

***BASSINGBOURN
VILLAGE COLLEGE***



***YEAR 8
2016 HANDBOOK***



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Useful email links:

absence@bassingbournvc.net

office@bassingbournvc.net

suggestions@bassingbournvc.net

pta@bassingbournvc.net

anti-bullying@bassingbournvc.net

governor@bassingbournvc.net

alumni@bassingbournvc.net

Useful websites

www.twitter.com/bassingbournvc

linkedin.com - Bassingbourn Village College

www.facebook.com/bassingbournvc

www.doddlelearn.co.uk

www.showmyhomework.co.uk

www.progresso.net

Contact us

Bassingbourn Village College

South End,

Bassingbourn,

Nr Royston. Herts.

SG8 5NJ

Telephone: 01763 242344

Website: www.bassingbournvc.net



As a school we are strongly committed to seeking to work in meaningful and positive partnership with parents to support the best possible education for all of the students in our care. This handbook is a part of that process and is designed to help answer questions parents may have. We do hope that you find it useful. Please do also provide us with any feedback about it. We would find this helpful and will take on board all such comments as the handbooks are developed.

We are very proud of our school and the opportunities we provide for our students. This handbook will give you information about the opportunities available and help you to support the students in their learning. The aim is to give you the information you need to allow your child to be successful and encourage your child to participate in a wide range of activities. You will find general information about the school in the first half of the handbook and subject specific information in the second half. There are also contact details to allow you to contact members of staff if the information you require is not in this handbook or on the school website (www.bassingbournvc.net).

Year 8 is a very important time for the students and their parents. The students are settled in to the school and should be starting to expand their horizons by participating in a wide range of extra-curricular activities. On an academic level, the students should be continuing to lay the groundwork for their future GCSE studies and giving themselves the best opportunity to succeed to the best of their ability. The Senior Leadership Team and the College Achievement Leaders work closely with the tutors to build up a good picture of the academic progress of each student, as well as their extra-curricular activities and wider interests. We want our students to achieve their full potential in both the academic and areas such as confidence, learning new skills, and we are keen for them to develop as people who are kind and considerate of others.

The students will also take part in the Pledge, an award scheme that encourages students to enhance their skills in 5 core areas: Leadership, Organisation, Resilience, Initiative, and Communication.

We want our students to have an enjoyable experience whilst at Bassingbourn Village College and to be able to look back with fond memories when they leave us. This involves students taking their lessons seriously, behaving well and participating fully in the opportunities that are on offer. We are a supportive staff, fully committed to giving the students the best experience we can so please encourage your child to inform us of any problems so that we can help resolve them as soon as possible.

We really enjoy seeing the range of achievements that are celebrated in our End of Term assemblies. We are proud of what our students achieve and it is great to see such a diverse mix within the year group. We look forward to seeing how the year group progress and continue to grow. This is an exciting year for Year 8 and we wish them every success.

Duncan Cooper

Principal



Key staff, Tutors and College Achievement leaders

Principal	Mr D Cooper	dcooper@bassingbournvc.net
Vice Principal	Miss V Poulter	vpoulter@bassingbournvc.net
Deputy Principal	Mr J Brock	jbrock@bassingbournvc.net
Deputy Principal	Ms V Larkins	vlarkins@bassingbournvc.net
Assistant Principal	Mr P Church	pchurch@bassingbournvc.net
Assistant Principal	Mrs H Edwards	hedwards@bassingbournvc.net
Student Progress and Welfare Assistant	Mrs T Turner	tturner@bassingbournvc.net
Inclusion Co-ordinator	Ms S Murphy	smurphy@bassingbournvc.net

Administration team

Head of Communications and Administration	Mrs S Smith	ssmith@bassingbournvc.net
Receptionist	Mrs F Jones	office@bassingbournvc.net
Finance Manager	Mrs L Carter	lcarter@bassingbournvc.net
Exams Officer	Mrs S Jenkins	sjenkins@bassingbournvc.net
Marketing, Communication and Learning Resources Manager	Mrs A Lynn	alynn@bassingbournvc.net
Student support Administrator	Ms E Cammiss	ecammiss@bassingbournvc.net
Premises Manager	Mrs B Isherwood	bisherwood@bassingbournvc.net
Catering Manager	Mrs M Strollo	
Cover supervisor	Mrs V Piggott	vpiggott@bassingbournvc.net

College

Keller
Luther King
Moore
Shakespeare

College Achievement Leader

Mr S Gair sgair@bassingbournvc.net
Mrs H Edwards hedwards@bassingbournvc.net
Mr D Beck dbeck@bassingbournvc.net
Mrs J Shortt jshortt@bassingbournvc.net



Tutor groups

	<u>Tutor Base</u>	<u>Tutor</u>	<u>Email</u>
<u>Keller</u>			
KJK	1	Mrs J Kuenzi	jkuenzi@basingbournvc.net
KJM	12	Ms J Murugan	jmurugan@basingbournvc.net
KLP/CD	40	Mrs L Pleszko / Miss C Dean	lpleszko@basingbournvc.net cdean@basingbournvc.net
KMB	17	Mr M Budd	mbudd@basingbournvc.net
KPB	45	Mr P Bolton	pbolton@basingbournvc.net
KAD/RH	6	Ms R Heath	rheath@basingbournvc.net
KRW	16	Miss R Ward	rward@basingbournvc.net

<u>Luther King</u>			
LKAC	8	Miss A Cahill	acahill@basingbournvc.net
LKHB/NT	27	Mrs H Beck / Mrs N Taylor	hbeck@basingbournvc.net ntaylor@basingbournvc.net
LKKH/NC	23	Mrs K Howells / Mr N Cowlan	khowells@basingbournvc.net ncowlan@basingbournvc.net
LKMD	9	Ms M Du	mdu@basingbournvc.net
LKNP	18	Ms N Price	nprice@basingbournvc.net
LKRDP	34	Mrs R Dix-Pincott	rdix-pincott@basingbournvc.net
LKVR	35	Ms V RiosGrinan	vriosgrinan@basingbournvc.net

<u>Moore</u>			
MCHA	20	Ms C Harris	charris@basingbournvc.net
MHG	44	Mrs H Gilder	hgilder@basingbournvc.net
MJMB	26	Mrs J Myles-Baker	jmyles-baker@basingbournvc.net
MJMI	14	Mrs J Miller	jmiller@basingbournvc.net
MJP	11	Mr J Philip	jphilip@basingbournvc.net
MKV	41	Mrs K Veitch	kveitch@basingbournvc.net
MRH	43	Miss R Hields	rhields@basingbournvc.net

<u>Shakespeare</u>			
SJD	42	Mr J Davison	jdavison@basingbournvc.net
SJL	28	Mrs J Lambert	jlambert@basingbournvc.net
SKN	33	Ms K Nutley / Mrs L Beswick Palmer	knutley@basingbournvc.net lbeswick-palmer@basingbournvc.net
SMC	3	Mr M Clover	mclover@basingbournvc.net
SMCH	15	Mr M Christie	mchristie@basingbournvc.net
SMW	10	Ms M Weeden	mweeden@basingbournvc.net
SRB/DL	7	Mrs R Boxall / Miss D Leake	rboxall@basingbournvc.net dleake@basingbournvc.net

* Ms Harris is currently on Maternity leave so please contact Mr Beck in the first instance.



Important Dates

Autumn Term 2016	
Monday 5 th September	Autumn term opens for students
Thursday 29 th September	Open Evening
Friday 21 st October	Doddle Intervention Day (selected students only)
24 th – 28 th October	Half term
Friday 2 nd December	Training Day
Friday 16 th December	Autumn term closes

Spring Term 2017	
Wednesday 4 th January	Spring term opens for students
13 th – 17 th February	Half term
Friday 31 st March	Spring term closes

Summer Term 2017	
Tuesday 18 th April	Summer term opens for students
Monday 1 st May	May Day
29 th May – 2 nd June	Half term
Friday 21 st July	Summer term closes

Year group dates

Event	Date	Time
Curriculum Day	Wednesday 23 rd November	
Doddle reports available	Friday 16 th December	
Parents Evening	Thursday 19 th January	4:30pm – 7:30pm
Exams	w/b Monday 20 th February	
Doddle reports available	Wednesday 29 th March	
Curriculum Day	Thursday 22 nd June	
Doddle reports available	Thursday 29 th June	

Timing of the day:

8:55 – 9:15 Registration
 9:15-10:55 Period 1
 10:55 – 11:10 Break time
 11:10 – 12:50 Period 2
 12:50 – 1:40 Lunch
 1:40 – 3:20 Period 3



General Information

Attendance

For our children to gain the greatest benefit from their education, it is vital that they attend regularly and your child should be at school, on time, every day the school is open unless the reason for the absence is unavoidable. Any absence affects the pattern of a child's schooling and regular absence will seriously affect their learning. Any student's absence disrupts teaching routines so may affect the learning of others in the same class.

