



## YEAR 8 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 will 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 8 English (2016 – 2017)

### Autumn Term

#### Literature

- Short Stories
- Poetry
- Revision (*Private Peaceful*)

#### Creative

- Poetry
- Fiction

#### Text Book

- Language of literary non-fiction (*travel writing, diaries, account journals, (auto)biography, reports, journalism*)

### Spring Term

#### Literature

- Revision

#### Creative

- Poetry
- Fiction

#### Text Book

- Language to describe, inform and explain (*survey, interview, instructions, travel guides, newspapers, eye-witness account, internet, prospectus*)

### Summer Term

Revision and exams

### 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, although 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.

Pupils will sit mock Common Entrance examinations in November and February. The “real” CE papers are sat in June. Pupils sitting examinations for non-Common Entrance schools / scholarships will usually sit formal examinations at their chosen school between January and May of Year 8.

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 and Mr Luke Harrison**

## Year 8 Science

This year pupils will study the remaining biology, chemistry and physics topics from the 13+ Common Entrance Science 2010 syllabus (not the 2015 version). The remaining time will be used to revisit topics in preparation for the final exams. Pupils will be encouraged to practise past papers in class and as prep. These are available from school.

We shall continue to 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.cgpbbooks.co.uk](http://www.cgpbbooks.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 8 will include:

### Physics

- Forces (linear and rotation)
- Pressure
- Magnets and Electromagnets

### Chemistry

- Metals and the reactivity series

### Biology

- Nutrition and digestion
- Movement (skeleton and muscles)
- Food chains and feeding relationships
- Population and competition

### 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)

Friday: 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 in November and just after the February half term. The final Common Entrance Biology, Chemistry and Physics papers will be sat 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 8 French

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

### **Attainment targets (Aims and Objectives)**

*AT1 Listening and Responding:* To understand short narratives and extracts of spoken language which covers various past, present and future events. To cope with language spoken at normal speed. To identify and note main points and specific details.

*AT2 Speaking:* To take part in conversations that include past, present and future actions and events. To apply knowledge of grammar in new contexts.

*AT3 Reading and Responding:* To show understanding of various texts that cover past, present and future events and include familiar language in unfamiliar situations. To identify specific details, including points of view. To be more confident in using context and personal knowledge of grammar to work out the meaning of unknown language.

*AT3 Writing:* To produce pieces of writing of various lengths on real or imaginary subjects, using an appropriate register. To link sentences and paragraphs, structure ideas and adapt previously learnt language to one's own purpose. To edit and redraft work, using reference sources to improve accuracy, precision and variety of expression.

*Note* - Constant use of target language except when dealing with grammar

- Emphasis on communication: being able to ask as well as answer questions.

### **Lessons**

2 x 60 minutes and 1 x 30 minutes

### **Extra support**

*Scholarship + MAL group:* Before school on Friday mornings.

### **Preps**

Preps, whenever possible, may be in the form of written exercises, revision or learning vocabulary or verbs.

The main prep will be given on Wednesdays to encourage time management. It will usually be a written prep in the form of 13+ papers, 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 another French word) rather than resorting to a dictionary straight away to favour the development of a certain "flair" for the language.

Please understand that it is essential that your child should do the prep by herself / himself. The outcome is most important as her / his errors will determine the extra support I will need to give.



### **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:*

Conversations / rôle-plays / Listening comprehension / Reading comprehension / vocabulary tests / grammatical exercises / worksheets / formal end of topic assessments / CE papers / etc.

### **Examinations**

*Autumn Term* ISEB 13+ CE Practice Paper during assessment week  
(*Listening Comprehension and oral to be completed the previous week*)

*Mock Exam* February / March Mock ISEB 13+ CE paper  
(*Listening Comprehension and oral to be completed the previous week*)

*Common Entrance* May 2015 – Speaking and Listening  
June 2015 – Reading and Writing

For scholarships and other examination dates please refer to Year 8 exam timetable.

*Note:* CE candidates should revise for languages during the Easter holiday, as the Aural and Oral exam will take place 5-8<sup>th</sup> May. (Listening paper + taped oral sent to prospective schools 8<sup>th</sup> May.)

### **Programme of study**

This involves a 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.

Please remember that there is a copy of the Common Entrance syllabus in your child's curriculum file.

**Textbooks**

Tricolore Total 2: Nelson Thornes

Should you wish to purchase the text book the ISBN 4085 04680

**Note**

- The syllabus is completed in the spring term
- March and April: revision and preparation for the June Exams
- June and July: Project work

Please remember that you are welcome to come and see me to discuss any points be they scholarship, prep issues etc.

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

## **Year 8 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 2019 will be either the **First Crusade or Archbishop Becket**. 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.

### **Scholarship**

This varies according to the school your child is applying for. Potential academic scholars are invited to attend scholarship lessons. Please see Mrs Harrison for further information.

### **Topics covered**

#### **Autumn Term:**

- The Black Death and Peasants' Revolt
- Richard III and the Crusades

#### **Spring Term:**

- King John and the Magna Carta
- Henry V, VI
- The Wars of the Roses
- Henry VII

#### **Summer Term:**

- Revision and practice CE papers
- Assessment
- November practice CE paper
- February practice CE paper
- June actual CE examination

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 8 Geography**

### **Autumn Term**

Field work inquiry – this is carried out on a week day towards the end of September.

