Tuesday September 28 2021

Key Stage 3 Information Evening incorporating English and Maths

Mr Day – Key Stage 3 Progress Leader Mr Weston – Assistant Key Stage 3 Progress Leader Miss Crosby and Mrs McQuire – Year 7 and 8 Year Managers English: Mrs Crampton (KS3 Area Leader) & Mr Wainwright Maths: Mr Fishburn (Head of Maths) Mr Clarkson – Assistant Headteacher





- In order to mitigate Covid-19 risk and support the community, we request that all visitors take the following actions:
- Sanitise hands on arrival and departure
- Wear a face covering in communal spaces such as corridors and assembly halls
- Maintain a reasonable distance between household groups where possible when moving around the school or sitting in communal areas
- Do not come into school if, on the day, you are displaying symptoms of Coronavirus, or have tested positive for Coronavirus, or have been instructed to self-isolate.





Key Stage 3 Information Event incorporating English and Maths

Purpose of the event

- To outline how Prince Henry's will assess our students and support them in making excellent progress across subjects
- To share resources from English and Maths to enable parent/carers to support their children in these subjects
- To remind parents of the pastoral support available



Year 7 so far...

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- Students have made an excellent start
- Feedback from staff has been that they are engaged and working very well
- Students are conducting themselves well at break and lunchtime too and following the new protocols



MEA OT AT BT

KS3 Curriculum and Assessment

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Prince Henry's Grammar School

Prince Henry's KS3 Curriculum and Assessment Model

We use a model that seeks to:

- Support our wider school aims of producing well rounded, independent young people with the skills to succeed.
- Develop the key knowledge, skills and understanding required for success in KS4.
- Develop a growth mindset.
- Be simple and easy for all to understand.



Assessment – ensuring student challenge...

Taking the GCSE grades 9 to 1 as the basis of our assessment system

In year 7 students will receive a **MINIMUM** ESTIMATED ATTAINMENT (MEA) grade on their second Progress Report.

This shows the **MINIMUM** we **ESTIMATE** that child to

ATTAIN by the time they leave Prince Henry's.

This is generated using:

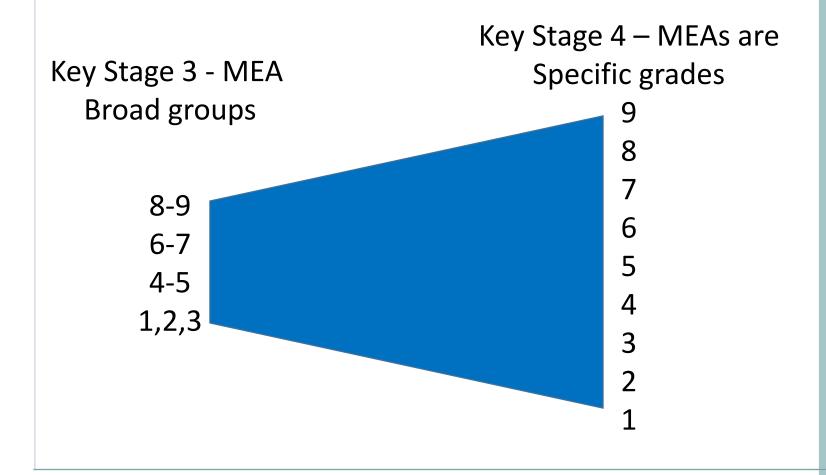
- KS2 SATs
- CATs
- KS2 & KS3 Teacher assessments

Reviewed and if necessary personalised by subject staff.



Assessment – Minimum Estimated Attainment

Key Stage 3 students MEAs will be in one of 4 groups:





Assessment – Minimum Estimated Attainment

Five year flight path.

Key Stage 4 MEA

6

Key Stage 3 - MEA (Broad groups)

6-7

Through KS3 the work students complete should be at a standard that enables them to start year 10 'GCSE Ready' to achieve a 6 or a 7 in their GCSE.



How might this appear in lessons and student's work?

The climate for learning in all classrooms will be positive

11

Students will receive appropriate rewards and sanctions at all times

Students will have a clear idea of the WHAT and WHY of the topics they are studying

They will receive regular feedback in lessons on their progress. Examples include...



