



## Prospectus Information

2025 - 2026

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September 2025

Dear students and parents

This booklet of information is designed to give you an insight into the key principles and practices of Gillotts School. In it you will find information on topics as diverse as our values, our curriculum and our uniform. I hope that as well as reading it, you will be able to visit us on one of our open events or explore some of our virtual resources on the website.

Gillotts is a school that takes great pride in its unique identity. It is one of four mixed 11-16 schools in south-east Oxfordshire and occupies a 33 acre site on the edge of Henley-on-Thames. Our students come from Henley and the surrounding villages, across several counties. The site incorporates a Victorian house as well as extensive grounds, both of which contribute to the school's special character.

Gillotts places expert teaching and learning at the heart of its development. At the centre of the school is the house system. Within the house structure, the tutors monitor the academic progress of each of their tutees and work with them to develop their learning skills. There is a strong pastoral focus too, recognising that students' well-being is crucial to their learning.

We are delighted to have achieved our best results ever as a school in 2025, with 87% of students achieving the benchmark of passes at grade 4 or above in both English and mathematics. Our highest achievers also excelled. 46% of students achieved five or more passes at grade 7 or above.

Gillotts however also prides itself on being a welcoming and inclusive community. Our motto – 'non nobis solum' – translates as 'not by ourselves alone' and the sense of teamwork, collaboration and cooperation underpins the life of the school.

Yours sincerely



Ms Catharine Darnton  
Headteacher



# Gillotts School Ethos and Values

## Vision

Gillotts is a high performing school where every student is valued as an individual, and is supported and encouraged to achieve their potential. We pride ourselves on being inclusive of all, developing individuals who make a positive contribution to society now and in their future lives.

## Values

### Dedication to learning

*We thrive as learners, embracing challenges and thinking hard. Our rich and broad curriculum, delivered through expert teaching, enriches students' lives. We support everyone, students and staff, to be the best they can be.*

### Respect and kindness

*We treat our students, families, staff and wider community with respect and kindness – modelling our values and wanting the very best for each other.*

### Integrity and trust

*We put ethical leadership at the heart of our work, serving our community with fairness and honesty.*

## Facts and Figures

### Achievements over the past few years:

The GCSE grade scale based on grade 9-1 (9 being the highest grade) was introduced in 2017. The performance measures, which the government uses to evaluate how well a school is doing, therefore changed at this point. The table below shows the performance measures based on the 9-1 grade scale.

On the GCSE 9-1 grade scale:

- a pass at Grade 4 or above is termed a 'standard pass'. This is equivalent to a C grade pass on the previous A\*-G scale.
- a pass at Grade 5 or above is termed a 'strong pass'. This is equivalent to a high C/ low B grade pass on the previous A\*-G scale.
- a pass at Grade 7 or above is equivalent to a pass at A\* or A grade pass on the previous A\*-G scale.

It should be noted that the headline figures below will fluctuate owing to variations in the ability profile of the year group.

<b>Gillotts</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>
<b>GCSE</b>	%	%	%	%
% Grades 4-9 (En+Ma)	85	85	83	87
% Grades 5-9 (En+Ma)	71	67	68	76
% Grades 7-9	42	33	34	44
% 5 or more Grades 7-9	42	33	31	46
% 3 or more Grades 7-9	52	44	43	57
<b>E-Bacc points</b>	5.5	5.3	5.3	5.7
<b>National</b>				
% Grades 5-9 (En +Ma)	50	45	46	Tbc

Please note the GCSE results in 2022 were higher nationally as they were set to be half way between the 2021 teacher assessed grades and the 2019 results. The results in 2023 nationally returned to the pre-Covid standard.

- **Post 16 Destinations**

You may be interested in seeing the variety of schools and colleges our students head off to for sixth form studies and other vocational courses when they leave Gillotts:

Amersham & Wycombe College	Reading Blue Coat School
Andover College	Reading College
Berkshire College of Agriculture (BCA)	Reading School
Charters School, Sunningdale	Royal Grammar School, High Wycombe
City of Oxford College	Shiplake College
Great Marlow School	Sir William Borlase's Grammar School, Marlow
Highdown School & Sixth Form Centre	The Henley College
Holyport College	The Piggott School, Wargrave
John Colet School, Wendover	The Sixth Form, Farnborough College
John Madjeski Academy	UTC, Reading
Kendrick School, Reading	Winchester College
Leighton Park School	Wycombe High School
Queen Anne's School, Caversham	

# **Support for Learning**

## **The House system**

The House system, which helps to break down a large school into more intimate and manageable units, is a defining feature and cornerstone of the school's success and is at the heart of Gillotts' renowned quality pastoral care. The sense of community within each of the three houses encourages a feeling of identity and belonging. The house teams greet newcomers as children and see them off as adults on their chosen post 16 courses.

Tutors, working closely with the Head of House, monitor students' day-to-day progress throughout their school careers. They provide encouragement, security and support and work with the students and subject staff to help them fulfil their potential.

The House system also provides opportunities for students to take responsibility as House Captains, members of the Student Council and Anti-Bullying Ambassadors among others. Student Leaders have a strategic role in supporting the House system and contribute widely to enhancing the school community.

## **Organisation**

One of the most important things leading to effective learning and success is to be organised. We use the following systems and we expect all students to follow these in all subjects at all times.

### *Learning File*

Every student across year groups has the option to purchase a learning file that can contain all his or her learning materials for the day. It is advisable that students have one to support their learning and organisation of the school day.

### *Online Student Handbook*

This contains information that is for daily use in school and at home, including uniform lists, information about Houses, revision tips, wellbeing information, e-safety information, post-16 resources, and links to subjects and resources among other things.

All homework is set via Google Classroom. The online handbook has guides on how to use the various Google apps and software.

### *Exercise books*

Exercise books and all other materials can be kept in the Learning File.

## **Assessment**

Effective feedback can improve student performance by up to two grades (Sutton Trust Report, 2011). The role of assessment is to check how much progress is being made and to ensure that the teacher knows what the students need to do to improve.

Work can be reviewed, feedback given and next steps planned using many techniques. We aim to use the technique that is most appropriate and impactful to improve students' learning. For example, techniques such as whole class review and feedback, book or work skims, sample marking, live marking, target and action codes, use of google forms or online platforms will be used. The teacher will choose the method of monitoring that is most appropriate to the content and the task, and which gives them the best information about how to move the students' learning forward. Each subject will have a number of common techniques that will be frequently used.

Live monitoring and feedback are integral to good teaching. Much of the most effective feedback we give to students happens live in class and results in a change in the lesson delivery or in the plan for future delivery of lessons. This monitoring enables us to check indicators of student understanding as well as their work more frequently. Examples of techniques include: in class monitoring of student work, multi-response and hinge questions, questioning, completion of high value tasks, peer and self-assessment and mini-whiteboards.

Teaching is responsive; feedback results in action. For example, this might be reteaching a key idea, increasing quizzing on recall of content, or an activity for students.

Review and feedback on student work are timely, both in terms of the gap between review and feedback and in terms of the regularity of feedback. In addition to frequent live feedback in class, we aim for feedback for improvement to be given at least every six lessons, or once per fortnight in subjects with seven/eight lessons (per fortnight). This might be given as individual or whole class feedback and will inform teaching.

Review and feedback are focussed on the pieces of work that will have the most impact on learning and progress. Tasks will be carefully chosen and designed to reveal understanding and misconceptions in relation to core content.

## **Summary**

Frequent and less formal assessments of learning are supplemented by the Periodic Assessments carried out at set times across the school year. The Periodic Assessments allow us to track progress of students, inform our interventions and adapt teaching.

## Progress Tracking

### Years 7-9

Our system of tracking student progress in all years is based on the GCSE (9-1) scale. Reports are sent home twice during each of these years and include an end of Year 9 target and a 'currently working at grade' for each subject. How well students are doing in relation to their target grade is assessed using a 'progress towards target' indicator.

This system of assessment based on the 9-1 GCSE grading scale continues for students as they progress into Years 10 and 11.

In the case of Year 7, the first report which will be sent home during Term 2 will follow a different format. It will include information about how well your child is settling into secondary school – including academic progress, homework, behaviour and organisation.

