range of competitions to explore their own interests as they develop, with Junior science club offering additional practical experience.

The course 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.

Students will learn to write and talk about their own lives, family, pets, free time, school, friends and where they live. 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 students will be able to have a conversation with someone of their age about topics relevant to their own lives and interests.

Materials – Viva libro 1

The Neurodiversity and Academic Support Hub (NASH)

Identification, and assessment

The NASH team ensure that all students' needs are identified early, assessed, supported and monitored.

- Some students have an identified learning need by the time that they join the year group. The NASH team communicates with parents and previous schools (where appropriate) to gather any relevant documentation such as diagnostic reports to help support the students. Once NASH have the appropriate reports, the NASH

disseminates information to teachers to ensure appropriate support (and Access Arrangements, when appropriate), are put in place. Support lessons are offered. (See SEND provision).

- All Year 8 students have baseline testing in the autumn term. Tests include: reading comprehension, visual processing, maths processing, and free writing
- In addition to the above, students' needs are often identified by parents, staff or by the student.
- Any identified difficulties/learning differences, and EAL needs are investigated by the NASH department through a combination of asking for teacher feedback and further assessment.
- Pupil Profiles (and EAL information) are written by the NASH team and circulated to staff.
- Provision is put in place back guided by Pupil Profiles and any needs raised by the student. (See SEND Provision and EAL Provision below.)

SEND Provision and Monitoring

The Head of NASH and SENDCo, Dr Jacqueline Leadbeater, and the NASH team, work closely with all staff, parents, the student, and any outside agency to ensure the best possible provision for students with special educational needs and/or disability (SEND).

NASH provision includes targeted support from subject teachers, as well as academic support from NASH. It might also include support from the Pastoral Team, when appropriate. NASH offer one to one academic support sessions once a week (or more, if needed). These sessions take place within study periods, lunch times, and before or after school. The sessions cover a variety of learning strategies based on needs identified by the Pupil Profile (following from the screening results, assessments, Educational Report, teacher comments, the student's own concerns). Such sessions often focus on improving reading comprehension, revision skills, examination techniques and developing written work. They are highly individualised and based on the current need of the student.

If, after receiving targeted support from NASH and subject teachers, a student is still not making expected progress, arrangements for a more in-depth assessment are made. These are made in consultation with parents and the student. Dr Leadbeater and Ms Hughes administer some tests to build up a more in-depth profile of strengths and weaknesses and identify areas where adjustments are needed to assist with learning. If a full educational assessment, or an assessment for Autism or ADHD, is deemed appropriate by NASH or parents, parents are advised by NASH as to the most appropriate agency.

Provision is monitored during one-to-one assessments, by the subject teacher, and regular assessments (when appropriate). Provision is adjusted accordingly.

NASH has an open-door policy which means that students can pop by for support, or to arrange support, whenever necessary.

At various points in the year, such as in the run up to examinations, NASH run study sessions, and deliver PSHCE sessions, when appropriate.

EAL Provision and Monitoring

Small group and one-to-one EAL support lessons are provided by our EAL teacher, Ms Melanie Tuck. These are for students deemed EAL+ under the School's EAL Policy. We provide additional language support for EAL students, if it is felt by subject teachers that a

student needs additional support to access the curriculum. Some pupils are offered English Enrichment, if deemed appropriate by subject teachers and the NASH team.

Provision is monitored during one-to-one assessments by the subject teacher, and regular assessments (when appropriate). Provision is adjusted accordingly.

Gifted and talented

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

PE & 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 students have one double PE lesson and one triple PE lesson. Students will participate in: hockey, netball, football, badminton, swimming, athletics, tennis, table tennis, cricket, rounders, health related fitness (HRF), gymnastics and dance. Inter-house tournaments will also take place.

The curriculum is supported by a strong co-curricular programme. Clubs are open to all students and the social participant and elite performer are both offered extensive opportunities. We truly believe in a sport for all ethos, as well as developing successful elite teams. Clubs and practice sessions are held at lunchtimes and after school and are open to all unless otherwise stated. These are:

| | |
|--|---|
| Athletics | Hockey |
| Badminton | Netball |
| Biathlon | Rowing – fee payable (at Hinksey Sculling School) |
| Cricket | Swimming – competitive |
| Cross Country | Swimming – recreational |
| Dance | Tennis |
| Football | Tennis Coaching – fee payable |
| Fun Fitness | |
| Gymnastics (development) | |
| Gymnastics (for display) – by audition | |

Tennis coaching is available throughout the year. Application forms are sent out electronically in June, January and March for the autumn, spring and summer sessions respectively.

Students are welcome to use the sports hall or tennis courts at lunchtimes (if no clubs are running) 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. We pride ourselves on running A-D teams in a range of sports to give every student the opportunity to compete should they wish to. Details are published at 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 keep their games kit.

Off-games: Procedure

An email or note from home explaining the reason for non-participation should be sent or given to relevant teacher before the start of the lesson. Pupils 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
- ◆ Animals

◆ Natural forms

Among the skills pupils develop are:

- ◆ mixing fabrics and fibres for a 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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