Learning Journey		
ATL STAMPS ATT STAMPS	UNDERARM Deform and replicate underarm clear with control and accuracy. To under- stand when to use overhead/underarm clear dear. To develop the skill of outwitting ap. onponent using a combination accuracy. The second table of the second ta	GAME PLAY In develop their understanding strategies. To understand and appreci- tate the need to make decisions about choice of strategy depending on whether attacking of defending.
around between them oulddy. To begin to outwit opponents with movement of the shuttle. KNOWLEDGE BOA		describe the difference in doubles court markings. To be able to assess & evaluate own performance and weaknesse. Badminton. To demonstrate a variety of tactics based on the movements of others LEADERSHIP B O A COMPENNON

TARGET FOR Y8:

www:_

TOPIC	YEAR 7 Badminton – Developing Basic Skills				
WHY	 To adopt the 'ready position' to be in the correct position to play a variety of shots 				

EBI:_

SC	MEA 3	MEA 4/5	MEA 6/7	MEA 8/9
RESILIENCE	I have the confidence to give it a go and can meet basic fitness requirements of session	I am confident enough to maintain correct grip under pressure and can move quickly at times in the session	I am determined to succeed and work harder in challenging situations. I help others succeed and have fast footwork and good stamina	I have excellent agility, stamina and fast feet. I help motivate others and thrive on tough challenges
APPLICATION OF SKILL	I can hold the racket with the correct grip and at times show correct stance	I know what the 'split' position is and I can move around the court using the correct positioning	I understand what my racket leg is and alter my movements accordingly	I know how to adjust my grip and always maintain a strong ready position throughout rallies

PROGRESS AGAINST TARGETS		ATTITUDE TO LEARNING			
6000	VERY GOOD	EXCEPTIONAL	MINIMUM	BETTER	OUTSTANDING
1 stamp	2 stamps	3 stamps	1 stamp	2 stamps	3 stamps
Achieved all bar one of targets	Achieved all of the success criteria from	Achieved 1 or more of the success criteria from	You are as learner who does what you are asked to do but you rarely extend yourself and are too easily satisfied with your progress.	You are keen to succeed and are sufficiently engaged with learning to stand out from many of the students.	You are very ambitious and your outstanding engagement enables you to stand out from the majority.
	targeted ones.	the higher target.	Your level of engagement rarely enables you to stand out from others.	You are enthusiastic and responsible.	You are self-motivated, committed and independent.





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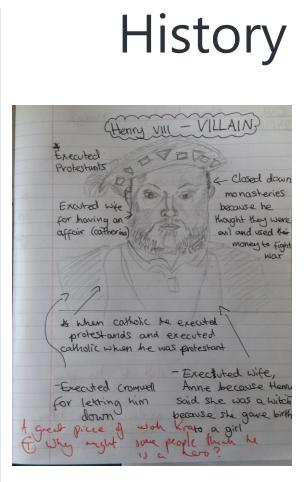
Answer the following question:

Explain why there are more factories in the East of China compared with the West of China.

Use your work from the last few lessons and your new learning from today to help you. You can also use your iPad to help you. Read the following guidance:

MEA 1-3	A basic answer that shows an understanding of the question above.
MEA 4/5	As above, but some named Chinese regions are mentioned. Some common products that are made in China are also mentioned.
MEA 6/7	A more developed answer – in paragraphs - with all of the above. The following themes are also addressed: the importance of flat land, the importance of shipping and trade, population density.
MEA 8/9	A highly developed answer – in paragraphs - with all of the above. The student writes in linked sentences that show a detailed understanding of the connection between where most Chinese people live and work and the physical (or natural) geography of China. Relevant statistics (or figures) are also used.





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Feel extremely scared
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the start. Honeicer Kuizer was committed to his 1 ware scared in they were looving	the war.



Tracking progress...

Students' progress towards their MEA will be reported home 3 times per year.

Staff will NOT give a current level or grade.

Staff will report whether a student is 'above track, on track, below track or substantially below track' to achieve their MEA.

Feedback received and acted upon will be more important than specific grades.





	Progress 1
Subject	Attitude to Learning
English	1
Mathematics	3
Art	3
Drama	2
French	2
Geography	1
History	2
ICT	2
Music	2
PE	3
RS	2
Science	3
Technology	2

Attitude is a judgement about whether or not your child shows the right attitude to their learning in order to achieve their MEA (1-4 scale as in KS3).

 Minimum Estimated Attainment: Represents the minimum level that we would expect your child to reach by the end of Year 11.

These are reviewed at the end of each year to ensure that they are realistic and challenging.

On Track indicates whether or not your child is on track to achieve their target by the end of Y11.

