



## YEAR 7 INFORMATION

### Years 7 & 8 Mathematics

We recognise that mathematics is crucial to your son / daughter as a core subject within the curriculum and as a central part in assessment by both Common Entrance and scholarship exams. We take the greatest care in developing each individual's mathematical ability in readiness for whichever examinations they will be taking.

Our focus is the development of familiarity with the skills, knowledge and processes required. They move from simple accuracy in the skills, through increased fluency in performance, to the higher levels of application and adaptation required for problem solving.

#### Common Entrance (CE) Examination

There are three levels of CE Mathematics examination with two papers at each level. The two papers examine the range of skills and processes expected of a CE candidate (the first being *non-calculator* and the second being *calculator*). ISEB emphasise that the expectation will be for most pupils to undertake the Level 2 examination papers.

Entry at Level 3 is for pupils consistently achieving around 90% in all their practice exam questions and practice papers.

Entry at Level 1 is for pupils who are consistently finding the Level 2 papers too challenging.

There are several points throughout the year which act as indicators of progress. The Level of assessment is dependent on the ability and progress of each individual student at that point. These are used diagnostically so that they strengthen our planning for further individual progress. The main points in chronological order are:

<b>November</b> (2 <sup>nd</sup> week after half term)	Year 8 ISEB 13+ CE practice papers Year 7 – 13+ CE practice paper (Level 1 only)
<b>January</b>	Year 8 revision and practice papers start
<b>February / March</b> (1 <sup>st</sup> week after half term)	Year 8 scholarships format and timings depend on the school applied to Year 8 ISEB 13+ CE practice papers Year 7 13+ CE practice paper (Level 1 or 2 only)
<b>June</b> (1 <sup>st</sup> week after half term)	Year 8 ISEB 13+ CE papers Year 7 ISEB 13+ CE practice papers (Level 1 or 2 only)

### **Additional Coaching:**

In our view, additional coaching should not be necessary. The increased pressures and work already associated with being in Years 7 and 8 fill the pupils' days. Superimposing extra coaching on top of that can be counter-productive. We form a team with you, supporting your child as they develop towards the next stage of their journey through the education system. We are always available to discuss your concerns and anxieties regarding the process.

### **Support for maths that already exists:**

Classroom teaching (includes individual attention and group support)

Homework (allows skills and processes to be practised)

School – home; home – school liaison (using the student planner and e-mail communication)

*MyMaths* – assignments that support lessons (website used for revision and some homework tasks)

Individual student interviews as necessary (usually at lunchtimes)

CE13+ Revision and consolidation (Year 8 – Saturday mornings)

Teacher appointments (available to any child who needs to discuss or review a given topic, skill or process)

### **Lessons**

Each lesson will have sections set aside for aural and written work.

### **Equipment**

All necessary equipment for the lesson will be supplied. However, pupils should have their own pencil, scientific calculator and geometry set available for each lesson.

### **Homework**

Maths homework of 45 minutes may be set twice each week (depending on timetable).

### **Books**

Years 7 and 8 continue with the *ISEB Mathematics for Common Entrance* text books supplemented by materials from a range of sources and *MyMaths*, all of which are designed to match the content of Common Entrance and independent school maths entry requirements, while providing the broad, balanced coverage of mathematical topics required by the National Curriculum.

Pupils will work in A4 squared paper books. Each pupil will have a folder that is to remain in the Maths Room. It will be used for storing handouts, worksheets, practice papers and completed exercise books.

### **Course Content**

The course leading to school transfer at 13+ is designed to expand the knowledge, skills and processes, which the pupils can apply to the solution of problems involving mathematical concepts. The Examination Syllabus for Common Entrance at 13+ is available to download from the ISEB website. [www.iseb.co.uk](http://www.iseb.co.uk).

### **Websites**

*MyMaths* - a comprehensive website providing lessons, tasks and revision online

*Nrich* - a website run by Cambridge University providing challenges and puzzles based on the full range of the maths curriculum from 5yrs to 18 yrs. Years 7 and 8 should work at Level 2☆ (one to three star challenge) up to Level 3☆ (one star challenge).

