

2024-25



# Parent Planner

HOLLAND PARK SCHOOL

ambition for everyone

# TERM DATES & TIMES OF THE SCHOOL DAY

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## **AUTUMN TERM 2024**

Friday 6th September to Friday 20th December

Half term: Monday 28th October to Friday 1st November

INSET Days: Monday 2nd September, Tuesday 3rd September, Monday 4th November, Friday 29th November

Year 12 Registration Day: Wednesday 4th September

Year 7 Induction Day: Thursday 5th September

## **SPRING TERM 2025**

Tuesday 7th January to Friday 4th April

Half term: Monday 17th February to Friday 21st February

INSET Days: Monday 6th January, Monday 27th January

## **SUMMER TERM 2025**

Wednesday 24th April to Friday 18th July

Half term: Monday 26th May to Friday 30th May

INSET Days: Tuesday 22nd April, Friday 27th June

Bank Holiday: Monday 5th May

## **TIMES OF THE SCHOOL DAY**

08.25	SCHOOL GATE CLOSSES Students arriving after this time will be marked late and receive a same-day detention.
08.30 - 08.55	AM TUTOR Students in Y7-11 go to their line-up areas and then attend assembly or tutor time.
08.55 - 09.45	PERIOD 1
09.45 - 10.35	PERIOD 2
10.35 - 10.55	BREAK Food is served in the Dining Hall and outside. Students are not permitted on Floors 2-4.
10.55 - 11.45	PERIOD 3
11.45 - 12.35	PERIOD 4
12.35 - 13.20	LUNCH Food is served in the Dining Hall and outside. Students are not permitted on Floors 2-4.
13.20 - 14.10	PERIOD 5
14.10 - 15.00	PERIOD 6
15.00 - 15.15	PM TUTOR
15.15 - 16.15	EXTRACURRICULAR / INTERVENTION

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# INTRODUCTION

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Dear parents and carers,

I would like to thank the parents I have met (and those who have written to me) for the warm and kind welcome they have given me to Holland Park School. I am delighted to be here and convinced that, together, we will achieve great success for your child.

We all share the belief that this is the one and only shot your child gets at education and we must make it count. I have always believed that education is a three-way partnership in which success is guaranteed when all three partners are working in unison and to that one common goal; the success of the child. I have already spoken with the children about how they should dream big and have high expectations for what they will achieve as well as their personal development. I have been impressed by enthusiastic children who have articulated that they want to be physicists, writers, doctors and run successful multinational businesses. Ambition is evident and fantastic to see.

Our school will utilise every available resource to develop the very best education possible. We will create a climate that recruits and retains the most talented teachers and support staff so that your children are accessing the best education in the best facilities. We will also work with partners across the trust to ensure that every area of the school's work is measured by the very highest levels of performance nationally. We will foster an environment where children can explore their interests, develop knowledge in a broad range of fields within and outside of the main secondary curriculum. This will provide the basis for our students to make excellent academic progress and develop their character.

Partnership means we can not achieve this alone. We need you to encourage your child to turn up to this fantastic school every day. Term time holidays and unnecessary appointments erode attendance and do great damage to learning as it can mean that the fundamentals of a particularly challenging concept are never fully covered again and that topic is forever a mystery to pupils who could have grasped it had they been in attendance. The next critical building block is behaviour policy. All parents depend on other children behaving well for their child to be well educated in a safe and happy environment. Therefore, it is the fundamental responsibility of every member of staff and every parent to support the behaviour policy that enables this, even in times when they may prefer sanctions be applied differently. We will also seek to understand and listen but our overriding objective will be using our professional expertise to ensure continuity of high-quality learning in a safe environment.

The best schools, and our ambition is to be the absolute best, all rely on whole hearted support from families, the community and those charged with the welfare of young people. It is what they all need and deserve. Our staff and I will work tirelessly to ensure that this is an environment where children thrive, learn and enjoy and we want you to enjoy the journey with us.

In pursuit of the excellence we want, I will revisit this partnership frequently to thank you for joining with us in demanding the very best effort in all subjects from your child, in demanding the very highest standards of conduct and supporting both rewards and sanctions with the same enthusiasm. We also seek your support in encouraging reading for pleasure, restricting mobile phone use and ensuring adequate sleep and preparation for each school day.

Please take the time to read through these messages again and I look forward to working with you this year in sharing and supporting the ambition of every one of our students.

**MR SAMSON OLUSANYA**  
PRINCIPAL

**Our expectation is that students attend every lesson, every day.** The school target is 97%, but we know that in the vast majority of cases students will be capable of exceeding this.

Evidence tells us that the pupils with the highest attainment at the end of Key Stage 2 (Year 6) and Key Stage 4 (Year 11) have higher rates of attendance compared to those with the lowest attainment. Missing just half a day of lessons in a week is equal to 90% attendance; across a year, this is equal to missing four weeks (20 days). **Research suggests that just 17 missed days of school is equal to a GCSE grade drop in achievement.**

**Parents must contact the school when their child is absent to explain that absence. This can be done via email to [attendance@hollandparkschool.co.uk](mailto:attendance@hollandparkschool.co.uk) or via voicemail on the attendance line on 0207 908 1063.** Parents must provide the following details:

- full name of pupil;
- pupil's Year group or Registration group;
- full name of person reporting absence and relation to child;
- reason for absence.

Where a reason for the absence is not received by 8.30am on the day of the absence, the school will contact the parents via email and text message on the same day to request the reason for the absence. Where further unexplained absences occur, the school will make further contact with the parent (including foster parents and/or social workers where appropriate). This should be with the aim of understanding why the absence has occurred, and when the pupil will return. Absence is authorised by the school and not the parent. Absence will only be authorised once a satisfactory explanation has been provided.

Granting a leave of absence will only be made in exceptional circumstances. Each application will be considered individually considering the specific facts and circumstances and relevant background context behind the request. If a leave of absence is granted it is for the Executive Principal or Senior Vice Principal to determine the length of the time the pupil can be away from school. It is extremely unlikely that a leave of absence will be granted for the purposes of a family holiday. Absences occurring for holiday without school's consent will be recorded as 'unauthorised' and when they exceed a period of 4.5 days will be reported to the Early Help Team. Where applicable a Fixed Penalty Notice will be issued or a parent may face prosecution. To request a leave of absence please complete an Absence Request form and return this to the Attendance Officer at [attendance@hollandparkschool.co.uk](mailto:attendance@hollandparkschool.co.uk). Students whose attendance is less than 97% will not usually be granted leave. The school's decision is final. The school will only consider absence during term time in 'exceptional circumstances'.

In accordance with the Education (Pupil Registration) (Amendment) Regulations 2016, any student failing to attend school within 10 school days immediately following the expiry of a period of authorised absence, will be removed from the school's roll. Schools count each school day as two sessions, one morning and one afternoon, making a total of 10 sessions over a full school week. Children must attend all 10 sessions each week to achieve 100% attendance. If a child does not attend school their attendance is reduced by 10% for each session missed. For example, if a child has a half-day absence in a full school week they will have attended nine sessions out of 10. This means they will achieve 90% (PA) attendance.

**Persistent Absence** is when your child's absence is less than 90% attendance. The impact of this has significant detrimental impact on your child's attainment. The school will in all cases have to implement a number of actions, which will always include a meeting with yourself and attendance contracts agreed.

# THE STUDENT PLANNER

All students must have their Student Planner with them at all times – it has been specially designed to fit in the Holland Park School blazer pocket and should be placed there by default. The Student Planner is a useful reference document for students, but also forms an integral part of our creation of structure, organisation and order for students.