4/5

A = Above track, O = On track, B = Below track, S = Substantially below track



Attitude to Learning judgement

Attitude to Learning				
1	Outstanding Attitude			
2	Better than expected Attitude			
3	<i>Minimum Expectation for Attitude at Prince Henry's</i>			
4	Below Expected Attitude			



Attitude to Learning judgement

	Attitude to	Level of ATL has been shown to be one of the
	Learning	best predictors of outcomes in examinations.
1	Outstanding Attitude	You are very ambitious and your outstanding engagement with learning, in school and at home, enables you to stand out from the majority of students in your year group. You are a self-motivated, committed, independent learner.
2	Better than expected Attitude	You are keen to succeed and sufficiently engaged with learning, in school and at home, to stand out from many of the students in your year group. You are an enthusiastic, responsible learner. Increased self-motivation, resilience and independence would make you an outstanding learner.



Attitude to Learning judgement

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Attitude to	Level of ATL has been shown to be one of the best		
Learning	predictors of outcomes in examinations.		
Minimum	You like the idea of being successful but the level of your		
Expectation for	engagement with learning, in school and/or at home, rarely		
Attitude at	enables you to stand out from other students in your year group.		
Prince Henry's			
	You are a learner who does what you are asked to do, but you		
	rarely extend yourself and are too easily satisfied with your		
	progress. Increased enthusiasm and taking responsibility for your		
	own learning would make you a better than expected learner.		
Below	You need to be more ambitious in order to achieve your potential.		
Expected	Your level of commitment to learning in school and/or at home is		
Attitude	below the level of most of the other students in your year group.		
	This may be in a range of areas or more specifically you may need		
	to improve concentration (C), engagement (E) or behaviour (B) in		
	class. You may also need to improve your response to deadlines		
	and/or home learning (H). Doing everything that you are asked to		
	do would raise you to the minimum expectation for Prince		
	Henry's.		
	Minimum Expectation for Attitude at Prince Henry's Below Expected		











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AT BT

ΟΤ

Supporting your child in English

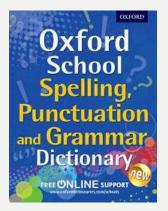


Prince Henry's Grammar School

PARENT **INFORMATION EVENING**

ENGLISH AT KEY STAGE 3

SUPPORTING YOUR CHILD WITH ENGLISH











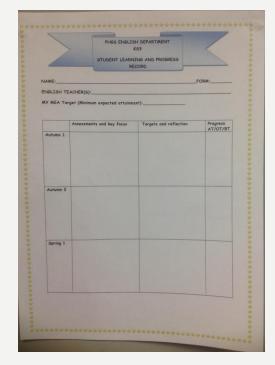
WHAT IS THE PURPOSE OF THIS SESSION?

• WHAT: To provide up to date information on curriculum changes and useful ideas to help you to support your child with English at home.

• WHY: So that school and parents can work closely together to develop English skills and get your feedback on the types of support that parents really need and want.

INTERPRETING YOUR CHILD'S ENGLISH BOOK.

- Every student in Key Stage 3 will have a Student Learning and Progress Record sheet stuck into the front of their book.
- Every half term there will be an assessment window where students will do a reading or writing task. These will be alternated, and on track judgement will be given.
- Students will be expected to record the feedback they are given and reflect on the skills they need to be working on next.



INTERPRETING YOUR CHILD'S ENGLISH BOOK

- In English we use marking matrixes. Some of these will be available for you to have a look as you leave the hall.
- These cover the key reading and writing skills that are filtered down from the GCSE criteria.
- Teachers will use these to make a judgement on whether the work produced by your child in on track, above track or below track for their minimum expected attainment target grade. These will be recorded in the tracker for you to see. With clear targets for each student.

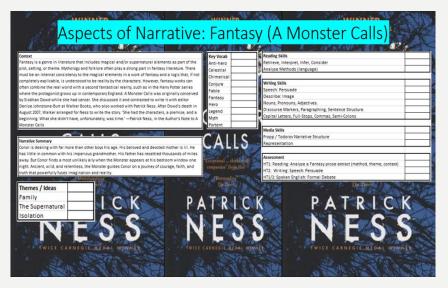
to emphasise how much of a difference were to emphasise how much of a difference word is
to emphasise how much of a difference to emphasise how much of a difference when August puts on his hearing aids. A rear word is "whoa!" as this can be connotated whith things such as "whoa!" as this can be connotated whith things how how how
when August prove constated which things sur
"Whoa" as only exceed change. This shows no
"Whoa!" as this can be constated unge. This shows how surprises or a big unexpirated change. This shows how
amazed and administration of the
Surprises or a big unexpected change induse the amazed and surprised the feels. Explain fonalyse the metapher Som. Why a lightbulb? Another porce to suggest on at he changed his feelings Another porce to suggest on at he changed his feelings
Another part to still have some times you
Another part to suggest that the now sometimes you on his hearing aids is "Funny now sometimes you on his hearing aids is "Funny now sometimes you on his hearing aids is "Funny now sometimes you
on his hearing aids "is "Funny how ours do out to warry about something and it turns do out to be nothing". In onis grate he is referring to how the started of getting hearing but it
pe nothing". In onis "griote he is reporting to
he youse to be scared of getting hearing but it
turned on out to be nothing or not a big deal.
turned and to be nothing a not
Key words?
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ST
ST A great effort at a duallying task
all pro lico
OF CT. Rewrite the opening PEA onalyse the technique July.
(CT.) Kenne me fully
The technique Aung
12 and all the guestions.
Rowe all the questions.

