



Mayville Senior School

Remove Curriculum 2024/2025

Art

During key stage 3 (KS3), we aim to develop and practise an understanding of art and design, as an essential element of general education, in which a variety of artistic skills and experiences are encountered.

Teaching is split into studio timetabled groups/ between two art teachers.

EXPLORATION OF VISUAL ELEMENTS

- Drawing, painting, graphics, modelling with clay and wire, casting, repeat printing, local and historical art-based research.
- Knowledge of materials, techniques and presentation.
- Use and understanding of: line, shape, form, colour, tone, pattern, texture and space.
- Use and awareness of observational skills.
- Imaginative work.
- Colour theory and practice.

METHOD

- Develop skills from analysing and recording from observation, memory, and imagination, using a variety of media. Every other week, sketch-book drawing homework to record information and reference for independent work.
- Organise and select a range of source material to stimulate and develop a range of ideas or themes.
- Discuss the implications of source material on the development of their work.
- Use a wide range of media and techniques to express feelings and communicate meaning.
- Select from the range of visual elements and interpret their use in making images.
- Explore and experiment with materials and ideas for three-dimensional work.
- Modify and refine the work as the result of continued and informed discussion.
- Self-assessment, helping pupils to become aware of what they do and to explain it within their work.
- Communication of specialist vocabulary to convey work/methods etc.
- Plan and make further developments in response to their own and the evaluations of others.
- Explore the way that artists work producing images, symbols and objects. Compare and consider the different approaches taken by artists from different backgrounds/surroundings.
- Express opinions about (and justify) preferences towards certain kinds of art, taking into account different viewpoints.
- Develop an understanding of different periods of art. Analyse the work of influential artists who exemplify periods of art history. Learn of the methods and motives used by such artists.
- Lessons are structured around a single 50 minute period per week for Remove, with 30 minute sketch-book homework every other week. Independent extension topics are available, if required, to support and complement the themes of work covered in the studio, for those gifted and talented.
- Groups are mixed and split between two teachers. They will have art the whole year.
- Throughout their time in the art studio, pupils are encouraged to develop their individual style, with emphasis upon improving their technique and their understanding of artistic principles.

BY THE END OF KS3 PUPILS SHOULD BE ABLE TO:

- Record observations & experiences appropriate to their intentions.
- Analyse & evaluate images, objects & artefacts showing some understanding of context.
- Develop and explore ideas using a variety of media processes & resources, reviewing, modifying, and refining their work as it progresses.
- Present a personal response, making connections with the work of others and taking ownership of their own ideas.



Dance

Pupils will learn many different genres of dance, from ballet through to contemporary learning how to perform short dances and show an understanding of style.

During technique classes, they will learn exercises and routines in a variety of styles. Pupils will have the opportunity to work in small groups / trios / duos / solo, during their choreography classes, exploring and communicating ideas and issues with movement-based studies, working from different stimuli. Pupils will study safe dance and have an understanding of how to prepare for dance, whilst improving fitness and stamina, through the progression of the technique class.

Through compositional sessions, pupils will learn to select and develop a range of choreographic skills and support their own dance compositions with descriptions of their intentions. Throughout these classes, pupils will create and perform short dances, using the skills they have studied.



Drama

Drama is an enjoyable course, which provides the basis for the skills needed when working towards Key Stage 4 (KS4) qualifications and will aid a pupil's confidence in expressing themselves.

Initially, pupils will explore and develop spatial awareness, to be able to adapt to a performance area. Drama exercises are used to improve listening skills, to enable pupils to work as individuals, to express their ideas to a group and to listen to the ideas of others. Scripted duologues will be used when exploring characterization, as well as improvisation, based around given ideas which will culminate in a performance in front of their peers. Pupils will learn drama vocabulary, so that they can evaluate what they hear and see.

Pupils experience explorative strategies, such as hot seating, thought tracking and physical theatre and they learn how to convey believable characters. A variety of stimuli will be used to encourage discussion and form the basis of pupils' own improvisations. They will also have the opportunity to work in small groups on extracts from scripts.

Drama provides pupils the opportunity to work as a team, make decisions, voice their ideas, delegate, prioritise and work towards a final product. It also encourages pupils to question what they see and critically appreciate drama as an art form, whilst improving self-presentation skills and gaining confidence at public speaking.



English

During the first year at Mayville, the English Department aims to provide a stimulating environment, to encourage an enjoyment of reading and the study of language and literature. We aim to develop our pupils' confidence in their study of English, building on their prior knowledge and skills and securing these foundations, to enable them to achieve success in this subject.

READING

Pupils are encouraged to enjoy their reading and to read widely, fluently and with understanding. Typical class texts during the first year include a Shakespeare play ('A Midsummer Night's Dream' or 'The Tempest') and a shared class novel ('Coraline' by Neil Gaiman, 'The Magician's Nephew' by C.S.Lewis or 'A Monster Calls' by Patrick Ness). Pupils will also read a range of poems, exploring different forms, as well as developing non-fiction reading skills. Alongside this, they will be expected to read several other novels during the year chosen from the library and have a period every week dedicated to developing their independent reading. Regular reading at home is also encouraged and rewarded through the Reading Challenge which allows pupils to achieve bronze, silver, gold and platinum reading awards.

