

Planner 20 11-2012



Handsworth Grange Community Sports College

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'Believe & Achieve'

Weekly Timetable

	Lesson	Teacher	Room Number
Monday			
Period 2			
Registration			
Period 3			
Registration			
Period 4			
Period 5			
After School			
Tuesday			
Period 2			
Registration			
Period 3			
Registration			
Period 4			
Period 5			
After School			
Wednesday			
Period 2			
Registration			
Period 3			
Registration			
Period 4			
Period 5			
After School			
Thursday			
Period 2			
Registration			
Period 3			
Registration			
Period 4			
Period 5			
After School			
Friday			
Period 2			
Registration			
Period 3			
Registration			
Period 4			
Period 5			
After School			

The School Day

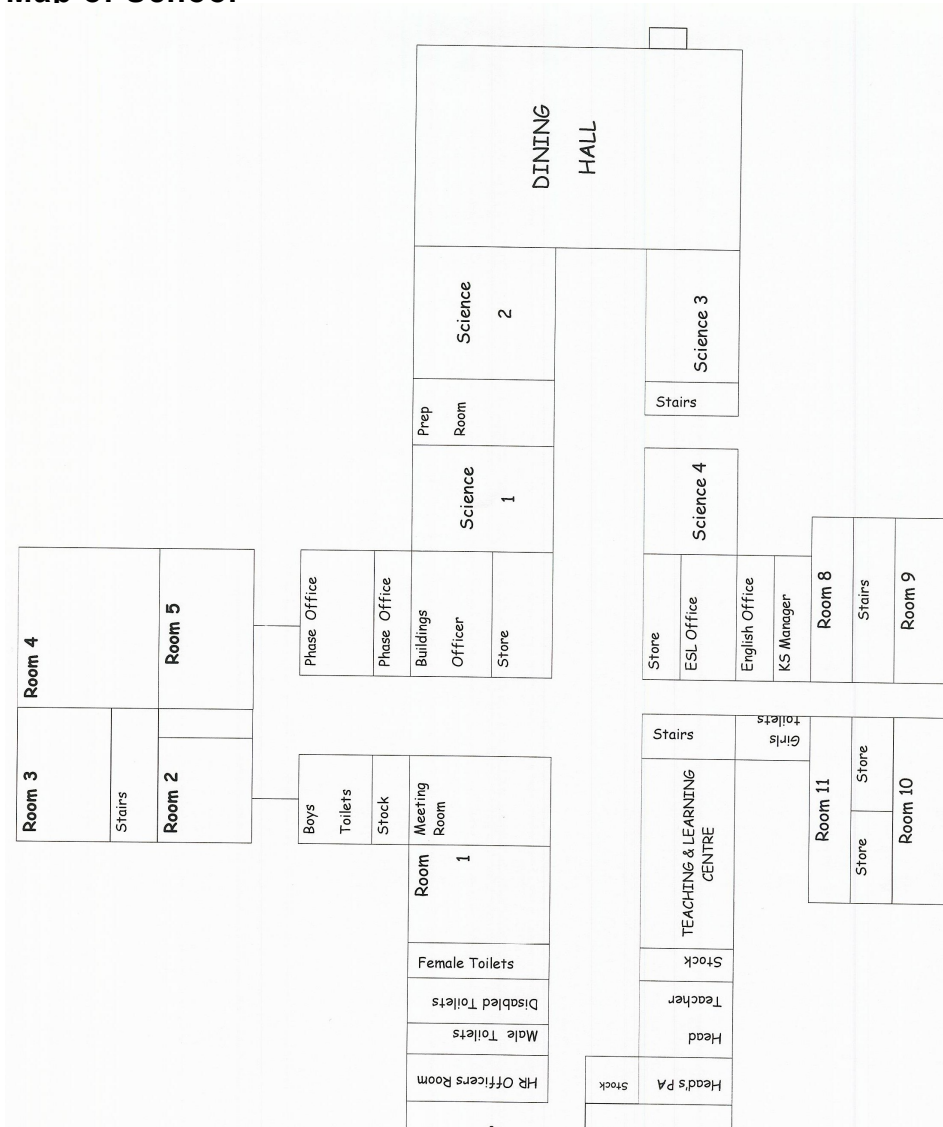
8.50 - 9.50	Period 1
9.50 - 10.50	Period 2
10.50 - 11.05	Tutorial
11.05 - 11.20	Break
11.20 - 12.20	Period 3
12.20 - 1.05	Lunch
1.05 - 1.10	Afternoon registration
1.10 - 2.10	Period 4
2.10 - 3.10	Period 5
3.10	Dismissal

