



**ENTERING YEAR 9  
2017**

## INTRODUCTION

Throughout the school we want all our pupils to develop lively, enquiring and well-informed minds. Our aim is to excite pupils in their learning environments and, by providing a broad and balanced curriculum, to foster every pupil's educational development. Great emphasis is placed on monitoring pupils' performance and ensuring that they continue to make progress. Excellent examination results underscore the school's commitment to this objective

The Year 9 Curriculum at Monkton Senior is notable for the range of subjects included. The curriculum offers genuine breadth to allow pupils the maximum choice of GCSE subjects. The sciences are taught separately as Physics, Chemistry and Biology, taking full advantage of subject specialist teachers and the superb teaching facilities to develop the distinctive skills acquired through the study of each discipline. Similarly, History and Geography are taught separately. Most pupils will continue with their study of French and some will choose to continue with Latin, but there is also the opportunity to begin lessons in Spanish and Mandarin. Separate courses in Art, Design Technology, Music and Drama give full expression to pupils' creative skills as well as providing a firm grounding in the techniques needed in later years. Lessons in Information Communication Technology teach the use of common packages. Lessons in Religious Studies and Physical Education complete a rich and varied weekly programme of study.

Trips and special events add an extra dimension to classroom learning and are carefully integrated into the school year.

All pupils are allocated a personal tutor who takes particular responsibility for academic progress through regular meetings. In addition we report regularly throughout the year, and there is a parents' meeting early in the Lent term. Reports are accessed through the school intranet and details about this will be sent separately at the start of the Michaelmas Term. This structure allows careful monitoring of academic progress and early intervention to resolve any difficulties.

When you have had a chance to read through this booklet, I would be grateful if you could fill out and return the form on page 16 by **Monday 26th June** to indicate languages preference.

*Joe Sidders*

Joe Sidders  
Deputy Head (Academic)

## **YEAR 9 TIMELINE**

26th June 2017 Please return the form on Page 16 to indicate language preferences

### **Michaelmas Term**

September MiDYIS testing - see page 4

October Setting Exams in Maths and English, followed by set changes where needed.

### **Lent Term**

February Publication of 'Entering Year 10 – GCSE choices'  
Parents' Meeting

March Year 9 tutors hold individual discussion with tutees

March Return of GCSE Options Form via tutors

### **Summer Term**

June End of Year exams, followed by set changes

## **INTERNAL EXAMS**

One of the key aims of pupil assessment is to ensure that their educational needs are being met by correct set placement. There are two sets of internal exams in Year 9. The first ones are held in the week before the Michaelmas half term, and test Maths and English. These exams enable us to ensure that all our pupils have been correctly streamed. There are usually a few adjustments made after half term.

The end of year exams, held in June, involve all academic subjects, and are an important way of measuring academic progress over the year. They also help determine setting in the core subjects in Year 10.

In addition, all pupils are screened in the Michaelmas Term in reading and spelling to help identify any specific learning needs.

## STUDY SKILLS COURSE

Monkton Senior School places great emphasis on developing the organisational and other skills pupils need to be successful at learning. These skills are developed through the classroom, within Personal Development lessons and also with a special 'study skills session'. In Years 11-13 an external provider – Elevate Education – runs two sessions per year.

The aims of the Year 9 courses are to:

- *understand the processes of thinking and learning*
- *learn key skills to aid organisation*
- *apply specific thinking strategies to specific problems*
- *create a positive attitude towards learning*
- *make effective classroom and study notes*
- *learn skills to improve the completion of assignments*
- *understand the impact of visual and verbal thinking on personal study and learning*
- *apply what has been learned in order to continually improve the learning process with the aim of becoming independent learners*

### Tracking and Value Added

As a school we are always conscious of the need to give top priority to academic achievement. To this end we closely monitor pupils' academic progress and give them every encouragement to continue to build on past successes. To help us with this monitoring process, in Years 9 to 11 the school uses two programmes developed by Durham University called **MidYIS** (Mid-Years Information System) and **YELLIS** (Year 11 Information System). These programmes are widely used in many independent and maintained schools and in particular measure "value added". Value added is a measure of a pupil's progress when compared to the national cohort of **pupils of a similar ability** in preceding years.