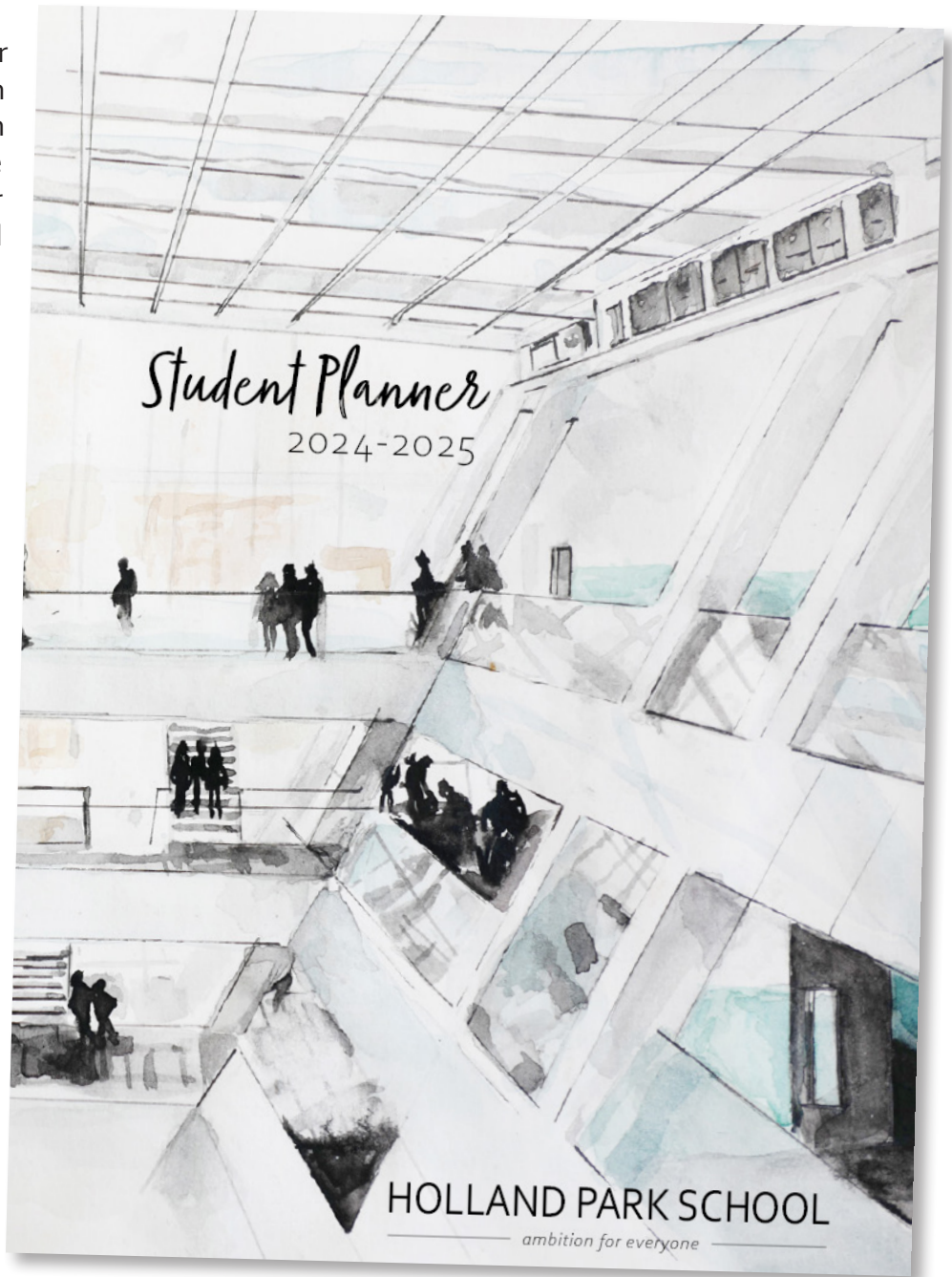
In particular, the timetable pages in the front of the Planner must be completed (and updated following any timetable changes), and the Smart Card pages at the back of the Planner are a useful way to log uniform infringements and thus incentivise faultless uniform across school.

The Student Planner also includes a wealth of useful reference information that tutors can regularly refer to with students, including information on achievement points, the warning system, our new Houses, and more.

The Student Planner should be used

a) **as a guide to school's expectations.** Policies and practices of school are outlined in the planner. There are inevitably occasions when students get it wrong: such is the experience of adolescence. What we wish to create is a culture in which getting it wrong is rare, so that our response can be about encouraging the right behaviour. Knowing expectations is the first stage in avoiding error.

b) **to record essentials about school.** Timetables, tutor rooms, reminders and communication are all recorded in the planner. Parents are expected to sign it each week, so that if a message is conveyed to parents through the planner it is read in a timely manner. Students will also record in their planner where they might be late for lessons, so that there is an accurate record and that any patterns of lateness can be addressed and changed.



# COMMUNICATION: THE HOME / SCHOOL PARTNERSHIP

The school's telephone number is **020 7908 1000**: this will put you through to our receptionists who will be able to respond to your query, pass it on to the relevant member of staff, or take a message if the relevant member of staff is unavailable. Please note that the primary purpose of staff between 08.25 and 15.15 is the education of children and so staff will most likely be inaccessible between these hours. Our receptionists will do their utmost to respond to your queries quickly and efficiently, but we ask that you engage appropriately and respectfully with them: if you have any concerns or frustrations in relation to a particular aspect of school life or provision, our receptionists are not responsible for the management of it and so should not be on the receiving end of any frustration. We hope you will understand and respect this.

During peak times of day (08.00 - 09.00 and 14.00 - 16.00) phone lines can be busy: it is often easier to contact the school by email: **info@hollandparkschool.co.uk** is a good first port of call if you are unsure who to contact directly. Your email will be acknowledged and passed onto the relevant member of staff who will be able to respond to your query. Please note again that staff are busy with students until approximately 16.00 each day: most staff do not check their emails at all until this time, and your patience in understanding this is warmly appreciated. Staff will try to respond to all enquiries within five working (school) days, but in some circumstances this is not possible.

Before you contact the school, please review the Parent Planner and your child's Student Planner thoroughly: it is designed to answer most queries and to provide the essential information you will need to know. It is often the case that queries will be answered within these pages. Where that is not the case, the weekly parent newsletter produced by Ms Mulholland and termly In The Know magazine produced by Ms Tukacevska may answer your query.

Please also consider whether some events might offer a useful opportunity for dialogue. Parents' Evenings are calendared for each year group throughout the year, and additional events such as SEN/ Safeguarding Parents' Information Evenings, GCSE Parents' Workshops, A-Level Parents' Workshops and GCSE Options Information Evenings are designed with families in mind. School leaders and administrators will generally be present at these evenings and will be available for discussion and to respond to any questions you might have.

Remember that your child's bag and blazer pocket contain many of the most productive avenues of communication. A note to your child's tutor is likely best conveyed through their Student Planner, which is reviewed regularly, whilst a note to a child's specific subject teacher may be usefully passed through your child's workbook: these should be a dialogue (or triologue) between your child's work, their teacher's feedback, and parent comment and intervention.

The space below and on the facing page details some key contacts in school. In the main, email addresses are constructed as **firstname.surname@hollandparkschool.co.uk**. Ms Wedlake's email address, for example, is **chloe.wedlake@hollandparkschool.co.uk**

HEADS OF YEAR		
YEAR 7	YEAR 8	YEAR 9
MS ANNA BODEN	MS CHLOE WEDLAKE	MS ZOE THOMPSON
YEAR 10	YEAR 11	
MR JOE CLARKE	MS AMARA OGIDI	

# COMMUNICATION: THE HOME/SCHOOL PARTNERSHIP

The below is a list of staff at Holland Park School organised by teaching department. You can use this list to formulate email addresses for any staff members you may need to contact. Email addresses are constructed as `firstname.surname@hollandparkschool.co.uk`. Ms Fitton's email address, for example, is constructed as `kirsty.fitton@hollandparkschool.co.uk`.

When emailing staff, please consider the following:

- The priority for staff is the education and supervision of children. They are therefore very unlikely to respond to emails sent during the school hours of 08:30am to 04:00pm;
- A reasonable time should be allowed for staff to respond to your query given their other work and responsibilities – please avoid sending a 'chase' or follow-up email until three full school days have elapsed;
- If after that time you do not receive a response, it may be helpful to send your query again, copying in the head of department for that subject (indicated in bold in the list);
- Staff work hard to do their best for students – we will not accept rudeness or poor conduct from parents and carers via email. Please see our Parent Code of Conduct for more information. Any email communication that falls short of these standards will not be responded to, and those who choose to communicate in this way risk proportionate responses from school.