School Terms and Holidays, Academic Year 2011-12

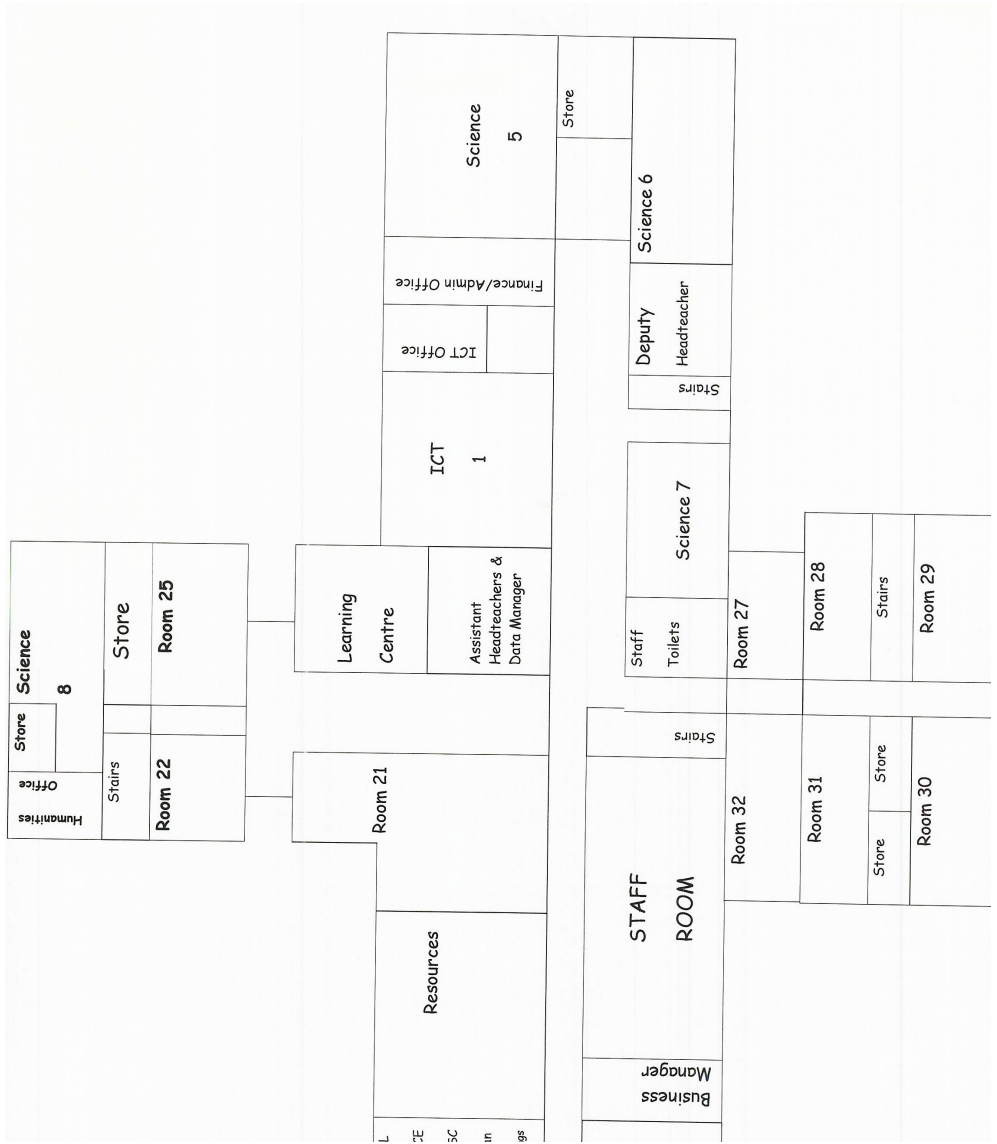
Term Name and Holiday	From	To
Autumn Half Term 1	Tuesday 6th September	Friday 21 st October
October Half Term Holiday	Monday 24 th October	Friday 28 th October
Autumn Half Term 2	Monday 31 st October	Friday 16 th December
Christmas Holiday	Monday 19 th December	Monday 2 nd January (2012)
Spring Half Term 1	Tuesday 3 rd January	Friday 10 th February
February Half Term Holiday	Monday 13 th February	Friday 17 th February
Spring Half Term 2	Monday 20 th February	Thursday 30 th March
Easter Holiday	Monday 2 nd April	Monday 13 th April
Summer Half Term 1	Tuesday 16 th April (May Day 7 th May)	Friday 1 st June
Spring Bank Holiday	Monday 4 th June	Friday 8 th June
Summer Half Term 2	Monday 11 th June	Friday 20 th July

In addition there will be 2 Staff training days, to be notified.