### Year 10-11

The system of tracking student progress in Years 10-11 is also based on the GCSE (9-1) scale. Two reports will be sent home in each year and will include an end of Year 11 target, a 'currently working at grade' and a 'progress towards target' indicator.

### Progress Towards Target (PTT)

Your child's report will include a Progress towards Target (PTT) indicator. This will help you to establish how well they are progressing in each subject area.

The table below shows how the PTT indicator is defined:

<b>PTT Indicator</b>	<b>Level of Progress</b>	<b>Definition</b>
<b>+</b>	Making better than expected progress	The student is expected to exceed the current end of Year 9 or 11 target.
<b>=</b>	Making expected progress	The student is working towards meeting the current end of Year 9 or 11 target.
<b>-</b>	Making less than expected progress	The student is underachieving, and will not meet the current end of Year 9 or 11 target.

The Progress Towards Target indicator is measured on the same scale for all qualifications.

## **Tutor Reports**

Your child's form tutor will follow up the information in the reports and help your child set general targets for improvement. Where there is good progress this will be recognised; where there are some concerns the tutor will review the targets and continue to monitor. You will also receive a written tutor comment relating to your child's progress with one of the reports during the school year.

## **Summary**

Two reports per year
Assessment against GCSE criteria in all year groups
Progress towards target indicator to show your child's progress in relation to an identified target in each subject
All information sent home to parents
A written tutor comment or opportunity for face to face discussion twice a year

## **Homework**

Homework is set according to the homework timetable. Homework is set using Google Classroom. It is an absolute requirement that homework is completed and submitted according to the deadline set. Parents/ carers can view the homework which has been set on Edulink.

In Years 7-9, the expectation is that students spend from one hour (in Year 7) to over two hours (in Year 9) per evening on their homework.

In Year 10 and 11, students are expected to complete between 2-3 hours of homework per evening.

Homework can be completed in the Library, which is open after school every day.

## **Summary**

Total hours of homework per week:	
Year 7	5-6 hours
Year 8	5-6 hours
Year 9	6-7 hours
Year 10	8-10 hours (one hour per subject)
Year 11	8-10 hours (one hour per subject)

## **Parents' Consultation Evenings (PCE)**

At least once per year you will be invited to discuss the progress your child is making in each subject area. The teacher will be able to discuss with you in more detail what needs to be done to improve.

We use an online system to book and run these meetings which are conducted virtually.

At other points in the year you should contact your child's form tutor or Head of House if you have general concerns over progress. If you have more specific concerns in certain subjects then the subject teacher in that area will be available to discuss the issues with you.

## **Summary**

Scheduled Parents' Evenings occur once per year (run virtually).

You can contact form tutors and subject teachers at any point in the year.

## Jargon

Below are some key terms that may help:

<b>Key Stage 3 (KS3)</b>	The stage (Years 7 – 9) in which students follow the Key Stage 3 National Curriculum. This includes English, Maths, Science, Arts, Religious Studies (RS), History, Geography, Languages, PE and Creative Technologies (Computing, Food and Design Technology).
<b>Key Stage 4 (KS4)</b>	The period of study that leads to GCSE and other examinations. Key Stage 4 incorporates Years 10 and 11. The core subjects that must be studied by all are English, Maths, Science, RS and PE (non-examined). Students also study up to four optional subjects. IT is used as a tool across the whole curriculum rather than being taught as a separate subject.
<b>GCSE</b>	General Certificate of Secondary Education, the qualification that most Key Stage 4 subjects lead to. Gaining five good GCSEs is regarded as the level needed to move on to Advanced Level courses. Universities use GCSE grades to decide which students to make an offer to. The best universities look at the number of grades 7-9 (formerly A*/A). The grade scale for GCSEs has changed from the A*-G scale to a one based on a 9-1 scale. Grade 4 is equivalent to the old grade C, Grade 7 to the old grade A and Grade 9 is the highest grade possible.
<b>Homework</b>	Homework is set in two to three subjects per evening. It is recorded on Google Classroom and can be seen through Edulink. There are many forms of homework.
<b>Non-examined assessment (NEA)</b>	In the case of non-examined assessments at GCSE a task is set by your child's teacher and a set amount of time is allocated for planning and preparation. In almost all cases the work must be completed in class under close supervision - sometimes under 'exam conditions'. The contribution of non-examined to the final grade varies between subjects.  It should be noted that most subjects at GCSE are now assessed solely through terminal exams at the end of Year 11.
<b>Assessment</b>	Assessment encompasses all the activities that are used to judge how a student is progressing and more importantly what they should do next. In normal lessons and homework this will be done through Assessment for Learning (AfL), which includes self and peer assessment.
<b>Reports</b>	Reports will be sent home twice a year. They give a Progress Towards Targets indicator and a current grade for every subject. They include a written

<p><b>Grades:</b> <b><i>Current and target GCSE grades</i></b></p>	<p>commentary from the tutor, or there is an opportunity for a face to face meeting.</p> <p>All assessments will be based on the GCSE grade scale (9-1). Current grades indicate where the student is at the moment. Students in Years 7-9 will be set an end of Year 9 target grade while students in Years 10 &amp; 11 will be set an end of Year 11 target grade.</p> <p>At the start of Years 7 and 10 the current grade which a student receives in each subject on their report will be some way short of the target grade. However, you should see the current grade moving closer to the target grade over time.</p> <p>Target grades are generated from the previous performance of the student. A database with all past students (nationally) will then show what students who make good progress from this starting point have achieved. This is the target grade.</p>
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# Curriculum

## Key Stage 3, Years 7-9

We view our curriculum as a five-year programme with the skills, knowledge and understanding required for GCSEs being taught from the start of Year 7. While students get to choose some options during Year 9, which they then start to study from Year 10 onwards (and cease to study some subjects), we do not divide our curriculum into formal Key Stages.

The subjects which students will study in Years 7-9 are shown in the table below. While we ensure that we meet the requirements of the Key Stage 3 National Curriculum programmes of study, the clear focus is on preparing students for their GCSEs at the end of Year 11.

<b>Subject</b>	<b>Timetable allocation</b>
Art	2 hours per fortnight
Carousel *	4 hours per fortnight
English	7 hours per fortnight (8 hours in Year 7)
Geography	3 hours per fortnight
History	3 hours per fortnight
Mathematics	7 hours per fortnight
Modern Foreign Languages (MFL)	6 hours per fortnight
Music	3 hours per fortnight
Physical Education and Dance	4 hours per fortnight
Religious Studies	3 hours per fortnight (2 hours in Year 7)
Science	6 hours per fortnight

\* The subjects within the 'carousel' include computing, design technology, food and drama. In Years 7 and 8, these subjects are taught in pairs (food & design technology and computing & drama) with students moving between pairs of subjects in February each year. In Year 9 the students have one period of each of these subjects per fortnight throughout the year.

## **Languages in Years 7-9**

In MFL, almost all students are taught French throughout Years 7-9. While students are all taught French in mixed ability classes at the start of the year, during Year 7 the classes are re-set according to the aptitude for languages which students have shown since joining the school.

At this point, the classes where students have shown a greater aptitude for languages (usually 4 in total) pick up a second language (either German or Spanish). In this case, three hours per fortnight are spent on French and three hours on the second language. The MFL Subject Leader is responsible for deciding who will study a second language and which second language these students will study. These decisions are based on the assessment information collected during the first few terms in Year 7.

Each year the school also identifies a small number of students in Year 7 who are exempted from studying French. They receive additional support in developing their literacy and numeracy during these lessons.

In addition, students who have the potential to achieve a GCSE early in other subjects (e.g. community languages) are encouraged to do so where it is felt that they will achieve a good grade at this stage.

## **Assessment in Years 7-9**

While ongoing assessment of students' progress is integral to teaching and learning at Gillotts, all students are also assessed formally across the year group in each subject. These assessments take place at set times during the school year.

The marks (%s) which students achieve in these periodic assessments are recorded and help to inform the tracking of student progress and the adaptation of teaching and learning to meet the needs of individuals. These assessments include a week of internal exams in Year 8. End of Year examinations are also sat in English, maths, science and RS in Year 9, alongside exams in the option subjects which students have chosen for GCSE.