DEPARTMENT	STAFF
ART	Ms Kirsty Fitton
	Ms Rebecca Hurn
	Ms Stella Nabagereka
	Ms Olivia Tukacevska
BUSINESS	Ms Zahraa Kanso
	Ms Amara Ogidi
COMPUTING	Mr Mohammed Latif
DRAMA	Mr Kieran Salt
	Ms Gemma Tate
DT	Mr Andre Russell
ENGLISH	Mr Benjamin Arnold
	Ms Philippa Askew
	Ms Aya Benfellahi
	Ms Leigh Bolwell
	Ms Alexandra Bott
	Ms Skye Carrera-Curtis
	Mr Thomas Ludlam
	Ms Annabel Meggeson
	Ms Alexandra Pugh
	Mr Aaron Waterhouse
	Mr Conor White
FOOD TECH	Ms Courtney Bruton
	Mr Billy Egleton
HUMANITIES (HISTORY, GEOGRAPHY, RE)	Ms Poppy Bertie
	Ms Eliza Black
	Ms Janet Daley
	Mr Blair Douglas
	Ms Luke Farrell
	Ms Priyam Grewal
	Ms Olivia Hill
	Ms Faye Langley
	Ms Faye Mulholland
	Ms Helen Rolt
	Mr Richard Sykes
	Ms Zoe Thompson
	Ms Kate Tucker
	Mr Angus Watts
Ms Victoria Webb	



# COMMUNICATION: THE HOME/SCHOOL PARTNERSHIP

LANGUAGES	Ms Chiara Dona	PHYSICAL EDUCATION	Ms Zahra Belgout	
	Mr Nathaniel Gammon		Mr Daniel James	
	Ms Tanya Hart		Mr Andrew Huxley	
	Mr Rory McCann		Ms Livian Nandwa	
	Mr Hector Stinton		PSYCHOLOGY	Ms Elizabeth Ashcroft
	Ms Coline Viot		SCIENCE	Mr Shakib Ahmadi
LEADERSHIP TEAM	Mr Benjamin Arnold	Mr Christopher Baptiste		
	Ms Alexandra Bott	Mr Tom Barthelson		
	Dame Sally Coates	Ms Anna Boden		
	Mr Billy Egleton	Ms Nova Dora		
	Mr Jonathan Gladwyn	Ms Zoe Francis		
	Ms Catherine Hill	Ms Pippa Howitt		
	Ms Olivia Hill	Ms Margaret Lawrence		
	Ms Faye Langley	Mr Matthias Purnell		
	Ms Faye Mulholland	Ms Sandyha Sridhar		
	Mr Samson Olusanya	Mr Gordon Wright		
	Ms Olivia Tukacevska	SEND		Ms Sarah Ahsan
	Ms Victoria Webb			Ms Shamraz Ali
	MATHS			Mr Mahmoud Abouchakra
			Ms Elena Bailey	Ms Lottie Barker
Ms Joyce Casela			Ms Aliyah Barnett	
Mr Callum Cleary			Ms Grachele Daulayan	
Ms Dianne Cornes			Ms Catherine Hill	
Mr Jonathan Gladwyn			Ms Micaela Jaramillo	
Mr Zaheer Iqbal			Mr William Lawler	
Ms Charlotte Neary			Ms Brunilda Marc	
Mr Matt Purse			Mr Zohir Moussoum	
Ms Rennett Raymond			Ms Meadow Murray	
Ms Olga Shibiko			Ms Peggy Nastouli	
MUSIC	Ms Amy Chapman		Ms Annie Phillipson	
	Ms Chloe Wedlake	Ms Varasha Poinasamy Supparayen		
PASTORAL	Mr Akeem Anderson	Ms Juliana Samba		
	Mr Roland Andrews	Ms Hannah Tracey		
	Ms Anna Boden	Ms Sapna Thakur		
	Ms Cath Boyle	Ms Georgia Wright		
	Ms Courtney Bruton			
	Mr Joe Clarke			
	Mr Sean James			
	Ms Amara Ogidi			
	Ms Zoe Thompson			
	Ms Chloe Wedlake			
	Mr Ikhwan Bin Mohd Zaini			

# DIARY: AUTUMN TERM 1

Month	Day	Date	Event	
SEPTEMBER	M	02	INSET Day PTA Second Hand Uniform Shop Event (APU)	
	T	03	INSET Day PTA Meeting (APU) 17.30	
	W	04	Year 12 Registration Day INSET Day	
	1	T	05	Year 7 Induction Day
	F	06		
	S	07		
	S	08		
	M	09		
	T	10		
	2	W	11	First Story Anthology Launch, Thorpe Lodge (AWA) 17.30
	T	12	Year 13 Early Applicant UCAS Deadline (BAR) PTA Welcome Barbecue (APU) 18.00	
	F	13		
	S	14		
	S	15		
	M	16		
T	17	SEND / Safeguarding Coffee Morning (CHI/CBO) 09.00 Staff / Student Individual Photographs (FMU)		
W	18			
3	T	19		
F	20	Year 12 Subject Transfer Deadline (BAR) Year 10 Option Transfer Deadline (OHI)		
S	21	Saturday Detention (LT) 09.00 - 11.00		
S	22			
M	23	Extracurricular Activities begin		
T	24			
W	25	Year 11 Parents' Information Evening (AOG)		
4	T	26	European Day of Languages (THA)	
F	27			
S	28	Saturday Detention (LT) 09.00 - 11.00		
S	29			
M	30			
OCTOBER	T	01		
	W	02		
	5	T	03	Y10 GCSE Parents' Information Evening (JCL / HoDs) PTA Meeting (APU) 17.30
	F	04		
	S	05	Saturday Detention (LT) 09.00 - 11.00	
	S	06		
	M	07		
T	08	Flu Vaccinations		
W	09	Year 7 Meet The Tutor / Teacher Evening (HoDs, ABO, ABD)		
6	T	10	Live From Holland Park: Year 7 Debuts, Thorpe Lodge (ACH CWE) 17.30	
F	11			
S	12	Saturday Detention (LT) 09.00 - 11.00 DofE First Aid Training Day (AHX)		
S	13			
M	14			
T	15			
7	W	16		
T	17			
F	18			
S	19	Saturday Detention (LT) 09.00 - 11.00		
S	20			
M	21			
T	22	'How To Work & Revise at A-Level' Parent Information Evening (BAR) 17.30		
8	W	23	KS4 Drama Showcase (GTA) 18.00	
T	24			
F	25			
S	26			
S	27			
M	28			
T	29			
W	30			
T	31			
NOVEMBER	F	01		
	S	02		
	S	03		

# DIARY: AUTUMN TERM 2

9	M	04	INSET Day: School closed for students
	T	05	SEND / Safeguarding Coffee Morning (CHI/CBO) PTA Meeting (APU) 17.30
	W	06	
	T	07	Sixth Form Open Evening (BAR)
	F	08	Year 13 UCAS Internal Deadline (BAR)
	S	09	Saturday Detention (LT) 09.00 - 11.00
	S	10	
10	M	11	Year 11 mock examinations begin
	T	12	
	W	13	Flu Vaccinations
	T	14	
	F	15	
	S	16	Saturday Detention (LT) 09.00 - 11.00
	S	17	
11	M	18	
	T	19	
	W	20	
	T	21	
	F	22	Year 11 mock examinations end
	S	23	Saturday Detention (LT) 09.00 - 11.00 DofE Bronze Navigation Day (AHX)
	S	24	
12	M	25	
	T	26	Hearing Support Family Day (CHI) 15.00
	W	27	
	T	28	Years 8-10/12 Revision Booklets available
	F	29	INSET Day: School closed for students
	S	30	
	S	01	
13	M	02	Year 13 Autumn Tests begin
	T	03	
	W	04	DofE Presentation Evening, Thorpe Lodge (AHX) 18.00
	T	05	Winter Art Aptitude Exhibition (OTU) 17.30 PTA Meeting (APU)
	F	06	
	S	07	Saturday Detention (LT) 09.00 - 11.00
	S	08	

14	M	09	
	T	10	
	W	11	School Production Performance 1 18.30
	T	12	School Production Performance 2 18.30
	F	13	School Production Performance 3 18.30 Year 13 Autumn Tests end
	S	14	Saturday Detention (LT) 09.00 - 11.00
	S	15	
15	M	16	Year 11 Parents' Evening (FMU AOG) 16.00 - 19.30
	T	17	Autumn Term Subject Awards (BEG)
	W	18	Holland Park Hauntings (BEG)
	T	19	Golden Postcard Trip: Winter Wonderland (BEG) Student Winter Lunch Live From Holland Park: Winter Recital, Thorpe Lodge (ACH CWE) 18.00
	F	20	Term ends for students, 12.35
	S	21	
	S	22	
WINTER BREAK	M	23	
	T	24	
	W	25	
	T	26	
	F	27	
	S	28	
	S	29	
	M	30	
	T	31	
	W	01	
	T	02	
JANUARY	F	03	
	S	04	
	S	05	

# DIARY: SPRING TERM 1

16	M	06	INSET: School closed for students
	T	07	SEND / Safeguarding Coffee Morning (CBO/CHI) 09.00 PTA Meeting (APU) 17.30
	W	08	
	T	09	
	F	10	
	S	11	Saturday Detention (LT) 09.00 - 11.00
	S	12	
17	M	13	Year 8-10 Mid-Year Assessments begin Year 12 Examinations begin
	T	14	
	W	15	
	T	16	
	F	17	
	S	18	Saturday Detention (LT) 09.00 - 11.00
	S	19	
18	M	20	
	T	21	Year 13 Parents' Evening (FMU BAR) 16.00 - 19.30
	W	22	
	T	23	
	F	24	Year 8-10 Mid-Year Assessments end Year 12 Examinations end
	S	25	Saturday Detention (LT) 09.00 - 11.00
	S	26	
19	M	27	INSET: School closed for students
	T	28	
	W	29	
	T	30	
	F	31	PTA Adults' Quiz Night (APU) 19.00
	S	01	Saturday Detention (LT) 09.00 - 11.00
	S	02	