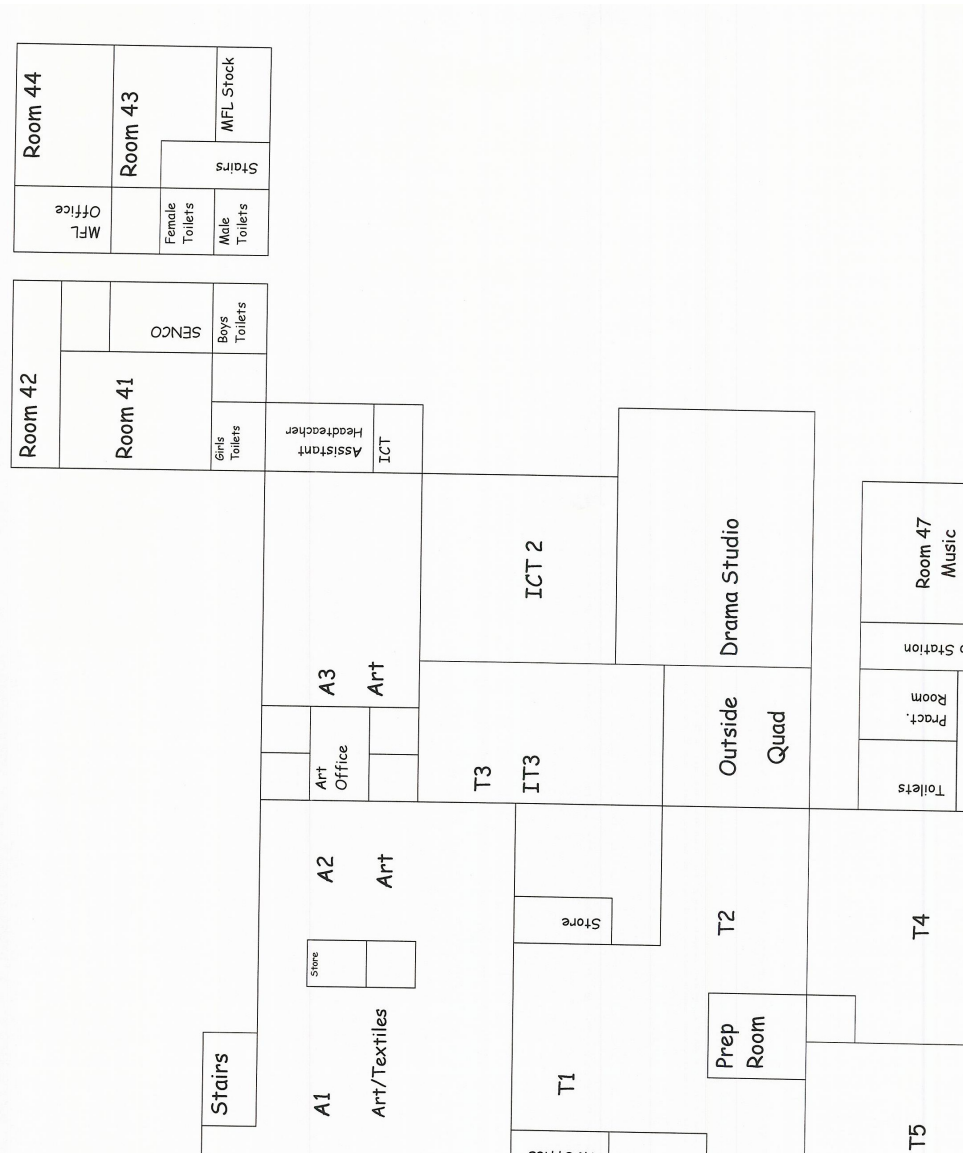
Map of School



Map of School

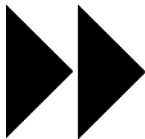


Map of School



About Your Planner

This planner is more than a homework diary. It is designed to help you to:



All this is up to YOU...

- Plan your work
- Manage your time
- Record your achievements
- Review your progress
- Set targets for improvement

Record your homework
Remember to:

- Your planner will only be of benefit if you use it and keep all the sections up to date.
- Your teachers will help you with some of the details but really it is up to you to include information which is important to you.
- Remember to record things which you have achieved both in and out of school.
- When planning work make sure that you fully understand what you have to do - if not then ask your teacher.
- The information you write down will be essential in completing your Record of Achievement. If you do not keep this record or if you lose the planner then it will be difficult to produce a statement which does you justice.
- Your planner is a means of communication between you, your personal tutor, your teachers and your parents. Make sure that they see the planner.

Write down clearly what your homework is.
 Plan when you are going to complete your homework.
 Meet deadlines.
 Try and do your homework in a quiet place with no distractions.
 Always do your homework as carefully as you can.

Personal Information

Name

Class

Form Tutor

Room

My House is

Home Telephone No.

Emergency Contact Name

Emergency Contact No.

Allergies

Uniform

A high standard of personal appearance is expected of all Handsworth Grange Community Sports College pupils. Our code of dress has been established with safety in mind as well as suitability for work and general presentation.

Uniform – The following is a list of compulsory school uniform:

- Black blazer with school logo from Pinders
- Black school trousers
- Black knee length skirt
- White short or long sleeved button shirt
- School tie (Pinders)
- Black shoes (not trainers)
- Black or neutral tights, black or white socks
- Optional extras : Dark grey school v-neck jumper with school logo from Pinders
- Optional choice: Black kameeze or shalwar

Please Note: All school uniform items are available to purchase from Pinders Schoolwear, The Market, Crystal Peaks Shopping Centre.

Pupils may not wear:

- Jeans, leggings, linen trousers, combat trousers, harem pants,
- Tracksuit bottoms
- Casual and fashion clothes
- High heeled shoes
- Flip-flops
- Trainers
- 'UGG' style boots
- Head wear (except for religious reasons)

Jewellery

Jewellery, especially earrings, can be dangerous and may get lost at school. Jewellery cannot be worn during Physical Education lessons.

If jewellery needs to be worn the following is acceptable:

- One watch
- One small ring
- One small stud in each ear

Equipment

All pupils should bring the following equipment for learning to school on a daily basis. All of the equipment below is available to buy from the school Business Box:

- School bag big enough to hold an A4 folder
- School Planner
- Pencil case filled with: pens, pencils, rubber, ruler
- Scientific calculator (available to buy from school Business Box)

Your Expectations of us

At Handsworth Grange Community Sports College we believe that Every Child Matters. You can expect us to:

- Listen to your concerns and act to improve things.
- Provide you with regular information about your child's progress in school.
- Contact you at an early stage if we feel things are going wrong.
- Provide a quality teaching & learning environment.
- Help your child to be Healthy.
- Help your child to be a Good Person.
- Help your child to Enjoy & Achieve at school.
- Help your child to have a Quality Life.
- Help your child to Stay Safe.
- Listen to your child.

Above all, you can expect us to work with you to ensure that your child gets the very best possible experience during their time at Handsworth Grange Community Sports College.

Our Expectations of you

We hope that you would want the same things in life for your child as we do:

- Be Healthy.
- Be a Good Person.
- Enjoy & Achieve.
- Have a good quality of life.
- Stay Safe.
- Be Listened to.

To help us support your child, we expect a few things from home:

- Send your child to school on time everyday in uniform and well rested.
- Send your child to school with basic equipment (Pen, Pencil, Sharpener, Eraser, Ruler), their planner, and a bag to keep it all in.
- Contact us if you have any concerns, or even better if you have some positive comments.
- Do not take your child out of school except in an emergency or where there is a genuine illness. If pupil are not here they are not learning.
- Check your child's planner at least weekly. Make sure that homework is completed.