A baseline measure has to be established whereby each pupil in Year 9 and 10 sits a series of tests in the Michaelmas Term. These online tests are analysed by Durham University, providing us with an academic profile of each pupil. If a pupil performs well in a test and subsequent progress is disappointing, appropriate support can be put in place in a timely and targeted way.

## **THE YEAR 9 CURRICULUM**

All courses run for the whole academic year, including those which become optional in Year 10.

### **English Language and Literature**

Pupils have four lessons of English per week (rising to five in Year 10) and are allocated into one of four groups; set 1, set 3 and two mixed ability groups (x and y). A general course is followed by all pupils, covering a wide variety of topics: reading genres; different styles and purposes of writing; personal research; talking and listening activities; poetry and film studies. Personal reading is thoroughly encouraged and we would hope that pupils will enter some of the many writing competitions available.

In recent years, we have looked at War Poetry from the Napoleonic Era to the present day. We have also studied issues relating to Language Change by looking at extracts from Chaucer, Dickens, Austen and more modern writers.

We study 'Romeo and Juliet' in some detail and pupils are invited to produce creative responses to the text and characters. Where possible, we endeavour to see a good quality production of the play to deepen their understanding of stagecraft and language. We also cover a variety of media and non-fiction pieces in preparation for GCSE.

Each term, pupils will be expected to read widely through both their own personal readers and class readers. Aspects of spelling, grammar and punctuation are covered in every class at different levels in accordance with National Curriculum guidelines. We have a 'no ceilings' approach in our department which ensures that all students are stretched and challenged.

### **Mathematics**

Pupils have four lessons of Mathematics per week and are placed into either three or four classes, depending on the size of the year group.

Set 1 will work through an accelerated programme designed to provide them with a stimulating and challenging syllabus. The class will begin the IGCSE course after the setting examinations with a view to taking the IGCSE examinations in Jan of Year 11, although this does depend on the progress of the class. In Year 11 pupils who have completed the IGCSE Mathematics examination will typically take the AQA Further Mathematics course - an enrichment course designed for talented mathematicians.

Sets X, Y and Z will typically be taught in mixed ability groups until the end of Year 9 when they will be setted. In Year 9 these sets will work through the National Curriculum towards Level 7 at Key Stage 3 using the textbook Key Stage 3 Mathematics: Revision and Practice and enrichment material designed to engage our students in problem solving and creative Mathematics. This course is designed to ensure that all of our students are comfortable and confident with key mathematical skills and concepts before they start their IGCSE course. These classes will begin the IGCSE syllabus in Year 10 and complete the Higher Tier IGCSE examinations in June of Year 11.

## **Science**

In Years 9 to 11, pupils are taught Biology, Chemistry and Physics separately by subject specialists in the AC Maths and Science Centre with its outstanding teaching environment. Pupils have eight lessons a week of science.

At the end of Year 11, all pupils sit IGCSE Edexcel science examinations; pupils in Year 11 sets 1 & 2 are prepared for the three separate sciences (Biology, Chemistry and Physics) and pupils in Year 11 sets 3 & 4 are prepared for the Double Award Science. Both courses enable pupils to develop and apply their knowledge and understanding of science. Pupils who do well in either course can go on to study one or more of the Sciences at A-level.

The topics studied in Year 9 are an integral part of these IGCSE Edexcel science courses.

## **Biology**

Biology involves the study of a wide range of exciting topics ranging from human biology and plant biology to ecology and the study of disease. Biology is a subject that is closely related to everyday life and is never far from the headlines. Issues such as genetic engineering, viral disease and vaccination, biotechnology and global warming are some of the areas much in the news. These are explored during Years 9 to 11 along with the key topics that underlie the subject. The IGCSE course is followed from the start of Year 9 in order to give time to explore the subject in as practical and relevant a way as possible.

## **Chemistry**

Chemistry introduces you to the basic ideas involved in the study of matter around you. It will help you to explain about the materials in our world; why they are as they are, and how they can be changed. Chemists observe the world around us and study the ways in which the tiny invisible particles which make up matter interact to make new, and often important, substances. Chemistry is behind a vast range of everyday products, from our clothes and trainers, through to medicines that help us get better and fertilisers that help us grow more food, to novel materials that are involved in high technology and space exploration.