ENGLISH AT KEY STAGE 3

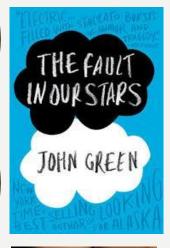
- The PHGS English curriculum is broad and balanced, exploring genres of English Literature and use of the English language from ancient times to modern.
- Students begin by studying Aspects of Narrative, where compelling Fantasy and Mystery stories are used as a basis to understand character and narrative theory. Every student will have their own student knowledge organiser which will outline their learning journey for the term and the key reading and writing skills to be covered.
- The first year of English at PHGS ends with an introduction to Shakespeare, focusing on the skills needed to explore a writer's methods. These are new skills for year seven students.
- In the second year students study narratives of Dystopia, the Gothic Genre, and a Shakespearean Romance in some detail.
- In the third and final year of Key Stage 3 students study Power and Conflict Literature, Postcolonial English, and a Shakespearean Tragedy.

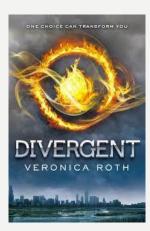
STUDENT KNOWLEDGE ORGANISERS

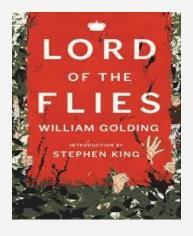
- From this year every student will have a copy of the student knowledge organiser for the unit they will be studying.
- For Year 7 Fantasy literature, Mystery fiction and the introduction to Shakespeare.
- For Year 8 Dystopian literature, Gothic Fiction and a Shakespearean comedy/romance.
- You will find these stuck into their books, with a copy of the key vocabulary to be learnt that term.

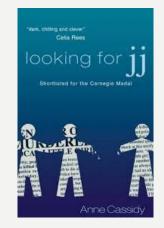


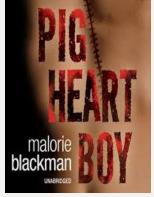
GET YOUR CHILD READING!

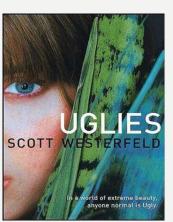


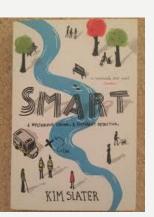














READING LESSONS AT KEY STAGE 3

- Reading lessons are a very important part of the English curriculum.
- Your child will have a fortnightly reading lesson where the first part of the lesson will be focussed on key reading skills such as: retrieval, inference, analysis and evaluation. They will also be offered a wider range of academic reading including 19th century texts – both fiction and non-fiction.
- The second part of these lessons gives students the opportunity to develop their independent reading. There will be some of our independent reading resources to have a look at later.



READING FICTION AND NON FICTION

- Raising the profile of reading at home is a good way to ensure reading skills are developing in readiness for G.C.S.E. Let your offspring see you read!
- The new G.C.S.E. specification has a focus on 19th Century literature so your children will be introduced to more of this during Key Stage 3.
- Some parents find it a huge challenge to get their child to read independently especially with all the modern technological distractions. Your child's English teacher will be able to provide your child with some really useful reading lists. There will be some to pick up on your way out.
- Reading short articles or sampling chapters of fiction and non-fiction texts is still going to improve reading stamina and fluency. Getting them to read little and often will help a lot.

WRITING SKILLS AT KEY STAGE 3

- As you have heard, your child will be reading a wide range of reading material and forms. These will be used as a spring board to write for different purposes and audiences, employing forms such as letter writing, opinion articles, short stories, poetry, and scripts.
- Explicit teaching of spelling, punctuation and grammar is embedded into all of our schemes of work. The national curriculum for Key Stage 3 puts a lot of emphasis on students being able to proof read their own work.
- Often students are so keen to get Home Learning out of the way and so don't spend the essential five minutes self correcting.
- At home it is often very useful for parents to read over work and simply underline in pencil any errors for the child to sort out themselves.
- Primary schools focus on cursive handwriting, however at secondary school the emphasis is on legibility. Many students find they prefer to print or do a combination of both. The focus now is on content and confidence in producing engaging and effective texts.