## Key Stage 3 Subjects

### KS3 English

#### *Course structure*

The English course consists of the following topics. All topics aim to ensure that students make good progress with their reading, writing, speaking and listening skills:

<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
<p>'Coraline'</p> <p>Establishing group talk/ work routines</p> <ul style="list-style-type: none"> <li>• Narrative and storytelling</li> <li>• Analytical writing</li> </ul>	<p>Narrative - Reading Focus</p> <ul style="list-style-type: none"> <li>• Imaginative reading of images</li> <li>• Structure and character</li> <li>• Representation and theme</li> </ul>	<p>Macbeth</p> <p>Reading Focus</p> <ul style="list-style-type: none"> <li>• Theme/ character/ setting</li> <li>• Context</li> <li>• Language</li> <li>• Close reading and essay skills</li> </ul>
<p>The Gothic Genre - Reading and Writing</p> <ul style="list-style-type: none"> <li>• Theme/ character/ setting</li> <li>• Narrative structure</li> <li>• Transactional writing</li> </ul>	<p>Arctic Adventure/ The Natural World - Writing Focus</p> <ul style="list-style-type: none"> <li>• Transactional writing</li> <li>• Creative Thinking</li> <li>• Narrative</li> </ul>	<p>Autobiography - Reading and Writing Focus</p> <ul style="list-style-type: none"> <li>• Opinion writing</li> <li>• Article style</li> <li>• Creative thinking</li> <li>• Close reading and analytical writing</li> <li>• Comparison of texts</li> </ul>
<p>Relationships</p> <ul style="list-style-type: none"> <li>• Poetry</li> <li>• Conflict and resolution</li> <li>• Poetic features</li> <li>• Broadening vocabulary</li> </ul>	<p>The Curious Incident of the Dog in the Night-time</p> <ul style="list-style-type: none"> <li>• Character/ theme/ setting/ narrative</li> <li>• Social context</li> </ul>	<p>Power of The Media - Reading and Writing Focus</p> <ul style="list-style-type: none"> <li>• Opinion writing</li> <li>• Article style</li> <li>• Creative thinking</li> <li>• Close reading and analytical writing</li> <li>• Comparison of texts</li> </ul>
<p>Non-Fiction - Reading Focus</p> <ul style="list-style-type: none"> <li>• Extracts from different time periods</li> <li>• Inference skills</li> <li>• Language analysis</li> </ul>	<p>Rhetoric-Reading and Writing Focus</p> <ul style="list-style-type: none"> <li>• Opinion writing</li> <li>• Article style</li> <li>• Creative thinking</li> <li>• Close reading and analytical writing</li> </ul>	<p>Poetry - Literature Focus</p> <ul style="list-style-type: none"> <li>• Theme/ character/ setting</li> <li>• Context</li> <li>• Close reading and essay skills</li> </ul>

	<ul style="list-style-type: none"> <li>• Comparison of texts</li> </ul>	
<p>Myths and Legends</p> <ul style="list-style-type: none"> <li>• Imaginative reading of images</li> <li>• Structure and character</li> <li>• Representation and theme</li> <li>• Narrative</li> </ul>	<p>Noughts and Crosses - Reading Focus</p> <ul style="list-style-type: none"> <li>• Theme/ character/ setting</li> <li>• Context</li> <li>• Language</li> <li>• Close reading and essay skills</li> </ul>	<p>Fiction Reading and Writing: 'Pigeon English'</p> <ul style="list-style-type: none"> <li>• Analysis of language and structure</li> <li>• Creative writing skills</li> </ul>
<p>A Midsummer Night's Dream - Speaking and Listening Focus</p> <ul style="list-style-type: none"> <li>• Historical context</li> <li>• Close reading and analysis</li> <li>• Understanding character motivations</li> </ul>	<p>Dystopia</p> <ul style="list-style-type: none"> <li>• Imaginative reading of images</li> <li>• Structure and character</li> <li>• Representation and theme</li> <li>• Narrative</li> </ul>	<p>An Inspector Calls: GCSE Text- Literature Focus</p> <ul style="list-style-type: none"> <li>• Introduction to GCSE English Literature</li> <li>• Understanding of plot/ theme/ character/ setting</li> <li>• Historical and social context</li> </ul>

### ***Assessment structure***

<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
<p>Literature reading assessment Creative writing assessment</p>	<p>Narrative reading assessment Creative writing assessment</p>	<p>Literature reading and writing assessment Non-fiction reading assessment</p>
<p>Poetry analysis assessment Non-fiction reading assessment</p>	<p>Literature reading assessment Persuasive writing assessment</p>	<p>Literature reading assessment Non-fiction writing assessment</p>
<p>Shakespeare assessment Creative writing assessment</p>	<p>Prejudice and Rebellion reading assessment Literature reading assessment</p>	<p>Creative writing assessment Literature reading assessment</p>

## KS3 Mathematics

### Course structure

Throughout Years 7 to 11, students are taught mathematical concepts in progression as appropriate to their level of understanding. We focus on “Key Concepts” and teach for mastery: rigorous accuracy and secure understanding. Rather than being taught a set curriculum per year we assess students against key mastery indicators and then adapt their lessons accordingly.

Year 7 are taught in mixed attainment groups for the first term, following introductory modules on Sequences and Algebra. From then on lessons are taught in sets appropriate to students’ current levels of understanding, to best ensure useful progression within and across these Key Concepts. Alongside these Key Concepts we teach mathematical reasoning and problem solving, thus ensuring pupils are able to apply their knowledge to the solution of problems. Our schemes of work are planned to follow three pathways; Foundation, Core and Higher. Each of the sets in KS3 will be following one of these 3 pathways; however, there is overlap between the pathways.

The curriculum is delivered from within the following Key Topic Areas as appropriate:

Key Concept		
Year 7	Year 8	Year 9
Sequences	Fractions and percentages	Multiplicative thinking
Algebraic structure	Ratio and proportion	3D shapes
Place value	Coordinates and straight-line graphs	Sequences
Addition and subtraction	Reflection	Angles
BIDMAS	Properties of number	Algebraic graphs
Directed number	Venn diagrams	Constructions, bearings and loci
Algebraic notation	Algebra	Fractions, decimals and percentages
Fractions	Equations	Indices
Addition and subtraction of fractions	Angles	Algebra
Equations	Estimating and rounding	Congruency, similarity and enlargement

Geometric reasoning	Area and perimeter	Ratio and proportion
Area and Perimeter	Probability	Rotation and translation
Data	Inequalities	Statistics
	Data	Pythagoras and trigonometry
		Probability

Within each topic area, understanding develops and progresses throughout a year and in subsequent years. For example, students may start Multiplicative Reasoning by learning fractions and percentages of amounts, and then progress later on in the year to learn reverse percentages. Next year, they may move on to looking at interest rates and real-life problems.

### ***Assessment structure***

Progress and understanding are closely monitored by the class teacher using end of topic mastery assessments and there are two progress tests a year; one at the end of the second term, just before Christmas and another in June or July at the end of the school year. Teachers will also monitor progress within lessons by assessing student learning throughout through the use of mini-whiteboards and live marking in lessons. Common misconceptions within a class are highlighted through homeworks and Sparx Maths, assessments and starter activities and these will be used to guide future lessons and planning.

We do our best to enrich the learning of mathematics by running trips and extended learning activities related to the subject. We run a trip to Bletchley Park where students have a guided tour and workshops to discover the role of coding in helping win the Second World War. Students are also given the opportunity to participate in the UK Maths Challenge competitions, at Junior and/ or Intermediate levels, with the chance to progress to further levels of the competition should they qualify for further rounds.

## KS3 Science

### *Course structure*

The KS3 science curriculum builds upon students' primary science experiences and prepares them for further study at GCSE. The curriculum has a spiralized design whereby units are split into the 8 big ideas of science. Students begin with foundation knowledge which is developed when the big idea is revisited later on in the course.

Practical investigation skills are embedded throughout units alongside STEM careers education.