*BBC Bitesize* – there is a secondary Key Stage 3 maths section at [www.bbc.uk/education](http://www.bbc.uk/education)

**Teacher: Ms Carol Juxon and Mr Ian Culley**

## Year 7 English (2014 – 2015)

### Autumn Term

#### Literature

- *Private Peaceful* by Michael Morpurgo
- Short stories
- War Poetry

#### Creative

- Story structure
- Short stories

#### Language

- Language to imagine, explore and entertain  
(*fiction, ballads, discussion, mind map, reports, autobiography, drama script, stories for children*)

### Spring Term

#### Literature

- Poetry

#### Creative

- Poetry
- Short stories
- Discursive writing

#### Language

- Language analyse, review and comment  
(*newspapers, reports, campaigns, essays, reviews, letters, commentaries, biography*)

### Summer Term

#### Literature

- Revision

#### Creative

- Story writing
- Short stories
- Speech writing

#### Language

- Language to persuade, argue and advise  
(*speeches, leaflets, debates*)

Pupils will sit a shortened format of the CE papers in February (comprising Paper 1 Section A and Paper 2 Section B – Prose Reading Comprehension and Creative Writing).

Pupils will sit a full set of practice 13+ Common Entrance papers at the end of Year 7.

### 13+ CE Examinations

Candidates will be required to take two papers, both comprising a Reading section and a Writing section. The papers will be divided into two levels: Level 1 and Level 2.

The prose and the poem will be the same for both levels, though the prose will sometimes be abridged for Level 1. For both the prose and poetry sections, questions will be easier on the Level 1 paper. The Writing sections are common to

both Level 1 and Level 2 candidates. Senior schools will give guidance as to which level they require / prefer, though this is done in negotiation with Sevenoaks Prep.

**PAPER 1** (50 marks; 1 hour 15 minutes which includes reading and note-making time)  
The paper will be divided into two sections.

**Section A: Reading (25 marks)**

This section will contain a passage of literary prose followed by about five questions which seek to test understanding as well as powers of analysis and evaluation.

**Section B: Writing (25 marks)**

Candidates will be asked to select one of four essay titles. Three essay titles will require the use of prose for a practical purpose; the fourth essay title will be a choice of literary topics. Their planning sheet will not be sent to the senior school.

**PAPER 2** (50 marks; 1 hour 15 minutes which includes planning time)

The paper will be divided into two sections

**Section A: Reading (25 marks)**

This section will comprise about five questions on an unseen poem to test both understanding of poetic technique and personal response.

**Section B: Writing (25 marks)**

Candidates will be asked to choose one of four essay titles which provoke imaginative, descriptive or narrative responses. Their planning sheet will not be sent to the senior school.

Further information regarding the Common Entrance syllabus can be found at [http://www.iseb.co.uk/pdf/Syllabus\\_CE\\_English.pdf](http://www.iseb.co.uk/pdf/Syllabus_CE_English.pdf)

Please see Mr Collings if you require more information on Common Entrance, school-specific examinations and / or scholarship. If your child's chosen school does not use the Common Entrance then his / her work will be tailored accordingly to suit the specific demands of each school's requirements.

**Teacher: Mr Robin Collings**

## Year 7 Science

This year pupils will continue to build on the work done in previous years and aim to deepen their scientific knowledge and understanding. We shall be studying the 13+ Common Entrance Science 2010 syllabus (not the 2015 version). Pupils will study a range of Biology, Chemistry and Physics topics.

We shall work from various resources including “So you really want to learn Science?” by W.R. Pickering Books 1 and 2. Revision guides are also available from Galore Park publishers ([www.galorepark.co.uk](http://www.galorepark.co.uk)) and CGP ([www.cgpbooks.co.uk](http://www.cgpbooks.co.uk)).

In the 13+ Common Entrance exams there is now a greater emphasis on enabling the pupils to show their understanding of how to work scientifically in addition to their understanding of the topics studied. Therefore experimental skills will be further developed through practical work and the correct use and spelling of scientific vocabulary will be encouraged.