## **Physics**

Physics analyses the fundamental laws governing our Universe and aims to explain concepts such as time, space and light. This knowledge is then widely applied in the design of everyday devices such as mobile phones, computers and aeroplanes, to name but a few! In Year 9 pupils study how heat is transferred, the science behind energy saving appliances, how we should generate the electricity we need and the electromagnetic spectrum.

## **Art**

The Year 9 curriculum is based upon project work where the pupils will learn techniques, processes and media that will help them flourish at GCSE if they choose to take the subject further. The short projects include drawing, illustration, paint, printmaking and three-dimensional pieces, group work, ceramics, ICT (Photoshop) mixed media and sketchbooks. Assignments are given weekly and all work is closely linked to practising artists. Written work on critical analysis and subject specific terms is encouraged, but the emphasis is on exploration and development of techniques. Visiting artists are also part of the programme. There are Art Club's in the department for pupils to try new things or catch up with set work. In the Summer Term, the pupils will begin elements of project work that will form part of their GCSE work, should they choose to take the subject at this level.

## **Design and Technology**

The Year 9 curriculum is taught in our newly developed workshop, designed to allow pupils to flourish in a way that is very different to the classroom. The department is proud of its ability to enable pupils to creatively problem-solve their own individual projects. We achieve this through a series of projects with individual outcomes that progress in complexity over the course of the curriculum and offer students the opportunity to work in a range of materials. The three major topics include - Mechanisms (Automata), Electronics (Portable Speakers) and Metal work (Steel Bug)

The pupils start using hand tools and develop their basic skills in the lower years, which are important stepping stones as they progress to the computer run equipment, such as the CAD/CAM laser cutters, 3D printers and vinyl cutters. The department is open to all pupils who might want to work in other areas, offering woodturning, electronics and robotics / programming as part of our voluntary options throughout the year.

## **Drama**

Drama offers a particular approach to learning. It is a process that demands the involvement and interaction of the participants at every level - emotional, physical and intellectual and learning in the subject largely occurs in two main forms:

- Performance drama - which employs acting and theatre skills in order to communicate effectively to an audience. This recognises that drama is a symbolic activity concerned with conveying meaning.
- The process of drama - which, whilst still utilising theatre forms as a framework for artistic expression, allows participants to explore and confront problems and situations and challenges them to respond creatively.

The pupils will be introduced to many aspects of the subject including improvisation, script-work, mask and mime and their skills and abilities in specific areas will be developed. Most notably:

- a greater awareness of themselves and an understanding of themselves in relation to others.
- an increase in confidence.
- an improved ability to express themselves, and communicate with others verbally and non-verbally.
- the ability to contribute ideas and listen to the ideas of others.
- the ability to evaluate and assess ideas and experiences.

## Geography

The Year 9 curriculum is designed to set some different and engaging challenges from those faced in Year 7 and 8. There are 4 topics covered throughout the year.

The Michaelmas Term begins with an in-depth look at Antarctica: the world's last great wilderness. We look at the fragility of the continent and the attempts being made to preserve it.

In the Lent Term we study conflict at global and local scales, focusing on piracy off the coast of Somalia and Nigeria and taking a look at conflicts that occur closer to home. We also look at Supervolcanoes and their potential global impact.

In the Summer Term we focus on Ecosystems. This gives the pupils a real taste of life on a GCSE Geography course.

## History

The Year 9 curriculum offers history students both breadth and depth, focusing as it does on key events as well as broader themes. The main focus is a study into the Twentieth Century but in addition pupils will investigate the significance of the French & American Revolutions and the development of the Irish problem in the Nineteenth Century. The course includes an element of local study, as pupils investigate the impact that World War 1 had on the School, the climax of which is a trip to the battlefields of Ypres and The Somme. It is expected that students will gain an understanding of change over time and the significance of historical interpretation. They will be expected to conduct their own personal research project into a theme of their choice. Other key sections in the study of the Twentieth Century may include:

- Introduction – What can the Olympics tell us about key events and changes of the 20<sup>th</sup> Century?
- Why did some women use violence to win the vote?
- How have conflicts in the 20<sup>th</sup> Century affected soldiers & civilians?
- Was the Battle of Cable Street really a turning point in the fight against fascism?
- How have people campaigned for equal rights?
- How did the Holocaust happen and in what ways was it resisted?
- Did the British empire 'jump' or was it pushed?
- Conclusion – How have ideas and beliefs changed since 1900?