SPEAKING & LISTENING

Pupils are encouraged to speak confidently and listen carefully. They will be given the opportunity to discuss, argue, debate, improvise, persuade and much more. We hope to develop their capacity for effective speaking and listening through the range of contexts outlined above. There are specific assessments within the units of work which will allow pupils to prepare for and develop speaking for specific audiences and purposes. There is also a weekly debating club run by the English department which pupils who are interested in developing skills further can attend and the chance to enter speaking competitions.

WRITING

Pupils are encouraged to write clearly and accurately. Over the course of KS3, they will develop their ability to write for a wide range of purposes and audiences in a variety of forms. In Remove, we focus on narrative and descriptive writing explicitly but also give opportunities for writing poetry, scripts, letters and diaries during the course of the year. Pupils will learn to use accurate spelling, punctuation and grammatical structures, building on their previous knowledge and skills.

In addition to this, KS3 pupils will be encouraged to enter local and national poetry and writing competitions throughout the year.



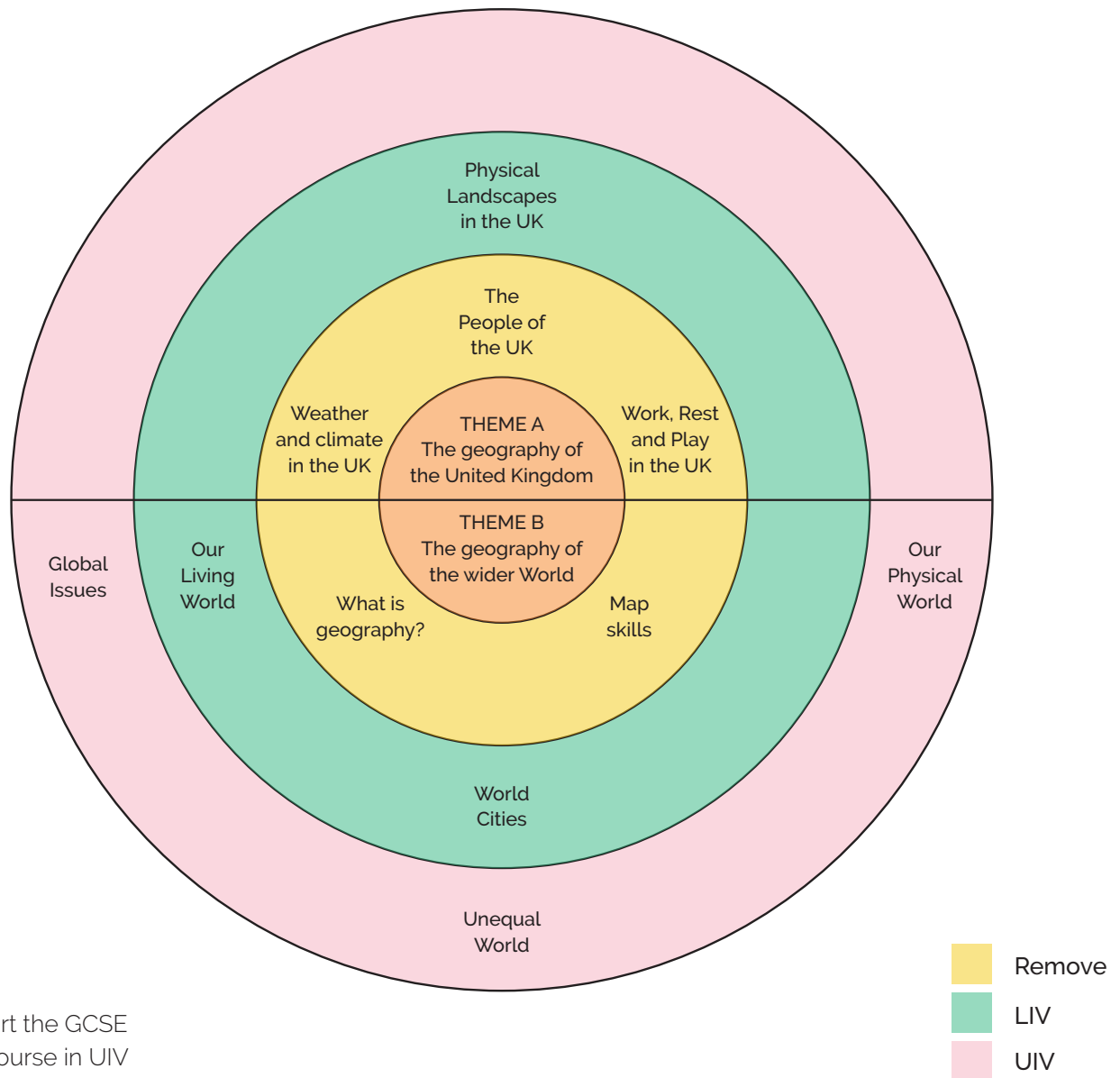
Geography

Remove pupils commence a three year programme of study in Geography that will prepare them for the demands of GCSE Geography, should they choose to continue the subject at this level. The course provides the strong foundations and skills that pupils need to prepare them fully for their future. Topical, relevant content is utilised to enthuse pupils and help to build essential knowledge and understanding. The course is divided into two themes:

THEME A: THE GEOGRAPHY OF THE UNITED KINGDOM

THEME B: THE GEOGRAPHY OF THE WIDER WORLD.