ICT will be used in most if not all lessons to provide interactive whiteboard activities as well as scientific animations.

Topics to be studied in year 7 will include:

### Physics

- Energy (including fossil fuels and their renewable replacements)
- Electricity generation and electrical circuits (series and parallel)
- Heat transfer (insulation, conduction and conservation of energy)
- Magnets and electromagnets

### Chemistry

- Elements and compounds
- Chemical reactions (useful and non-useful)
- Acids and alkalis
- Mixtures and separation methods

### Biology

- Respiration and breathing
- Healthy living
- Microbes and disease
- Green plants as organisms

### Lessons

3 x 60 mins, 1 x 30 mins

## **Prep**

Preps (homeworks) will cover a range of different activities, including research on a scientific topic, answering practise exam questions or writing practical reports. Prep is set for 30 minutes twice per week.

Tuesday: Work set by Mrs Mayrs (To be handed in on the following Monday)

Thursday: Work set by Dr Rolls (to be handed in on the following Wednesday)

## **Assessment of progress:**

### **Short-term assessment**

Short-term assessments are an informal part of every lesson and prep.

### **Medium-term assessment**

End-of-topic tests will be set. The pupils will be given revision homework before each test.

### **Long-term assessment**

Practice 13+ Common Entrance papers in biology, chemistry and physics will be set after the February half term and again during the school examinations in June.

A weekly science quiz will be run and there will be an opportunity for pupils to bring in objects or articles about science in the news, which they have found interesting, for class discussions.

Pupils should also try to be informed of the latest “advances” in science by watching news programmes, reading newspapers or looking at websites such as [www.eurekaalert.org/kidsnews](http://www.eurekaalert.org/kidsnews) and [www.planet-science.com](http://www.planet-science.com) . The KS3 BBC bitesize websites are also helpful for explaining topics that we have studied in class.

## **Teachers**

**Dr Joanna Rolls (Wednesday, Thursday and Friday)**

**Mrs Felicity Mayrs (Monday, Tuesday and Wednesday)**

## Year 7 French

Sevenoaks Preparatory School's French syllabus is based on the National Curriculum and the Common Entrance Syllabus. Key Stage 2 and part of Key Stage 3 are covered by the curriculum.

### Attainment targets (aims and objectives)

**AT1 Listening and Responding:** To listen carefully in order to discriminate sounds, identify meaning and develop auditory awareness. To understand longer passages made up of familiar material from several topics, including present or future events.

**AT2 Speaking:** Emphasis on communication: to be able to ask as well as answer questions. To use language precisely and cogently using appropriate vocabulary, grammar and pronunciation. To increasingly encourage pupils to produce more extended and complex responses. To refer to present experience or future plans.

**AT3 Reading and Responding:** To understand short stories and factual texts, printed or handwritten, to identify and note main points and specific details, including opinions. To be confident in reading aloud and using reference materials. To use context and other clues to interpret meaning.

**AT4 Writing:** To encourage pupils to recognise the advantages of planning, organising and proofreading their material. To develop their own style and extend their writing. To produce pieces of writing of varying length on real and imaginary subjects, using an appropriate register. To use descriptive language and refer to present or future events. To apply grammar in new contexts.

### Lessons

2 x 60 minutes and 1 x 30 minutes

### Preps (homework)

60 minutes per week (including some learning of vocabulary, verbs and tenses and some written exercises)

The primary purpose of prep is to develop in pupils the self-confidence and self-discipline to become independent learners.

The main prep will usually be a written homework in the form of worksheets, letter, preparation of an interview or an opinion poll, the unavoidable grammatical exercises and other tasks. It will cover the work done during previous lessons or explore new paths. Please encourage "working out" or "intelligent guessing" (e.g. recognising similarities with an English word or part of a French word) to favour the development of a certain "flair" for the language.

Should you want to acquire a dictionary, please buy *THE OXFORD COLOUR FRENCH DICTIONARY* or *THE COLLINS COLOUR FRENCH DICTIONARY*, as they are the only two accepted by both the CE and GCSE boards for use in preparation for ORAL exams.