<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
<b>Terms 1 &amp; 2</b>	<b>Terms 1 &amp; 2</b>	<b>Terms 1 &amp; 2</b>
7A1 Introduction to Science 7A2 Learning to Learn 7P1 Forces 7C1 Matter 7B1 Organisms	8B3 Genes 8C4 Matter 8P4 Waves 8B4 Organisms 8C5 Reactions	Rotating programme: 9P7 Energy 9B6 Ecosystems 9P8 Electromagnetism GCSE Skills Transition
<b>Terms 3 &amp; 4</b>	<b>Terms 3 &amp; 4</b>	<b>Terms 3 &amp; 4</b>
7P2 Electricity 7C2 Reactions 7B2 Ecosystems	8P5 Forces 8B5 Genes 8C6 Earth	GCSE Science Course BI - You and Your Genes CI- Air and Water PI- Radiation and Waves
<b>Terms 5 &amp; 6</b>	<b>Terms 5 &amp; 6</b>	<b>Term 5 &amp; 6</b>
7P3 Energy 7C3 Earth 7A3 Science in Society	8P6 Waves 8A1 Crest Award 8A2 Careers	GCSE Science Course BI - You and Your Genes CI- Air and Water PI- Radiation and Waves

### *Assessment structure*

#### KS3 units

Student progress will be assessed on a lesson-by-lesson basis through their classwork and verbal response to questioning. Homework will be set systematically, following the principles of retrieval practice, interleaving material to develop student recall and retrieval. Most homework will be in the form of online quizzing activities (Educake) with some paper exam question practice.

Students will also sit end of topic assessments throughout the course.

## KS3 Art and Design

### Course structure

The Art and Design course consists of the following topics:

<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
<b>Formal elements</b>	<b>Man Made objects</b>	<b>Architecture</b>
Exploring the formal elements of line, tone and texture to develop basic drawing skills. Introduction to different art materials leading to the creation of a large mixed media drawing of shells. Exploring the formal elements of shape and form by drawing the cylindrical, spherical and cuboid forms of sweets.	Developing drawing techniques, focussing on different ways of creating tone. Investigating various artists, including Michael Craig Martin, who feature man made objects in their work. Developing lettering and design skills using collage and line drawing. Extending colour theory and use of monochromatic colour schemes.	Researching different styles of architecture and looking at architecture from around the world. Developing creative drawing techniques, mixed media work and creating an abstract painting using grayscale.
<b>Abstract</b>	<b>Birds</b>	<b>Food and Drink</b>
Responding to sound and music through drawing, taking inspiration from the artist Kandinsky. Experimenting with watercolour paints, colour, pattern and composition.	Building on knowledge of ceramics processes using pinch pots and relief techniques. Looking at how animals have been portrayed in Art throughout time, particularly in sculpture.	Investigating Pop artists Warhol, Oldenburg, Thiebaud and Lichtenstein. Developing drawing and design skills, leading to the creation of a food inspired repeat pattern print and a ceramic cake.
<b>Human Form</b>	<b>Surrealism</b>	<b>Portraits</b>
Learning about masks from different cultures and art movements. Investigating the work of Kimmy Cantrell. Developing a 3D outcome using clay.	Developing an understanding of how to draw animal patterns and textures. Taking inspiration from Dali, Otto D'Ambra and Mark Mark Brookes to create surreal creatures using IT and printmaking.	Developing an understanding of how to draw facial features and proportion. Taking inspiration from Picasso to create unique portraits using oil pastel and paint.

Topics are designed to allow students to practise and refine key drawing, painting, printmaking and 3D skills, building complexity throughout the Key Stage. Topics are supported by contextual research and analysis, increasing student understanding of artists and art movements. Students are taught how to develop and refine their ideas towards an outcome, building a strong foundation of skills for the GCSE course.

Projects and techniques have a Fine Art focus, in line with the GCSE specification, and students have the opportunity to explore and experiment with a broad range of materials, processes and techniques.

### ***Assessment structure***

Student progress in Art and Design will be assessed by key pieces of work being marked from each topic, with written feedback on how to improve work.

End of project levels will be given, where work is marked holistically and in line with the 4 Assessment Objective areas used at GCSE. An overall grade will be given using the 1-9 scale. Self and peer feedback, and verbal teacher feedback is given on a continuous basis. Students will be expected to respond to feedback to show progression in their work.

## **KS3 Creative Technologies**

### ***Course structure***

Creative Technologies is divided into three separate areas:

- Food Preparation and Nutrition
- Computing
- Design Technology

Students in Years 7 and 8 students follow Food & DT, and Computing & Drama. (Please note that Drama is not part of the Creative Technologies faculty, but has been timetabled at this time.) These areas are taught in pairs, with Year 7 and 8 students moving between pairs of subjects in February. Year 9 pupils follow Food & DT and Computing & Drama all year and have timetabled lessons every two weeks.

Whilst each subject area is taught by a specialist teacher, emphasis is placed on developing the skills and understanding which underpin creative technology as a whole.

The course consists of the following topics:

	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
Food Preparation and Nutrition	The Year 7s follow a rotation designed to provide an introduction to food with a focus on hygiene, safety and basic cooking skills and nutrients. They learn about the 8 tips for healthy living.	The Year 8s will develop their preparation and cooking skills further whilst gaining more detailed knowledge of nutrients, science of food, special diets and where their food comes from.	The Year 9s will have the opportunity to cook more complex dishes and will gain knowledge of issues relating to ethical shopping and the production of food.

	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
Computing	In Year 7 computational thinking is taught through a study of the components of the computer, e-safety, Scratch, HTML and Microbits.	In Year 8 computational thinking is taught through a study of programming, binary and denary, databases using Python, HTML and advanced Scratch.	In Year 9 computational thinking is taught through a study of programming using Python, Appshed and HTML. They will also study networks and e-safety.
Design Technology	Year 7s will follow a rotation to cover the Year 7 Maths timeline (for DT), core drawing skills & knowledge, learning about the properties of materials & key modelling skills. They will also use CAD/CAM, to make prototypes and carry out mini contextual design challenges.	Year 8s will follow a rotation to cover the Year 8 Maths timeline (for DT), core analysis skills & knowledge, learning about the structure of materials, manufacturing and modelling techniques. They will also carry out mini contextual design challenges.	Year 9s will cover the Year 9 Maths timeline (for DT), core skills & knowledge, learning about past and present designers, advanced modelling and manufacturing skills for CAD/CAM. They will also carry out a Contextual Design challenge 'Design Ventura' for the Design Museum.

Teaching is strongly linked to developing:-

- Students' skills in product evaluation.
- An awareness of design quality.
- An understanding of the design process in creating products.
- Practical experiences through manufacturing.
- Theoretical knowledge.

Health and Safety is central to all practical teaching.

### ***Assessment structure***

Student progress in Creative Technology will be assessed through focused practical tasks, project work and tests to develop their knowledge of the technical aspects of the three subjects as well as their designing and making skills. Key pieces of work will be assessed for grades culminating in an overall grade for the whole module's work.

## KS3 Dance

### *Course structure*

Students study dance as part of the PE rotation; there is also an opportunity for students to participate in extra-curricular clubs at lunch time each week, with a focus on the annual musical and the summer concert. The six week dance course consists of the following topics:

<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
Street Dance	'Chance' Choreography Techniques which create movements through random means!	An Introduction to the GCSE course; Duo Trio Performance.

### *Assessment structure*

Students' progress in dance will be assessed by end of unit performances.

## KS3 Drama

### *Course structure*

The drama course consists of the following topics:

<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
<b>Magic and Mystery</b> Learn and develop basic drama skills on the magical mystery tour.	<b>World Theatre</b> Explore different theatre types from around the world, including Chinese Theatre and French Mime.	<b>Stage Conflict</b> Express yourself with verbal arguments and learn some basic stage combat moves.
<b>Ernie's Incredible 'Illucinations'</b> Explore a script and perform in a role.	<b>Blue Remembered Hills</b> Explore a script and perform in a role.	<b>DNA</b> Explore a script and perform a role. Experiment with design aspects including lighting, sound, costumes and props.
<b>Pantomime</b> Explore the style of pantomime and create scenes and characters.	<b>Live Theatre Review</b> Watch a recording of a live theatre performance and develop the skills needed to analyse and evaluate the actors and their skills.	