Ensuring your child's regular attendance at school is your legal responsibility and permitting absence from school without a good reason creates an offence in law and may result in prosecution.

Absence Procedure:

If your child is absent YOU MUST:

- Contact us as soon as possible on each day of absence, using the absence phone line (01763242344) or by email (absence@bassingbournvc.net).

If your child is absent we will:

- Endeavour to contact you if we have not heard from you
- Contact you to discuss the situation with the relevant member of staff if absences persist;
- Refer the matter to the Education Welfare Officer if attendance moves below 85%.

Home School communication

The school always welcomes contact from parents and our goal is to ensure that you have an appropriate and helpful response to your communications. Your child's tutor should be your first point of contact.

Our receptionist will attempt to connect your telephone calls for you and will pass on a message to the relevant staff member if they are not available. The staff member will always try to respond as soon as possible, but contact should be made within 2 working days. Urgent calls will be transferred to the most appropriate senior member of staff if the requested staff member is not available. Personal appointments should always be pre-arranged to enable the meeting to be efficiently run and for staff members to have the relevant information to hand. Our policy for managing home/school communication can be read in full on the website.

Staff will always endeavour to acknowledge letters and emails within 2 working days. However, as some situations may need further investigation, you may not receive a full response until after this point. The school can be contacted by email on office@bassingbournvc.net. If you wish to contact a member of staff by email, please use their initial and their surname followed by @bassingbournvc.net. i.e. for Andrew Teacher this would be ateacher@bassingbournvc.net.

The school uses Parentmail to send letters and other communications home. For more information and to register, please contact office@bassingbournvc.net. The school seeks to put as much information as possible on the website. Most general information that parents need can be found by visiting www.bassingbournvc.net. We also keep parents informed through a range of media: a weekly newsletter, The Heron, which features up to date information; the termly newsletter which reviews the term. Information can also be found on our Facebook page, linkedin page and our Twitter feed will keep you up to date on a daily basis.



Doddle

Doddle is our new online system that is designed to fulfil several functions within the school.

Firstly, Doddle is currently being used to track student progress. In some subjects, such as maths and science, progress can be tracked through the completion of online tests. In all subjects, teachers can use skills maps to record a student's progress by ranking their skill levels after assessments. Tracking of progress is designed to fulfil two functions: it enables us to create skill specific reports that highlight a student's strengths and weaknesses, and it produces a score based on the new GCSE marking system which we will be using to replace KS3 sublevels from September 2016.

Secondly, Doddle provides a place where we can store resources. Teachers can assign homework and classwork to students via Doddle, and we can then track when work has been accessed and completed. This is particularly useful for exam revision, allowing teachers to give students access to a wide range of resources, eliminating the need for paper copies.

Finally, Doddle gives students the opportunity to be independent in their learning. They can use the codes that are linked to each skill to search for resources that are already on the site, designed by the team of teachers employed by Doddle. This means that they have the opportunity to revise and develop their knowledge of topics they have found difficult, or perhaps catch-up on work they have missed due to absence.

Doddle can be accessed at www.doddlelearn.co.uk

Show my homework

Show My Homework is a website we use to record the homework students are set. Students are given a log in at the start of the year and they have access to a personalised calendar that displays all the homework that is set for their individual classes, alongside resources that they can use to complete the tasks. In addition to the personal calendar, there is a whole school calendar that can be accessed without a log in. This displays the same information but students will have to search for their individual classes.

Students are expected to check Show My Homework on a regular basis to ensure that they do not miss deadlines.

Show My Homework can be accessed at www.showmyhomework.co.uk

Homework

To support progress in school, students will be set homework in a number of curriculum areas. The nature of this homework will vary depending on the subject. Tasks that might be set include: research, evaluating learning, correcting and improving work, written tasks, reading tasks, learning tasks such as vocabulary and spelling, making artefacts, drawing and designing, and preparing for presentations. The length of time to be spent on homework will vary for each student depending on what they are being asked to do and their own areas of strength, but as a guide a year 8 student should be spending 40 minutes on a homework task. A student should get 3 pieces of homework per 600 minutes of timetabled learning.



Uniform

School uniform items including the school blazer, skirt, school tie, jumper and all PE items with the school logo, identified with * will be available online from yourclothingshop.com.

<u>Uniform</u>	<u>PE and Games Kit *</u>
<ul style="list-style-type: none"> • Blazer Plain black with school logo* • Trousers Plain black, business style, no boot cut, skinny or flared trousers. No cords, jeans, cropped trousers. Only dark buttons or belts allowed. • Skirt Black skirt with school logo only * • Shirt White, long enough to tuck into trousers/skirt and a correct collar to wear a tie properly. • Tie School tie* • Jumper May be worn during winter months. Black V-neck jumper with school logo. This should not be worn instead of a blazer * • Socks Ankle or knee-length, dark grey, white or black. • Shoes Black. Leather/leather type uppers no canvas shoes. In the interest of safety, heels no more than 3 cm high. No training shoes. 	<p>Compulsory</p> <ul style="list-style-type: none"> • Polo Shirt Gold and black with school logo • Rugby Shirt (boys only) Gold and black with school logo • Shorts or Skort Black with school logo • Fleece Black with school logo • Socks Black sports socks • Gum shields/shin pads • Hair tie • Trainers • Football boots <p>Optional *</p> <ul style="list-style-type: none"> • Jogging bottoms Plain black • Waterproof jacket Gold and black with school logo

Discreet make-up only is permitted, no nail varnish or jewellery is allowed except for a wristwatch and for pierced ears when one pair of plain studs only may be worn. Any form of facial or body piercing is not permitted. Personal mobile telephones, iPods, iPads etc are permitted in college; they are to be used in line with the college's ICT policy and are brought in to school at the owner's risk. Hairstyles should be of natural colour. We do not allow extremes of styles, or colour. No patterns or shaved heads allowed. For PE students are expected to have long hair tied back for Health and safety reasons.

The school will have final say in relation to the suitability of uniform items.



The Canteen

The canteen is open before school, at break and at lunch. It serves a variety of hot and cold food and drinks and is available to all students. Students must remember to put money on their cashless catering card in order to purchase the food. Money can be put on either by cheque, payable to Bassingbourn Village College, or in cash using the machine located in the canteen. Parents are advised that students will not be allowed to get into debt and should ensure that they have enough money on their card to cover all purchases.

Free School Meals

Free school meals are available for children who are aged under 19 and meet the eligibility criteria. Last year, the families of 20% of children in Cambridgeshire who could have claimed a Free School Meal (FSM) did not do so. This meant that as well as the child missing out on the meal, the school missed out on the Pupil Premium payment. Pupil Premium is additional funding given to schools to help raise the attainment of students. Please check the school website for the eligibility criteria and if you think that your child is entitled to receive free school meals, return the form found on the website and relevant evidence to the Finance Office. Further details on Pupil Premium funding is available on our website or contact Mr Church at pchurch@bassingbournvc.net.

Bullying

We take bullying very seriously at Bassingbourn Village College. Students have regular sessions in PSHE, tutor time and assembly to remind them that we expect the school to be a safe place for all students and staff. Students are reminded that they can report bullying through any member of staff, the anti-bullying email address (anti-bullying@bassingbournvc.net), or by talking to Mrs Turner, our student support worker. More details can be found in our Expectations for Learning policy on the school website.

Safeguarding

All members of staff are regularly trained with the latest safeguarding information and follow the policies laid out on our website. Students have regular sessions covering a range of safeguarding topics, such as e-safety, sex and relationships, Prevent, and emotional well-being. Students are regularly reminded that if they have any concerns they can speak to any member of staff, the school nurse or Mrs Turner, our student support worker (tturner@bassingbournvc.net).

The safeguarding policy can be viewed in full on the school website.