## Use of ICT for homework

We should like to encourage your child to enhance their learning of the French Language by using I.C.T. but it is important that it is used in the correct way.

Please do encourage him/her to;

- Revise and practise vocabulary, verbs and grammar points- using Vocab Express and Languages Online- little and often
- Use websites like [wordreference.com](http://wordreference.com) to look up new words and short phrases that enhances their work and improves their range of vocabulary
- Use word processing programs, like WORD, to type out their work but please encourage your child to add accents correctly using INSERT or ALT key + number – see sheet. French Spellings can be checked using the Review+ Language+ French(Fr)

Please do not allow your child to use translation programs and apps for longer sentences and paragraphs. They translate directly word for word and seldom correctly.

**Assessments** *will take the following forms:*

End of unit tests for Units 1,2 &3

## Examinations

Year 7 have exams in the spring and summer terms. Exams will follow the Common Entrance (13+) format, involve the four skills mentioned above and consist of the following:

*AT1 Oral:* rôle-play + questions / conversations on prepared topics

*AT2 Listening Comprehension* - CE 13+ format - responding to a set of tasks in order to show understanding of excerpts of varied length (single sentences to longer text)

*AT3 Reading:* variety of exercises using the 13+ formats practised in class.

*AT4 Writing:* 13+ paper exercises of various lengths (one word / sentences / paragraphs / postcard / letter etc.)

## Programme of study

This involves revision of some of the work covered in previous years, but with constant updating of vocabulary and structures, putting more emphasis on self-management and written work.

## **Textbooks**

*Encore Tricolore Total (Nelson Thornes) - Units 1-5*

Should you wish to purchase a textbook the ISBN is : 4085 04680

Unité 1:	En ville
Unité 2:	On fait des projets
Unité 3:	Au collège
Unité 4 :	En famille
Unité 5 :	Bon appétit
Project work:	A school brochure

*For detailed content of each unit, please refer to the “Table des matières” at the beginning of the textbooks.*

Thank you in advance for your support. Please remember that your child should not panic. Should the work set prove to be beyond her / his capability, please simply write a note in her / his planner, the work will be further explained then re-set to make sure that it is fully understood. However, please bear in mind that challenges have to be given from time to time and that steady improvement is as valuable as instantaneous high marks. Do not hesitate to come and see me if you are concerned in any way. Please also feel free to come and have a look at 13+ Common Entrance papers if you wish.

**Teacher: Mrs Amanda Clark and Mrs Sophie Laubach**

### **Year 7 History**

The Common Entrance history course focuses on the medieval period 1066-1485. History is taught with a strong emphasis on using sources to interpret the past and encourage pupils to consider the causes and consequences of historical events, as well as why interpretations of the past differ.

The examination paper is 60 minutes' duration. Pupils must attempt one evidence question and one essay question. The evidence question for 2020 (in the final examination) will be either the **Black Death or Richard III**. Pupils choose one essay question from a list of ten which focus on the following areas: war and rebellion; government and parliament; religion; social history and local history. Up to 50% marks may be awarded for a good narrative; however, we will focus on ensuring pupils are able to respond in an analytical way, where they express their opinions about the past based on historical evidence.

### **Summary of topics taught during Year 7:**

#### **Autumn Term:**

The Norman Conquest: claims to the English throne 1066; The Battle of Stamford Bridge; The Battle of Hastings; William I 1066-1087; The Feudal System; The Domesday Book

## **Spring Term**

The medieval church: the Roman Catholic church in secular life; the hierarchy of the church; monasteries and nunneries; the power of the church; Thomas Becket and Henry II

## **Summer Term**

Women in medieval society  
Castles – independent project work

## **Assessment**

November a short assessment focused on the Norman Conquest  
February practice CE examination  
June practice CE examination

The CE history course is challenging and with recent changes to the curriculum has become more so. All pupils take the same examination paper (except academic scholars), which demands sophisticated skills. The children need time to develop their source analysis and extended writing. Rather like learning to drive a car, there is rather a lot to think about to begin with but with regular and focused practice, these skills homogenise and become more refined. Please remember that the history course has more in common with GCSE, so initial assessment results are unlikely to be at the same level as your child may have received in previous years. If you have any questions about the history curriculum or would like to know how to support your child, please do not hesitate to come and speak to me.