20	M	03	Charity Week (ABO) Staff vs Students Basketball Match (AHX)
	T	04	Sixth Form Open Mic Night (BAR)
	W	05	
	T	06	Year 9 Options Event (OHI) PTA Meeting (APU) 17.30
	F	07	House Charity Fair (ABO)
	S	08	Saturday Detention (LT) 09.00 - 11.00
	S	09	
21	M	10	Apprenticeships Week (RMC)
	T	11	Year 12 UCAS Information Evening (BARTHA)
	W	12	Year 12 Parents' Evening (FMU BAR) 16.00 - 19.30
	T	13	
	F	14	
	S	15	
	S	16	
HALF TERM	M	17	
	T	18	
	W	19	
	T	20	
	F	21	
	S	22	
	S	23	

# DIARY: SPRING TERM 2

FEBRUARY	M	24		MARCH	M	24			
	T	25	SEND / Safeguarding Coffee Morning (CHI / CBO) 09.00 Year 8 Parents' Evening (FMU CWE) 16.00 - 19.30		T	25	PTA Comedy Night (APU) 19.00		
	W	26			W	26	Year 10 Parents' Evening (FMU JCL) 16.00 - 19.30		
	22	T	27		KS4 & KS5 Drama Showcase (GTA) 18.00	26	T	27	Spring Art Aptitude Exhibition (OTU)
	F	28			F	28			
	S	01	Saturday Detention (LT) 09.00 - 11.00 GCSE / A-Level Intervention 09.00 - 12.00		S	29	Saturday Detention (LT) 09.00 - 11.00 GCSE / A-Level Intervention 09.00 - 12.00		
S	02		S	30					
MARCH	M	03	Year 11 & Year 13 Mock Examinations begin	M	31	KS3 Drama Showcase (GTA) 18.00			
	T	04	PTA Meeting (APU) 17.30	T	01	Spring Subject Awards (BEG) 18.00			
	W	05	Year 9 Parents' Evening (FMU ZTH) 16.00 - 19.30	W	02	Year 11 Parents' Evening (FMU AOG) 16.00 - 19.30			
	23	T	06	World Book Day (AWA AME) Sixth Form Webinar (BAR)	27	T	03	PTA Meeting (APU) 17.30 Year 7 Parents' Evening (FMU AOG) 16.00 - 19.30	
	F	07	Deadline for Year 9 GCSE Options (OHI)	F	04	Term ends for students, 12.35			
	S	08	Saturday Detention (LT) 09.00 - 11.00 GCSE / A-Level Intervention 09.00 - 12.00	S	05				
S	09		S	06					
MARCH	M	10	KS3 Science Week (NDO)	M	07				
	T	11		T	08				
	W	12		W	09				
	24	T	13		T	10	GCSE / A-Level Intervention 09.00 - 12.00		
	F	14	KS3 Science Fair (NDO) Year 11 & Year 13 Mock Examinations end	F	11	GCSE / A-Level Intervention 09.00 - 12.00			
	S	15	Saturday Detention (LT) 09.00 - 11.00 GCSE / A-Level Intervention 09.00 - 12.00	S	12				
S	16		S	13					
MARCH	M	17		APRIL	SPRING BREAK	M	14	GCSE / A-Level Intervention 09.00 - 12.00	
	T	18	An Evening of Music (ACH) 18.00			T	15	GCSE / A-Level Intervention 09.00 - 12.00	
	W	19				W	16		
	25	T	20				T	17	
	F	21	Year 12 End of Year Revision Materials available			F	18		
	S	22	Saturday Detention (LT) 09.00 - 11.00 GCSE / A-Level Intervention 09.00 - 12.00			S	19		
S	23		S			20			

# DIARY: SUMMER TERM 1

Month	Day	Date	Event	
APRIL	M	21	Bank Holiday: School closed	
	T	22	INSET: School closed for students	
	W	23	SEND / Safeguarding Coffee Morning (CHI / CBO) 09.00	
	28	T	24	
	F	25	Year 7-10 / Year 12 Revision Booklets available	
	S	26	Saturday Detention (LT) 09.00 - 11.00 GCSE / A-Level Intervention 09.00 - 12.00 DofE Silver Practice Expedition (AHX)	
	S	27	DofE Silver Practice Expedition (AHX)	
MAY	M	28		
	T	29	Year 6 Open Morning (ABO OHI)	
	W	30		
	29	T	01	
	F	02		
	S	03	GCSE / A-Level Intervention 09.00 - 12.00	
	S	04		
MAY	M	05	Bank Holiday: School closed	
	T	06	External written examinations begin (approximate) PTA Meeting (APU) 17.30	
	W	07	PTA Colour Run (APU LT) 15.30	
	30	T	08	
	F	09		
	S	10	Saturday Detention (LT) 09.00 - 11.00 GCSE / A-Level Intervention 09.00 - 12.00	
	S	11		
	MAY	M	12	Year 12 End of Year Examinations begin
		T	13	
W		14		
31		T	15	
F		16	Year 13 Leavers' Tea (BAR)	
S		17	Saturday Detention (LT) 09.00 - 11.00 GCSE / A-Level Intervention 09.00 - 12.00	
S		18		
M		19		
T		20		
W		21		
32		T	22	PTA Outdoor Cinema Night (APU) 18.00
F		23	Year 12 End of Year Examinations end	
S		24		
S		25		
HALF TERM	M	26	Bank Holiday: School closed	
	T	27	GCSE / A-Level Intervention 09.00 - 12.00	
	W	28	GCSE / A-Level Intervention 09.00 - 12.00	
	T	29	GCSE / A-Level Intervention 09.00 - 12.00	
	F	30	GCSE / A-Level Intervention 09.00 - 12.00	
	S	31		
	S	01		

# DIARY: SUMMER TERM 2

33	M	02	
	T	03	SEND / Safeguarding Coffee Morning (CHI CBO) 09.00
	W	04	
	T	05	PTA Meeting (APU) 17.30
	F	06	
	S	07	Saturday Detention (LT) 09.00 - 11.00 GCSE / A-Level Intervention 09.00 - 12.00 Uniform Show for Year 6 (OHI)
	S	08	Uniform Show for Year 6 (OHI)
	34	M	09
T		10	
W		11	
T		12	
F		13	
S		14	<b>Grenfell Anniversary</b> GCSE / A-Level Intervention 09.00 - 12.00
S		15	
35		M	16
	T	17	
	W	18	
	T	19	
	F	20	Year 7-10 End of Year Examinations end
	S	21	GCSE / A-Level Intervention 09.00 - 12.00 Saturday Detention (LT) 09.00 - 11.00
	S	22	
	36	M	23
T		24	
W		25	
T		26	Year 11 Prom (AOG) 19.00
F		27	INSET: School closed for students
S		28	Saturday Detention (LT) 09.00 - 11.00 Silver DofE Expedition (AHX)
S		29	Silver DofE Expedition (AHX)
37		M	30
	T	01	PTA Meeting (APU) 17.30
	W	02	Year 6 Taster Day (OHI ABO)
	T	03	A-Level & GCSE Art End of Year Show (OTU)
	F	04	Year 13 Leavers' Dinner (BAR)
	S	05	Saturday Detention (LT) 09.00 - 11.00
	S	06	

38	M	07	Activities Week Year 10 Work Experience Week (JCL RMC) Sports Day: to be confirmed (BEG AHX)
	T	08	
	W	09	
	T	10	Drama Showcase: The Oscars (GTA)
	F	11	
	S	12	Bronze DofE Expedition (AHX) PTA Summer Fair (APU) 12.00
	S	13	Bronze DofE Expedition (AHX)
	39	M	14
T		15	Holland Park School Ethos Awards (BEG)
W		16	KS3 Rank Order & Progress Trip (ABO)
T		17	Live From Holland Park: Summer Recital, Thorpe Lodge (ACH CWE) 17.30
F		18	Term ends for students, 12.35
S		19	
S		20	
SUMMER BREAK		M	21
	T	22	
	W	23	
	T	24	
	F	25	
	S	26	
	S	27	
	M	28	
	T	29	
	W	30	
	T	31	
	F	01	
	S	02	
AUGUST	S	03	
	M	04	
	T	05	
	W	06	
	T	07	
	F	08	
	S	09	
	S	10	
	M	11	
	T	12	
	W	13	
	T	14	A-Level Results Day (LT HoDs)
	F	15	
S	16		
S	17		
M	18		
T	19		
W	20		
T	21	GCSE Results Day (LT HoDs)	
F	22		
S	23		
S	24		
M	25	Bank Holiday: School closed	
T	26		
W	27		
T	28		
F	29		
S	30		
S	31		

# UNDERSTANDING MAPS OF LEARNING

The maps of learning printed on the next few pages provide you with an overview of what your child will be studying throughout the year as they progress through the curriculum. These are taken directly from students’ workbooks (you will see the same map of learning contained there) and are designed to help students – and you – know where they are, what skills and knowledge they are building on from earlier that year or in previous years, and know what might be coming up next.