The image below shows the different topics that pupils will learn about over the three year programme.



Pupils will start the GCSE Geography course in UIV

As this is pupils' first year in the Senior school, time is taken to instruct them on how to organise and manage their study. A strong emphasis is placed on meeting the individual learning needs of all pupils and developing skills such as enquiry, working in groups, and developing them as self regulated learners. The subject is taught to mixed ability classes, with two periods a week in which they can expect variety in their lessons and a range of media to help enrich their learning. Current news events and local issues are incorporated into the course as much as possible, in order to make the subject relevant, up to date and stimulate pupil interest in the world around them. Class discussions are encouraged and pupils are often asked for their own views on a particular issue. Geography offers all pupils something of interest, to enhance their understanding of the world in which we live. Throughout the course, pupils will have the opportunity to complete local fieldwork applying the content they have learnt to the real world.



History

The aim of the Remove History course is to make history an enjoyable subject which allows pupils freedom to assess the significance of the main events, the people and the changes they will study.

The course is designed to introduce the study of history. During this year, they will learn the skills necessary for the study of history in later years such as the use of sources, critical analysis and bias. The subject is taught in mixed gender classes, with two periods per week and 20-30 minutes is allocated for homework. Lessons are based on mixed ability classes with an encouraging atmosphere, so all pupils feel comfortable making contributions to the lesson.

Topics:

HISTORICAL SKILLS

Chronology, fact & opinion, using historical evidence, bias, interpretation, empathy and significance.

MEDIEVAL REALMS 1066-1500, INCLUDING

- Norman Conquest
- The Church and Religion
- The Murder of Thomas Becket
- Castle Development
- King John and The Magna Carta
- Black Death & Peasants' Revolt
- Richard III and the Princes in the Tower
- Medieval Law and Order
- War of the Roses
- Tudors and Stuarts

Pupils will also have the opportunity to go on various trips such as a visit to Portchester Castle and the surrounding locality.

In Lower IV, historical skills continue to be honed whilst studying the Industrial Revolution and Crime and Punishment.

Upper IV study Technology, War and Identities – a world study after 1900.



Computing & ICT

The study of ICT and Computing is hugely important to industry and the economy, as the skills developed through the study of the subject are increasingly sought after. Our pupils need to understand and play an active role in the digital world that surrounds them, ensuring they are not passive users of technology. Through ICT and Computing, they will learn how to solve problems when things go wrong, how to think logically and critically, and to recognise the impact that technology has on the world around us.

All years begin with E Safety training, reminding students how to use computers, the Internet, social networking, email etc, safely and responsibly. They are also taught how to seek help and support when confronted with unsuitable material or bullying. Pupils cover a wide-ranging programme in Remove, Lower IV and Upper IV, which will develop their skills in Computing and ICT. The areas covered are:

- Introduction to Computing: the concept of computation, binary and data representation, and network basics.
- Computational Thinking: Developing problem-solving, logical reasoning, and algorithmic thinking skills.
- Creating Digital Content: Using software to create and edit text, images, and videos.
- Online Safety and Digital Ethics: Understanding online risks, protecting personal data, and responsible internet use.
- Programming Fundamentals: Learning the basics of programming using a graphical programming environment.
- Technology in Society: Exploring the impact of technology on society and the ethical and environmental implications
- Cybersecurity: Understanding cybersecurity threats and implementing security measures
- Big Data and Data Analysis: Analyzing large datasets and extracting meaningful insights.
- Cloud Computing: Exploring the concept of cloud computing and its applications.
- Future Trends in Computing: Examining emerging technologies and their potential impact on our lives.

Library

Pupils in Remove are timetabled for a weekly library lesson, as part of their Literacy provision. In these lessons, pupils are engaged in a wide range of activities. These may include: discussing new book releases, sharing pupils' current reads, writing book reviews and quiet reading. As the pupils progress through KS3, they are also introduced to Information Literacy Skills (citation, referencing, how to research effectively etc.), to prepare them for entry into KS4 and Further Education.

All pupils have access to the wide range of fiction and non-fiction books stocked in the library and are encouraged to read from many different genres. They also have logins for our eBook library, provided by the SLS who ensure age appropriate content. In addition, pupils are allowed to bring their e-readers into school for use during their library lesson. At the end of every lesson the librarian will read from a book chosen by the pupils to demonstrate and promote a love of reading. Pupils are encouraged to read for pleasure on a daily basis, ideally for a minimum of 20 minutes. The pupils can work towards their bronze, silver, gold and platinum reading awards with individual targets set which are tailored to each pupil's reading skills and preferences. Our aim is to encourage our pupils to become lifelong readers.