Teacher: Mrs Clare Harrison

## **Year 7 Geography**

### **Autumn Term**

Geomorphologic Processes – Rivers and Coasts

- Processes of weathering
- Processes of erosion, transportation and deposition including the formation of valleys, waterfalls, gorges, meanders, caves, arches, stacks, stumps, beaches and spits.
- The causes, effects and responses to flooding including Boscastle case study

Global locations: British Isles, Europe and Worldwide

### **Spring Term**

Demographic processes – Population and Settlement

- Population numbers and density
- Causes of population change
- Reasons for the site, situation, growth, shape and function

- Settlement hierarchy - variations in the provisions of goods and services between settlements and shopping
- The management of urban development including Olympic Park case study

Global locations - as above

## **Summer Term**

Map work

- Ordnance survey map skills
- 6-figure grid references
- Compass bearings/direction
- Scale/distance/area: measuring
- Relief/drainage/land use
- Contours and spot heights
- Following routes
- Identifying relief and landscape features
- Comparing relief in contrasting grid squares

Global Locations - as above

Revision- Pupils will be given the opportunity to buy an ISEB geography revision guide which covers the full course and should be used in conjunction with class notes for revision. This revision should be on going throughout the year and recap topics covered in year 6.

Global Quiz- Pupils will have a weekly global quiz which should be learnt weekly as part of their homework.

**Teacher: Mr Aaron Bailey**

## **Year 7 Spanish**

Year 7 continue to work through the Common Entrance syllabus begun in Year 6. In the latter, vocabulary acquisition was the main strategy and, whilst this remains important as topics are covered, we are also looking increasingly to develop other linguistic skills. The students are expected to develop their level of language from last year in both quantity and quality.

We use a wide variety of resources in the classroom which allow for plenty of differentiated and interesting learning. Some resources are readily available at home (thanks to the Internet) and I strongly encourage the students to back up their class learning with extra time at home. My recommendations for use are:

- <https://www.vocabexpress.com/home/>
- [www.spanishspanish.com](http://www.spanishspanish.com)

- [www.languagesonline.org.uk](http://www.languagesonline.org.uk)
- BBC Spanish website, especially the Talk Spanish section.
- <http://www.zimflex.co.uk/Spanish/Games/Spanishkeystage3gameshome.html>
- <http://www.digitaldialects.com/Spanish.htm>
- YouTube has countless videos for learning Spanish; I use some in the classroom and your child will become familiar with the best channels.

Students joining us at The Prep in Year 7 will be encouraged to make up the ground not covered in Year 6. I shall supply a Help Pack which can be worked through to facilitate this.

As the year progresses, I shall monitor your child's progress very carefully. I shall discuss with you, the parent, different options of Spanish assessments available in Year 8 so that all concerned parties can make the right choice at the right time. For your information, here is a summary;

- There is a Level 1 Common Entrance set of papers which is simpler than Level 2. This provides an opportunity for students to gain a recognised CE grade even though they may find certain language skills difficult. It is a good stepping-stone towards a GCSE.
- There is Level 2. This is the full-on version, with the formats of the Oral and the Writing being the biggest challenges. Senior Schools which demand a 65% grade at Common Entrance expect their students to attempt this level.
- Some schools offer academic scholarships; if your child is performing at a high level, a scholarship entry could be considered - please do discuss this with Mr Harrison. Spanish may be part of those entry exams, depending upon the school selected.
- There is the option of not taking Common Entrance Spanish. If the CE syllabus is proving too arduous, we can provide lessons which are aimed at developing knowledge and skills in a less pressurised way in the hope that the student will continue to enjoy and learn Spanish, and may continue on with Spanish at GCSE level.