Rewards

The ethos of the school is such that praise and incentives are integral to the day-to-day running of the school. These can come in many forms, some more relevant for certain year groups than others, but should include:

- A word of praise
- Celebration assemblies
- Medal Rewards System
- Certificates
- Post cards home
- Class achievement awards
- Contact home
- Positive letters home
- Departmental rewards schemes
- Display of good work
- Prizes
- Privileges (e.g.: trips) for good behaviour
- Recommendation for National Awards
- House Points

Sanctions

If a pupil fails to meet the required high standard of behaviour then they should expect to be punished. Sanctions used could include:

- A quiet word from the teacher - a warning
- Note in your planner
- Detention – break time/lunchtime/after school (10 mins without notice, 24 hours notice for longer)
- Removal from class to sit in another room
- Staff called to their classroom
- Contact with parents by telephone/letter
- Internal Exclusion from lessons and social time
- Exclusion from school - fixed term/permanent

Occasionally, a pupil may exhibit behaviour that leaves the school with no choice but to consider a permanent exclusion for the benefit of the whole school community.

There will be exceptional circumstances where, in the head teacher's judgement, it is appropriate to consider permanently excluding a child for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon as defined by the DfE or any other weapon which is capable of causing similar harm, including folding pocket knives of any blade length, hammers, workshop tools, bars or truncheons.

Anti Social Behaviour & Bullying

All pupils at Handsworth Grange Community Sports College should be free to learn, achieve and succeed without fear, intimidation and persecution.

To support this:

PUPILS need to take responsibility for:

- Their OWN actions
- Their OWN behaviour
- Report incidents of alleged Bullying

PUPILS have the right to:

- Have reports acted on
- To be listened to
- To be supported

Reporting allegations

Current ways of reporting bullying are as follows;

- Telling the teacher of that lesson straight away
- Telling a trusted member of staff (usually the teacher)
- Using “stop the bully” e-mail (stopthebully@handsworthgrange.sheffield.gov.uk)
- Using the “Pupil Voice” box in the main entrance
- Using the bully text number (number 07791 494678)

Keeping safe

At times anti-social behaviour and some incidents of bullying can be avoided. Pupils can do this by;

- Not taking part in or encouraging “play” fighting
- Not hanging around in large gangs or groups

What happens when things go wrong:

When allegations of anti-social behaviour or bullying are proven against a pupil, they can expect any one of the following actions to be taken (in line with the school’s behaviour policy)

- Keeping phones and money in a safe place
- Not listening to or spreading comments or rumours
- A quiet warning
- Loss of social time
- Phone call home
- Letter home
- Internal and external exclusions
- Official warnings that stay on pupils records
- Attending a meeting with a school Governor

Conclusion

Anti-social behaviour and bullying has an adverse effect on every member of the school community; this is unacceptable. By knowing “there is no such thing as an innocent bystander,” and that PUPILS make a difference, the whole school can work together to acknowledge that anti-social behaviour and bullying is not acceptable at Handsworth Grange Community Sports College.

Attendance & Punctuality

- Our school attendance target is 93%
- Your attendance figure will decrease by 0.5% for every full day that you are absent from school
- To keep your attendance at 93% and above you *must not be absent for more than 13 ½ days in the entire year*
- Reasons such as holidays, illness, exclusions, religious observance and medical appointments are all counted as being absent (even if your absence has been authorised)

If you are absent or late to school:

1. A Parent/Carer must let school know that you will not be coming to school, stating the reason for absence and when you will return to school
2. On the day that you return you must bring a note confirming your absence dates and the reason (if you have been ill for 5 or more school days a medical note would also be appreciated)
3. We encourage family holidays to be taken outside of the school term to ensure the maximum learning and attainment of all pupils.
4. Medical appointments should be made outside of school hours wherever possible, but in unavoidable circumstances, you will require a note and appointment card in order to be released from school. We expect that your absence from school will be limited to your appointment time e.g. if your appointment is at 10:30am you should come to school before and return promptly after your appointment.
5. If you are late to school/lessons without a valid reason you will be expected to make up the learning time you have missed, and should make every attempt to be on time.

Attendance Target Tracker:

	Personal attendance for the Term (%)	Have you met the 93% Target this Term?	Total number of days absent over the year	Total % attendance for the year
Term 1		Yes / No		
Term 2		Yes / No		
Term 3		Yes / No		
Term 4		Yes / No		
Term 5		Yes / No		
Term 6		Yes / No		

Keep track of your attendance over a full year (190 days of school):

- ✓ Tick two boxes for every full day that you attend school (½ day = 1 box), starting on the last row
- ✗ Cross any ½ days that you are absent, starting at 100% (first row)