Pupils are able to take part in a wide range of literary activities, through the library, to further broaden their experiences. In Remove, they are able to participate in the Portsmouth Literature Quiz. We also offer a 'Meet the Author' programme throughout the year, where authors are either invited into Mayville, often as part of 'Book Week', or we travel to an external location.

The library is open daily from 8.00am to 3.45pm, with Prep running from 4.00pm to 5.00pm. The pupils are able to use the library resources to complete homework, revise for a test, research a project, exchange books or simply read quietly. There are also lunchtime clubs available for the pupils to attend, including debate club.



Mathematics

During the first year at Mayville, the Mathematics Department aims to build the fundamental skills needed to succeed in the subject. Pupils are taught to their individual ability using support, core and extension material enabling them to become confident, independent learners.

The year group is divided into four groups, ranging in size from approximately 10 -16 pupils. Setting is established within the first half term but is regularly reviewed

All pupils should be equipped with a pen, pencil, 30cm ruler, rubber, protractor, a pair of compasses and a scientific calculator (Casio FX83, FX-83GT, FX-85GT, or FX-991).

Pupils use the MathsPad to enhance and consolidate their learning. This platform can be used to complete homework weekly.

During the year, we teach a variety of topics from number, algebra and geometry strands.

Throughout LIV, we extend topics taught in Remove and cover topics from all strands: Number, Algebra, Ratio & Proportion, Geometry & Measures, Probability & Statistics.

This puts in place the foundations for IGCSE, which is a 3 year course beginning in UIV. We offer both higher and foundation tiers as well as extending pupils with an Additional Maths qualification.

Statistics GCSE is also offered as an option subject in LV and UV.

Modern Foreign Languages

This year, pupils will study French and Spanish in Remove. The MFL course for Remove is designed to involve pupils in understanding and communicating in French and Spanish about a variety of topics.

Pupils discover francophone and hispanic countries and learn about customs, people and the geography of those countries. In doing this, they develop the skills of listening, speaking, reading and writing. They build up their knowledge of French and Spanish gradually, using creative skills such as singing, rapping & acting out short role-plays.

By the end of the year, it is hoped that pupils will have grown in confidence in their ability and knowledge of these subjects, enjoyed learning a different language and had fun finding out about different cultures.

We subscribe to an excellent language learning website to supplement pupils' language learning and help them to practise their listening, reading, spelling and grammar skills and tasks on this website will be regularly set as homework and revision for assessments. Pupils will also be given an activity workbook which complements the work that takes place in class. The workbooks are produced by Pearson Publications and follow the topics we will be covering throughout the year. They have vocabulary pages as well as reading and writing activities which will enable the pupils to consolidate their learning. We try to provide opportunities for first-hand practice in French and Spanish. It is hoped that many pupils will join us on our trips to Normandy and Paris as well as Valencia.

At the end of Remove, pupils will continue to study French and Spanish in Lower IV and Upper IV.

We hope that all pupils will enjoy learning new languages and embrace learning about new cultures.

There is also an opportunity to study Latin as a club or GCSE course during lunchtime and after school.



Music

Through the integrated activities of performing, composing and listening, pupils will develop their musical skills in a practical and fun way. The Music Studio is very well equipped and pupils will be able to play a variety of musical instruments, including keyboards, African Djembe drums, Samba drums and many other tuned and untuned instruments.

In Remove, pupils are taught to understand and recognise the elements of music to use as a resource when composing, creating and improvising, and to use the elements effectively when performing.

Pupils explore rhythm and note values and perform and notate their own compositions, through the genres of Popular Music and Music from the Western Classical Tradition. They also examine form and structure and listen to examples of music structures they are exploring and compose and perform within these forms.

Pupils research musical arrangements and develop their knowledge and understanding of folk music as a musical genre. Pupils will perform as part of small ensembles and arrange their own folk songs.

They listen to examples of music from different times and different places and compare the use of instruments, musical elements and compositional devices used.

Pupils are introduced to the modern symphony orchestra and learn about its layout, grouping and the instruments which belong to each section, including their individual and characteristic timbres.

Pupils explore the voice, through singing a wide range of different types and styles of songs, developing their ability to sing music in two (or more) parts.

Pupils have the opportunity to perform musically throughout the year at school events.



PSHEE

Mayville is a school which believes in the principle of educating the whole child: the head, the hands, the heart. Our ethos is defined by a belief in the talents and potential of every child and a commitment to the development of their abilities, aptitudes and promise, wherever these may lie. The PSHEE programme is essential to the development and fulfilment of the potential we nurture. It promotes personal, social, health, economic and emotional education in a way that enables pupils, now and in the future, to: develop in informed, rounded, secure, healthy and balanced ways; to manage their lives effectively, happily and successfully; to thrive as individuals and as members of families and our wider society. Character Education is also integrated into the PSHEE curriculum and pupils are given opportunities during their learning to reflect on the School's values and how they can best use them to promote 'a good life'.