## ***Assessment structure***

Student progress in Drama will be assessed throughout, with focus on all elements of the course including creating, performing and evaluating.

## ***Extra-curricular***

Year 7 and 8 Drama club and the Year 9 Performers' Group meet weekly for those that would like to develop skills and have fun.

Annual school plays and showcases of work give the opportunity for students to share their work with others.

## **KS3 French**

### ***Course structure***

All students study French from Year 7 through to Year 9. The French course consists of the following topics:

<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
<ul style="list-style-type: none"><li>• Greetings, numbers, alphabet, dates, colours, classroom objects &amp; instructions</li><li>• Describing yourself and others</li><li>• Talking about where you live</li><li>• Talking about places in town, buying food and drinks</li><li>• Talking about your daily routine, school and giving opinions</li><li>• Talking about free time, sports and holiday activities</li></ul>	<ul style="list-style-type: none"><li>• Talking about TV, film and reading preferences</li><li>• Describing a past visit, asking and answering questions</li><li>• Talking about your personality and style</li><li>• Talking about your home and local area</li><li>• Describing food and drink</li><li>• Talking about talents and ambitions</li></ul>	<ul style="list-style-type: none"><li>• Talking about social media and social life</li><li>• Talking about health and keeping fit</li><li>• Talking about careers</li><li>• Describing a past holiday and holiday preferences</li><li>• Talking about topical issues, rights and privileges</li></ul>

## ***Assessment structure***

Student progress in French will be assessed formally each term. These assessments will focus on a range of skills. All skills (listening, reading, speaking & writing) are also assessed informally through teacher assessment throughout the course of Key Stage 3.

## **KS3 German or Spanish**

### ***Course structure***

At the start of term 4 in Year 7 about two-thirds of the year group start to study a second language. This is either German or Spanish. The decision about which subject students will follow is taken by the school.

The German and Spanish courses consist of the following topics:

<b>Year 7 and 8</b>	<b>Year 9</b>
<ul style="list-style-type: none"><li>• Introducing yourself</li><li>• Personal descriptions and personality traits</li><li>• Talking about school</li><li>• Talking about yourself, your family, friends and pets</li><li>• Talking about sport, leisure activities and online activities</li><li>• Talking about where you live and your home</li><li>• Talking about places in town, directions and summer holidays</li><li>• Talking about then and now and the weather</li><li>• Talking about TV, film, reading and music preferences and giving opinions</li><li>• Talking about style and social life</li><li>• Talking about holidays and what you have done in the past</li><li>• Talking about food and arranging to go out</li></ul>	<ul style="list-style-type: none"><li>• Talking about social media &amp; technology.</li><li>• Talking about music references, asking and answering questions</li><li>• Talking about careers and work</li><li>• Talking about health and keeping fit</li><li>• Learning about visits to Germany/ Spain</li><li>• Talking about topical issues, rights and privileges</li><li>• Talking about clothes and styles</li><li>• Understanding rules</li><li>• Discussing ambitions and role models</li><li>• Talking about food and arranging a party</li></ul>

## ***Assessment structure***

Student progress in German and Spanish will be assessed formally each term. These assessments will focus on a range of skills. All skills (listening, reading, speaking & writing) are also assessed informally through teacher assessment throughout the course of Key Stage 3.

## KS3 Geography

### *Course structure*

The geography course consists of the following topics:

<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
<ul style="list-style-type: none"><li>● Local area and map skills</li><li>● China and Population</li><li>● Rivers</li><li>● Weather, climate and hazards</li></ul>	<ul style="list-style-type: none"><li>● Globalisation and inequality</li><li>● Tourism</li><li>● The UK's physical landscape</li><li>● Coasts (including fieldwork)</li><li>● Glaciation</li></ul>	<ul style="list-style-type: none"><li>● Tectonic hazards (including trip)</li><li>● Extreme Impacts</li><li>● The Living World (GCSE unit)</li></ul>

Geography stimulates an interest in and a sense of wonder about places, in a changing world. Throughout Years 7-9 students will be able to look at a wide selection of places, their differences and how we are connected. Through a variety of teaching methods, students are able to question and investigate issues affecting the world and people's lives. They are able to collect both primary and secondary data and analyse this using a number of skills.

### *Assessment structure*

Student progress in Geography will be assessed throughout Years 7-9. Each year, they have three formal assessments which are grade assessed. It is important that students prepare for these carefully and work at or above their target. Additionally, students will be required to make improvements to their assessments, class and homework after work has been marked.

## KS3 History

### *Course structure*

The history course consists of the following topics:

<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
Invaders and settlers  The Norman Conquest	The English Civil War  Changing ideas	The Second World War
Medieval Religion  Medieval Monarchs	The slave trade  The Industrial Revolution	The Holocaust
The Black Death  Challenges to the Catholic Church	Getting the vote  The First World War	The USA: The development of the civil rights movement  The USA: Protest, progress and radicalism

### *Assessment structure*

Students will be assessed formally through assessments in each unit. Alongside this a selection of key pieces of work will be marked from each unit (at least once per term). These pieces of work are self/peer and teacher assessed. Students will be required to take part in a marking dialogue where appropriate, with verbal feedback taking place regularly within lessons.

## KS3 Music

### *Course structure*

The music course consists of the following topics:

<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
Rhythm	Keyboard	Keyboard
Keyboard	Samba	Themes and Variations
Listening and Appraising	Marimba	Listening and Appraising
Ukulele	Listening and Appraising	Keyboard topic 2
African drumming	Soundtracks	Soundtracks 2 OR Pop Music
Fanfares	Keyboard topic 2	Hooks and Riffs

The KS3 Music curriculum covers the key skills of performing, composing and appraising. With time given to ensure students are taught correct musical notation.

Music technology is utilised where appropriate to support composition skills.

***Assessment structure***

Student progress in music will be monitored by practical assessment tasks.

We have three hours of Music per fortnight which allows us to support students to make great progress.

***Extra-curricular music groups:***

Orchestra - for students who play an orchestral instrument of any ability.

Choir - for students who enjoy singing as part of a group.

Guitar and Ukulele Club, Keyboard Club, Percussion/Drums Club - for students to practise their instrument or try their hand at learning with the Music Captains.

Jazz Band - club where lots of musicians come together.

**KS3 Physical Education (PE)**

***Course structure***

The PE course consists of the following topics:

<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
Hockey	Hockey	Hockey
Rugby	Rugby	Rugby
Netball	Netball	Netball
Football	Football	Football
Dance	Dance	Dance
Gymnastics	Gymnastics	Gymnastics
Fitness	Fitness	Fitness
Athletics	Athletics	Athletics
Rounders	Rounders	Rounders
Cricket	Cricket	Cricket
Skern Lodge – outdoor Activities weekend		

***Assessment structure***

Student progress in PE will be assessed by end of term skills assessment and game play.

## KS3 Religious Studies (RS)

### *Course structure*

In RS, students follow the Oxfordshire Agreed Syllabus in Years 7 & 8, before starting the Full Course RS GCSE at the beginning of Year 9. The RS course consists of the following topics:

<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
Introduction to Philosophy of Religion	Judaism	Beliefs: Christianity and Islam
Islam		Relationships and Families
Inspirational people of faith	Hinduism	Practices: Christianity and Islam
Buddhism	Sikhism	
	Religious attitudes to drug abuse	

### *Assessment structure*

Student progress in RS will be assessed by:

- Completing baseline assessments
- Completing extended pieces of writing
- Completing exam questions
- Completing progress tests

## Key Stage 4, Years 10 & 11

Our aim is that all of our Year 10 and 11 students follow a broad and balanced curriculum that prepares them for their post-16 studies, the world of work and adult life. We believe that our curriculum is flexible enough to meet the individual needs of all our students. Some subjects (the core) are compulsory, but we offer the opportunity for students to make choices about subjects to study, supporting their core curriculum.