<i>Day</i>	½ day	½ day	½ day	½ day	½ day	½ day	½ day	½ day	½ day	½ day	½ day	½ day	½ day	½ day	½ day	½ day	½ day	½ day	½ day	½ day
190	100.0	99.7	99.5	99.2	98.9	98.7	98.4	98.2	97.9	97.6	97.4	97.1	96.8	96.6	96.3	96.1	95.8	95.5	95.3	95.0
180	94.7	94.5	94.2	93.9	93.7	93.4	93.2	92.9	92.6	92.4	92.1	91.8	91.6	91.3	91.1	90.8	90.5	90.3	90.0	89.7
170	89.5	89.2	89.0	88.7	88.4	88.2	87.9	87.6	87.4	87.1	86.8	86.6	86.3	86.0	85.8	85.5	85.3	85.0	84.7	84.5
160	84.2	84.0	83.7	83.4	83.2	82.9	82.6	82.4	82.1	81.8	81.6	81.3	81.0	80.8	80.5	80.3	80.0	79.7	79.5	79.2
150	78.9	78.7	78.4	78.1	77.9	77.6	77.4	77.1	76.8	76.6	76.3	76.0	75.8	75.5	75.3	75.0	74.7	74.5	74.2	73.9
140	73.7	73.4	73.2	72.9	72.6	72.4	72.1	71.8	71.6	71.3	71.0	70.8	70.5	70.3	70.0	69.7	69.5	69.2	68.9	68.7
130	68.4	68.2	67.9	67.6	67.4	67.1	66.8	66.6	66.3	66.0	65.8	65.5	65.3	65.0	64.7	64.5	64.2	63.9	63.7	63.4
120	63.1	62.9	62.7	62.3	62.1	61.8	61.6	61.3	61.0	60.8	60.5	60.2	60.0	59.7	59.5	59.2	58.9	58.7	58.4	58.1
110	57.9	57.7	57.4	57.1	56.8	56.6	56.3	56.0	55.8	55.5	55.2	55.0	54.7	54.5	54.2	53.9	53.7	53.4	53.1	52.9
100	52.6	52.4	52.1	51.8	51.6	51.3	51.0	50.8	50.5	50.2	50.0	49.7	49.5	49.2	48.9	48.7	48.4	48.1	47.9	47.6
90	47.3	47.1	46.9	46.5	46.3	46.0	45.8	45.5	45.2	45.0	44.7	44.5	44.2	43.9	43.7	43.4	43.1	42.9	42.6	42.4
80	42.1	41.9	41.6	41.2	41.0	40.8	40.5	40.2	40.0	39.7	39.5	39.2	38.9	38.7	38.4	38.1	37.9	37.6	37.3	37.1
70	36.8	36.6	36.4	36.0	35.8	35.5	35.2	35.0	34.7	34.5	34.2	33.9	33.7	33.4	33.1	32.9	32.6	32.3	32.1	31.8
60	31.6	31.4	31.1	30.7	30.5	30.2	30.0	29.7	29.4	29.2	28.9	28.7	28.4	28.1	27.9	27.6	27.3	27.1	26.8	26.6
50	26.3	26.1	25.8	25.4	25.2	25.0	24.7	24.4	24.2	23.9	23.7	23.4	23.1	22.9	22.6	22.3	22.1	21.8	21.6	21.3
40	21.0	20.8	20.6	20.2	20.0	19.7	19.4	19.2	18.9	18.7	18.4	18.1	17.9	17.6	17.3	17.1	16.8	16.6	16.3	16.0
30	15.8	15.6	15.3	14.9	14.7	14.4	14.2	13.9	13.7	13.4	13.1	12.9	12.6	12.3	12.1	11.8	11.5	11.3	11.0	10.8
20	10.5	10.3	10.1	9.6	9.4	9.2	8.9	8.7	8.4	8.1	7.9	7.6	7.3	7.1	6.8	6.5	6.3	6.0	5.8	5.5
10	5.2	5.1	4.8	4.4	4.2	3.9	3.6	3.4	3.1	2.9	2.6	2.3	2.1	1.8	1.5	1.3	1.0	0.8	0.5	0.2

Home-School Agreement (HSA): The Pupil Commitment

All pupils must sign this section of the HSA to indicate their commitment to do their best to meet the expectations listed below. A full copy of the HSA will be sent home. Parents and staff are expected to sign their sections too.

1. To attend school every day unless unwell or unless there are special circumstances. To arrive at school and to lessons on time.
2. To ensure you are able to take part in all lessons and school activities e.g. by having the correct equipment and kit in school, carried in an appropriate bag,
3. To keep your Planner up to date.
4. To treat your Planner, work and exercise books with respect e.g. free of graffiti.
5. To complete all class work and homework set to the best of your ability.
6. To talk to staff at school if there are any concerns regarding your progress, happiness or safety.
7. To work with staff in order to help you learn, make progress and achieve.
8. To attend all meetings with staff.
9. To treat ALL other pupils, staff and members of the community, in and outside of school, with respect and courtesy.
10. To accept that all pupils have the right to go to school and feel safe, happy and be ready to learn and achieve. So in all cases you must avoid the use or threat of physical, verbal or emotional bullying.
11. You must not in any circumstances bring into school any item that is intended to cause harm to others or has the potential to do so.
12. To respect and look after the school environment and local community e.g. not to drop litter or damage property.
13. To wear the correct school uniform.
14. To eat and drink sensibly e.g. not to bring fizzy drinks or chewing gum to school.
15. To keep to the school's code of behaviour in and outside of the school and in the local community.

I have read and understood the HSA and I agree to do my best to maintain this commitment.	
Print Name: Tutor Group:
Pupil Signature:
Parent Signature:
Date:

Internet Access

The school provides access to the Internet to assist staff and students in their work. Pupils using the Internet need to be aware that all websites visited can be monitored through the City Council's "firewall" and our own tracking software. Logs are kept of sites visited and the school reserves the right to examine this information. All users of the Internet should understand basic navigation techniques before logging on.

All pupils wishing to use the Internet must abide by the following rules:

- Only use your own user number when logging on to the Internet.
- Only use the Internet with permission from a member of staff.
- Use the Internet responsibly and only for schoolwork.
- Do not use the Internet to access inappropriate or offensive material.
- Understand that possession of certain types of pornographic material can lead to prosecution by the police.
- Report any unpleasant or offensive material found on the Internet to a member of staff.
- You need to have a teacher's permission to use the Internet to communicate with people.
- Do not give your name, home address or telephone number, or arrange to meet someone via the Internet, unless a teacher has given you permission.
- Any messages you send on the Internet will be polite and responsible.
- Understand that the school may check any websites you have visited or any e-mail that you have sent or received.
- Do not download web pages onto the school computers.