The Hive

The Hive is our student centre and a range of information available to the students that can be found here. If a student has lost their timetable, a letter, or has the incorrect uniform then they can go to the Hive to get replacements. The Hive is also the place to go if students are having issues and they need to talk to someone. The Hive is open from 8:30am to 4:00pm and the staff are happy to help students with any issues.

The Hive is also the base for Careers and Work Related Learning. We regularly hold workshops and have guest speakers. We are always looking for volunteers to come in and talk to the students about their careers so if you would be interested in helping us in this way, please contact Miss Hields on rhields@bassingbournvc.net

As well as the careers workshops, the Hive has a range of activities available for students to do at lunchtime. These include chess, magazines to read and knitting and it has a fun and lively atmosphere.

The Library

The Library is open to students before school from 8:30am and after school until 4:30pm and during break and lunchtime. Students automatically become a member of the library when they join the school. They can borrow up to 2 books at a time for two weeks, after which they must be returned or renewed. The library can be used for homework or research activities. Students can use the computers available or the books to help them with this. Students are expected to behave considerately and to be reasonably quiet in order to maintain a working environment. Student librarian positions are available to allow students the chance to show leadership and organisation. Anyone interested in a Student Librarian position should speak to Mrs Lynn to find out more information. (alynn@bassingbournvc.net)

The Inclusion Department

Bassingbourn Village College works hard to support students with special educational needs and/or disabilities in a fully inclusive environment. Mrs Murphy, our Special Educational Needs Co-ordinator has responsibility for co-ordinating SEND provision across the school. We work hard to ensure that information about needs gets passed throughout the staff on a regular basis to allow for the best level of support to be given. Support needs are assessed on a regular basis and all staff members are aware of the needs of individual students.

We encourage students to request support if they feel they are not making appropriate progress. We employ a range of assessment methods to establish the nature of SEND, including the use of assessment tests and the careful monitoring of a student's progress towards an agreed goal. Support offered is varied and includes using Room 46, the Inclusion room, as a base at lunchtime, literacy and numeracy support session and having a teaching assistant in the classroom. The level of support will be decided through consultation with parents and be appropriate to the needs of the student. If you believe that your child needs support, please contact Mrs Murphy on smurphy@bassingbournvc.net



Equipment

All students are expected to bring the following basic equipment to every lesson:

Pencil case
Pencil, rubber, and pencil sharpener
Black or blue pen
Short ruler
Exercise books for lessons

Students will also find it useful to have a calculator with them as they will be used in a number of lessons.

Students should have their cashless catering card if they are wanting to be able to use the canteen.

Students may need to bring specialised equipment for certain lessons, which is referred to on the subject pages of this handbook.

Rewards and Sanctions

Students are expected to behave in accordance with the school rules at all times. They should be trying their best in lessons and taking part in a range of extra-curricular activities. Those students who display exceptional behaviour, achievement or effort can be rewarded with a merit. These merits are recorded on the Progresso system and certificates are awarded in the end of term assemblies.

Students may get merits for producing good work, contributing to lessons in a proactive way, helping other students and staff, and representing the school, amongst other activities.

When a student's effort or behaviour is found to be unacceptable, a variety of sanctions may be imposed. Members of staff will follow our Expectations for Learning policy and may impose break, lunchtime or after-school detentions if behaviour is unacceptable or work is not completed to an appropriate standard. If this continues, further action can be taken in line with the Expectations for Learning policy. Detentions are recorded on the Progresso system which parents have access to. Students may also be put on report if it is thought that their effort needs close monitoring or if their behaviour is interfering with the learning of others. Parents are asked to sign the reports each evening so that good communication is maintained.



The Pledge

The Pledge is a national scheme devised with a number of large employers. The Pixl Edge is a framework to develop and accredit students with those personal attributes essential for employability and life. The scheme focuses on 5 attributes:

Leadership

Organisation

Resilience

Initiative

Communication

Students need to complete a series of activities within the programme for each of the attributes, they can qualify at 3 levels; Apprentice, Graduate and Master. Students are required to complete 2 pledges per attribute in order to be accredited with an Apprentice level. Examples of activities that can be credited at Apprentice level:

- Captain a tutor or house team as part of an inter-school competition (leadership)
- Lead a series of starter activities in a drama lesson (leadership)
- Organise a fundraising activity that your house group will participate in (organisation)
- Be employed to deliver newspapers in your local area on a regular basis (initiative)
- Perform in an assembly (communication)
- Make a revision poster for a key skill in maths (communication)

Through completing The Pledge students engage in activities that allow them to reflect on the key attributes identifying their importance in both school and work life and how they can develop their own skills through completing various additional activities.

Sports Captains, College Captains, Dance Captains, Pledge Ambassadors

The students have the opportunity to take on a range of leadership opportunities. The main opportunities are Sports Leaders, College Captains, Pledge Ambassadors and Maths Mentors. Other subject areas have positions of responsibility that students can take up and any interested students should speak to the Head of Department to find out more information.

Sports and Dance Captains – These are students from a range of year groups who help the PE department running their clubs and encouraging the students to participate in a range of different sports. They will listen to student feedback and try to ensure that there is a wide range of activities on offer. Sports Captains can be identified by their Sports Captains tie and are always willing to help students be more involved in physical activity and also encourage participation in inter-college competitions.

College Captains – The College Captains are Year 10s and Year 11s from the different colleges who meet to give their voice to school improvements. The College Captains are available for students to talk to and they provide a friendly face on the corridors. College Captains visit tutor groups regularly and work towards an enhanced experience for the students.

Pledge Ambassadors – These are a group of Year 8 and 9 students who will be working with the lower years to support them completing the Pledge.

Maths Mentors – This is a group of Year 10 and Year 11 students who provide support for students who struggle with Maths. They meet once a week and students can bring their homework, areas they are struggling with or even maths logic puzzles. The Maths Mentors will support students from any year group and make maths fun.



Curriculum Days

During the school year students will take part in two curriculum days. These days are an opportunity for students to have cross curricular experiences that might not be possible within the day to day curriculum. The students are split between the STEM (Science, Technology, Engineering and Maths) and Communications faculty on an alternating basis.

On these days the students will have the opportunity to go on trips or have visiting speakers come to the school. In recent years students have been able to go to Lords Cricket Ground, visit the V&A in London, had visits from architectural and scientific experts, and much more. There may be a cost involved for some of these trips to cover the cost of transport, resources, external speakers and entry to events.

Curriculum Days 2016-17		
	Autumn Term 23/11/16	Summer Term 22/6/17
7	STEM FACULTY	COMMUNICATIONS FACULTY
8		
9		
10	COMMUNICATIONS FACULTY	STEM FACULTY
11		

Trips and visits

From the local to the global, whether exploring the city or exploring countries, our students are offered a wealth of trips, visits and expeditions, extending their appreciation and understanding of the world around them and creating life long memories. Bassingbourn Village College has a long history of residential trips to enhance the curriculum. We feel that it is an important part of the student’s time at BVC and ensure that there are range of different residential trips available throughout the five years.

Year 8s have the opportunity to attend the residential trip to Normandy, where they can experience the French culture. Students will also have the opportunity to go on trips through Curriculum Day activities, sporting events, and subject specific visits, such as a Geography trip to Hunstanton.



Extra-curricular

We are very keen to ensure that the students have a range of experiences outside of lessons. We put on a range of extra-curricular clubs, from robotics and coding to a range of sports clubs to music lessons. We try to cater to all of our students' interests and if there is a club that we don't currently run, students are advised to talk to their College Captains, who will see whether it is possible to run the club. Departments will advertise their clubs through the Heron and students are able to attend as many clubs as they wish.

Sports clubs are advertised on a termly basis and are often targeted at different year groups. The extra-curricular sessions are open to students who just want to play for fun as well as those who are wanting to be part of the school teams.

There are a variety of instrumental lessons in which for students are able to participate. These lessons cost £140 for a term. For a full list of the instrumental lessons available, please see the Music pages in this handbook. There are also a range of ensemble activities, such as Junior band and choir which the students can join.

Internet use

We have clear procedures to enable all students to use the Internet safely and securely. When students and parents sign the Home School agreement, they agree to follow the rules set out for internet and mobile technology use.

We have installed software that will allow us to monitor the school system and protect the students from unsuitable material. Students are expected to follow the rules for Internet use and we will remove access from anyone who attempts to use it in a way that goes against these rules.