Current time allocations for the core subjects and option blocks are shown below:

<b>Subject</b>	<b>Timetable allocation</b>
English	7 hours per fortnight
Mathematics	7 hours per fortnight
Physical Education	4 hours per fortnight
Religious Studies	2 hours per fortnight
Science	8 hours per fortnight
Option Block A	5 hours per fortnight
Option Block B	5 hours per fortnight
Option Block C	5 hours per fortnight
Option Block D	5 hours per fortnight

The development of IT skills is supported across all subjects by students bringing in their own mobile devices (e.g. Chromebooks, laptops and tablets) which they are able to connect up to our wifi network and use to support their learning.

## Assessment in Years 10 - 11

While ongoing assessment of students' progress is integral to teaching and learning at Gillotts, all students are also assessed formally across the year group in each subject. These end of unit tests take place at set times during the school year.

There are also several sets of formal exams including:

- Year 10 mock exams (April/May)
- Year 11 mock exams (January)
- Year 11 second set of mock exams in English (February/March)

## Core subjects

### English

All students take English Language and English Literature GCSE.

### English Language

#### **Course structure**

The English Language course consists of the following topics:

<b>Year 10</b>	<b>Year 11</b>
English Language Paper 1 (fiction) Explorations in Creative Reading and Writing	Development/revision of English Language Paper 1 (fiction) Explorations in Creative Reading and Writing
English Language Paper 2 (non-fiction) Writers' Viewpoints and Perspectives	Development/revision of English Language Paper 2 (non-fiction) Writers' Viewpoints and Perspectives

#### **Assessment structure**

This course is 100% exam and is assessed through two exam papers taken at the end of Year 11.

### English Literature

#### **Course structure**

The English Literature course consists of the following topics:

<b>Year 10</b>	<b>Year 11</b>
English Literature Paper 1 Shakespeare and the 19th <sup>th</sup> Century Novel 'A Christmas Carol'	English Literature Paper 1 Shakespeare and the 19th <sup>th</sup> Century Novel 'Romeo and Juliet'
'English Literature Paper 2 Modern Texts and Poetry	Development/revision of Papers 1 & 2
English Literature Paper 2 Modern Texts and Poetry Power and Conflict poetry cluster	Development/revision of Papers 1 & 2

#### **Assessment structure**

This course is 100% exam and is assessed through two exam papers taken at the end of Year 11.

## Mathematics

### Course structure

All students are expected to take a GCSE in mathematics. We currently follow the Edexcel Syllabus. The course consists of the following topics:

Year 10	Year 11
<p>Number:</p> <ul style="list-style-type: none"><li>• Four rules with integers, decimals, fractions</li><li>• Fractions, decimals and percentages</li><li>• Ratio and proportion</li><li>• Index notation</li><li>• Surds</li><li>• Error analysis</li></ul>	<p>Number:</p> <ul style="list-style-type: none"><li>• Review and development of work covered in Yr 10, focusing specifically on functional contexts</li><li>• Financial Maths</li></ul>
<p>Algebra:</p> <ul style="list-style-type: none"><li>• Coordinates and linear graphs</li><li>• Expressions and formulae</li><li>• Sequences</li><li>• Linear equations</li><li>• Simultaneous equations</li></ul>	<p>Algebra:</p> <ul style="list-style-type: none"><li>• Quadratic functions</li><li>• Graphs of quadratic and other functions</li><li>• Transformation of graphs</li><li>• Inequalities</li></ul>
<p>Geometry:</p> <ul style="list-style-type: none"><li>• Properties of 2D and 3D shapes</li><li>• Transformations</li><li>• Perimeter, and area</li><li>• Measures, including speed and density</li><li>• Similarity and congruence</li><li>• Pythagoras and trigonometry</li></ul>	<p>Geometry:</p> <ul style="list-style-type: none"><li>• Angle facts</li><li>• Volume and Surface area</li><li>• Bearings, constructions and Loci</li><li>• Circle theorem</li><li>• Vectors</li></ul>
<p>Statistics:</p> <ul style="list-style-type: none"><li>• Probability</li></ul>	<p>Statistics:</p> <ul style="list-style-type: none"><li>• Graphing (bar, pie, stem and leaf etc)</li><li>• Scattergraphs and correlation</li><li>• Histograms</li><li>• Averages and spread</li><li>• Cumulative frequency graphs and box plots</li><li>• Data collection and hypothesis testing</li><li>• Sampling</li></ul>

*Note that this should be taken as a general guide, as some topics will only be covered by students taking the Higher GCSE exam, and full understanding of some simpler topics is required before more difficult concepts can be introduced.*

As with earlier years study there is an emphasis on developing understanding (as opposed to rote learning) and students are expected to be able to apply their skills in functional contexts, learning to

select appropriate mathematical skills to solve problems, to interpret their results and to communicate their findings. The skills taught at GCSE build on those taught in earlier years.

### **Assessment structure**

Students take three examinations, lasting 1.5 hours each and worth one third each of the qualification at the end of Year 11. Student progress during the course will be assessed by regular tests and assessment tasks. Year 11 students complete one set of mock examinations. This gives students and their parents a clear picture of their current levels and target topics.

### **Attitude**

Whether at GCSE or earlier in Years 7-9 we expect students to take ownership of their learning and address their target areas themselves. Helping students construct a learning structure that works for them, a system for review and revision and training on recall is, therefore, a key departmental priority. The department uses the SparX maths software to support students with this.

### **Science**

Those students who do not opt for Triple Science (separate GCSEs in Biology, Chemistry and Physics) take Combined Science. This route does NOT exclude students from studying A Level Biology, Chemistry or Physics.

### **Combined Science**

Combined Science provides a solid basis for all students as it allows them to deepen Key Stage 3 understanding and think about how science works day-to-day in the world around them. Students gain 2 GCSEs from this course.

<b>Year 10</b>	
<b>Biology</b>	B1 You and your genes
	B2 Keeping healthy
	B3 Living together- food and ecosystems
<b>Chemistry</b>	C1 Air and water
	C2 Chemical patterns
	C3 Chemicals of the natural environment
<b>Physics</b>	P1 Radiation and waves
	P2 Sustainable energy
	P3 Electric circuits

<b>Year 11</b>	
<b>Biology</b>	B4 Using food and controlling growth
	B5 The human body-staying alive

	B6 Life on Earth-past, present and future
<b>Chemistry</b>	C4 Material choices
	C5 Chemicals of the natural environment
	C6 Making useful chemicals
<b>Physics</b>	P4 Explaining motion
	P5 Radioactive Materials
	P6 Matter- models and explanation

### ***Assessment structure***

Student progress during the course is assessed lesson-by-lesson, through homework, regular exam questions and end of topic tests which allows us to track progress towards and beyond their target. Mock exams are taken at the end of Year 10 in each of the three sciences and again in January of Year 11. Students take four examinations at the end of Year 11. There will be a Biology exam, a Chemistry exam and a Physics exam (each worth 26.4% of the total mark) as well as a Combined Science exam (worth 20.8% of the total mark).

### **Triple Science**

#### ***Course structure***

Students who have shown a consistently high standard of work during Key Stage 3 are able to opt for Triple Science as part of the GCSE options process.

Although this course has its foundation in Combined Science, extra knowledge and skills are studied to gain three separate GCSE grades in Biology, Chemistry and Physics. This is the most appropriate route for students who hope to study science at A level and beyond and is generally opted for by over half the cohort.

This course consists of the following topics:

	<b>Biology</b>	<b>Chemistry</b>	<b>Physics</b>
<b>Year 9</b>	B1 You and your genes	C1 Air and water	P1 Radiation and waves
<b>Year 10</b>	B2 Keeping healthy	C2 Chemical Patterns	P2 Sustainable energy
	B3 Living together-food and ecosystems	C3 Chemicals of the natural environment	P3 Electric circuits
	B4 Using food and controlling growth	C4 Material choices	P4 Explaining motion
<b>Year 11</b>	B5 The human body-staying alive	C5 Chemical analysis	P5 Radioactive materials
	B6 Life on Earth-the past, present and future	C6 Making useful chemicals	P6 Matter-models and explanations

## **Assessment structure**

Students will complete six examinations in Year 11. There will be a breadth paper for each science worth 50% and a depth paper for each science worth 50%. Progress during the course is assessed in the same way as Combined Science.