My school user name is:

My school password is:

Drinking Water

Pupils may drink plain, still water from plastic bottles.

Water points are around school to refill bottles.

My email address is:

My email username is:

My email password is:

Mobile Phones

Mobile phones must not be seen or used in lesson time (including lining up for lessons) – they must be switched off. Misuse of phones in this way will result in them being placed in the school safe for collection by a parent. Pupils are entirely responsible for expensive items brought into school, there is no insurance cover for loss or damage to such items.

The school website address is: www.hgsc.co.uk

My MLE username is:

My MLE password is:

Parents' Consultation Evening

Pupil Name: _____

Date: _____

Time: _____

PARENTS' APPOINTMENTS (to be arranged by the pupil with staff in school)

Please make your appointments at intervals of at least 10 minutes

TIME	STAFF
6.00	
6.05	
6.10	
6.15	
6.20	
6.25	
6.30	
6.35	
6.40	
6.45	
6.50	
6.55	

TIME	STAFF
7.00	
7.05	
7.10	
7.15	
7.20	
7.25	
7.30	
7.35	
7.40	
7.45	
7.50	
7.55	

Staff that parent/carer would like to see, if possible.	
1.	2.
3.	4.
5.	6.

Please note:

- 1) The staff will be EITHER in the Main Hall **OR** in classrooms in the main Handsworth Grange Road building. **Please see the notice board in the entrance on your arrival.**
- 2) We welcome your daughter/son at the evening with you. An opportunity for you to talk, on your own, with a subject teacher will be made available, if you and/or the teacher feel this is appropriate.

Achievement and Target Setting - Autumn Term

Subject	End of Key Stage Target	End of year target	Actual current level	Attitude to learning grade	What I need to do to reach my target level.
English					
Maths					
Science					
PE					
ICT					

Achievement and Target Setting - Spring Term

Subject	End of Key Stage Target	End of year target	Actual current level	Attitude to learning grade	What I need to do to reach my target level.
English					
Maths					
Science					
PE					
ICT					

Achievement and Target Setting - Summer Term

Subject	End of Key Stage Target	End of year target	Actual current level	Attitude to learning grade	What I need to do to reach my target level.
English					
Maths					
Science					
PE					
ICT					

Academic Mentoring Record

Data Collection 1

Attitude to Learning Target	
Behaviour for Learning Target	

Parent Signature: _____
Date: _____

Data Collection 2

Attitude to Learning Target	
Behaviour for Learning Target	

Parent Signature: _____
Date: _____

Data Collection 3

Attitude to Learning Target	
Behaviour for Learning Target	

Parent Signature: _____
Date: _____

Data Collection 4

Attitude to Learning Target	
Behaviour for Learning Target	

Parent Signature: _____
Date: _____

Whole School Literacy

What do the symbols on my teacher marked work mean?

Literacy in all your subjects is important. All teachers will help you improve your spoken and written use of English Language.

Teachers will concentrate on subject specific words when correcting spelling.

Other common grammatical and spelling mistakes will be corrected when repeated on a regular basis using the following symbols taught in English.

Symbol	Explanation	Action to improve
Sp	You have spelt a word incorrectly	Learn the spelling of this word
FS	You have missed out a full stop or used a comma instead of a full stop	Correct the sentence. Try to learn from the error
//	New paragraph needed	Start a new line, indenting the first word of the sentence
C	You have not used a capital letter correctly	Use a capital letter if it is the start of a sentence or a proper noun (name or place)
p	You have missed out a piece of punctuation	Correct the sentence, using a comma, question mark or exclamation mark as appropriate
?	You have expressed yourself clumsily or unclearly	Read through your writing carefully, ensuring ideas are stated clearly for the reader

Strategies for Successful Spelling

- Look – cover – write – check.
- Chunk the word down e.g. embarrass
- Words within words e.g. definitely
- Prefixes e.g. disappear
- Suffixes bi/techn/geo ology.
- Mnemonics e.g. **B**ig **E**lephants **C**an **A**lways **U**nderstand **S**mall **E**lephants
- Rhymes – **I** before **E** except after **C**.
- Look for patterns e.g. double consonants accommodate
- Short and long vowel sounds

Maths Facts

Analysing Data

Mean:	Add up all the numbers and divide by how many values there are
Mode:	Most common value
Median:	Middle values when placed in numerical order
Range:	Largest – smallest

Types of Angles

Acute angles:	Less than 90°
Obtuse angles:	Greater than 90° but less than 180°
Reflex angles:	Greater than 180°
Right angles:	A special angle which measures exactly 90°

Rules for Angles

- Angles **in a triangle** add up to 180°
- Angles **on a straight line** add up to 180°
- Angles **around a point** add up to 360°
- **Alternate angles** are equal (Z angles)
- **Corresponding angles** are equal (F angles)
- **Allied angles** sum to 180° (C angles)

Perimeter, Area and Volume

The **perimeter** of a shape is the distance around it. Imagine you are 'walking' around it and completing one lap - it is how far you would have walked!

The **area** of a shape is the space within it. How you find a shapes area depends on what shape it is!

Area of a **rectangle** = Length x Width

Area of a **triangle** = (Length x Width) ÷ 2

Area of a **parallelogram** = (Length x Width)

Area of a **circle** = pi x radius²

The **volume** of a shape is the amount of space inside a 3 – dimensional object and for a **cuboid** is found by doing **length x width x height**.