This is helpful for you for a number of reasons:

- You can understand what you might find in your child’s workbook and where it is leading;
- You can get a sense of what is likely to be examined in the mid-year and end-of-year examinations by looking at what is on the map of learning prior to those assessment points;
- If you ever end up in the unfortunate position of a child who has finished all their homework, you can make productive suggestions as to what they might revise, consolidate, or undertake extra work in.

Maps of learning are useful, but it is worth noting a few key facts:

- These are not the entirety of curriculum planning: they are the broad brushstrokes and are supported by the detailed schemes of work and lesson plans that teachers and departments have for all year groups in all subjects;
- They should not be taken as a ‘to-the-letter’ guide to what is being studied. Teachers and departments monitor the pace of learning carefully and, where appropriate, may take longer on a topic to ensure students understand it well before moving on. That might mean a class or a year group falls a week or two behind the map of learning – that is not an issue. Similarly, a topic might be covered more quickly than was expected – it is no problem if a class or a year group finds themselves a week or two ahead of the map of learning. In all cases, any significant concerns about your child’s progression through the map of learning should be directed to the relevant Head of Department.

This column indicates which week of the school year we are in: this matches the weeks in the diary pages of this planner

Exam periods are indicated

	WEEK	YEAR 7	YEAR 8	YEAR 9	TWO-YEAR GCSE COURSES		YEAR 11	
					YEAR 10	YEAR 11		
AUTUMN TERM	1	Oracy						
	2	C.S. Lewis: <i>The Lion, The Witch &amp; The Wardrobe</i>	The 19th-Century Novel: <i>Dr Jekyll &amp; Mr Hyde</i>	J. B. Priestley: <i>An Inspector Calls</i>	English Language: Paper 1 – Fiction Reading & Writing	English Language Paper 2 – Non-Fiction Reading & Writing	NEA: Speaking Endorsement	Shakespeare’s <i>Macbeth</i>
	3							
	4							
	5							
	6							
	7							
	8					English Literature Paper 2: Poetry	George Orwell’s <i>Animal Farm</i>	
	9					EXAMINATIONS		
	10				English Literature Paper 2: George Orwell’s			
	11			Short Stories:				

The overall focus of each unit of work is indicated in the centre of the box.



# MAP OF LEARNING: MATHEMATICS

		WEEK	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	
AUTUMN TERM	1	Numerical Skills		Powers and Roots	Decimals	Algebra	Algebra	
	2			Prime Factorisation	Estimation and Accuracy			
	3			Rounding	Calculations			
	4			Fractions	HCF and LCM			
	5	Introduction to Algebra		Fractions	Fractions	Probability	Proportion and Graphs	
	6			Equations	Algebraic Manipulation			
	7				Index Laws			
	8	Primes, Factors and Multiples	Coordinates	Standard Form	Multiplacative Reasoning	EXAMINATIONS		
	9	Expanding and Factorising						
	10	Addition and Subtraction	Units of measure	Expanding and Factorising	Geometry	Geometry		
	11	Perimeter	Angles in Parallel Lines	Forming Expressions & Substitution				
	12	Multiplication and Division		Circumference			Direct and Inverse Proportion	
	13		Mean	Direct Proportion	Probability			
	14	Area		MID-YEAR EXAMINATIONS				Quadratics and Simultaneous Equations
	SPRING TERM	15	Area		FDP	Probability	Trigonometry	Statistics
16		Percentages			Solving Equations	Area and Volume		
17		Fractions		Ratio	Inequalities	Statistics	Exam Practice	
18				MOCK EXAMINATIONS				
19				Area of Circles	Sequences		Area and Volume	
20				Area of Trapezia	Pythagoras		Similarity and Congruence	
SUMMER TERM		21	Shape and Space		Statistics	Interior and Exterior Angles	Equations and Graphs	Trigonometry
		22				Vectors		Ratio and Proportion
		23				Averages and Spread		Transformations
		24	Revision				GCSE EXAMINATIONS	
	25	END OF YEAR EXAMINATIONS						
	26	Time	3D Visualisation	Plans and Elevations	Circles and Circle Theorems			
	27			Volume		Arcs and Sectors		
	28	Problem Solving		Problem Solving	Surface Area			
29								

# MAP OF LEARNING: ENGLISH

		WEEK	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11				
AUTUMN TERM	1	7.1 Creative Writing: The Gothic		8.1 Creative Writing: Dystopia	9.1 Creative Writing: London	10.1 English Language: Paper 1: Fiction Reading & Writing	11.1 English Language Paper 2: Non-Fiction Reading				
	2										
	3										
	4										
	5										
	6										
	7										
	8	7.2 Bram Stoker: <i>Dracula</i>	8.2 Robert Louis Stevenson: <i>The Strange Case of Dr Jekyll and Mr Hyde</i>	9.2 J.B. Priestley: <i>An Inspector Calls</i>	10.2 English Literature Paper 1: Charles Dickens' <i>A Christmas Carol</i>	11.2 English Literature Paper 2: Power & Conflict Poetry / Unseen Poetry					
	9										
	10										
	11										
	12										
	13										
	14										
	15	7.3 Conflict: Anne Frank's <i>The Diary Of A Young Girl</i>	Revision			English Language Revision	11.3 English Literature Paper 2: Power & Conflict Poetry Anthology				
16	EXAMINATIONS										
17	7.4 Conflict: Poetry		8.3 Non-Fiction: Social Justice	9.3 William Shakespeare: <i>King Lear</i>	10.3 English Literature Paper 1: <i>Macbeth</i>	11.4 Paper 1 Literature & Language Revision					
19											
20											
21											
22											
23											
24											
25	7.5 William Shakespeare: <i>Romeo &amp; Juliet</i>		8.4 Poetry of Power	9.4 Poetry: Relationships & Identity	10.4 English Literature Paper 2: <i>Animal Farm</i>	11.5 Revision					
26											
27											
28								Revision			English Language Revision
29								Revision			
30								END OF YEAR EXAMINATIONS			
31		END OF YEAR EXAMINATIONS									
32	7.6 Kiran Millwood Hargrave: <i>The Girl of Ink and Stars</i>	8.5 William Shakespeare: <i>Richard III</i>	9.5 Non-Fiction: Relationships & Identity (GCSE English Language NEA: Spoken Language Endorsement)	10.5 English Language Paper 2: Non-Fiction Writing	GCSE EXAMINATIONS						
33											
34											
35											
36											
37											
38											
39	Revision										

# MAP OF LEARNING: SCIENCE

		YEAR 7		YEAR 8		YEAR 9	
WEEK							
<b>AUTUMN TERM</b>	1	CHEMISTRY	Particles, Substances, Mixtures	PHYSICS	Light and Sound	BIOLOGY	Plants & Photo synthesis
	2						
	3						
	4						
	5						
	6	PHYSICS	Fundamentals of Physics	CHEMISTRY	The Periodic Table	PHYSICS	Matter
	7						
	8						
	9						
	10						
	11	BIOLOGY	Cells and Organisation	BIOLOGY	Digestion and Nutrition	CHEMISTRY	Reactivity
	12						
	13						
	14						
	15						
16	CHEMISTRY	Chemical Changes	CHEMISTRY	Materials and The Earth	PHYSICS	Sound Waves	
17							
18							
MID-YEAR EXAMINATIONS							
<b>SPRING TERM</b>	19	BIOLOGY	Organ Systems	P	Space	BIOLOGY	Biological Systems & Processes
	20						
	21						
	22						
	23	PHYSICS	Sound and Light	BIOLOGY	Plants & Photo synthesis	PHYSICS	P1 (GCSE) Energy
	24						
	25						
	26						
27	PHYSICS	Materials	CHEMISTRY	Metals and Reactivity	CHEMISTRY	C1 (GCSE) Atomic Structure & Periodic Table	
28							
29							
30	CHEM	Life Cycles	CHEMISTRY	Metals and Reactivity	CHEMISTRY	C1 (GCSE) Atomic Structure & Periodic Table	
31							
32							
33			Revision				
END OF YEAR EXAMINATIONS							
<b>SUMMER TERM</b>	36	CHEMISTRY	Life Cycles	Post-Exam Feedback and Reteaching		PHYSICS	P3 (GCSE) Particle Model of Matter
	37						
	38						
	39						

Curriculum maps and documentation for GCSE sciences are available online on our school website.