Students are expected to only use their own login and password to access the school system and not access anyone else's files. The school computers located in the computer rooms and the library are for students to complete school work on. Students who do not have access to the internet at home can use these computers to complete homework at break, lunchtime or after-school. Students have a personal email address and they are expected to use the email system responsibly. Students are allowed to use their mobile phones in lessons for supervised tasks at the discretion of the class teacher. Students are given lessons in e-safety and are taught how to report any unpleasant material or messages that are sent to them.

We are determined to make sure that our students access the internet and use mobile technology in a responsible way and students will be given regular reminders of the dangers of the internet and social media.



Media Consent

There are a number of occasions during any college year when we photograph students, either using still images or video. With our website and social media presence there is scope for these images reaching a wider audience than was previously possible. The main uses of images of our students are: in the college brochure, to celebrate achievement in the local press, and to celebrate achievement or record events on the college website.

During the school year, we may want to use photographs, videos or images and name of your child taking part in school activities. Before any photographs or images can be published, your consent must be given. By signing the media consent form found on the website you are giving your consent to the school to use images or photographs of your child in an appropriate way. This may include the local or national media. You may withdraw your consent at any time by communicating the withdrawal of consent in writing to the school. For further information about what is covered by the media consent agreement, please check the school website.

Transport

To find out information about transport for students who live in the catchment area, please visit the Cambridgeshire County Council website, [Pre-16 School Transport](#)

All of our school buses are run by Cozy Travel Limited. More information, including the timetables for the services, can be found on their website:

<http://www.cozys.co.uk/Corporate/New127BVC.aspx>

To enquire about your child using this service, please contact Cozys directly on 01763 241999

PTA

The main purpose of the PTA is to provide financial support for the school to better provide for the children's' education. In addition, its members also help support the Careers Education Programme for students, and offer help at college concerts, productions, sports days and social events. They aim to raise as much money as possible to enhance the school, while having fun at the same time. Events include book sales and quizzes. If you would like to help make a difference to your child's school and join the PTA, please let Debbie Louch (PTA Secretary) know by email at PTA@bassingbournvc.net or leave a note addressed to the PTA with college reception.



Parental contributions

It is common practice for schools to ask for voluntary contributions, which help offset the cost of particular materials and resources. At Bassingbourn Village College we provide lockers and student planners and ask for voluntary contributions to cover the cost of these and other consumable items.

Lockers are made available for all students and are used to store their possessions including books, bags and coats. The requested contribution is £12 per year. Each locker comes with 2 keys, one for the student and one spare, which is kept in the Finance Office. If a key is lost £3.50 is requested for a replacement. As a school we also provide the students with a secure email account and allow them to use the school printers. Students get £5 of printing credits per month. If students need to use more than this they can visit the Finance office to purchase more credit.

The breakdown of these yearly voluntary contributions are as follows;

Locker	£12
Design Technology	£10
Art and Design	£10
ICT secure e-mail account	£ 5
Student printing	£ 5

Any voluntary contributions should be paid in to the Finance Office and cheques should be payable to Bassingbourn Village College.

Parent Portal

Progresso is our school management information system and will enable parents to see their child's attendance, behaviour record, progress checks, reports and timetable. For years 10 and 11 parents will also be able to see their examination timetable.

All parents who have parental responsibility receive an email giving details of their user ID and log in. This email comes directly from Progresso. When you log in for the first time you can change your password and check that you can see all your children's details if more than one attend the school. If at any point you change your personal detail address, contact information etc, it will be possible to update this directly into the system.

Progresso is a live system but please bear in mind there may be a slight delay when things are being updated by staff (particularly with attendance and behaviour). You will receive an email to notify you if something has been recorded for your child and you will then need to log onto Progresso to see this record.

Governors

At BVC we have an active governing body, who are enthusiastic about school improvement and are supportive of our efforts to ensure the best for our students. They work hard to support our goal of providing our students with the resources they need and the opportunities to succeed. They are keen to hear feedback and can be contacted at governor@bassingbournvc.net



Art

"Every artist was once an amateur." Ralph Waldo Emerson

Creativity, analytical skills, independence and personal pride are the central concerns of this Department. Students develop techniques, in a range of materials, by making practical work, informed by cultural, historical and contemporary practice.

In Year 8 students study Art from around the world, working in 3D, with printmaking or with textiles. Their project work will have more depth than in Year 7 and, by the end of the year, they will be managing their own project, making choices over content, artist research, materials and style.

Students will cover the topics mentioned below, with the possibility of additional projects that arise from opportunities throughout the school year, such as on curriculum days.

Half term	Course content: Knowledge and Skills	Assessment: Key pieces and dates
Autumn 1	<p>“Other Cultures” Research: Research, on a given culture, to be produced in class and for homework, including the collection of sources. Use of Art sketchbook. Presentation. Building on Year 7 skills. More depth expected. Study a specific piece of artwork. Set in context. Analyse in some depth. Planning: Make plans, explained with annotations, for a final piece, to be created in a given material (3D/textiles/printmaking). Make clear connections to research. Refine planning.</p>	Ongoing assessment, of all elements, using Doodle statements.
Autumn 2	<p>Continue planning. Final Piece: Create final piece, as planned. Develop technique. Health and safety.</p>	Ongoing assessment, of all elements, using Doodle statements.
Spring 1	<p>Complete final piece, as necessary. Evaluate project. Portraiture Proportions of the human head. Planning an interesting pose for a portrait of a friend (gaze, use of hands/props, angles, front/profile, composition). Sketch ideas in Art books. Refer to examples in class discussion. Annotate plans, using critical vocabulary.</p>	Ongoing assessment, of all elements, using Doodle statements.
Spring 2	<p>Create an A3 portrait of a friend, in a given material, focusing on proportion, pose and suitable techniques. Evaluate work.</p>	Ongoing assessment, of all elements, using Doodle statements.
Summer 1	<p>Own Choice Work Build up a project, with guidance. Personal choices can be made at each stage. Introductory spider diagram and mood board on a given theme. Research an artist/style, from a list of suggestions. Analyse specific work from the artist/art form. Choose a suitable material to develop own ideas in, to be inspired by the artwork studied. Plan two possible ideas for a final piece. Explore techniques. Annotate.</p>	Ongoing assessment, of all elements, using Doodle statements.
Summer 2	<p>Create a final piece, developed from planning. Make strong links to the art form chosen. Explore suitable techniques. Evaluate the project.</p>	Ongoing assessment, of all elements, using Doodle statements.



Groupings

Students are taught in mixed ability groups.

Homework information

Homework is set on an ongoing basis in relation to the topic that the students are doing. It could range from producing a piece of art work, to research about a particular artist, to finding objects to be a part of the next activity.

Equipment

Essential equipment: pencil, rubber, pencil sharpener, pen, ruler.

It would be helpful if students had a small set of colouring pencils. A glue stick is also useful.

Extra-curricular opportunities

Students may use the Art room at break/lunchtime, by request, to catch up on work or to do homework.

A range of school and out of school competitions are advertised throughout the year.

Trips, workshops and clubs will be advertised as they arise.

For further information

Ms N Price: Head of Art nprice@bassingbournvc.net

Year 8 teachers:

Mrs J Lambert jlambert@bassingbournvc.net

Ms N Price nprice@bassingbournvc.net



Computing

“Computing is not about computers any more. It is about living.” Nicholas Negroponte

Our aim within the Computing/ICT Department at Bassingbourn Village College is that students will be able to:

- Develop their understanding of current and emerging technologies and how they work
- Look at the use of algorithms in computer programs
- Become independent and discerning users of IT
- Acquire and apply creative and technical skills, knowledge and understanding of IT in a range of contexts
- Develop computer programs to solve problems
- Evaluate the effectiveness of computer programs/solutions and the impact of computer technology on society

Half term	Course content: Knowledge and Skills	Assessment: Key pieces and dates
Autumn 1	Spreadsheets Skills include: <ul style="list-style-type: none"> • Using Formulas and functions • Creating Charts • Modelling different scenarios 	October: Practical Assessment
Autumn 2	Databases Skills include: <ul style="list-style-type: none"> • Creating a database • Identifying data types • Searching a database 	December: Theory Test
Spring	Computer Communications Skills include: <ul style="list-style-type: none"> • advantages and disadvantages of computer networks • Understanding how the Internet works • Creating webpages using HTML and web development applications 	April: Theory Test
Summer	Algorithms & Programming Skills include: <ul style="list-style-type: none"> • Creating programs in Scratch • Creating algorithms to solve problems • Test code for errors • Fix errors in code • Represent algorithms using pseudocode • Using iteration to improve efficiency of code • Understanding and using variables 	Programming Project Assessment

**Groupings**

Students are taught in their Science groups.