Maths Facts

Properties of Numbers

When 2 numbers are multiplied together the result is a **multiple**.

* The multiples of 9 are 9, 18, 27, 36, 45, 54, 63...

A **factor** is a number that divides exactly into another number

* The factors of 18 are 1, 2, 3, 6, 9, 18

A **prime number** is a value which has just two factors, 1 and itself.

* The first few prime numbers are 2, 3, 5, 7, 11, 13, 17...

A **square number** is found by multiplying a value by itself

* The first few square numbers are 1, 4, 9, 16, 25, 36...

A **cube number** is found by multiplying a value by itself and by itself again

* The first few cube numbers are 1, 8, 27, 64, 125...

Converting Units

Below are some useful facts you should know for changing between different units of measurement.

Metric conversions:

Length	Mass	Capacity / Volume
1 kilometre = 1000 metres	1 kilogram = 1000 grams	1 litre = 1000 millilitres
1 metre = 100 centimetres	1 tonne = 1000 kilograms	1 centilitre = 10 millilitres
1 centimetre = 10 millimetres		

Imperial and metric conversions:

Length	Weight	Capacity
8 kilometres \approx 5 miles	1 kilogram \approx 2 pounds (lb)	4 litres \approx 7 pints
1 inch \approx 2.5 centimetres		1 gallon \approx 4.5 litres

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KS3/KS4 Physical Education PE Kit

Indoor Kit:

Royal blue Handsworth Grange Community Sports College PE t-shirt/polo shirt, navy blue shorts, navy blue football socks, trainers (preferably non-marking soles), planner, pencil case.

Outdoor Kit:

Royal blue Handsworth Grange Community Sports College PE t-shirt/polo shirt, navy blue shorts, navy blue football socks, trainers, planner, pencil case.

Optional Extras for Outdoor PE:

Navy blue tracksuit bottoms, navy blue sweatshirt, football boots, shine pads.

Health & Safety:

- Jewellery – Remove all jewellery/piercing (no taping up).
- Leave valuable items at home on PE days as PE accept no responsibility for items damaged, lost or stolen during lessons.
- Laces must be tied correctly.
- Hair must be tied back.
- No chewing in lessons at any time.
- Please bring inhalers into lessons.

Top Tips for Success in PE:

- A** Arrive on time.
C Change into correct kit (even if excused) show note to teacher.
T Targets – work hard to achieve your target every lesson.
I In lessons – be safe, polite and respectful.
V Value your own and others' opportunity to learn.
E Enjoy!

Kit, Participation & Attitude to Learning

Grades:

Grade	A	B	C	D
Kit	Full kit all of the time	Full kit most of the time	Full kit some of the time	Kit is a problem
Attendance	Attended all the time (100%)	Missed 1 lesson	Missed 2-3 lessons	Missed 4 or more lessons.
Attitude to Learning	Outstanding attitude	Good attitude	Satisfactory attitude	Inadequate attitude

Can you achieve an award in PE? 3 As in a term = Award, you will move from Bronze, Silver to Gold. Good news postcards and a certificate will be given for all pupils who achieve an award A/A/A. Plus each pupil who achieves an award will be entered in to a prize draw to win a Meadowhall Voucher.

KS3 Activities and Target Setting: Keep a record of your attainment in PE.

	Activity	K	P	A	Perform	Plan	Evaluate	Fitness & Health
Term 1								
Sept - Oct								
Term 2								
Nov - Dec								
Term 3								
Jan - Feb								
Term 4								
Feb - March								
Term 5								
April - June								
Term 6								
June - July								
My start of year Level is:		My end of year Target Level is:						
My End of KS3 Target Level is:								

Assessment level:	Assessment level:	Assessment level:
To reach my target level I need to...	To reach my target level I need to...	To reach my target level I need to...

GCSE PE Activities and Target Setting: Keep a record of your attainment in PE.

My GCSE Target Grade is:

Practical Activity (60%)	GCSE Grade 1-10	Grade A*-G	Targets for Improvement
40% Theory Exam	%		

GCSE Grade Boundaries

10	9	8	7	6	5	4	3	2	Practical Grades
A*	A	B	C	D	E	F	G	U	GCSE Grades

KS4 Revision Websites

Business Studies

www.steamingcustard.co.uk
www.tutorzu.et/business
www.bized.ac.uk

English

www.englishbiz.co.uk
www.universalteacher.org.uk/gcse
www.bbc.co.uk/schools/gcsebitesize
www.s-cool.co.uk/gcse/english

Geography

www.bbc.co.uk/schools/gcsebitesize/geography
www.s-cool.co.uk/gcse/geography.html
www.geography.learnonthenet.co.uk/gcse/revision.html
www.geographygcse.blogspot.com

Health & Social Care

www.nhs.co.uk/choices
www.foodstandards.gov.uk
www.doh.org

History

www.schoolhistory.co.uk/
www.bbc.co.uk/schools/gcsebitesize/history/shp/

ICT

www.teach-ICT.com
www.brainpop.co.uk (username: handsworth, password: handsworth)

Languages

www.atantot.com (username: handsworth, password: 1909)
www.languascope.com (username: hgsc, password: hglangs)
www.languagesonline.org.uk

Maths

www.mymaths.co.uk (username: HGCSC, password: ruler)
www.bbc.co.uk/schools/gcsebitesize
www.morethanmaths.co.uk
www.subtangent.com
www.mathsisfun.com
www.mathsrevision.net/gcse



Olympic and Paralympic Values

Olympic Games 27 July-12 Aug 2012
Paralympic Games 29 Aug-9 Sept 2012

The London 2012 Olympic and Paralympic Games are fast approaching, but they are about much more than sporting excellence.