# MAP OF LEARNING: HISTORY

		WEEK	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11			
AUTUMN TERM	1	The Norman Conquest: How did William consolidate his power?		The French Revolution	The Russian Revolution	Power and the People	Restoration England			
	2									
	3									
	4									
	5									
	6									
	7									
	8									
	9									
	10									
	11									
	12	Baghdad in the Medieval Period	Why did the transatlantic trade in enslaved peoples end?	Victorian Attitudes to Homosexuality and Gender	What caused World War II?	EXAMINATIONS				
	13									
	14									
	15	Significance in Medieval England					MID-YEAR EXAMINATIONS	Restoration England		
16										
17										
18										
19	Was the Industrial Revolution an era of progress?			The Holocaust					Power and the People	Conflict and Tension Between East and West, 1945-1972
20										
21										
22										
23										
24										
25										
26										
27		Pre-Colonial Africa: To what extent did Benin and Mali undergo Golden Ages?	The British Empire: India		The Fight for 20th-Century Equality	America, 1920-1973: Opportunity and Inequality	Revision			
28										
29										
30										
31										
32										
33										
34										
35										
36										
37										
38	Tudor England: How did Elizabeth I consolidate her power?	The British Empire: Africa	The British Empire: Ireland	Revision						
39										
40										
SUMMER TERM	33				Revision					GCSE EXAMINATIONS
	34				END OF YEAR EXAMINATIONS					
	35									
	36									
	37									
38	The English Revolution				World War I	The British Empire: Ireland	Restoration England			
39										
40										

# MAP OF LEARNING: GEOGRAPHY

		WEEK	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
AUTUMN TERM	1	What Is A Geographer?		Tectonics	Life in an Emerging Country	Unit 2: Development Dynamics	Unit 1: Hazardous Earth
	2						
	3						
	4						
	5						
	6						
	7	Development	Population	Climate Change	Unit 4: UK Physical Landscape	Unit 7: People and the Biosphere	
	8						
	9						
	10						
	11						
	12						
	13						
	14						
	15						
SPRING TERM	16	Rivers	Coasts	Issues of Urbanisation	Unit 5: UK Human Landscape	Unit 9: Consuming Energy Resources	
	17						
	18						
	19						
	20						
	21						
	22						
	23						
	24						
	25						
	26						
	27						
	28						
SUMMER TERM	28	World of Work	Development	Glaciation	Unit 3: Challenges of an Urbanising World	Revision	
	29						
	30						
	31						
	32						
	33						
	34						
	35						
	36						
	37						
	38						
	39						

# MAP OF LEARNING: RE

		YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11		
AUTUMN TERM	WEEK							
	1	Origins of the Abrahamic Faiths	Islam	Life and Death	Buddhist Beliefs	Christianity: Peace and Conflict		
	2							
	3							
	4							
	5							
	6					Buddhism: Matters of Life and Death		
	7							
	8							
	9							
	10							
	11					EXAMINATIONS		
	12					Buddhism: Matters of Life and Death		
	13							
	14							
15								
16								
SPRING TERM	16	Revision						
	17	MID-YEAR EXAMINATIONS						
	18	Christianity	Philosophy of Religion	Life and Death	Christian Beliefs	Christianity: Crime and Punishment		
	19							
	20			Equality	Buddhism: Marriage and the Family	Revision		
	21							
	22							
	23					MOCK EXAMINATIONS		
	24					Revision		
	25							
	26							
27								
28								
SUMMER TERM	28	Judaism	Hindu Dharma	Atheism	Living the Christian Life	Revision		
	29							
	30			Revision				
	31							
	32							
	33							
	34							
	35				END OF YEAR EXAMINATIONS			
	36			Creation	Hindu Dharma	Atheism	Living the Buddhist Life	GCSE EXAMINATIONS
	37							
	38							
39								

# MAP OF LEARNING: LANGUAGES

WEEK	FRENCH & SPANISH					LATIN				
	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 8	YEAR 9	YEAR 10	YEAR 11	
AUTUMN TERM	1	The Basics	Holidays	Relationships	Free Time Activities	My Studies	Nominative and Accusative Cases / Conjugations / The Present Tense	The Four Conjugations / The Future Tense / Volo, Nolo and Possum	The Passive, Deponents and Adjectives	Verse Set Text
	2									
	3									
	4									
	5									
	6									
	7									
	8									
	9	My Family	Going Out and Staying In	Festivals and Traditions	Friends and Family	Education Post-16	To Be / The Imperfect Tense	The Entire Noun Table with Six Cases / The Neuter	Participles, Ablative Absolute, Indirect Statements	EXAMS
	10									
	11									
	12									
	13									
	14									
	15									
SPRING TERM	16	Food	Revision			Revision of Units 1-6	Revision			Prose Set Text
	17		MID-YEAR EXAMS				MID-YEAR EXAMS			
	18		MID-YEAR EXAMS				MID-YEAR EXAMS			
	19		Sport	Technology	Well-being		The Perfect Tense	Qui, Quae, Quod	The Subjunctive	
	20	School	Daily Routine, Health & Fitness	A City in a French/ Spanish-speaking Country	My Future	Revision of Units 7-9	Dative & Vocative Cases / Adjective-Noun Agreement	Pronouns / All Verb Endings	The Subjunctive / Pronouns & Prepositions	Verse Revision
	21									
	22									
	23									
	24									
	25									
26										
27	SUMMER TERM	Where I Live	Schools and Future Plans	The World Around Us	My Life	Practice Reading, Listening and Writing Papers	Comparative and Superlative Adjectives / Questions	Hic, Haec, Hoc, and Ille, Illa, Illud	The Gerundive, Adverbs and Revision	Revision
28										
29										
30										
31		Revision			GCSE EXAMS	Revision			GCSE EXAMS	
32		END OF YEAR EXAMINATIONS				END OF YEAR EXAMINATIONS				
33		END OF YEAR EXAMINATIONS				END OF YEAR EXAMINATIONS				
34		END OF YEAR EXAMINATIONS				END OF YEAR EXAMINATIONS				
35		Consolidation and Culture			Let's Speak	Pluperfect / Longer Stories	Irregular Verbs: Sum, Fero, Malo	Extended Translation and Revision		
36										
37										
38										
39										

# MAP OF LEARNING: ART / PHOTOGRAPHY

		ART							
		YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11			
AUTUMN TERM	WEEK								
	1	Unit 1 – The Drawing Myth: Pencil Skills & Techniques	Unit 1 – Memento Mori & Dia De Los Muertos	Unit 1 - Identity: Portraiture Drawing	Induction Foundation Unit: Growth & Evolution Technique Workshops	Component 1: Year 11 Mock Exam Assignment – Ordinary and Extraordinary			
	2								
	3								
	4								
	5								
	6								
	7								
	8	Unit 2 – The Drawing Myth: Mark Making & Mixed Media Recording	Unit 2 – Designing & Creating a Dia De Los Muertos Clay Skull	Unit 2 - Identity: Exploring Contemporary Portrait, Pattern and Culture		EXAMINATIONS			
	9								
	10								
	11								
	12								
	13								
	14								
15									
SPRING TERM	16	Unit 3 – Colour Theory, Colour Pencil & Watercolour Techniques	Unit 3 – Warped Perspectives	Unit 3 – Manmade	Component 1: Personal Investigation (60%) Growth & Evolution	Component 2: Externally set assignment (40%) & Exam (10 hours)			
	17		MID-YEAR EXAMINATIONS						
	18		Unit 3 – Warped Perspectives: One-Point and Two-Point Perspective Drawing	Unit 3 – Manmade: The Built Environment: Mixed Media					
	19								
	20								
	21		Unit 4 – Watercolour & Pencil Techniques	Unit 4 – Frames of Reality: Architecture & 3D Modelling			Unit 4 - Manmade: The Built Environment: Mixed Media		EXAMINATIONS
	22								
	23								
	24								
	25								
26									
27									
SUMMER TERM	28	Unit 5 – Oceanic Artistry: Mixed Media Observational Techniques	Unit 5 - Landscape Mastery: Developing Techniques in Watercolour and Colour Pencil	Unit 5: Urban Landscape: Graffiti Art		Component 2: Externally set assignment (40%)			
	29								
	30								
	31								
	32								
	33								
	34	END OF YEAR EXAMINATIONS							
	35	Unit 6 – Oceanic Artistry: Exploring Coral Clay Sculptures Inspired by Courtney Mattison	Unit 6 – Landscape Revisited: Watercolour & Colour Pencil Techniques & Skills	Unit 6: Urban Landscape: Graffiti Art	Component 1: Year 11 Mock Exam Assignment – Ordinary and Extraordinary	EXAMINATIONS			
	36								
	37								
	38								
	39								