## **Physical Education (PE)**

All students complete four hours of PE per fortnight. The main activities which they are involved in are:

<b>Year 10</b>	<b>Year 11</b>
Hockey	Hockey
Rugby	Rugby
Netball	Netball
Football	Football
Badminton	Badminton
Volleyball	Volleyball
Fitness – in Sports Centre gym	Fitness – in Sports Centre gym
Basketball	Basketball
Athletics	Athletics
Rounders	Rounders
Softball	Softball
Cricket	Cricket
	Tennis

In addition, students studying GCSE PE will have 5 extra lessons, which include theory and practical work.

## **Religious Studies (RS)**

### ***Course structure***

Students will complete the RS GCSE qualification, which they started in Year 9, during Key Stage 4. The course consists of the following topics:

<b>Year 10</b>	<b>Year 11</b>
Religion and Life	Religion, Crime and Punishment
Religion, Peace and Conflict	

### ***Assessment structure***

The course is assessed by:

- Completing exam questions
- Completing exam practice papers
- Completing mock exams

## Option subjects

The options process is based on providing the most appropriate route for each individual student whilst, at the same time, ensuring that every student receives a broad and balanced education. Students are required to make four option choices. They are allowed 'free choice' of their options, although comprehensive guidance is provided. Most combinations of choices are allowed but serious consideration is given to further education and employment prospects.

The GCSE subjects which are currently available are listed below:

Art & Design	Geography	Music
Dance	History	PE
Design Technology	MFL – French	Sociology
Drama	MFL – German	Triple Science (Biology, Chemistry and Physics)
Food Preparation & Nutrition	MFL – Spanish	

## Languages at GCSE

All students who are currently following dual language courses in Year 9 (French and Spanish or French and German) are required to choose at least one language GCSE as an option. We also encourage these students to select two languages.

Students who are currently studying one language in Year 9 are also encouraged to choose a language as an option.

## Alternative Qualifications

Although the majority of our students opt for traditional GCSE courses in Years 10 and 11, we do offer a range of other courses and qualifications. We provide comprehensive guidance to ensure that students opt for the most appropriate courses.

## Vocational Courses at Gillotts

We offer the BTEC Technical Award Child Development qualification. This course is assessed through a mixture of exams and continual assessment completed in class.

## **Personal, Social and Health Education (PSHE)**

PSHE (Personal, Social, Health and Economic education) is an important part of a student's National Curriculum learning. PSHE aims to give students the knowledge, skills and understanding to lead confident, healthy and independent lives and to become informed, active and responsible citizens, capable of forming good relationships and respecting the differences between people. Within the PSHE subject area, our aims are met by using a variety of teaching and learning methods, which are primarily classroom based, but can also include visits from professionals (such as receiving support from our school nurse and the careers adviser) and guest speakers where appropriate. Our programmes of study and schemes of work provide opportunities for all students to gain an increasing understanding of these core themes, which help prepare students to make informed choices in their futures. As the study of PSHE is central to a student's understanding of their world, we aim to create a positive learning environment in which students' enjoyment and understanding can flourish.

The delivery of PSHE largely takes place during five days (two whole days and three 'half' days) when the normal school timetable is suspended. On the 'half' days, students will have normal lessons during periods 1 and 2 and will then be taught PSHE in periods 3-5. Students follow the PSHE Association's programme of study that consists of the following themes:

- Careers
- Relationships
- Health and wellbeing
- Citizenship
- Living in the wider world

All students complete sessions on the above themes during the academic year. We also have a comprehensive E-Safety programme that students complete during tutor times, along with sessions on Health and Wellbeing with their tutor groups.

## School Policies

Copies of all the Governors' policies are available on the school website: [www.gillotts.org.uk](http://www.gillotts.org.uk)

The school's most recent inspection report can be found on Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The school's most recent performance data can be found on the Department for Education's website: [www.education.gov.uk](http://www.education.gov.uk)

## Curriculum Policy

### Aim

Our curriculum aims to:

- meet all statutory requirements
- provide a broad, balanced, relevant and personalised learning experience
- deliver high standards and achievement in all years, 7 to 11
- ensure continuity and progression within the school and between phases of education
- promote partnership between students, parents, teachers and the community
- acknowledge and celebrates achievement
- provide a wide range of extra-curricular activities that contribute to the overall learning experience
- support students' spiritual, moral, social and cultural development
- support physical development and students' responsibility for their own health, and enable students to be active
- ensure equal access to learning, with high expectations for every student and appropriate levels of challenge and support

The policy describes in detail the implementation of these aims.

## Behaviour

We are always most successful in helping students to manage their behaviour when we are working in partnership with parents. If you have any concerns about your child, please do not hesitate to contact us. We always keep parents informed of any concerns we have about a student's learning, or about behaviour or relationships which might affect learning. Students have the main responsibility for their own behaviour. They are also responsible for the consequences of their behaviour on the learning and well-being of others.

Gillotts School is a community of people - students, teachers, learning support assistants and other staff - committed to fostering and facilitating students' learning. Any behaviour which disrupts learning must be dealt with promptly and fairly. All the strategies we use in school are intended to help the disaffected or disruptive student to improve behaviour to help her/him to learn. They are also to ensure that other students can learn effectively, with minimal interruptions.

The policy describes the rights and responsibilities of all students. It explains how we promote and reward positive behaviour. It describes how good behaviour is promoted in lessons and how we respond to persistent disruptive behaviour. It describes the suspension and exclusion process.

## **Attendance**

Current research has established a clear link between attendance and a student's academic attainment. The aim of this policy is to ensure that no students are deprived of their educational opportunities, by either their own non-attendance or that of other students, in accordance with the principle of equal opportunities for all.

At Gillotts we believe that good attendance and punctuality are a crucial factor in enabling students to benefit from the education we offer. We will do all we can to ensure maximum attendance for all students and to identify and address any problems as quickly as possible. Our goal is 100% attendance for all students.

We recognise that parents have a vital role to play and that there is a need to establish good home-school links and communication systems for those occasions when there are concerns about attendance. The School will ensure that students feel happy coming to school and are treated with dignity and respect irrespective of their academic and social abilities.

## **Equality Duty**

Gillotts School is committed to exercising its functions in compliance with its Public Sector Equality Duty under the Equality Act 2010. It will therefore exercise its functions having due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct prohibited by or under the Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- Foster good relations between people who share a protected characteristic and those who do not share it.

We consider the needs of all individuals in their day to day work, in developing policy, in delivering education to our students, and in relation to our own employees. These commitments apply to our students, staff, governors, parents and other stakeholders and visitors and relate to the protected characteristics of sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity, and age (in relation to employment, but not in relation to students).

We appreciate that discrimination can take many forms: direct, associative, discrimination by perception, indirect discrimination, harassment, harassment by a third party, victimisation and in the context of disability, by failing to make reasonable adjustments. We realise that Gillotts School has a legal obligation under the Act to consider the needs of people with disabilities and, where it is reasonable so to do, to make adjustments even if this would result, on occasions, in disabled students/staff being given more favourable treatment when compared with individuals not suffering from disabilities.

Further, the School recognises that new Positive Action provisions in the Act 2010 allow us, in certain situations, to take certain action that is designed to alleviate disadvantages experienced by, or to meet the particular needs of, students and/or staff with particular protected characteristics provided that any such positive action is a proportionate means of achieving the aim of enabling/encouraging equality.

The School recognises it has to make special efforts to ensure that all groups prosper including:

- Boys and girls, men and women
- Students, families and staff with different religions or beliefs
- All minority ethnic groups including travellers, refugees and asylum seekers
- Students and others with special educational needs
- Students, staff and others with a range of disabilities
- Children looked after and their carers
- Students and staff who are gay or lesbian
- Students and staff who are pregnant or have just given birth
- Students and staff who are undergoing, have undergone or are proposing to undergo a process (or part of a process) of reassigning their sex.