PSHEE is an essential and dynamic part of the school curriculum and pupils' experience and, as such, we aim to deliver it in ways which are purposeful, engaging and enthusing to pupils. This enables them both to embrace its relevance and value and to be active, responsive and reflective in their involvement. It is a predominantly discussion-based curriculum that encourages pupils to think, as well as confidently and respectfully discuss and debate the issues raised. Pupils will also demonstrate their knowledge and understanding through a variety of tasks, such as presentations, quizzes, role-play, storyboards and Agony Aunt responses.

PSHEE is taught weekly in both KS3 and KS4 where the specialist teachers follow the curriculum but have the flexibility to respond to the needs of the pupils and to current affairs. The programme is further supplemented through drop-down days, presentations and workshops, delivered by both internal and external speakers, giving opportunities for more in-depth exploration of topics.

CONTENT:

The PSHEE programme has the following key areas:

Thriving in the School, its Curriculum and its Community

Health and Wellbeing

Relationships and Sex Education

Living in the Wider World

Spiritual, Moral, Social and Cultural Development / Fundamental British Values

The elements of PSHEE are delivered through the dedicated curriculum, as well as through other subjects in the curriculum, notably English, drama, biology, religious studies, MFL, geography, history, ICT and PE.





PE – Girls

The Senior School offers a wide range of physical activities both in the PE curriculum and during extra-curricular time. During the autumn and spring terms, Remove are taught netball, badminton, football and rugby. During the summer term, they enjoy cricket and athletics.

Extra-curricular activities take place after school, for those enthusiastic pupils who wish to improve their skills and game play. The girls have the opportunity to represent the school in various sports, including badminton, netball, football, cricket, rugby, swimming, athletics and cross-country.

Mayville uses many off-site facilities to accommodate the depth of Physical Education that we provide. We have a twenty acre site at Eastney, where the girls can play netball, cricket, football and rugby.. Wimbledon Park Sports Centre provides the school with close facilities for badminton and HMS Temeraire is used for athletics.

The three-tier house system at Mayville offers all pupils the chance to compete in inter-house competitions at various times of the year. These include Sports Day, which takes place at HMS Temeraire at the end of the summer term.

The house system is a vibrant and integral part of the school and enables pupils, of all levels, to experience some competition in Physical Education, along with the feeling of being part of a team.

The opportunity for pupils to extend their knowledge of Physical Education is provided in Lower V and Upper V, with GCSE PE.

PE – Boys

The Senior School offers a wide range of activities both in and outside curriculum P.E. time.

During the autumn and spring terms, Remove are taught football, rugby and badminton. During the summer term, they enjoy cricket and athletics.

Extra-curricular activities take place after school, for those enthusiastic pupils who wish to improve their skills and game play.

A full programme of Inter-school fixtures is planned, providing every opportunity for the boys to compete in a whole range of sporting activities. We participate in fixtures with local schools and in local competitions, as well as National ISA competitions. Some examples include the ISA swimming and athletics competitions, English Schools' Football Association (ESFA) and cup competitions.

Alongside this, we utilise the three-tier house system at Mayville, to offer pupils the chance to compete against each other at various times of the year. The house system is a vibrant and integral part of the school and enables pupils of all levels to experience some competition in Physical Education, along with the feeling of being part of a team.

Mayville maintains the depth of its P.E. curriculum through the use of many off-site facilities, including our 20 acre sports field at Cockleshell Gardens. Wimbledon Park Sports Centre also provides a specialist arena for the teaching of badminton and HMS Temeraire is used for athletics.

In Remove, Lower IV and Upper IV pupils focus on the development of their skills, game play and understanding of the rules and tactics in the diverse palette of sports we offer. There is then an opportunity for enthusiastic pupils to extend their knowledge of Physical Education in Lower V and Upper V with GCSE P.E.





Religious Education

Religious Education follows a three year course in Key Stage 3, which is designed to act both as a background to the GCSE course and as a sound and constructive basis for understanding and appreciating the principles of religion for those who do not continue further R.E. as an academic study. As pupils enter our senior school from a variety of academic backgrounds, the course is designed to be suitable for all, whatever courses they may have followed previously and whatever their own cultural or religious background. We aim to help pupils learn about religion, as well as develop their own beliefs and reasons for them.

Although the Government maintains that R.E should be a compulsory part of the curriculum, it is not designated as a specific National Curriculum subject and, therefore, there are no strict rules about curriculum content, but, of course, there are guidelines. Most importantly, the Government has stipulated that R.E. should be 'predominantly Christian' and that during the course of a child's total school career, they should learn about more than one religion. The other main world religions are also a feature of their study.

REMOVE

We begin with learning about religion with "What is religion?". We continue to find out how religions have developed through a unit called "The Island". From there we learn about Christianity and the life of Jesus. We will explore the religion of Islam and what it means to be a Muslim. Finally we will have a glimpse into the religion of Sikhism and their beliefs of equality and selfless service. and Islam are of course the world's two largest and most influential faiths

Pupils will explore themes which reveal an understanding of the Christian story. They are also encouraged to explore symbolism in stories, artefacts and rituals from other world religions. Personal research, culminating in PowerPoint presentations, will be encouraged.