# MAP OF LEARNING: ART / PHOTOGRAPHY

PHOTOGRAPHY		ART & PHOTOGRAPHY	
YEAR 10	YEAR 11	YEAR 12	YEAR 13
Induction Foundation Unit: Photography Technique Workshops	Component 1: Year 11 Mock Exam Assignment (30%) Identity	Component 1: Unit 1 - Inside & Outside Foundation Unit	Component 1 : Encounters Personal Project (50%) & Personal Study (10%)
	EXAMINATIONS	Unit 2: Inside & Outside Personal Project	
	Component 1: Year 11 Mock Exam Assignment (30%) Identity		EXAMINATIONS
	Component 1: Year 11 Mock Exam Assignment (30%) Identity	Component 1: Encounters Personal Project (50%) & Personal Study (10%)	
MID-YEAR EXAMINATIONS		MID-YEAR EXAMINATIONS	Component 1: Encounters Final Outcome
Component 2: Personal Investigation (30%) Fantastic & Strange	Component 2: Externally set assignment (40%) & Exam (10 hours)	Component 1 Unit 2: Inside & Outside Final Outcome	Component 2: Externally set assignment (40%)
		Component 1 Unit 3: Freedom & Limitations Foundation Unit	
	EXAMINATIONS	Component 1 Unit 4: Freedom & Limitations Personal Project	EXAMINATIONS
	Component 2: Externally set assignment (40%) & Exam (10 hours)	Unit 4: Freedom & Limitations Final Outcome	Component 2: Externally set assignment (40%)
END-OF-YEAR EXAMS		END-OF-YEAR EXAMS	
Component 1: Year 11 Mock Exam Assignment (30%) Identity	EXAMINATIONS	Component 1 Unit 5: Introduction to Encounters – Foundation Unit	EXAMINATIONS

# MAP OF LEARNING: DRAMA / MUSIC

WEEK	MUSIC					DRAMA																								
	Y7	Y8	Y9	Y10	Y11	Y7	Y8	Y9	Y10	Y11																				
1	Singing and the Elements	Solo Musician – Tonality and Structure	What Makes a Good Song?	Step Up to GCSE	Western Classical Tradition 1650-1910	Serious Fun	What Happened To Lulu	Let Him 'Av It	Devising		Component 2: Devising Drama	Component 1: Blood Brothers Revision																		
2									EXAMINATIONS	Component 1: Blood Brothers																				
3													Component 2: Devising																	
4														Component 1: Blood Brothers																
5															Component 2: Devising Drama															
6				Component 1: Blood Brothers																										
7					Set Work: Mozart Clarinet Concerto in A																									
8									Riffs, Ostinati and Loops																					
9										Popular Music																				
10											EXAMINATIONS																			
11	Set Work: Little Shop of Horrors																													
12		Darkwood Manor																												
13			MID-YEAR EXAMINATIONS																											
14				MID-YEAR EXAMINATIONS																										
15					MID-YEAR EXAMINATIONS																									
16	MID-YEAR EXAMINATIONS																													
17		MID-YEAR EXAMINATIONS																												
18			MID-YEAR EXAMINATIONS																											
19				MID-YEAR EXAMINATIONS																										
20					MID-YEAR EXAMINATIONS																									
21	MID-YEAR EXAMINATIONS																													
22		MID-YEAR EXAMINATIONS																												
23			MID-YEAR EXAMINATIONS																											
24				MID-YEAR EXAMINATIONS																										
25					MID-YEAR EXAMINATIONS																									
26	MID-YEAR EXAMINATIONS																													
27		MID-YEAR EXAMINATIONS																												
28			MID-YEAR EXAMINATIONS																											
29				MID-YEAR EXAMINATIONS																										
30					MID-YEAR EXAMINATIONS																									
31	MID-YEAR EXAMINATIONS																													
32		MID-YEAR EXAMINATIONS																												
33			MID-YEAR EXAMINATIONS																											
34				MID-YEAR EXAMINATIONS																										
35					MID-YEAR EXAMINATIONS																									
36	MID-YEAR EXAMINATIONS																													
37		MID-YEAR EXAMINATIONS																												
38			MID-YEAR EXAMINATIONS																											
39				MID-YEAR EXAMINATIONS																										
16					Rhythm and Pulse EXAMINATIONS	Ensemble Musician – Offbeat	Music for Film (Programmatic Music)	Texture	Western Classical Tradition Since 1910	Titanic	Blood Brothers	DNA	Component 3: Exploring Texts	Revision																
17	Melody, Pitch and Patterns																													
18		EXAMINATIONS																												
19			EXAMINATIONS																											
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38		EXAMINATIONS																												
39			EXAMINATIONS																											
16				Hooks and Riffs		The Creative Musician	Terminal Task	Sequence	Exam Preparation	Storytelling	Metamorphosis	Brecht	Component 1: Blood Brothers	Component 1: Understanding Drama – All Sections																
17					Revision																									
18	Revision																													
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16			END OF YEAR EXAMINATIONS			END OF YEAR EXAMINATIONS	END OF YEAR EXAMINATIONS	END OF YEAR EXAMINATIONS	END OF YEAR EXAMINATIONS	END OF YEAR EXAMINATIONS	END OF YEAR EXAMINATIONS	END OF YEAR EXAMINATIONS	END OF YEAR EXAMINATIONS																	
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39	END OF YEAR EXAMINATIONS																													
16		AUTUMN TERM				AUTUMN TERM	AUTUMN TERM	AUTUMN TERM	AUTUMN TERM	AUTUMN TERM	AUTUMN TERM	AUTUMN TERM	AUTUMN TERM																	
17			SPRING TERM											SPRING TERM	SPRING TERM	SPRING TERM	SPRING TERM	SPRING TERM	SPRING TERM	SPRING TERM										
18				SUMMER TERM																	SUMMER TERM	SUMMER TERM	SUMMER TERM	SUMMER TERM	SUMMER TERM	SUMMER TERM				
19					SUMMER TERM																						SUMMER TERM	SUMMER TERM	SUMMER TERM	SUMMER TERM
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21		SUMMER TERM				SUMMER TERM	SUMMER TERM	SUMMER TERM																						
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38				SUMMER TERM																										
39					SUMMER TERM																									

# MAP OF LEARNING: OTHER SUBJECTS

GCSE BUSINESS		GCSE COMPUTING		GCSE PE	
YEAR 10	YEAR 11	YEAR 10	YEAR 11	YEAR 10	YEAR 11
Paper 1 Theme 1: Investigating Small Business	Paper 1 Theme 1: Investigating Small Business	Algorithms	Programming	Paper 1: The Human Body and Movement in Physical Activity and Sport	Paper 2: Sports Psychology
		Python: Core Concepts in Programming	Paper 1 Revision		
			EXAMINATIONS		EXAMINATIONS
	Paper 1 Theme 1: Investigating Small Business	Paper 1 Theme 1: Investigating Small Business	Boolean Logic		Revision
Defensive Design			MID-YEAR EXAMS	Paper 2: Health, Fitness and Wellbeing	
MID-YEAR EXAMS	Systems Architecture	Paper 1: Movement Analysis			
Paper 2 Theme 2: Building a Business	Paper 2 Theme 2: Building a Business	Memory & Storage	EXAMINATIONS	Paper 1: Physical Training	
		EXAMINATIONS			Paper 1: Revision and Exam Practice
		EXAMINATIONS			Paper 2: Revision and Exam Practice
	Revision	Network Security			Revision
Revision	EXAMINATIONS	END-OF-YEAR EXAMS	EXAMINATIONS	END-OF-YEAR EXAMS	EXAMINATIONS
END-OF-YEAR EXAMS		Operating Systems & Utility Software		Paper 2: Sports Psychology	
Paper 2 Theme 2: Building a Business		Exam Feedback			
		Ethics			

# MAP OF LEARNING: DT / FOOD TECH

## KEY STAGE THREE SKILLS CAROUSEL

In Years 7-9, you will rotate between multiple different skills subjects throughout the year. These will include practical elements (cooking, making products, presenting, using technology), theory elements, and some form of assessment to test what you have learned.

At the end of each subject, you should write in your test score below so your teacher can sign it before you move to the next teacher and subject.