Underpinning the Games is the philosophy of Pierre de Coubertin, the founder of the Modern Olympic Movement. He saw in the Games an ideal opportunity to develop a set of universal principles – or Values – that could be applied to education and to society as a whole, as well as to sport itself.

It takes more than being a brilliant sports man or woman to become an Olympian or Paralympian. Top class athletes try to live according to a set of beliefs and ideas that help them to be the best they can be, and to respect other competitors.

These Values can help all of us live as best we can, achieving our personal ambitions and dreams and reaching our full potential.

Olympic Values	Paralympic Values
<ul style="list-style-type: none"> ● friendship ● respect ● excellence 	<ul style="list-style-type: none"> ● determination ● courage ● equality ● inspiration

Thinking about your own life, how would you say that one or more of these Values could help you now?

If you had a difficult decision to make, which of these Values could help you make up your mind?

The Olympic and Paralympic Mascots



Demonstrating Olympic and Paralympic Values In lessons

seems to us that these Values apply to everyone – not just top-class athletes. Few of us would argue for example, that equality is a good thing, or that friendships help us to feel good about ourselves and others. And let's face it – none of us would get very far without a bit of determination every now and then.

Use the table below to record when and how you demonstrate the Olympic and Paralympic Values in different subjects across school.

	Subject:	Subject:	Subject:
Friendship			
Respect			
Excellence			
Determination			
Courage			
Equality			
Inspiration			

SEAL Targets

Self-awareness

	Autumn Term 😊😊😊	Spring Term 😊😊😊	Summer Term 😊😊😊
I can identify my strengths and feel positive about them			

I recognise when I should feel pleased with and proud of myself and am able to accept praise from others.			
I can identify what is important for me and what I expect from myself, taking into account the beliefs and expectations that others (e.g. friends, family, school staff) have of me.			
I can reflect on my actions and identify lessons to be learned from them.			
I know and accept what I am feeling. I understand why feelings sometimes "take over" or get out of control and know what makes me angry or upset.			
I can recognise conflicting emotions and manage them in ways that are appropriate.			
I can use my knowledge and experience of how I think, feel and respond, to choose my own behaviour, plan my learning, and build positive relationships with others.			
I understand that the way I think affects the way I feel, and that the way I feel can affect the way I think, and know that my thoughts and feelings influence by behaviour.			

Managing feelings

	Autumn Term ☺☺☺	Spring Term ☺☺☺	Summer Term ☺☺☺
I have a range of strategies for managing impulses and strong emotions so that do not lead me to behave in ways that would have negative consequences for me or for other people.			
I know what makes me feel good and know how to help myself have a good time (e.g. to feel calm, elated, energised , focused, engaged, have fun etc) – in ways that are not damaging to myself and others.			
I understand how health can be affected by emotions and know a range of ways to keep myself well and happy.			
I have a range of strategies to reduce, manage or change strong and uncomfortable feelings such as anger, anxiety, stress			

Motivation

	Autumn Term ☺☺☺	Spring Term ☺☺☺	Summer Term ☺☺☺
I can set goals and challenges for myself, set criteria for success and celebrate when I achieve them.			
I can anticipate and plan to work around or overcome potential obstacles .			
I know how to bring about change in myself and others.			
I can view errors as past of the normal learning process, and bounce back from disappointment or failure.			
I can identify barriers to achieving a goal and identify how I am going to overcome them.			
I can choose when and here to direct my attention , resisting distractions, and can concentrate for increasing periods of time.			
I can use my experiences, including mistakes and setbacks, to make appropriate changes to my plans and behaviours.			
I have a range of strategies for helping me to feel and remain optimistic , approaching new tasks in a positive way.			
I can take responsibility for my life, believe that I can influence what happens to me and make wise choices.			
I can monitor and evaluate my own performance.			

SEAL Targets

Empathy

	Autumn Term ☺☺☺	Spring Term ☺☺☺	Summer Term ☺☺☺
I can understand that people can all feel the same range of emotions, but			

that people do not necessarily respond in the same way to similar situations, and that different people may express their feelings in many different ways.			
I can see the world from other people's point of view, taking into account their intentions , preferences, and beliefs and can feel with and for them.			
I can listen empathically to others, and have a range of strategies for responding effectively in ways that can help others feel better.			
I can show respect for people from diverse cultures and backgrounds, and for people with diverse interests, attainments, attitudes, and values, and I am interested in, enjoy and celebrate differences.			
I understand the impact of bullying, prejudice and discrimination on all those involved (including people who bully, people who are bullied and people who witness bullying, and others such as friends, family and the wider community) and can use appropriate strategies to support them.			
I can support others who are experiencing personal problems.			

Social Skills

	Autumn Term ☺☺☺	Spring Term ☺☺☺	Summer Term ☺☺☺
I can communicate effectively with others, listening to what others say, as well as expressing my own thoughts and feelings.			
I can take others' thoughts and feelings into account in how I manage my relationships .			
I can assess risks and consider the issues involved before making decisions about my personal relationships.			
I can make, sustain and break friends without hurting others. I have strategies for repairing damaged relationships.			
I can work and learn well in groups, taking on different roles and cooperating with others to achieve a joint outcome.			
I understand my rights and responsibilities as an individual who belongs to many different social groups, such as my friendship group, school class, school, family and community .			
I can achieve an appropriate level of independence from others, charting and following my own course while maintaining positive relationships with others.			
I can use a range of strategies to solve problems and know how to resolve conflicts with other people, such as mediation and conflict resolution.			
I can monitor the effectiveness of different problem-solving strategies and use my experience to help me to choose my behaviour and make decisions.			
I can be assertive when appropriate.			