Homework information

Homework is issued via Show My Homework and Doodle.

Equipment

There is no extra equipment needed in ICT.

Extra-curricular opportunities

Lunchtime Coding Club open to all year groups

After school STEM club open to all year groups

Digital Divas open to girls from all year groups

For further information

Mr P Bolton, Head of Computing

pbolton@bassingbournvc.net

Year 8 teachers:

Mr P Bolton

pbolton@bassingbournvc.net



Drama

“Acting is not about being someone different. It's finding the similarity in what is apparently different, then finding myself in there.” – Meryl Streep

Drama is about developing the students’ imagination, intellect, empathy and courage. It is about taking the students out of their comfort zone and showing them that they have nothing to fear. Feelings and ideas can be communicated in a safe environment and allows the students to explore concepts and topics in a practical way.

Half term	Course content: Knowledge and Skills	Assessment: Key pieces and dates
Autumn 1	Topics include: <ul style="list-style-type: none"> • Trust • Co-operation • Communication • Stage craft 	Students are assessed through peer and teacher evaluation of performance pieces. Students are also asked to display their knowledge by taking part in evaluations of other students.
Autumn 2	Students are asked to perform in small groups and be able to display the skills mentioned above in their work. Students will perform in front of their class and are expected to take on a range of roles.	Students will look at creating, performing and evaluating as the key areas of assessment
Spring 1	Topics include <ul style="list-style-type: none"> • Exploring text • Improvisation 	Students are assessed through peer and teacher evaluation of performance pieces. Students are also asked to display their knowledge by taking part in evaluations of other students.
Spring 2		
Summer 1	Topics include: <ul style="list-style-type: none"> • Status • Role play • Extended improvisation 	Students are assessed through peer and teacher evaluation of performance pieces. Students are also asked to display their knowledge by taking part in evaluations of other students.
Summer 2		

Groupings

Students are taught in mixed ability groups.

Homework information

Homework is not regularly set for Drama, though students may be asked to learn their piece of performance, do some research for a piece they are developing, or create a script to accompany class work.



Equipment

There is no extra equipment needed in Drama.

Extra-curricular opportunities

We have a Drama Club that runs once a week during term time for year 7 and 8. We also have Drama performances at least once a year that students are encouraged to be involved in. We have a long history of encouraging and supporting students with the technical side of performance and many have gone on to make successful careers in TV, stage and film.

For further information

Mr S Gair sgair@bassingbournvc.net

Mrs J Shortt jshortt@bassingbournvc.net

Year 8 teachers:

Mr S Gair sgair@bassingbournvc.net

Miss D Leake dleake@bassingbournvc.net

Ms J Shortt jshortt@bassingbournvc.net



English

“The more that you read, the more things you will know. The more you learn, the more places you’ll go!” – Dr Seuss

The English curriculum is taught through a range of modules, each assessing skills in either writing, reading or speaking and listening. The students will get a wide range of experiences through the lively, varied and innovative curriculum and can take part in many exciting enrichment opportunities. The department seeks to inspire, engage and enthuse the students, making them capable and confident communicators. Enjoyment of language and literature is fundamental to our curriculum.

Half term	Course content: Knowledge and Skills	Assessment: Key pieces and dates
Autumn 1	All Talk Skills include: <ul style="list-style-type: none"> Speaking and listening skills - how to express a point of view verbally. Reading and responding to formal speeches made by public figures. 	Mini-assessment: giving a short assembly speech – baseline assessment. Writing a persuasive speech using rhetorical language skills studied on the course.
Autumn 2	Arctic Explorers Skills include: <ul style="list-style-type: none"> Writing a journal and how to extend language descriptively. Reading and responding to the journal writing of famous arctic and Antarctic explorers. 	Reading non-fiction texts for meaning (comprehension) and writing an arctic diary, drawing on feelings and experiences.
Spring 1	Romeo and Juliet Skills include: <ul style="list-style-type: none"> Dramatizing the play and understanding the narrative, characters and action through performance. Refining essay writing skills in response to the play. 	Writing an essay in response to a key scene.
Spring 2	Fantasy Writing Skills include: <ul style="list-style-type: none"> Writing creatively to describe and a fictitious environment and characters from imagination. Writing accurately and with good organization. Reading texts for meaning, and exploring the concept of genre. 	Baseline writing exam followed by skills based learning and subsequent improved and assessed descriptive writing piece on the theme ‘Fantasy Fiction.’
Summer 1	Novel – ‘A Monster Calls’ Skills include: <ul style="list-style-type: none"> Studying a full novel, including focus on language and structure. Exploring theme and literature-based objectives within the text. 	Reading comprehension on the text and analysing language from an extract taken from a scene within the novel.
Summer 2	Introduction to Media Skills include: <ul style="list-style-type: none"> Learning a broad range of media conventions and codes, then applying these concepts to the study of a number of media texts and institutions. 	Media reading skills assessed over a range of media texts Response to a film text – study of ‘Mise en scene’ in a section of film.



Groupings

Students are taught in two half year groups, based around their English ability. Students are put into mixed sets, dependent on the half of the year they are in.

Homework information

Homework is set via an extended reading project, independent of classroom learning in Year 8.

Equipment

There is no extra equipment needed in English.

Extra-curricular opportunities

There are no organised trips out for Year 8 students at the current time – but students may have visitors in to speak to them involving their own reading (author visits) and for the Arctic Explorers course.

For further information

Mr M Clover, Head of English

mclover@bassingbournvc.net

Year 8 teachers:

Mrs R Boxall

rboxall@bassingbournvc.net

Mr P Church

pchurch@bassingbournvc.net

Mr M Clover

mclover@bassingbournvc.net

Mrs R Heath

rheath@bassingbournvc.net

Mrs J Kuenzi

jkuenzi@bassingbournvc.net

Ms V Larkins

vlarkins@bassingbournvc.net

Miss D Leake

dleake@bassingbournvc.net



French

“A different language is a different vision of life” – Federico Fellini

At BVC we aim to inspire learners to be both linguistically able and culturally aware so that they have a keen interest in the wider world and how languages have developed as well as appreciating and understanding cultures, languages and people which are different to their own experiences. Learners will have the opportunity to develop their communication and social skills and consolidate their understanding of their own language and its grammar. Learners will be introduced to a range of languages and will be able to transfer their linguistic skills across different languages.

Half term	Course content: Knowledge and Skills	Assessment: Key pieces and dates
Autumn 1	Food and drink. Shopping. Meals.	Speaking - role play. Grammar assessment
Autumn 2	Housework. Using present and future tenses together. Parts of the body and illnesses	Assessment on 2 tenses. Listening, reading and writing.
Spring 1	Hobbies. Be able to use present and future tense verbs to describe hobbies and weekend activities. Weather Carnival/Mardi Gras - clothes.	Writing assessment - hobbies in present and future tenses and use of j'aime + infinitive.
Spring 2	Use of past tense - regular verbs. Places in town. Invitations – use of modal verbs and excuses	Writing and speaking on use of 2 tenses. Speaking and listening - use of modal verbs - role plays
Summer 1	Holiday accommodation. Café and restaurant language and role plays.	Listening and speaking – role plays.
Summer 2	Places in town and directions. Descriptions of town. Past tense - regular and irregular verbs. Use of all 3 tenses together (past, present and future)	End of year assessments (reading, listening, speaking and writing) on use of 3 tenses together (past, present and future)

Groupings

Students are taught in two half year groups, based around their Humanities and Languages ability. Students are put into mixed sets, dependent on the half of the year they are in.



Homework information

There are different types of homework which are set for French.

- 1) Vocabulary learning – pupils will be set a list of words to learn that they have been working on in class. They will then be tested on these words to check they can understand and write them accurately.
- 2) Reading and listening comprehensions – these may be given as worksheets or set as tasks on Doodle.
- 3) Preparation for assessments
- 4) Written tasks based on the topic currently being covered

Equipment

All students are expected to have a copy of the vocab book relevant to their year group, which can be bought from the Languages department for £1 or can be downloaded from the school website. There is no extra equipment needed in Languages lessons but access to a French - English dictionary would assist students at home.