The extent to which all students prosper is indicated by an analysis of the standards particular groups of students achieve and a measure of the progress they make. Exam performance is analysed by sub-group, using data published by the DfE and Ofsted, by Subject Leaders, Heads of House and the Leadership Team. It is reported in Subject Exam Reviews, Subject Quality Assurance reports, reports to Governors and in the school Self Evaluation Form.

The School has identified action that both supports our Equality Duty and ensures our compliance.

## **SEN**

Gillotts values the abilities and achievements of all its students and is committed to providing, for each student, the best possible environment for learning by:

- ensuring the identification of SEN as early as possible in students' school careers
- monitoring progress
- working collaboratively with parents/carers and outside agencies
- involving students in decision-making
- personalising learning for students
- promoting independence
- ensuring that the responsibility for SEN held by all staff and governors is carried out

The policy describes in detail the procedures for identification, assessment and provision.

## **Disability Information**

The principle of equality is at the heart of Gillotts' ethos. It is expressed daily in interactions between students, staff, parents and visitors. It is formally expressed through Governors' policies on Equality and Accessibility. Existing facilities to assist access to the school by students with disabilities include handrails, yellow ground markings, ramped access to all buildings, a number of automatic doors, a lift to the Library and ICT suites, disabled toilets and showers and good lighting levels.

## **Admissions Arrangements**

Gillotts' admissions are managed by Oxfordshire County Council. Complete details of their procedures can be obtained from the Oxfordshire Admissions team telephone number 01865 815175.

In summary, places are allocated on the following basis:

- children with an Educational & Health Care Plan, or who are looked after
- children of staff at the school
- children living in the school's normal catchment area
- siblings of children already attending the school
- children who attend a partner primary school

When these criteria have been exhausted and places remain available priority will be given to those children who live closest to the school.

There are 180 places available in Year 7. This year we received 489 applications, of which 223 had Gillotts as their first preference.

## **Safeguarding Children**

The school has clear policies and procedures to ensure the safeguarding and welfare of students, which are regularly reviewed in the light of best practice. The Headteacher, Deputy Head, SENDCo, governor and other members of staff responsible for recruitment have all completed Safer Recruitment Training.

## Uniform

All students at Gillotts are expected to wear school uniform. Gillotts' uniform is intended to be smart, simple, functional and value for money.

Standards of uniform are very high and we assume, by selecting Gillotts for your child, you will accept our policy and support us in maintaining these standards. The uniform list can be found below, but the following additional comments may also help:

No jewellery apart from a maximum of two small stud earrings, one in the lobe of each ear. No extreme hair styles or non-natural colour. Bracelets and charity wrist bands are not permissible. No make-up or nail polish may be worn.

Plain brown, grey or black belts that fit through trouser belt loops may be worn. Non uniform scarves may be worn outdoors.

Muslim girls who wish to wear hijabs may do so provided the fabric is plain, light weight and dark blue or black. Garments covering the face or whole body are not permitted. Jewish boys may wear a skullcap and Sikh boys may wear a turban. A lightweight gold or silver chain with a small religious symbol is permissible.

It is the responsibility of parents to ensure their children come to school in correct uniform. Staff will monitor that students are wearing correct uniform at all times. Non-uniform items will be confiscated. Black soft shoes & other items of uniform can be borrowed from the Student Services. Students may be sent home to change, or taken out of lessons, should this not be possible.

Requests to vary the uniform for particular reasons, such as medical needs, will always be carefully considered.

### **NOT** acceptable:

- denim

- training shoes – please see the additional guidance regarding acceptable styles of shoe

- canvas shoes

- track suits and hoodies

- make-up

- jewellery, other than watches and stud earrings (maximum one in each ear)

The only exceptions (from a certain piece of uniform) will be if a student has a doctor's note. A note from parents is not accepted.

Outdoor coats may not be worn in the classroom.

Headphones may be worn only if the student is using them for a classroom based activity.

## School Shoes

Black shoes, leather or leather-look, closed back and front (no trainers, boots, sandals, Velcro straps)

The pictures below are a guide to the range of acceptable styles.



Please note trainers or trainer-style shoes are not acceptable, for example:



The Headteacher's decision on matters of uniform is final.

Students will often 'pressure' parents into buying non-uniform items under the pretext that others are wearing them. Parents are advised to contact their child's tutor if they are uncertain about any item.

Parents are asked to support the school in discouraging extremes in fashion, hairstyles and footwear.

In the case of financial difficulties, please contact your child's tutor.

Student Services can supply items of uniform on a temporary basis if a student is missing it, but these must be returned at the end of the day.

Items of school uniform supplied by Gillotts (see following list) can be ordered directly from our uniform supplier for collection from Student Services.

**All items of uniform should be named. We can only return items of lost property to students, including expensive items such as trainers, if we know who they belong to!**

## **Uniform List**

Navy blue Gillotts school polo shirt – with long or short sleeve

Navy blue Gillotts school sweatshirt

Plain black or dark grey tailored trousers (*no leggings, jeans, cords, canvas, denim or cargo style*) or

Regulation Gillotts black school skirt worn to the knee or

Plain black or dark grey tailored school shorts (summer months only) (*no canvas, denim, or cargo or skin tight styles*)

White or black socks or

Black or flesh coloured tights

Black shoes, closed back and front (*no trainers, boots, sandals; please refer to our school shoe guide*)

Plain outdoor coat (*no large logos, no hoodies, no denim, leather, leather-look or suede*)

## A guide to PE Kit

### Please note:

Students participate in all sports.

<b>Rugby and Football</b>	Gillotts rugby shirt Gillotts skort <i>or</i> Gillotts sports shorts Gillotts sports socks Football boots Shin pads ( <i>football only</i> ) <b>NB</b> a gum shield is strongly recommended
<b>Hockey</b>	Gillotts rugby shirt Gillotts skort <i>or</i> Gillotts sports shorts Gillotts sports socks Football or hockey boots or astros Shin pads <b>NB</b> a gum shield is strongly recommended
<b>Netball</b>	Gillotts rugby shirt Gillotts skort <i>or</i> Gillotts sports shorts White socks Trainers
<b>Cricket, Rounders, Athletics and Indoors (except Gym and Dance)</b>	Gillotts sports polo shirt Gillotts sports shorts <i>or</i> cycling shorts White socks Trainers
<b>Gym and Dance</b>	Gillotts sports polo shirt Gillotts sports shorts <i>A leotard is compulsory for female students – this may be worn with cycling shorts or leggings (as an alternative to the Gillotts sports shorts) and with the Gillotts sports polo shirt</i>
<b>Outdoor optional</b>	<i>Gillotts sports fleece (optional but strongly recommended)</i> <i>Thermal baselayer (navy or black) (optional but strongly recommended)</i> <i>Cricket whites (optional)</i>

*We ask for the sports kit to be named (at least with initials) on the front – sewn or stuck on – this helps us to return kit to students when lost.*

## Useful telephone numbers

The main school switchboard number is **01491 574315**

<b>Darwin House</b>	01491 636803
<b>Orwell House</b>	01491 636802
<b>Pankhurst House</b>	01491 636804

## Governance information

Gillotts School converted to academy status on 1 March 2012; the school transferred to join the River Learning Trust on 1 March 2025. River Learning Trust (RLT) is a multi-academy trust responsible for 30 primary and secondary schools across Oxfordshire and Swindon, an alternative provision provider and a school-centred initial teacher training provider (SCITT). The trust's schools are united by our principles and our commitment to working together to achieve excellence in education. Please visit the RLT website to find out more: [www.riverlearningtrust.org](http://www.riverlearningtrust.org).

Whilst the Trustees of RLT have overall responsibility for the school, many responsibilities are delegated to the Local Governing Body (LGB). Governors at Gillotts are reflective of a variety of backgrounds. Staff of the school elect three representatives and the Headteacher is an ex officio member of the LGB. Parent governors are drawn from the parent body and are generally nominated and elected by them. Other governors with expertise and experience in fields which will be beneficial to the school are drawn from the local community and are co-opted onto the LGB. The numbers are as follows:

- 6 parent governors
- 4 staff governors (including the Headteacher)
- 4 co-opted governors

The Chair of Governors is Mrs Emma Hunt and the Clerk to the Governors is Mrs Leanne Herbert. Both can be contacted via the school.