Thanks for listening

MEA OT A BT

Supporting your child in Maths

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Prince Henry's Grammar School

KS3 Maths

Support at PHGS Mastery of Maths
 Fewer topics are covered in more depth



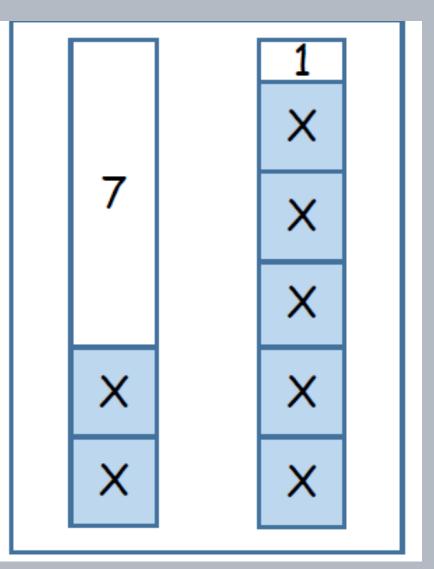
 Use of manipulatives, more pictorial representations before going onto abstract applications e.g. algebra

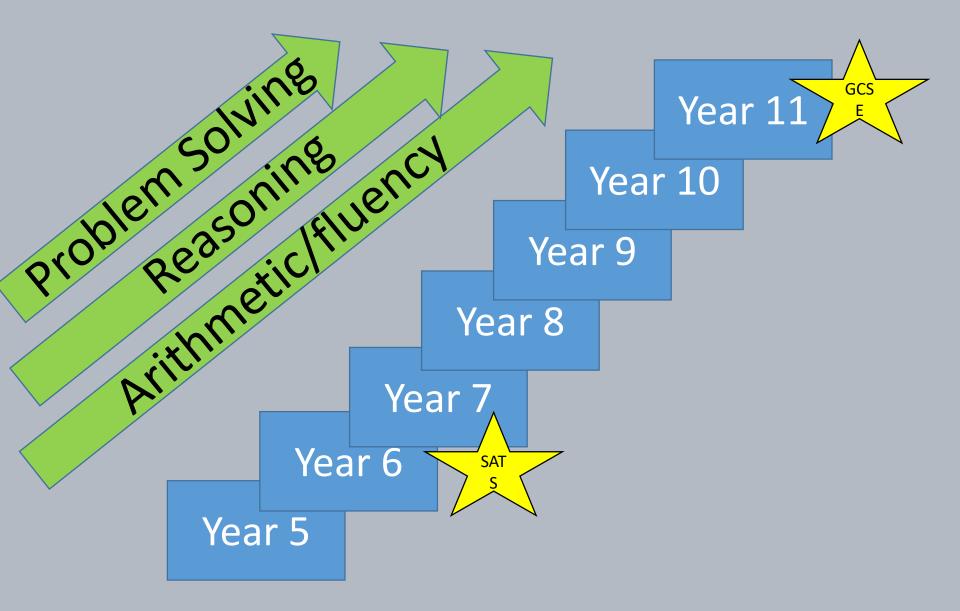
 Deepen conceptual understanding of key mathematical ideas

 Greater emphasis on problem solving and on encouraging mathematical thinking

$$2x + 7 = 5x + 1$$

Pete and Steve start with the same amount of money. Pete buys two "things" and has £7 left. Steve buys five "things" and has only £1 left. If the "things" are all identical how much does a "thing" cost?

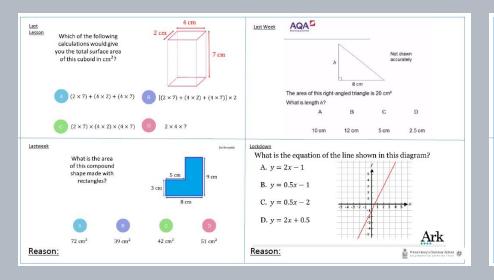




Lockdown – what have we done to address gaps in students' knowledge and understanding?

- Remote teaching changed the order of teaching some hands on topics such as transformations, bearings to allow them to be delivered in school.
- KS2 Baseline assessment in year 7 to help identify gaps, topics that students found difficult.
- Used this data to put students into initial sets these are being reviewed at half term.