Extra-curricular opportunities

There is a five day residential trip to Normandy, France which takes place at the end of June for Year 8 students. The purpose of the trip is to improve pupils' linguistic skills as well as give them an introduction to French culture. Activities on the trip generally include: a trip to Rouen, to a French bakery learning how to make croissants and baguettes, a visit to Etretat, a market challenge where pupils have to purchase food in French and a visit to a goat's cheese farm.

This year, for the first time, we are also hoping to run an exchange with a school in France, near to Lyon. Pupils will host a French student at home for about a week during which the French student will take part in family life, come into school and also go on various excursions. We will then take part in the return visit where BVC pupils will stay with their French exchange partner, visit their school and go on various excursions. The French school will visit us in February and we plan to go to France at the beginning of June.

For further information

Mrs R Dix-Pincott, Head of Languages

rdix-pincott@bassingbournvc.net

Year 8 teachers:

Mrs L Beswick Palmer

lbeswick-palmer@bassingbournvc.net

Mrs R Dix-Pincott

rdix-pincott@bassingbournvc.net

Ms V RiosGrinan

vriosgrinan@bassingbournvc.net



Geography

“Simply put, Geography is our future. When we look at any issue with the balance and scrutiny Geographical studies offer, we move beyond the media hype or political spin. Geography allows us to see the world more clearly” – Tom Biebrach

The Geography department at BVC aims to stimulate a sense of intrigue and enquiry, which along with important geographical skills, will allow pupils to develop knowledge of places, an awareness of patterns and processes, and an understanding of environmental change and sustainable development. It is our principal aim to nurture in our pupils a love of Geography both at the personal, local, national and international scale.

Half term	Course content: Knowledge and Skills	Assessment: Key pieces and dates
Autumn 1	<p>The UK and the EU referendum – what Brexit means?</p> <ul style="list-style-type: none"> Expanding personal understanding and connections with Europe. Determining what is ‘political geography’ and how this exists alongside economic, social and environmental understandings. Forming a geographical opinion - sharing and debating with others. Using and completing choropleth maps to compare country's wealth and unemployment etc. 	<p>Completing, describing and explaining a choropleth map (October). Exam: Europe and the European Union Assessing understanding of the members of the EU, location of counties and key physical geography features (December).</p>
Autumn 2	<p>Here today - gone tomorrow?</p> <ul style="list-style-type: none"> Identifying animal and species adaptations of the tropical rainforest. Understanding the reasons why the rainforest is contested; who wants to use it and why? To form an opinion on the future of the rainforest – using the key term sustainability. To evaluate the likely success of a new (self-designed) plant species. 	<p>Peer assessment of creature/ plants adapted for the rainforest (December).</p>
Spring 1	<p>A recent curse? Migration in the 21st Century.</p> <ul style="list-style-type: none"> Analysis of news articles Exploring positive and negatives of migration. Defining and distinguishing between different types of migrant and asylum seekers. Understanding the differences between a refugee and an economic migrant. Developing knowledge of the geography of the USA and Mexico. 	<p>Written assessment: Migration – Packing for a journey - <i>How to cross the border illegally</i>. Understanding the push and pull factors of Mexico-USA migration (March / April).</p>
Spring 2	<p>Why is the UK coast so varied?</p> <ul style="list-style-type: none"> Explaining the difference between weathering and erosion. Labelling and annotating landform process diagrams. Understanding the sequential processes/stages of erosion on landform development. Analysing cause and effect relationships between physical Geography and social / economic and environmental effects. Understanding the coastal management options and their sustainable use. 	<p>Assessment - Coastal Exam. Alternatively Hunstanton write up (March)</p>
Summer 1	<p>Why is the UK coast so varied?</p>	<p>Newspaper report on the coastal erosion at Holderness (June).</p>
Summer 2	<p>Water, Water Everywhere</p> <ul style="list-style-type: none"> Constructing climate graphs Developing an understanding of development. Empathising with other communities who have limited water supplies Evaluation of water solutions in the world's poorest countries. 	<p>Academic Poster - creation of an informative poster to tell the reader about why there are water shortages and an evaluation of water solutions (July).</p>



Groupings

Students are taught in two half year groups, based around their Humanities and Languages ability. Students are put into mixed sets, dependent on the half of the year they are in.

Homework information

Homework is set every fortnight and consists of a variety of tasks both written and research based.

Equipment

General school equipment including a pencil, colouring pencils (no felts) and a glue stick. Please be aware that students should have a spare pen in case of a problem with their preferred pen.

Extra-curricular opportunities

Field work / school trip – as directed by Curriculum Day Policy.

Day trip to Hunstanton (Norfolk)– a field work study of coastal environments.

For further information

Miss R Ward

rward@bassingbournvc.net

Year 8 teachers:

Mrs G Salih

gsalih@bassingbournvc.net

Miss R Ward

rward@bassingbournvc.net



History

“The more you know about the past, the better prepared you are for the future” - FDR

The History department at Bassingbourn Village College is committed to delivering an engaging curriculum which meets the needs of all our pupils and hopes to stimulate a lifelong passion for the subject.

Half term	Course content: Knowledge and Skills	Assessment: Key pieces and dates
Autumn	Tudors – the Wars of the Roses, the establishment of the Tudor dynasty, key characters and events, eg, Henry VII, VIII, Break with Rome, use of image. Stuarts – how the kings of Scotland became kings of England, causes, events and consequences of the English Civil War	‘Which was Henry VIII’s best wife?’ – essay task ‘Tudor Portrait’ – creation of own image task
Spring	The Slave Trade – its origins, features, including capture, ‘Middle Passage’, sale and plantation life and its abolition. The problems faced by freed slaves in the USA will be explored, including Reconstruction and the Ku Klux Klan.	Slave Trade source analysis assessment
Summer 1	The Industrial Revolution – investigation into the key features and effects of industrialisation including role of new technology, developments in farming, role of entrepreneurs, growth of towns and associated issues.	‘Successful Victorian entrepreneur’ presentation task

Groupings

Students are taught in two half year groups, based around their Humanities and Languages ability. Students are put into mixed sets, dependent on the half of the year they are in.

Homework information

Homework is set in line with school policy and will include a variety of tasks, eg, research, discussion with parents, extended writing, watching video, listening to podcasts, creating resources.

Equipment

There is no extra equipment needed in History but reliable access to the internet is useful.



Extra-curricular opportunities

A variety of trips to locations of historical interest. These will include sites in Britain, eg, Warwick Castle, the Black Country Museum and sites overseas, eg, the battle fields of Belgium / France for the older students.

For further information

Mr M Christie, Head of History

mchristie@basingbournvc.net

Year 8 teachers:

Mr M Christie

mchristie@basingbournvc.net

Mrs G Salih

gsalih@basingbournvc.net



Maths

“The essence of mathematics is not to make simple things complicated, but to make complicated things simple.”-S. Gudder

Teach key skills and concepts building from the start towards external assessments. Concepts are not encountered at pre-determined age related markers, but instead learners follow alternative pathways dependent on mathematical competency. This ensures learners are always faced with appropriate challenge and support as they progress through the year groups. The department undertakes to demonstrate the wider applicability of all learnt skills to prepare learners for numerical and mathematical issues encountered both in other academic subjects and the wider world.

Half term	Course content: Knowledge and Skills	Assessment: Key pieces and dates
Autumn	Order of Operations Appropriate Rounding Mult/Div Fractions Factorising Plot/ interpret real life linear graphs Calculate the circumference of a circle Calculate the perimeter of circular shapes Calculate the area of a circle Mutually exclusive events	Each topic is individually assessed after completion and RAGged to identify and monitor areas of strength, weakness and areas that require improvement. In addition students sit end of term AQA assessments with a calculator and non-calculator paper that they then self-assess using an AQA pro forma. There are extension papers available for the highest achieving students, designed to provide challenge.
Spring	Multiples, Factors, HCF, LCM % increase and decrease Multiplying out 2 brackets Identify and calculate gradient/ Intercept Calculate the surface Area Cubes/Cuboids Sample space diagrams	
Summer	Prime Decomposition Generate Sequences Angles in parallel Lines Calculate the volume of Cuboid Calculate the volume of Prisms/ Cylinders Independent combined events	

Groupings

Students are taught in sets based on their KS2 results. These groups are reviewed on a regular basis, taking class assessments into account.