**Languages** (Please use the form on **Page 16** to indicate your preferences - Please email [siddersj@monkton.org.uk](mailto:siddersj@monkton.org.uk) if you wish to discuss these language options.)

Most pupils will study two languages in Year 9. Some will study one, and choose to receive extra maths or English support in place of the 2nd, and few may choose to receive both Extra maths and English support and take no language courses.

A number may also wish to choose Latin alongside French and Spanish (i.e. three languages): this is possible, but the extra languages lessons happen at the same time as the Skills Carousel lessons (see page 12) and so pupils cannot do both an extra language and Skills Carousel.

For those who wish to choose Mandarin but have no previous experience, they will receive 4 lessons a week, two of which will coincide with the Skills Carousel lessons and so, again, pupils cannot do both.

English as a Second Language pupils do not take a non-English language course.

It is expected that all the scholarship applicants who took the Common Entrance Latin paper two or three will continue to study Latin.

All those who studied French at their previous school will normally continue to study French. Those wishing to study Spanish should be aware that this is an *ab initio* course which aims to prepare beginners for the GCSE course in Year 10.

### **French**

The main aim in Year 9 is to build upon and revise skills learned in previous schools. We want to encourage our learners to communicate with other speakers of the language. We aim to promote the enjoyment of learning a language for its own sake and to provide intellectual stimulation.

With access to several language learning websites and applications, pupils are encouraged to practise their language skills outside of the classroom using authentic materials such as film and song. Our aim is to ensure that Year 9 have all the skills to begin the GCSE course with confidence in Year 10.

### **Latin**

Pupils studying Latin in year 9 come from a variety of backgrounds. Most have come across some areas of more complex Latin, but they need to learn to understand it better, and this is what we do in year 9. The year is also spent consolidating the more basic areas, and there is always time to discuss aspects of Roman culture, as well as visiting the Roman Baths. The overall aim is to prepare a number of pupils for GCSE Latin, whilst giving others more experience in a language which is so important as a basis for English.

Latin is a suitable subject for those interested in language and in literature. It involves remembering quite a large amount of information, but also going beyond this to work out the meaning of passages of Latin. Ultimately, the subject involves an engagement with an ancient culture, which is interesting in its own right, but also as the ancestor of modern European culture.

### **Mandarin Chinese**

Mandarin Chinese is one of the most useful and intriguing languages to learn today. Used not only in mainland China, but from Hong Kong to Sydney; in fact Mandarin can be used wherever there are communities of Overseas Chinese. The skills learned will be useful and with Mandarin Chinese you could even set your sights on working at the United Nations.

There are two options available: for those who have had at least a year's experience of Mandarin as a non-native speaker, there are two lessons each week. For those who are new to the language, or who have less than a year's experience, there are four lessons each week.

For those who continue to GCSE, over a 3-year course, pupils are taught "Putonghua" - the "common language" - or, as it is widely known, Mandarin - the official language of the People's Republic of China. The rudiments of reading and writing are taught, essential to

understanding the foundations of Chinese culture and language. By the end of the 3 years pupils should know about 600 basic Chinese characters and be able to read passages and write short essays. Pupils also have the opportunity to learn about the Chinese and Overseas Chinese culture, Chinese history and politics.

Mandarin in Year 9 is not available for native or near-native speakers of the language. Native or near-native speakers can access limited exam preparation in Year 11 if they wish to take Mandarin GCSE.

### **Spanish**

Spanish is the third most widely spoken language in the world - after English and Chinese - and it presents a wealth of cultural aspects which make the learning of the language a worthwhile experience. Spanish is derived from Latin, so if you have studied Latin or even French you will find lots of common aspects between these languages.

Spanish in Year 9 is an ab-initio course which gives an excellent introduction to the language and allows pupils to master the basics and build their confidence through role-plays, songs, presentations and games. The emphasis is on the practical side of the language, and they will be expected to participate actively in lessons. Given that the course will also provide the foundation for Spanish GCSE, pupils will be expected to work at a fast pace. We cover a wide variety of topics such as family, town, home, free time and school. Pupils will also learn about the cultural aspects of Spanish speaking countries through video, songs and food! The department has subscriptions to language learning websites and applications enabling pupils to work independently beyond the confines of the classroom.