The course offers ample opportunity for pupils to explore some of the deeper questions of belief, what motivates people to behave in a certain way, questions of morality and so on. Discussion and reflection is therefore always encouraged and no-one is ever directed to adopt any particular point of view.

Homework will be set every four weeks via Google classroom. It can be submitted online or in person at the next lesson.

Science

Remove are studying Key stage 3 Science, using Kerboodle Activate! Book 1 science resources (also available online – your child will have been issued a login for this).

The topics covered during this year will be:-

BIOLOGY

- Organisms: Movement; Cells
- Ecosystems: Interdependence; Plant Reproduction
- Genes: Variation; Human Reproduction

CHEMISTRY

- Matter: Particle Model; Separating Mixtures
- Reactions: Acids and Alkalis; Metals and Non-Metals
- Earth: Earth Structure; Universe

PHYSICS

- Forces: Speed; Gravity
- Electromagnets: Potential Difference and Resistance; Current
- Energy: Energy Costs; Energy Transfer
- Waves: Sound; Light

Within each unit, pupils have the opportunity to carry out experiments, extract information from text, answer short and long answer questions and to try to discover some information for themselves – beginning the development of a spirit of scientific inquiry that has potential benefits across the curriculum.

There is also a strong focus on scientific literacy.

Pupils will usually study two topics each half term, one of which will be assessed using a written test and the other using an online quiz. Results can be seen in their exercise books in an 'End of topic grid' which the pupils will respond to. They will also be shared at parents evenings.



Homework

Homework is set for all subjects and a timetable is issued to pupils with guidance on how to organise their time so that homework can be completed successfully.

KS3 INDEPENDENT HOMEWORK PROJECTS (IHP)

Independent Homework Projects (IHP) are specific pieces of work which are set as a project in addition to the normal homework timetable. Whilst they have a clear focus pupils are able to work independently, developing their own direction of learning and unique outcomes.

All subjects in KS3 will set an IHP during the 3 years of KS3. The tasks will be published in advance and each one will have a fixed start and completion date. Pupils are responsible for completing IHPs and will be given support and advice by their teachers. Start & completion dates will be also published on the school website.

HOW WILL THE IHPs BE MARKED?

Each pupil will receive feedback from their teacher, giving a subject level, an effort grade, a comment on the progress made in the project (W/W/W) and a target for future improvement (EBI).

SUPPORT IN COMPLETING IHPs

If the pupil does not complete the IHP, they will be set an after school detention by the department concerned to finish the work. Parents will also be informed. If there is a genuine reason why a pupil cannot complete an IHP, it is essential that parents inform the school before the deadline date.

IHP TIMETABLE FOR 2024/25

No other homework will be set by the subject from the start date until the hand in date for the IHP.

Autumn Term	Start Date	Hand-in Date	Spring Term	Start Date	Hand-in Date	Summer Term	Start Date	Hand-in Date
N/A	N/A	N/A	Geography	06-01-25	03-02-25	EoY exam revision No IHPs this term		
N/A	N/A	N/A	ICT	24-02-25	24-03-25			

Please note, all dates are week commencing.



Homework Timetable – Remove 2024/25

	SUBJECT	GROUP	DUE IN	SET BY
MONDAY	Science English	A2, B1 & B2 A1	Following Monday Following Monday	CMOR / AT SHC
TUESDAY	French Art RE Maths History English	Rem G3 Rem Rem 4 All sets Rem 3 Rem B1	Following Tuesday Following Tuesday Following Tuesday - only set once a fortnight Following Tuesday Following Tuesday Following Monday	MAE SL DL EGA JFL GON
WEDNESDAY	RE Geography	Rem 2 Rem 4	Following Wednesday - only set once a fortnight Following Wednesday	DL TB
THURSDAY	ICT Science Spanish History English French Spanish	All A1 Rem G3 Rem G2 Rem G2 Remove 4 Remove 4	Following Lesson Following Thursday Following Thursday Following Thursday Following Thursday Following Thursday Following Thursday	CS SA CMz JFL VB TBE TBE
FRIDAY	Geography Spanish RE French English	Rem G2 & G3 Rem G1 & G2 Rem 1 & 3 Remove 1 & 2 Remove A2	Following Friday Following Friday Following Friday - only set once a fortnight Following Friday Following Friday	SCLA CMz DL TBE GON

• Art / Dance / Drama / DT / Music Homework will be set every other week, where required.