• Recall starters – consolidate topics that were taught in lockdown:

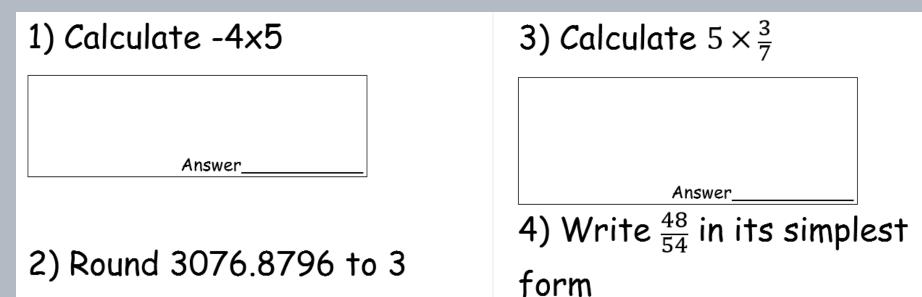


<u>Last Lesson</u>	<u>Last Week</u>
Find the HCF of 12 and 16	Find the LCM of 60 and 45
<u>Last Topic</u> List all the factors of 48	Lockdown What is the name of this sequence of numbers; 0,1,1,2,3,5,8 What are the next three terms in the sequence?

- Assessment topic checks.
- Ongoing checking of understanding, practice problem solving and reasoning questions prior to summative assessments (link on SharePoint)

Find the LCMs of each	pair of numbers.	<u>2.</u>			
a) 30 and 50	b) 16 and 24		a factor tree for eac	h number.	
.,	29 10 010 21	Write eac	h number as a produ	act of its prime facto	ors.
		a)	80	b)	68
By listing the factors of The highest common	each number, find the HCF of 36 and 27 factor of 36 and 27 is	80 =		68 =	
		<u>4.</u>			
	45 =		has a 45 cm length of two pieces, she wants		
HCF =	d the HCF and LCM of 63 and 45	b) A comj One type	e maximum length of pany stacks two types of box is 15 cm tall, th he lowest height wher	of boxes next to each	other.

Assessment – summative assessments (end of term tests)

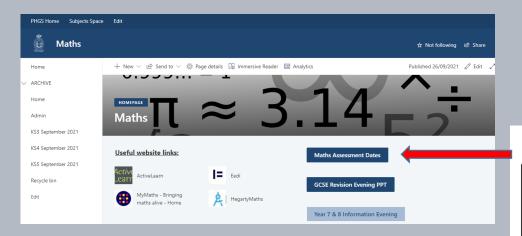


significant figures

Answer

Answer_____

1 Show each step to work out $3^3 \times (35 - 5^2)$	Year	(5 marks)5 Factorise each expression completely.a 21x + 14
	(3 marks)	b $9x^6 - 6x^5$
2 Work out a 13 – 3 ² Skills questions		(3 marks) Problem solving question
b 13 + (-3) ²		6 A turnstile moves at a maximum rate of 18 <i>p</i> /min, where <i>p</i> represents the number of people that can pass through, one at a time.
3 Write (7 ⁵) ³ as a single power.	(3 marks)	Work out how many people can pass through in 2 minutes and 20 sec- onds.
	(1 mark)	
 4 Find the value of each expression when a 2p² 	<i>p</i> = 3 and <i>q</i> = 7	(3 marks)
b (4 <i>p</i>) ²		Reasoning question
c $(p^2 - q)^3$		7 Which is bigger – the reciprocal of 10 or 10°? Show your working.



Maths Assessment Dates Sept 2021 - July 2022

	Week starting Monday	Week	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
	6 th Sept	1							
	13 ⁿ Sept	2	BASELINE TEST					BASELINE TEST	AS Re-sit
Half term 1	20th Sept	3							Reset trgts
2	27th Sept	4							
Ĩ	4th Oct	5					TEST AQA P1		TEST
	11th Oct	6					Ast Ment		UCAS pred grades
	18th Oct	7	TEST	TEST		Pers MEAs		TESTS- 1.PURE & 2. APPLIED	PR1

	Monday	Week	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
	1st Nov	8	PR1 (ATL)		IESI		PR1		
сі Е	8th Nov	9			PR1			Pers targets	
	15th Nov	10		PR1		TEST			PARENT
	22nd Nov	11						PR1	
ţ,									

What can you do at home to help your child make progress?