Homework information

Homework is set weekly on Doodle in the form of tutorials and/or exercises and mini quizzes.



Equipment

Students should bring a calculator to every lesson. Students should also have access to a basic Maths set of protractor, compass, ruler and set square.

Extra-curricular opportunities

Maths Mentors run a weekly support club where students can go for help with their homework or any problems they have to do with Maths. This can include help solving Maths problems or playing Mathematical games.

For further information

Mrs M Weeden, Head of Mathematics

mweeden@basingbournvc.net

Year 8 teachers:

Miss A Cahill

acahill@basingbournvc.net

Ms M Du

mdu@basingbournvc.net

Ms J Murugan

jmurugan@basingbournvc.net

Mr J Philip

jphilip@basingbournvc.net

Mrs M Weeden

mweeden@basingbournvc.net



Music

“Music enriches people’s lives in the same way paintings and literature do. Everybody deserves that.” – Victoria Wood

The curriculum combines listening, performing, composing and appraising with lessons having a practical focus. Students will study a wide range of musical styles from different traditions and parts of the world and are given a variety of exciting enrichment opportunities. Our aim is to create independent, confident learners whilst providing an engaging and inspiring curriculum.

Half term	Course content: Knowledge and Skills	Assessment: Key pieces and dates
Autumn 1	Chords and Harmony	Classwork: Group performance Peer/Self-assessment Final Teacher assessment
Autumn 2	Programme Music	Group performance
Spring 1	Impressionism and Motifs	Classwork: Group performance Peer/Self-assessment Final Teacher assessment
Spring 2	Musicals	Classwork: Group performance Peer/Self-assessment Final Teacher assessment
Summer 1	Music technology	Classwork: Group performance Peer/Self-assessment Final Teacher assessment
Summer 2	Indian Music	Classwork: Group performance Peer/Self-assessment Final Teacher assessment

Groupings

Students are taught in mixed ability groups.

Homework information

Students may be asked to learn their piece of performance, do some research for a piece they are developing, or complete a review of a piece of music.

Equipment

There is no extra equipment needed in Music.



Extra-curricular opportunities

There are a range of extra-curricular opportunities in Music. For Year 7 & 8, students can take part in Junior Choir, Junior Band and string ensemble although the department also encourages student led ensembles.

Students are also given the opportunity to perform in concerts, productions and community events throughout the year.

There is also the opportunity to have instrumental lessons in Drums, Violin, Flute, Guitar, Saxophone, Voice, Clarinet, Trumpet and Trombone.

For further information

Mr N Cowlan

ncowlan@basingbournvc.net

Mrs K Howells

khowells@basingbournvc.net

Year 8 teachers:

Mr N Cowlan

ncowlan@basingbournvc.net

Mrs K Howells

khowells@basingbournvc.net



Personal, Social, Health and Economic Education

“Citizenship is a tough occupation which obliges the citizen to make his own informed opinion and stand by it” – Martha Gellhorn

PSHEE encompasses Citizenship, Personal Well-being and Economic Well-being. In Year 8 the programme is delivered through discrete lessons and talks by visiting speakers. During each half-term, pupils’ skills and knowledge are evaluated through a range of writing pieces, spoken pieces and group work. Teachers use these, along with their own observations, to inform their judgements as to whether students are working at, towards, or beyond expected levels for the students’ age-group. This also allows for a continued development and review of the PSHE programme to ensure that students are taught a relevant and valuable curriculum

Half term	Course content: Knowledge and Skills	Assessment: Key pieces and dates
Autumn 1	World of Work <ul style="list-style-type: none"> • Enterprise Day • Misconceptions • Assertiveness 	Assessment will be through research of careers and the completion of Enterprise Day activities
Autumn 2	Emotional Well Being and Healthy Living <ul style="list-style-type: none"> • Feeling down • Resilience • Body image • Healthy living 	Assessment will be through classwork based on emotional well-being
Spring 1	Community and Pledge <ul style="list-style-type: none"> • Valuing each other • Problems in a community • Furthering the Pledge 	Assessment will be through completion of key Pledges
Spring 2	Risks and Safety <ul style="list-style-type: none"> • Balancing risks • Reducing risks 	Assessment will be through classwork about risk
Summer 1	British Values <ul style="list-style-type: none"> • Democracy, Rule of Law, Freedom of Faith, Challenging discrimination 	Assessment will be through classwork about British Values
Summer 2	Sex and Relationships <ul style="list-style-type: none"> • Sexting • Relationships • Media distortions 	Assessment will be through classwork based on sex and relationships

Groupings

Students are taught in mixed ability groups.



Homework information

Homework for PSHE can range from reading the newspaper to find out current opinions, to creating leaflets to inform, to making videos to demonstrate understanding of key concepts. The homework will be relevant to the topic at hand and will enhance the learning taking place.

Equipment

There is no extra equipment needed in PSHE.

Extra-curricular opportunities

Students will take part in a range of extra-curricular activities, dependent on Curriculum Day activities. Students will participate in an Enterprise Careers event during their careers module, where they will create and pitch their own business, working with a range of employers to help enhance their work.

For further information

Mrs J Myles-Baker, teacher of PSHE

jmyles-baker@bassingbournvc.net

Miss R Hields, Curriculum Development Co-ordinator, Head of PSHE

rhields@bassingbournvc.net

Year 8 teachers:

Mrs J Myles Baker

jmyles-baker@bassingbournvc.net



Physical Education

“PE is not just about participating in sport, it’s about laying the foundations for a healthy, active lifestyle.” – Youth Sport Trust

At BVC we aim to provide a PE curriculum that enables access for all, competitive opportunity and the desire to participate. Pupils will have an understanding of the benefits of a healthy lifestyle and regular exercise. We will aim to give them pathways to future long term participation. The curriculum will be broad and will give opportunity to participate in a range of different sports and activities.

Half term	Course content: Knowledge and Skills	Assessment: Key pieces and dates
Autumn 1	Invasion Game Focussing on team work and analysis of performance Fitness lesson - Testing	Pupils will be assessed by a core task at the end of every half term block.
Autumn 2	Gymnastics/Dance or Net/Wall sports. Focusing on leadership and teamwork in a game and creating routines and sequences using more advanced skills. Fitness lesson - flexibility and stretching	Pupils will be assessed by a core task at the end of every half term block.
Spring 1	Gymnastics/Dance or Net/Wall sports. Focusing on leadership and teamwork in a game and creating routines and sequences using more advanced skills. Fitness lesson – Flexibility circuits	Pupils will be assessed by a core task at the end of every half term block.
Spring 2	Outdoor and adventurous Activities (OAA) Team Building activities, Orienteering and Route Planning. Fitness lesson - Speed, reaction time and coordination	Pupils will be assessed by a core task at the end of every half term block.
Summer 1	Athletics/Striking or Fielding Activities Pupils will be measuring their own and others’ levels in jumping, throwing and running events, looking to develop their performance/personal bests. Development of bowling/batting and fielding skills. Fitness lesson – Plyometrics	Pupils will be assessed by a core task at the end of every half term block.
Summer 2	Athletics/Striking or Fielding Activities Pupils will be measuring their own and others’ levels in jumping, throwing and running events, looking to develop their performance/personal bests. Development of bowling/batting and fielding skills. Fitness lesson – Applying fitness components to sport activities	Pupils will be assessed by a core task at the end of every half term block.



Groupings

Students are taught in both single sex and mixed ability groups.

Homework information

Homework is not given regularly, although pupils may be set occasional tasks that may include learning rules, preparing a warm up or researching a topic or sport.

Equipment

Students should bring their PE kit to every lesson (see page 9). Footwear should be appropriate for the surface students are playing on. No jewellery to be worn and hair needs to be tied up.

Extra-curricular opportunities

Pupils can attend a wide range of clubs including hockey, rugby, netball, football, basketball, futsal, athletics, rounders, cricket and badminton. Clubs are run on a rotation basis, changing most half terms. The majority of clubs run from 3.30-4.30pm.

For further information

Mrs H Gilder / Mr M Budd, Heads of PE hgilder@bassingbournvc.net , mbudd@bassingbournvc.net

Year 8 teachers:

Mr D Beck	dbeck@bassingbournvc.net
Mr M Budd	mbudd@bassingbournvc.net
Mrs H Gilder	hgilder@bassingbournvc.net
Mrs K Veitch	kveitch@bassingbournvc.net



Religious Education

“You cannot believe in God until you believe in yourself.” Swami Vivekananda

At Bassingbourn Village College Religious Education seeks to challenge a student’s personal cultural beliefs with the opportunity to explore different cultures and practices to enable pupils to discuss key ultimate questions.