- River and/or coastal field work inquiry followed by the compilation of a project worth up to 20% of the Common Entrance marks in the June exam. The finished work will be moderated by the geography departments at the pupils' destination schools. The project should be completed by February half-term.

Economic factors

- Sectors of employment
- Factors affecting the location of industry and recognition on an OS map
- Case studies – a global economic activity and a local case study
- November CE practice paper
- Continued practice in answering questions on global location, ordnance survey maps and thematic topics

### **Spring Term**

- Complete Fieldwork Enquiry
- Revision of all topics
- February Mock CE13+ paper

### **Summer Term**

Continued revision and CE13+ practice  
June CE13+ examination

**Teacher: Mr Aaron Bailey**

## Year 8 Spanish

In general, pupils in Year 8 continue to work towards the Common Entrance examination. However, it is to be borne in mind that there are four options:

- 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.
- There is Scholarship Level. Each of our destination schools has its own policy and format for scholarship Spanish.
- 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.

Students working towards Levels 1 and 2 will find that considerable time is given over this year to exam skills and practice. Preparations for the Oral exams are particularly thorough because, especially at Level 2, this component demands a high amount of language recall under pressure.

Whichever level of final assessment your child undertakes, Miss Lovegrove and I strive hard to ensure that he or she makes as much progress as possible and enjoys the journey.

### Topics

#### Autumn Term

- Looking back at the summer holidays
- Clothes
- Revision
- Exam preparation, especially for oral

#### Spring Term

- Revision & development of previous topics
- Exam preparation, especially for oral

#### Summer Term

- Revision & development of previous topics
- Final exam preparation

#### Textbooks

- Encuentro
- Caminos 1 and 2

**Frequently used websites:**

- [spanishspanish.com](http://spanishspanish.com)
- BBC Spanish
- [studyspanish.com](http://studyspanish.com)
- [languagesonline.org.uk](http://languagesonline.org.uk)

**General Information**

- Year 8 receive *4 lessons* of 30 minutes per week arranged in blocks of 1 hour.
- *Homework will be set on a Thursday*. It may be: a written task (creative or grammatical), some vocabulary to learn or a combination of both.
- Prep will usually be due in the next day. The due date should be written in the planner.
- Your child will be formally assessed *three times* during the year. *November* sees a practice CE exam; *February* sees the official mock CE exam; and *May and June* sees the real thing! The Listening and Speaking exams are in a designated week in May (along with the French and maths Listening) and the Written exam is with the other papers in June

A nugget of advice: vocabulary is the artist's paints on the palette, poised to be turned into a masterpiece. No paints, no epic canvas! Your child needs to revise vocabulary regularly at home to keep words fresh in the mind. This is important both practically and psychologically when exams are nigh.

Please continue to encourage your child to take an interest in all things Hispanic: language, sport, history, geography, music, food, festivals, current affairs etc. Increasingly the language material appearing in Common Entrance has a cultural aspect.

**Teacher: Mr Donald Smith**

## Year 8 Art and Design Technology

Pupils in Year 8 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, textiles, computer aided design, computer aided manufacture, learning from other artists and cultures.

Pupils in Year 8 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

'Who am I?'

Image Boards

##### DT

**Land Yachts**

Wind propulsion

Produce a design brief to meet clients' needs

Understanding models and prototypes

Working within a budget

#### Spring Term

##### Art

**Charles Rennie Mackintosh**

Designer and architect

His influence on design

Creating works in a variety of medium

##### DT

**Land Yachts**

Individual designs

Mass production techniques

Finalising designs and products

Testing and analysing products

#### Summer

##### Art

**Mixed medium project**

Using wide range of materials to create 3 pieces of work, one for each title chosen from:

- Doodle Art
- 'Flower Power'
- Make a fund raiser

##### DT

**Textiles/Graphics/CAD**

Logos

Designing t-shirt graphics from computer, paint and digital medium

Cross Curricular 'Hope HIV' project

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 8 Computing and Digital Creativity

Theme	Software/App or Hardware	Skills and concepts
TERM 1		
Programming/Coding	Scratch	Lists, Variables, Loops and Conditional Statements
Networks	Web resources	IP Addresses, TCP and routing/packet switching Concept of binary Converting binary to decimal and vice versa
Online Safety	Childnet	Gaming and Addiction
TERM 2		
Computational Thinking	Code.org Express	Iteration, conditionals, constants and variables
Emerging Technology	Web resources	Artificial Intelligence, Robotics, Cryptocurrency, Virtual Reality etc
Physical programming	Microbit	Data Structures, procedures and functions
TERM 3		
Image Editing	Gimp	Layers Free select tool
Animation	Synfig/ Blender	Shape and motion tweening

## Year 8 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	School games kit as indicated on the uniform list
Boys: Football	School football kit as indicated on the uniform list

### **Spring Term**

Girls: Hockey	School games kit as indicated on the uniform list
Boys: Rugby	School rugby kit as indicated on the uniform list

### **Summer Term**

Girls: Rounders	School games kit as indicated on the uniform list
Boys: Cricket	School cricket kit as indicated on the uniform list

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

For school information please go to:

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

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

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

	Autumn Term	Spring Term	Summer Term
<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, year group tutor 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.

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