- Equipment (maths shop)
- HL Check their planner. Encourage! Correct environment, time & place where they can concentrate. Try and do early!
- Create a positive learning culture Try not to tell your child they are wrong when they are working on problems. Their way might not be the same as yours! There is always some logic to what they are doing.

- Build and maintain skills
- Let them help you take measurements when doing any DIY. It really helps them to understand conversion in the class room if they have experience of measuring in metric and imperial.
- Let them weigh ingredients for recipes.
- Let them adapt recipes for smaller or larger portions.
- Let your son/daughter add up the cost of your shopping while you are out.
- Regular practice is the key to success.
- They may have been very good at maths in Primary School and know their tables off by heart, however if they do not practice regularly they will soon forget what they have learnt.

Mr Holland uses 367 units of electricity in one month. He pays 5.84p for each unit of electricity. Mr Holland also pays a fixed charge of £6.14 for the month.

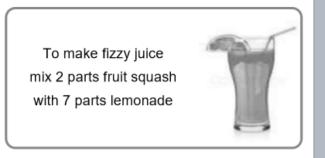
Work out the **total amount** he pays.

A plane flies 1400 kilometres in 2 hours 20 minutes.

Calculate the average speed, in km/h, of the plane.



Here are the instructions on a bottle of fruit squash.



Tom has 80 ml of fruit squash.

He also has 210 ml of lemonade.

What is the maximum amount of fizzy juice he can make?

Date	Description	Credit (£)	Debit (£)	Balance (£)
01/09/18	Starting balance			1140.79
06/09/18	Car repairs		256.00	
17/09/18	Gas bill		87.31	
24/09/18	Salary	2069.75		

Home Learning – Hegarty Maths – use curricular targets from HL, recall starters & topic checks

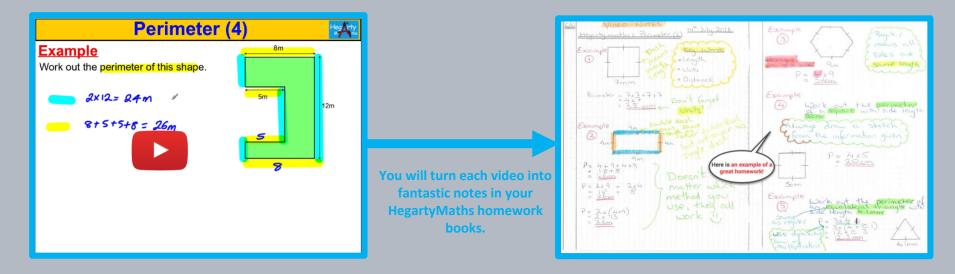




Built to make independent learners

Step 1:

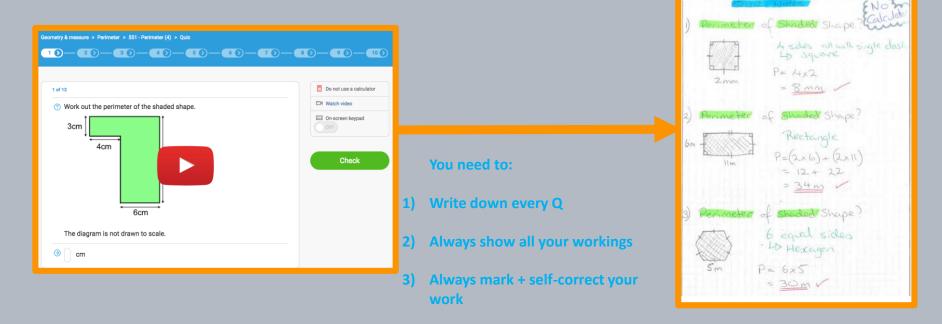
Watch the video, take notes of all modelled examples.



You will <u>always</u> produce a set of well-written notes of all the modelled examples in the video as we want you to be an expert note-taker and to revise before you try the quiz. If you know the material, you still have to take the notes as sometimes you have to revise topics you already know and it's good for your long-term maths memory.



Assess your learning from the video in a quiz.



You will <u>always</u> show your workings and mark all questions you ever do. If you can do the question in your head you still need to show your workings as that is part of being a great mathematician.

Year 7 & 8 Maths Information Evening

(see links on SharePoint: https://princehenrysco.sharepoint.com/sites/Math-dev/SitePages/Maths.aspx)

Maths websites that we subscribe to:

hegartymaths.com

(students use their DOB to login and then create their own passwords)

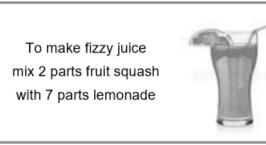
www.mymaths.co.uk

school login: phgs school password : mathspig

www.justmaths.co.uk

Student login: PHGSStudent Student password : PHGS

Here are the instructions on a bottle of fruit squash.