## **Spanish Topics**

### **Autumn Term**

- Daily routine
- Shopping, eating, drinking and café talk
- Revising numbers (prices)
- Shops

- Quantities
- Breakfast and supper foods
- Booking a table
- Ice cream flavours
- Buying a present
- Revision and exam skills practice

### **Spring Term**

- Town and region: places in a town
- Adjectives to describe an area
- Activities
- Meeting someone, relative position
- More arrangements to meet
- Transport: methods and advantages, travelling by train, a stressful journey
- Exam skills

### **Summer Term**

- Health: parts of the body
- Problems and solutions
- Revision and exam practice

### **Textbooks**

- Encuentro
- Caminos

**Teacher: Mr Donald Smith**

## **Year 7 Art and Design Technology**

Pupils in Year 7 will be offered experiences drawn from the following aspects of art: drawing, colour and working with pigments, working with textiles, 3D (including plaster, clay and cardboard), recycling junk, learning from other artists and cultures. Pupils in Year 7 take 3 half term blocks in design technology and will be allowed a full and varied experience of materials and processes, techniques, tools and the acquisition of skills. Problem-solving, budgeting and marketing are built into the plan.

**Work will be drawn from the following:**

### **Autumn Term**

#### **Art**

#### **Wassily Kandinsky**

Study of the artist

'Biomorphic Abstraction'

Mixed medium pictures

#### **DT**

#### **Bird Feeders**

Examples of types of bird feeders

Designs and challenges

Prototype building

Answering a design brief

Budgeting and planning for production

Materials, sheet and solid

**Spring Term**

**Art**

**Cartoons and Charicatures**

'Favourites' i.e. Disney, Simpsons etc.  
Creating expressions and moods in character  
Producing cartoon strip or comic front cover

**DT**

**Bird Feeders**

Individual designs  
Challenges  
Mass production techniques

**Summer**

**Art**

**Creating a garden sculpture**

**Figurine work**

Using a variety of materials:  
Wire, fabric, paverpol and papier mache

**DT**

**Food Technology**

Packet mix cakes v home made

Design technology and art lessons will be designed to foster, among other personal qualities, the following: encouragement, confidence, pleasure, fulfilment, curiosity, creativity, enterprise, energy, fascination, appreciation, consideration, co-operation and challenge.

**Teacher: Mrs Jacqueline Baldwin**

**Year 7 Computing and Digital Creativity**

<b>Theme</b>	<b>Software/App or Hardware</b>	<b>Skills and concepts</b>
<b>TERM 1</b>		
Programming/Coding	Scratch	Logic, Variables, Geometry Gravity and platforms
Hardware and software	Web resources	Function of RAM, CPU, Hard drive and Motherboard
Online Safety	Childnet	Cyberbullying and Privacy
<b>TERM 2</b>		
Computational Thinking	Code.org Express	Iteration, conditionals, constants and variables
Cryptography	Web resources	Caesar Cipher Prime numbers Encryption
Html	Html editor/ Code club resources	Create a webpage using hyperlinks and borderless tables

TERM 3		
3D Design	Sketchup	Rotating objects Offset and follow me
Data and Information	Excel	If, Count if and VLookup
Physical programming	Microbit	Programming images and buttons

**Teacher: Ronan Mc Nicholl**

For school information please go to:

Website: [www.theprep.org.uk](http://www.theprep.org.uk)

Parent Portal: <https://theprep.myschoolportal.co.uk>

### **Year 7 Physical Education**

#### *Multi-sports*

Pupils will work as individuals, in groups and in teams, when developing their knowledge of different physical activities. These will include dodge-ball, bench-ball, basketball, table tennis, football, lacrosse, volleyball and badminton. Through the range of these experiences, it is hoped that pupils will become aware of and prepared for new PE lessons in their next schools and for life after Sevenoaks Prep.

#### *Health-Related Fitness*

Pupils will be taking part in health-related exercise to increase their knowledge and understanding of fitness and health. By the end of Years 3-6, pupils will understand how exercise affects the body and how to warm up and prepare for different activities. By the end of Years 7 and 8, pupils will be able to prepare for and recover from specific activities such as agility sprints or circuit training. They will also be able to relate how different types of activity affect specific aspects of their fitness (i.e. flexibility/strength and cardiovascular endurance).