Half term	Course content: Knowledge and Skills	Assessment: Key pieces and dates
Autumn	<p>God</p> <p>In this unit pupils investigate how some religious believers discover the existence of God through experience. Using a variety of written and visual sources they learn about and understand the ways in which people claim God has been revealed to them in their lives. The unit provides opportunities for pupils to examine and reflect on the nature of experiential proof of God’s existence. They are encouraged to undertake their own search for answers to ultimate questions using a number of sacred texts. Pupils evaluate the importance of revelation and religious experience within religion, and consider questions about their own belief system.</p>	December – God assessment
Spring	<p>Sikhism</p> <p>In this unit pupils learn about key beliefs in Sikhism. Using a variety of written and visual sources they learn about and understand some ways in which Sikh belief informs Sikh practice today. The unit offers opportunities for pupils to examine and reflect on issues of faith. Pupils encounter Sikh teachings at first hand, and develop their understanding of Sikh sacred texts. They evaluate the relationship between beliefs and practice in society today for a Sikh believer.</p>	March/April – How do Sikhs serve God?
Summer	<p>Film and faith.</p> <p>Pupils will be exploring religious themes through film and using them as an opportunity to think about our own views on the religious issues and how they are portrayed in film. The topics are religious symbolism in film, prayer, parables, the revelation of God, death and the afterlife. Pupils will be discussing, questioning and evaluating important issues in religion and philosophy, including ultimate questions ie:- what happens when we die and how does God reveal Himself?</p>	June – Film review

Groupings

Students are taught in two half year groups, based around their Humanities and Languages ability. Students are put into mixed sets, dependent on the half of the year they are in.

**Homework information**

Every 600 minutes students will have 3 pieces of homework, in line with the school policy.

Equipment

There is no extra equipment needed in RE

Extra-curricular opportunities

Students will have the opportunity for a trip, dependent on the Curriculum Day arrangements.

For further information

Mrs J Miller, Head of RE jmiller@basingbournvc.net

Year 8 teachers:

Mrs J Miller jmiller@basingbournvc.net



Science

“The important thing in science is not so much to obtain new facts as to discover new ways of thinking about them.” - William Lawrence Bragg

In Year 8, Science is taught following the AQA Year 8 science course. Pupils develop their knowledge and understanding of a range of science topics through both practical and theoretical work. The course allows the students to build the foundation to their GCSE course, which starts in Year 9.

Half term	Course content: Knowledge and Skills	Assessment: Key pieces and dates
Autumn 1	Students will cover the following topics during the term, though not necessarily in the order specified: <ul style="list-style-type: none"> • Earth • Organisms • Forces • Electromagnets 	Students are assessed through homework, Doodle tests, skills assessments, and end of module tests.
Autumn 2		Students are assessed through homework, Doodle tests, skills assessments, and end of module tests.
Spring 1	Students will cover the following topics during the term, though not necessarily in the order specified: <ul style="list-style-type: none"> • Reactions • Photosynthesis • Respiration • Waves 	Students are assessed through homework, Doodle tests, skills assessments, and end of module tests.
Spring 2		Students are assessed through homework, Doodle tests, skills assessments, and end of module tests. Students will also have a skills based assessment during the Year 8 exam week.
Summer 1	Students will cover the following topics during the term, though not necessarily in the order specified: <ul style="list-style-type: none"> • Genes • Matter • Energy • Magnetism 	Students are assessed through homework, Doodle tests, skills assessments, and end of module tests.
Summer 2		Students are assessed through homework, Doodle tests, skills assessments, and end of module tests.

Groupings

Students are taught in two half year groups, based around their mathematical ability. These groups are regularly reviewed throughout the year in light of their end of module tests.



Homework information

Homework is set on a regular basis and can feature a wide range of tasks. These can be completing online tests, revision, web quests, writing up experiments, and drawing graphs, amongst other activities designed to fit with the topic being covered. Students can use Doodle and BBC Bitesize for assistance.

Equipment

Alongside the expected equipment, it would help students if they brought a calculator, pencil and ruler to their Science lessons.

Extra-curricular opportunities

The Science department run a weekly Science club, which is open to anyone from any year group and covers a range of topics.

The department also competes in a range of Science competitions with other schools. Students should keep an eye on the Science noticeboard for more information.

For further information

Mr J Davison, Head of Science

jdavison@bassingbournvc.net

Year 8 teachers:

Mr D Beck

dbeck@bassingbournvc.net

Miss A Cahill

acahill@bassingbournvc.net

Mr J Davison

jdavison@bassingbournvc.net

Miss C Dean

cdean@bassingbournvc.net

Miss R Hields

rields@bassingbournvc.net

Ms Y Opoku

yopoku@bassingbournvc.net

Mrs L Pleszko

lpleszko@bassingbournvc.net



Technology

“Design is more like solving a crime. The answer is there, it’s your job to find it” – Thomas Hetherwick

Design and Technology touches every aspect of our everyday lives and works with Science, Maths and ICT to design and make products that meet the needs of different user groups.

Students will complete a rotation of activities throughout the year. The order shown below is an example of what a typical Year 8 student will complete. The rotation is based on ensuring the best use of our facilities and to enable all students to have the opportunity of experiencing the different Technology areas.

Half term	Course content: Knowledge and Skills	Assessment: Key pieces and dates
Autumn 1	Cushion Project- This project looks at combining design ideas from different sources with surface decoration techniques. Students are able to design and make a cushion, which combines the function of a cushion with another function to create a unique product. Students looks at a range of textiles skills and smart finishes to allow the students to develop their use of design and materials to make products that work.	Assessment is through the completion of the end product, the design work that accompanies it, and the homework that is set. The product must be completed by the last lesson of the rotation to enable assessment to take place.
Autumn 2		
Spring 1	School Lunch Project – this project allows students to develop their knowledge of food, nutrition and the school foods standards. It develops students’ cooking skills and it gives students the opportunity to design and create a menu for a local school as well as looking at cultural influences on food.	Assessment takes place during each practical lesson and through end of module tests. Homework is to weight out and bring in ingredients, an apron, a tea-towel and a container for each practical lesson. It would be ideal if students could be assisted to do this at home.
Spring 2		
Summer 1	Product Design and Resistant Materials- Mechanical toy– this project looks at a range of Product design techniques and skills linked to Resistant Materials. This allows the students to develop their use of design techniques, mechanisms and materials to develop products that fulfil a purpose.	Assessment takes place through design, planning and making of a practical outcome. Products must be completed by the penultimate lesson of the rotation to allow for the students to evaluate their work and for it to be assessed.
Summer 2		

Groupings

Students are taught in mixed ability groups.



Homework information

Homework is set on a fortnightly basis and is related to the project that the students are working on. The task could be a research task, design task, a quiz, or preparing ingredients for their next Food lesson

Equipment

Students will need to have their school equipment which includes: A pen, pencil, eraser, pencil sharpener, and a protractor or set square and a ruler. In addition they will need glue stick, set of pencil crayons (not felt tips).

Students who are completing the Food module will also need to bring an apron, tea towel, a container and their ingredients to the lesson.

Extra-curricular opportunities

Students have the opportunity to take part in The Clothes Show Competition and The BVC Sewing Bee.

There are also subject clubs run at lunchtimes, days to be confirmed

For further information

Mrs J Lambert, Head of Technology

jlambert@bassingbournvc.net

Year 8 teachers:

Mrs H Beck

hbeck@bassingbournvc.net

Mrs J Lambert

jlambert@bassingbournvc.net

Mrs J Myles Baker

jmyles-baker@bassingbournvc.net

Mrs N Taylor

ntaylor@bassingbournvc.net







How does attendance affect your chance of success?



95%

Above 95% Attendance = An excellent chance of 5A⁺- C grades

94% Attendance = A very good chance of 5A⁺- C grades



92%

92% Attendance = A fair chance of 5A⁺- C grades

90% Attendance = Less than 50% chance of 5A⁺- C grades



88%

88% Attendance = Less than 35% chance of 5A⁺- C grades

Less than 88% Attendance = Less than 30% chance of 5A⁺- C grades