### **Music**

The Year 9 Music curriculum aims to engage all students, whatever their previous musical experience. All students develop skills across the three main strands of the GCSE Music course - composing, performing and listening/appraising. Even if students do not opt for GCSE Music in year 10, they are introduced to musical opportunities which remain available to them throughout their time at Monkton - and beyond of course!

The Michaelmas Term is a hands-on introduction to the delights of the ukulele! We learn some basic chord progressions and strumming techniques and sing a variety of songs together as a class. Extra-musical key skills include coordination and memory, as well as developing confidence and social skills.

In the Lent Term students write their own video game music, and in doing so develop their sense of rhythm and pulse, and an awareness of musical texture. We learn about pentatonic scales, and how to input and edit music using Logic software.

In the Summer Term we focus on reading musical notation and learn to play simple melodies on the piano/keyboard.

## PE (and Games)

Pupils entering Monkton Senior School in Year 9 will be pleasantly surprised at how many opportunities there are to participate in sport and PE. The school is fortunate to be able to offer the following facilities for the pupils to use during both timetabled lessons and extra-curricular activities:

- Sports Hall [including a weights room]
- Astroturf
- 4 Rugby pitches /2 Cricket squares
- 18 Tennis courts [6 grass courts, 9 Astro courts, 3 hard courts]
- 2 Squash courts
- Indoor swimming pool
- Boathouse and Rowing centre
- 3 Netball courts

Year 9 pupils will have one double lesson of PE. This is taught in mixed groups and covers areas of the curriculum not taught as part of the major games programme; we aim to introduce pupils to a wide variety of sports and develop various aspects of their general and specific fitness. The PE programme allows pupils to learn that physical activity comes in many forms and with something to suit everyone. Our pupils will understand the benefits of being physically active and on leaving Monkton will know of the many opportunities available to them to remain active and healthy.

During Year 9 pupils also have 2 games sessions per week. These are single sex lessons and concentrate on the major 'game' of the term. School teams are selected from participation in games sessions.

### Year 9

<b>Term</b>	<b>Major Boys Game</b>	<b>Major Girls Game</b>
Michaelmas	Rugby	Hockey
Lent	Hockey	Netball
Summer	Cricket	Tennis

During Year 10 and above pupils also have 2 games afternoons per week which operate in the same fashion as those at Year 9. Rowing becomes an option as a Games activity during Year 10 in place of Hockey and Cricket for Boys, and Netball and Tennis for Girls as those who opt for Rowing are required to participate for 2 terms. The range of opportunity increases again in the 6th Form as additional activities are available such as Running, Squash and Swimming.

### Year 10-13

<b>Term</b>	<b>Major Boys Game</b>	<b>Major Girls Game</b>
Michaelmas	Rugby	Hockey
Lent	Hockey or Rowing	Netball or Rowing
Summer	Cricket or Rowing	Tennis or Rowing

Many Monkton pupils have represented the district, county, region or achieved national honours and the School provides every opportunity for these pupils.

Further sporting opportunities are open in the form of extra-curricular activities such as fencing, shooting, table tennis, squash and many more.

## **Personal Development (PD)**

Year 9 have one lesson of PD per week.

The aim is to develop a positive relationship and attitude towards, health, themselves, each other and the world in which they live. Personal Development is an important part of any pupil's education at Monkton. We provide a safe environment in which to openly discuss relevant and topical issues for all our teenagers. Open discussion and acceptance of each other's opinions is highly encouraged in a more informal setting, with small class sizes.

In Year 9, pupils undertake a detailed programme based around the issues of self-awareness and self-esteem in order to promote healthy relationships. Considering their perceptions of themselves, and the way that the media portrays young adults is a vital part of this course. We also pay close attention to e-safety and how much we are influenced by new technologies.

An understanding of these two key topics is central in enabling pupils to make wise decisions when confronting difficult situations or choices.

Within these two topics we look more specifically at:

Who am I? Where have I come from? What influences who I am? Who influences what I am? What is important to me? Goal setting, bullying/cyber bullying, anti social behaviour, diversity, how to maintain a positive self-image, sex education, drugs and alcohol education, assertiveness, self-confidence, choice and responsibility, personal safety and mental health.