#### *Athletics*

Pupils will be participating in a range of athletic activities, including both track and field events. These will include being taught specific running, jumping and throwing techniques. They will be taught how to set and meet targets, pace themselves in competitions and will understand the need for precision, speed, power and stamina in most events. Everything learnt in their PE lessons will also contribute to possible success in the end of term Sports Day event.

#### **Games Kit / Uniform**

Autumn Term	School PE kit
Spring Term	School PE kit
Summer Term	School PE kit and trainers or running spikes

## **Off-Games / PE**

Parents should write a note of explanation to their form teacher or Miss Lovegrove in their child's planner.

- those off-games within PE lessons will be given written activities to do, relating to the topic that they are covering (e.g. a child may be asked to give definitions for key words)
- those off-games may also take part in peer assessment and feedback relating to the task that is being covered within the lesson

**Teacher: Miss Hazel Lovegrove**

## **Games**

### **Autumn Term**

Girls: Netball  
Boys: Football

School games kit as indicated on the uniform list  
School football kit as indicated on the uniform list

### **Spring Term**

Girls: Hockey  
Boys: Rugby

School games kit as indicated on the uniform list  
School rugby kit as indicated on the uniform list

### **Summer Term**

Girls: Rounders  
Boys: Cricket

School games kit as indicated on the uniform list  
School cricket kit as indicated on the uniform list

### **Off Games**

Pupils who are off games should notify Mr Bailey or Miss Lovegrove as soon as possible and should inform their form tutor on a games morning via a note from home. Off games pupils should report to the science lab unless told otherwise.

### **Fixtures and team sheets**

Fixtures are published on the school portal a term in advance and team sheets displayed weekly in the portal and on the games notice boards with match details.

**Games Co-ordinators: Mr Aaron Bailey and Miss Hazel Lovegrove**

## Schedule for Assessing and Reporting Years 6, 7 & 8

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Year 8 First Half</b>	Parents' Information Evening		
<b>Second Half</b>	Internal CE Mock exams Exams Grades Slip Parents' Evening Games Report Meetings with teachers may be arranged by appointment	Internal CE Mock Exams External entrance and scholarship exams Report with exam and effort grades with comments from subject teachers, form teacher and headmaster Meetings with teachers may be arranged by appointment Games Report	External Scholarship exams Common Entrance 13+ exams for all (either internal or external) End of term report with CE/Summer Exam grades and comments from the form teacher and headmaster Games Report
<b>Year 7 First Half</b>	Parents' Information Evening	Parents' Evening	Cognitive Ability Tests for practice before 13+ entrance assessments in Year 8 Year 9 entrance test for Sevenoaks School
<b>Second Half</b>	Report for examination subjects with effort grades and comments from the form teacher and headmaster Games Report	Internal Mock Exams Exams Grades Slip with form teacher comments Meetings with teachers may be arranged by appointment Games Report	Internal end of year exams Meetings with teachers may be arranged by appointment Report with exam and effort grades with comments from subject teachers, form teacher and headmaster Games Report
<b>Year 6 First Half</b>	Parents' Information Evening		
<b>Second Half</b>	Assessment tests in English, maths and science Assessment Results Slip Parents' Evening Games Report	Effort Grades Slip with form teacher comments Games Report	Internal end of year exams Meetings with teachers may be arranged by appointment Report with exam and effort grades with comments from subject teachers, form teacher and headmaster Games Report

## **Procedure for Secondary School Entry**

### **Year 3 and Year 4:**

At this point of your child's education there is no need to begin the process for entry to secondary schools.

### **Year 5:**

At the beginning of the year parents should make an appointment with the Headmaster to discuss their child's future education.

There will be an 11+ information meeting with Mr. Collings in the Spring Term, in which we will present the format for the 11+ Kent Test that takes place at the beginning of Year 6 along with test registration information which takes place in the month of June in Year 5.

If you would like to discuss any aspect of the process into secondary school, including scholarship applications, or discuss a particular school, then please make an appointment to see one of the following: Mr. Harrison, Mr. Ashcroft, Mrs Harrison or Mr. Collings.

Updated 18.9.18