Tom has 80 ml of fruit squash.

He also has 210 ml of lemonade.

What is the maximum amount of fizzy juice he can make?

A plane flies 1400 kilometres in 2 hours 20 minutes.

Calculate the average speed, in km/h, of the plane.

Date	Description	Credit (£)	Debit (£)	Balance (£)
01/09/18	Starting balance			1140.79
06/09/18	Car repairs		256.00	
17/09/18	Gas bill		87.31	
24/09/18	Salary	2069.75		

Mr Holland uses 367 units of electricity in one month. He pays 5.84p for each unit of electricity. Mr Holland also pays a fixed charge of £6.14 for the month.

Work out the **total amount** he pays.

Any further questions: info@princehenrys.co.uk

Mrs Wray (Mastery Lead & Deputy Faculty Leader) Mr Fishburn (Faculty Leader)





COLLABORATIVE LEARNING TRUST

Pastoral Organisation

- Tutor groups
- Support networks and how to access them

- Tutor time
- Opportunities



Wider Support at Prince Henry's

- Enhanced Pastoral team
- Student 1st point of contact form tutor
- Parent/Carer 1st point of contact Year Manager
- In school support Pastoral Support workers
- Targeted counselling services
- TAMHS
- CAMHS





PHGS PE Extra-Curricular Timetable 2021-22

DAY	VENUE	Lunch 12.15-12.45 or 1.15-1.45pm	After School 3.10 - 4.15/4.30pm					
	Sports Hall	Hockey (Years 7/8) (Week A) Mrs Holstead	Recreational Badminton (All Years) Mrs Morris					
>	Gym		Dance (All years) Mrs Holstead Table Tennis Coaching session (£2 per session) (Yrs 7-10) – Peter Thompson October onwards (Main Hall) tbc					
lday	Swim Pool	Club Swim (All Years) Mrs Miller/Mrs Wilson tbc						
Monday	Courts		Recreational Netball (Years 7-10) Sports Leaders Community Netball club (Years 5/6) Sports Hall/ Courts – (4.30-5.30pm) Mrs Fenton-Green/Miss Thomas					
	Pe2		Rowing Club (All Years) Mrs Wilson/ Joe Bramham-Butts Boys Rugby training (Year 11/Seniors) 6.30pm @ Otliensians Mr Atkin/Mr Smith/Mr Wood					
ay	Fields		Boys Rugby (Year 7 and Year 10) Mr Hyam/ Mr Curtis/ Mr Latham/Mr Hargreaves					
Tuesday	Sports Hall	Badminton (Years 9/ 10) Mr Hyam/ Mr Curtis Netball Shooting (All Years) Miss Thomas	Netball training (Years 7/8) Miss Thomas/ Mrs Fenton Green/ Miss Jones/ Mrs Moore					
2	Main Hall		Boys Football (Years 8/9) Mr Mani/Mr Weston					
	Fields		Cross Country Running Club (All Years) Mrs Blakeley					
Weds	Sports Hall	Badminton (Years 7/8) Mr Walker	Netball training (Years 9/10) Miss Thomas/ Mrs Fenton Green/ Miss Parker					
3	Fields		Girls Football (All Years) Miss Jones					
	Swim Pool	Open Swim (All Years) Mrs Wilson/Mrs Miller tbc						
ay	Fields		Boys Rugby (Years 8/9) Mr Atkin/Mr Latham/Mr Hyam/Mr Hargreaves/ Mr Stott Boys Football Year 7 Mr Curtis/ Mr Wheeler Girls Rugby (All Years) Miss Jones					
SC	Sports Hall		Netball (Year 11 and Seniors) Miss Thomas/Mrs Fenton-Green/ Mrs Holstead					
Thursday	Gym		Cheerleading (Years 7-9) Mrs Jenner					
•	Swim Pool	Staff Swim (All Years) Mrs Wilson/Mrs Miller tbc						
Y	Main Hall	Table Tennis (Years 7, 8 and 10) Mr Atkin	Staff Sport					
Friday	Sports Hall							
E I	Gym	Dodgeball Club (Year 7) Sports Leaders tbc						



INFORMATION, ASK ANY MUSIC TEACHER!



Activata Windows

MEA Thank you for coming

OT A7 BT

Forthcoming events: Year 7 Parent-Tutor Afternoons French Mini-School – Weds Oct 20 Spanish Mini-School – Thurs Oct 21 Online booking and appointments