## **Religious Studies**

The aim that underlies all that we do in the RS Department is to teach pupils how to think, not what to think. This begins in Year 9 where, through an imagination exercise, we start to introduce pupils to a range of philosophical and ethical questions and to the ways in which they both affect our understanding of reality. This understanding of reality, the lense through which we view the world and our place in it, is known as a 'world view'. We want all of our pupils to realise that they each have a world view so that they can hold it consciously and be open to alter it as they go through life making new discoveries all the time.

Pupils are introduced to issues that confront them in daily life, living as we do in a multicultural, pluralist and liberal democracy. We help our pupils to begin to ask questions, listen to one another's answers, be able to change their minds and in this way we prepare the ground for the exploration of the specific philosophical and ethical questions that form the basis of both the GCSE and A Level syllabi.

Our aim is to equip our pupils to take their place in the world as confident individuals, clear of their own views, respectful of the views of others, able to know when they don't know and to be comfortable with this, and so able to form healthy and enriching relationships with a wide variety of people in a range of different contexts.



## **Skills Carousel**

There are two periods allocated to the Skills Carousel each week.

One week, pupils will take part in an Outdoor Education programme with an opportunity to learn some important life skills, making good use of the natural environment surrounding the school. Teambuilding and problem solving activities help the year 9 pupils to collaborate effectively as a year group, whilst testing some leadership, teamwork and communication skills. In the Lent term the lessons will focus on map reading, with some challenging orienteering courses set up around the school grounds. In the Summer term, the better weather means the bush craft lessons can be a real highlight and the students learn to light fires and cook basic camp food like marshmallows and bread.

Another week, pupils get a chance to experience rowing on the river Avon from our boathouse at Dundas. The purpose of these sessions is to give the students a taste of rowing. We will look at the fitness, technique and skills involved with rowing, as well as the discipline and teamwork required to be an effective crew.

In the final week of the Skills Carousel, one lesson is given over to a library period in which pupils learn to use the library resources, as well as the skills required for doing effective research. They will also undertake a small research project to apply the skills they have learnt. In the second period, pupils are given a course in using the most relevant ICT packages, as well as being given an opportunity to learn some coding.

## **EXTRA LEARNING PROVISION**

### **English as a Second Language - charges may apply**

Pupils who have English as a Second Language normally have 8 lessons of ESL a week, covering all aspects of English, to provide them with a secure base from which to begin their GCSE studies in Year 10. These pupils have ESL lessons while other pupils have English, French and Spanish. Integrated into the course is one period a week focussing on the vocabulary required for Science subjects, and another using specialist computer programmes to develop their language skills. They also take an intensive reading course in which they are individually monitored and stretched.

Year 9 pupils are formally assessed at the end of the third term, when they can also take the mainstream English paper if their teachers feel their level of English is strong enough. They are assessed in writing, reading, grammar, listening, and speaking skills. Pupils also have an opportunity to participate in an inter-school speaking competition called International Voice, in the Michaelmas term.

Depending on progress throughout Year 9, more able pupils will be given the opportunity of joining the mainstream English classes for Year 10. These pupils subsequently receive only four periods of ESL lessons a week, throughout Years 10 and 11.

#### **Extra English Support** (Please use the form on **Page 16** to indicate your preferences)

Extra English lessons are designed to support the mainstream curriculum. The lessons allow more time for the development of the essential key skills of grammar, punctuation, handwriting and textual organisation. Whilst these are also taught during mainstream English lessons, the extra curriculum time enables pupils to build upon the foundation areas.

Extra English enables pupils to hone their writing skills in order to complement their work in all areas of the curriculum. Guidance and advice will also be available for coursework in all subjects.

There are up to 2 lessons available every week. Each one will be devoted to either reading skills, writing skills or a combination of both. Taking Extra English will also ensure that any Special Needs provision (if applicable) will be able to continue into Year 10.