KS3 Homework 2024/25

REMOVE	FREQUENCY	LIV	FREQUENCY	UIV	FREQUENCY
English	Weekly	English	Weekly	English	Weekly
Maths	Weekly	Maths	Weekly	Maths	Weekly
Science	Weekly	Science	Weekly	Physics Chemistry Biology	Weekly Weekly Weekly
French	Weekly	French	Weekly	French	Weekly
Spanish	Weekly	Spanish	Weekly	Spanish	Weekly
ICT	Weekly	ICT	Weekly	ICT	Weekly
History	Weekly	History	Weekly	History	Weekly
Geography	Weekly	Geography	Weekly	Geography	Weekly
RE	Every two weeks	RE	Every two weeks	RE	Weekly
Art	Every two weeks	Art	Every two weeks	Art	Weekly
Dance	Every two weeks	Dance	Every two weeks	Dance	Weekly
Drama	Every two weeks	Drama	Every two weeks	Drama	Weekly
Music	Every two weeks	Music	Every two weeks	Music	Weekly
		DT	Every two weeks	DT	Weekly
Approx. time for each task	20 mins		30 mins		40 mins
Number of H/W tasks each week	12		12		15
IHP	<p>As well as regular homework Independent Homework Projects (IHP) will be set by each subject. Each subject will set one IHP in each year at KS3. Start and completion dates are produced for the IHP. Subject homework will not be set while the subject IHP is being completed.</p> <p>Remove need to complete 3 IHPs during the year, LIV & UIV complete 5.</p>				
Approx. time for each IHP	2-3 hours				

... And Beyond the Classroom

There is also the opportunity for pupils to stay in a supervised prep session, where pupils can complete homework or catch up with work, for which a small charge is made and pupils are provided with a drink and sandwiches. This session runs until 5pm Monday to Friday.

Remove pupils also have the opportunity to be a member of the Senior Choir. This choir performs both at school functions and within the wider community.

Mayville regularly holds performance opportunities, giving pupils the chance to explore the performing arts as a dancer/ actor/ musician or in the backstage crew/ tech team. Pupils often get involved in helping with the initial ideas and planning of our performances.

The school is a licensed centre for Duke of Edinburgh Award and is available for pupils when they reach UIV.

Various lunchtime and after-school activities are available, some of which carry a small fee – this year they include; Netball, Trampoline, Football, Orchestra, Debating, Badminton, with Tennis, Cricket and Rounders in the summer term.

Please do encourage your son or daughter to get involved in lunchtime and after-school clubs.





More Able, Gifted & Talented

Mayville High School is committed to ensuring that gifted and talented pupils are recognised, supported and challenged within a safe environment, that they do not underachieve and that they maximise their potential. More Able, Gifted and Talented pupils have the potential to become leaders, thinkers and creative designers of the future.

At Mayville High School, procedures for identification of MAG&T pupils will be transparent, non-discriminatory and flexible. More Able, Gifted and Talented applies to pupils who are achieving or have the potential to achieve at a level significantly beyond the rest of their peer group.

MORE ABLE & GIFTED describes pupils who achieve, or have the ability to achieve, at a level significantly in advance of their peers. This may be in all areas of the curriculum or in a limited range.

TALENTED describes pupils who have the ability to excel in practical skills such as art, DT, drama, music, dance | and sport.

At Mayville, staff are asked to ensure that MAG&T pupils are stretched and challenged and that each pupil reaches their full potential. It is important all pupils are encouraged to take on a challenge, without fear of failure. We aim to present challenge and multiple opportunities to our learners at all levels within the classroom and outside the classroom, through:

- curriculum extension providing breadth, pace and depth using a range of teaching methods
- use of open-ended tasks, enabling all learners to respond at their own level
- Independent Homework Projects (IHPs) for KS3 pupils in all subjects
- problem-solving activities of varying levels of difficulty
- differentiated tasks
- setting in maths, science and MFL when possible.
- fostering the indicators of high ability in pupils, where possible, such as a passion for particular subjects/areas of interest, enthusiasm for engaging in debate and discussion on a particular subject, domain-specific talents, such as physical coordination, musical aptitude, an 'ear' for languages, etc.
- a wide range of extra-curricular and enrichment opportunities are offered by the school, including clubs, trips, educational visits, shows, competitions, national challenges, etc
- the opportunity to sit a biennial MENSA test within school
- individual pupil tracking and monitoring of progress
- supportive pastoral care/mentoring.

Marking & Assessment

Classwork and homework is graded using a 7-point structure and a formative comment will also be given, which should indicate to the pupil what would be required, in order to attain a higher point in the next piece of work.

THE GENERIC KS3 GRADE DESCRIPTORS FOR ATTAINMENT ARE:

7 Outstanding	Consistently outstanding understanding and application of the subject. Shows insight, flair and exhibits a scholarly approach to work. Uses initiative to learn independently frequently.
6 Excellent	Excellent understanding of all subject knowledge and skills covered at KS3. Produces work of a consistently excellent standard demonstrating application of knowledge. Will use initiative to learn independently.
5 Very good	Very good grasp of the subject knowledge. Whilst some work will be excellent, consistency of excellence is yet to be reached. Will often use initiative to learn independently.
4 Good	Consistent, secure grasp of the subject and skills with rare evidence of gaps in knowledge or skills and is sometimes showing initiative or excellence.
3 On track	Generally sound grasp of the subject knowledge and skills required for success with only minor weaknesses and some gaps. Beginning to show initiative on occasion.
2 Approaching	Work can achieve the required level for on track performance but only with support and guidance. Areas of weakness or gaps in knowledge or skills which can be addressed through teacher feedback.
1 Developing	Requires intensive in class support and prompting to complete tasks. Pupils would benefit from extra one-to-one support to improve extensive gaps in subject knowledge and skills.

Subjects have their own specific attainment descriptors.

EFFORT GRADES

A	Positive and strives to produce improvements in standard or to maintain excellence.
B	Displays the approach expected of a typical student at Mayville High School. Attentive and aims to produce work reflecting level of ability.
C	Needing a more consistent approach or working steadily at a level that doesn't reflect true ability or attitude. Room for improvement.
D	Not applying themselves to tasks on a regular basis. Clear signs of under-achievement and / or disruptive behaviour.

Departments have produced their subject specific level descriptors which go into far more detail regarding the requirements for attainment for each point. These can be found in pupil's books and on the Mayville Website <https://mayvillehighschool.com/policies/>

Tracking & Mentoring

In early September all Remove pupils sit CAT4 standardised ability tests. All pupils will also sit the Digital New Group Reading Test, which gives a reading age and a standardised score.

This data, along with End of Key Stage 2 tests and other relevant data, are used to give an academic profile of each pupil and a minimum expected level in each subject.

All subject staff will keep this level in their markbooks, along with any other educational information. (Special educational needs, more able, gifted & talented or EAL).

All departments track the progress of every pupil during each term, against the minimum expected level. Departments have their own system of intervention if they are concerned about lack of progress. They can also refer pupils to the Director of Studies.

Reports with attainment levels, an indication of attainment at the end of key stage 3 and effort grades are sent to parents at the end of every term in KS3. The attainment levels are compared with the minimum expected level for each pupil and any underachievement is highlighted. All subject teachers must write Action Plans, if the attainment level is less than the subject minimum level expected. These Action Plans are shared with the pupil and sometimes parents.

At the start of every term, the form tutors spend a lesson discussing grades/levels from the previous report with each pupil. Targets are set and recorded in the homework diary. Any pupil with a significant amount of underachievement is seen by the Director of Studies. This can result in contact with parents and various other support measures. The school tracks the academic progress of every pupil in the school from Lower I to Upper V.

Form Tutor Role

Mayville High School prides itself on the high quality of its pastoral care. Our belief is in 'Excellence through Nurture' and the pastoral system here is at the heart of that care and support. The system is embedded in a School which regards itself as a family and which meets as such in Assembly every Friday afternoon. Our care grows from a belief in the potential of every child and a sense of ourselves as a happy community, which knows and supports its members well. The recent Inspection Report described the pastoral care at MHS as excellent.

The Tutor is the pivot of the pastoral system and the first point of contact for parents, pupils, and teachers. This makes for informed, focused and responsive tutoring, and each Tutor has a Deputy to assist further their efforts on behalf of their tutees. Tutors are able to develop a close knowledge of the pupils in their charge, and they seek to be a support, stimulus and guide to the academic, personal, social and extra-curricular development of their tutees. We believe that close liaison with parents is integral to securing the best possible outcomes for our pupils, and we will be informative and responsive as your children make their way through the School. A new and vibrant PSHE programme, which includes days of activities as well as outside speakers, will enable Tutors to support the spiritual, moral, social and cultural development of pupils.

The tutorial system is underpinned by carefully integrated schemes of academic and pastoral tracking and there is further specialist advice and support embedded in our system, through the guidance of the SENCO, the Head of the Middle School (Pastoral lead for Remove & LIV), the Assistant Head Pastoral (DSL and Pastoral lead for UIV & LV) and the Head of UV.

Contact Information

REMOVE FORM TUTORS:

Group 1	Mrs Hardcastle / Mrs Hindson	s.hardcastle@mayvillehighschool.net j.hindson@mayvillehighschool.net
Group 2	Mr O'Sullivan	s.osullivan@mayvillehighschool.net
Group 3	Mrs Graham	a.graham@mayvillehighschool.net

HEAD OF MIDDLE SCHOOL:

Mrs D Hall d.hall@mayvillehighschool.net

DIRECTOR OF STUDIES:

Mrs L Morriss l.morriss@mayvillehighschool.net

ASSISTANT HEAD PASTORAL / DESIGNATED SAFEGUARDING LEAD:

Mrs N Ramsey n.ramsey@mayvillehighschool.net

DEPUTY HEAD:

Mrs S George s.george@mayvillehighschool.net

ASSISTANT HEAD PUPIL CONDUCT:

Mr H Wilcox h.wilcox@mayvillehighschool.net

ASSISTANT HEAD EVC / HEALTH & SAFETY:

Mrs L Willett l.willett@mayvillehighschool.net

GIFTED & TALENTED CO-ORDINATORS:

Mr Rafferty-Croft e.rafferty-croft@mayvillehighschool.net

Mrs C Martinez c.martinez@mayvillehighschool.net

FINANCE:

finance@mayvillehighschool.net

HEADTEACHER:

Mrs R Parkyn r.parkyn@mayvillehighschool.net

To contact any member of staff use their first initial - dot - surname @mayvillehighschool.net



Further information

The school website is regularly updated with information and events, for anything else, please give us a call or send an email.

023 9273 4847

| enquiries@mayvillehighschool.net

| www.mayvillehighschool.com