#### **Extra Maths Support** (Please use the form on **Page 16** to indicate your preferences)

Extra Maths lessons are designed to support the mainstream curriculum. These lessons allow more time for pupils to become comfortable and confident with the skills they are learning in their normal set and are primarily intended for students in Set 4, or those who do not find Mathematics the easiest of subjects. Extra Maths lessons provide the opportunity for pupils to seek clarification on a particular point, gain help with the assignment that they have been set that week, or seek help with revision of a previous topic. Lessons are steered wholly by the needs of the individuals within the class - at any point each pupil may be undertaking a different task to the other pupils, supported by their teacher.

There are 2 lessons available each week.

## **Learning Development - charges apply**

Pupils, often those with an identified specific learning difficulty such as dyslexia, dyspraxia and language disorders, are withdrawn from specified timetabled periods once or twice a week. Typically, lessons are timetabled at 8am before morning school, or during Extra English/Maths periods; they are not taken out of core subject lessons. Wherever possible, lessons are one to one or paired. This individual support is available up to Year 13, if required, although the nature of the provision changes over the years from being focussed mainly on literacy and maths skills to more broad based study and revision skills. The use of Assistive Technologies such as text recognition software is also explored. Pupils may not require support continuously throughout the Senior School; some may just need support through the transition into the secondary education and some may find that it is not till Year 12 that the demands of studying at a higher level require some study support.

Programmes are based on the individual needs of each pupil and are designed to build confidence and metacognition alongside subject knowledge and skills. In Year 9 the emphasis is often on reading accuracy, comprehension, writing skills and spelling. All programmes are structured and cumulative and take account of the need to learn in a multisensory way to assist memory. Sometimes a short intensive programme is required to fill in a particular learning gap or strengthen a specific skill like spelling or reading comprehension.

### **Arranging individual support**

It is helpful if parents can inform Monkton that their child is having Learning Support lessons in their current school so that the Head of Learning Support can contact the school and find out what the support has been given to date and what should be put in place on arrival in Monkton. Parents may also indicate on the Pupil Information form that they would like their child to have Learning Support lessons which cost £34.20 per 40 minute session. Generally a term's notice to cease this provision is required. However where a limited course of lessons has been arranged this will not be necessary. If a pupil's teachers feel that some support with learning would be of benefit to a child the tutor or house parent will contact parents to discuss the options.

### **Word Processors**

In year 9 pupils are encouraged to develop the skills of writing by hand unless a specific difficulty has been identified. When the decision has been made that use of a laptop in class or exams would be beneficial, pupils are expected to become proficient at touch typing, ideally in the holidays beforehand. Advice on free touch-typing programmes is available.

### **Diagnostic Assessment for Exam Access Arrangements**

The results of the MidYIS assessment taken at the beginning of Year 9 are analysed to identify pupils whose scores indicate they may have difficulty with exam skills at GCSE. Additional screening from the LUCID range may then be carried out to check reading and writing speeds, working memory capacity and processing speed. Following on from this and where there is corroborative teacher recommendation, it may be suggested to parents that some further diagnostic assessment is carried out in the department to find out whether there is justification and evidence to apply for Exam Access Arrangements, for example extra time, in public examinations. Parents should note that a diagnostic assessment carried out by an specialist external to the school is no longer approved of by the exams authority.



Please return this form to Tanya Coulson ([coulson@monkton.org.uk](mailto:coulson@monkton.org.uk)) by **Monday 26th June**

Pupil's name: \_\_\_\_\_

Please choose **one** of the following three language options by putting a tick in **one** box (☐).

**OPTION 1:** My child has English as a Second Language.

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**OPTION 2:** My child would like to take two languages, or one language and either Extra maths or Extra English, or no languages and both Extra maths and Extra English.

Please circle your choices below (choose **one** from Block A and **one** from Block B):

Block A	Block B
Latin	Spanish
Spanish	French
French	Mandarin (at least 1 year's experience)
Mandarin (no previous experience - choose Mandarin in both blocks)	Mandarin (no previous experience - choose Mandarin in both blocks)
Extra English	Extra Maths

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**OPTION 3:** My child would like to take three languages - Latin, Spanish and French (please note that this will mean he/she will not be able to attend the Skills Carousel lessons each week)

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**Learning Support.** Please tick any of these that apply:

- My child has Learning Support (LS) lesson(s) currently
- I have arranged with the Head of LS at the Monkton Senior that my child will have an LS lesson
- I have not yet arranged that my child will have an LS lesson and would like the Head of LS at the Monkton Senior to contact me