SUBJECT	MARK/GRADE
FOOD TECHNOLOGY (Y7: CLASSICAL CIVILISATIONS)	
DT	
TEXTILES	
IT SKILLS	
PSHE	
PSHE	

WEEK	DESIGN & TECHNOLOGY		FOOD TECHNOLOGY				
	YEAR 10	YEAR 11	YEAR 10	YEAR 11			
AUTUMN TERM	1	Introduction	Contextual Challenge	Investigate	Unit 1: Principles of Nutrition	Year 10 Consolidation	
	2	Evaluation of New and Emerging Technologies					
	3	Materials Developments					Specification
	4	Mechanical Devices					
	5	Mechanical Devices					Design
	6	Electronic Systems					
	7	Ferrous Metals					
	8	Thermoforming and thermosetting					
	9	Timbers					
	10	Challenges	EXAMINATIONS	Unit 2: Diet and Good Health	EXAMINATIONS		
	11	Past and Present Professionals and Companies					
	12	Design Strategies and Ideas	Contextual Challenge	Manufacture	Unit 6: Where Food Comes From		
	13	Timbers					
	14	Timbers					
	15	Timbers					
16	Sources & Origins						
SPRING TERM	17	EXAMINATIONS	Contextual Challenge	Manufacture	Revision	Exam Questions Preparation	
	18	EXAMINATIONS					
	19	Footprints	Testing & Evaluation	NEA: Food Investigation	Revision		
	20	Factors: Aesthetic, Environmental, Availability, Cost, Social, Cultural, Ethical					
	21	Factors: Aesthetic, Environmental, Availability, Cost, Social, Cultural, Ethical					
	22	Factors: Aesthetic, Environmental, Availability, Cost, Social, Cultural, Ethical					
	23	Forces & Stresses	MOCK EXAMINATIONS	Unit 5: Cooking & Food Preparation	MOCK EXAMINATIONS		
	24	Stock Forms / Processes					
	25	Stock Forms / Processes	Revision	NEA: Food Preparation	Revision		
	26	Stock Forms / Processes					
	27	Scales of Production					
	28	Tools and Equipment					
29	Tools and Equipment						
SUMMER TERM	30	Tools and Equipment	GCSE EXAMINATIONS	Unit 4: Food Commodities	GCSE EXAMINATIONS		
	31	Shaping					
	32	Shaping					
	33	Mini Contextual Challenge					
	34	EXAMS					
	35	EXAMS					
	36	Mini Contextual Challenge					
	37	Mini Contextual Challenge					
	38	Mini Contextual Challenge					
	39	Mini Contextual Challenge					

# MAP OF LEARNING: PSHCE

THEME	SESSION	YEAR 7						YEAR 8						YEAR 9																			
		Health & Wellbeing, Living in the Wider World	1	Transition & Managing Emotions	Friendships & Study Skills	Problem Solving & Careers	Equality & Discrimination	Personal Safety & First Aid	Online Communication & Phone Use	Emotional Wellbeing, Community & Employability	Wellbeing & Mental Health	Media Influence & Cyberbullying	Employment & Goal Setting	Skills & Constructive Feedback	Social Norms & Equality of Opportunity	Economic Wellbeing & Debt	Relationships & Sexual Harassment	Consent & Image Sharing	Contraception & Gender Identity	Discrimination & LGBT+ Prejudice	Drugs & Energy Drinks	Alcohol, Vapes & Substance Use	Career Goals & Healthy Lifestyles	Options & Employment	Transferable Skills & Setting Goals	Different Pathways & Change	Health & Balance	Body Image & Taking Responsibility	Home Relationships & Family Change	Sexual Activity & Consent	Protection & Image Sharing	Media & Information Online	Friendship & 'Groupthink'
2	Starting Secondary School:		Staying Safe & Developing Skills	Puberty & Financial Decision Making	Reproductive Systems & Consent	Personal Hygiene & FGM	Bullying & Responding to Bullying	The Economy & Online Safety	Consumerism & Managing Risk		Changes in Puberty & Periods	Personal Health, Discrimination & Identity	Relationships & Sexual Harassment	Consent & Image Sharing	Contraception & Gender Identity	Discrimination & LGBT+ Prejudice	Drugs & Energy Drinks	Alcohol, Vapes & Substance Use	Consent & Image Sharing	Contraception & Gender Identity	Discrimination & LGBT+ Prejudice			Drugs & Energy Drinks	Alcohol, Vapes & Substance Use	Peer Pressure, Intimacy & Gangs							
3	Puberty & Financial Decision Making		Reproductive Systems & Consent	Personal Hygiene & FGM	Bullying & Responding to Bullying	The Economy & Online Safety	Consumerism & Managing Risk	Changes in Puberty & Periods	Personal Health, Discrimination & Identity		Relationships & Sexual Harassment	Consent & Image Sharing	Contraception & Gender Identity	Discrimination & LGBT+ Prejudice	Drugs & Energy Drinks	Alcohol, Vapes & Substance Use	Consent & Image Sharing	Contraception & Gender Identity	Discrimination & LGBT+ Prejudice	Drugs & Energy Drinks	Alcohol, Vapes & Substance Use			Peer Pressure, Intimacy & Gangs									
4	Puberty & Financial Decision Making		Reproductive Systems & Consent	Personal Hygiene & FGM	Bullying & Responding to Bullying	The Economy & Online Safety	Consumerism & Managing Risk	Changes in Puberty & Periods	Personal Health, Discrimination & Identity		Relationships & Sexual Harassment	Consent & Image Sharing	Contraception & Gender Identity	Discrimination & LGBT+ Prejudice	Drugs & Energy Drinks	Alcohol, Vapes & Substance Use	Consent & Image Sharing	Contraception & Gender Identity	Discrimination & LGBT+ Prejudice	Drugs & Energy Drinks	Alcohol, Vapes & Substance Use			Peer Pressure, Intimacy & Gangs									
5	Puberty & Financial Decision Making		Reproductive Systems & Consent	Personal Hygiene & FGM	Bullying & Responding to Bullying	The Economy & Online Safety	Consumerism & Managing Risk	Changes in Puberty & Periods	Personal Health, Discrimination & Identity		Relationships & Sexual Harassment	Consent & Image Sharing	Contraception & Gender Identity	Discrimination & LGBT+ Prejudice	Drugs & Energy Drinks	Alcohol, Vapes & Substance Use	Consent & Image Sharing	Contraception & Gender Identity	Discrimination & LGBT+ Prejudice	Drugs & Energy Drinks	Alcohol, Vapes & Substance Use			Peer Pressure, Intimacy & Gangs									
6	Puberty & Financial Decision Making		Reproductive Systems & Consent	Personal Hygiene & FGM	Bullying & Responding to Bullying	The Economy & Online Safety	Consumerism & Managing Risk	Changes in Puberty & Periods	Personal Health, Discrimination & Identity		Relationships & Sexual Harassment	Consent & Image Sharing	Contraception & Gender Identity	Discrimination & LGBT+ Prejudice	Drugs & Energy Drinks	Alcohol, Vapes & Substance Use	Consent & Image Sharing	Contraception & Gender Identity	Discrimination & LGBT+ Prejudice	Drugs & Energy Drinks	Alcohol, Vapes & Substance Use			Peer Pressure, Intimacy & Gangs									
Health & Relationships	1	Puberty & Financial Decision Making	Reproductive Systems & Consent	Personal Hygiene & FGM	Bullying & Responding to Bullying	The Economy & Online Safety	Consumerism & Managing Risk	Changes in Puberty & Periods	Personal Health, Discrimination & Identity	Relationships & Sexual Harassment	Consent & Image Sharing	Contraception & Gender Identity	Discrimination & LGBT+ Prejudice	Drugs & Energy Drinks	Alcohol, Vapes & Substance Use	Consent & Image Sharing	Contraception & Gender Identity	Discrimination & LGBT+ Prejudice	Drugs & Energy Drinks	Alcohol, Vapes & Substance Use	Peer Pressure, Intimacy & Gangs												
	2	Puberty & Financial Decision Making	Reproductive Systems & Consent	Personal Hygiene & FGM	Bullying & Responding to Bullying	The Economy & Online Safety	Consumerism & Managing Risk	Changes in Puberty & Periods	Personal Health, Discrimination & Identity	Relationships & Sexual Harassment	Consent & Image Sharing	Contraception & Gender Identity	Discrimination & LGBT+ Prejudice	Drugs & Energy Drinks	Alcohol, Vapes & Substance Use	Consent & Image Sharing	Contraception & Gender Identity	Discrimination & LGBT+ Prejudice	Drugs & Energy Drinks	Alcohol, Vapes & Substance Use	Peer Pressure, Intimacy & Gangs												
	3	Puberty & Financial Decision Making	Reproductive Systems & Consent	Personal Hygiene & FGM	Bullying & Responding to Bullying	The Economy & Online Safety	Consumerism & Managing Risk	Changes in Puberty & Periods	Personal Health, Discrimination & Identity	Relationships & Sexual Harassment	Consent & Image Sharing	Contraception & Gender Identity	Discrimination & LGBT+ Prejudice	Drugs & Energy Drinks	Alcohol, Vapes & Substance Use	Consent & Image Sharing	Contraception & Gender Identity	Discrimination & LGBT+ Prejudice	Drugs & Energy Drinks	Alcohol, Vapes & Substance Use	Peer Pressure, Intimacy & Gangs												
	4	Puberty & Financial Decision Making	Reproductive Systems & Consent	Personal Hygiene & FGM	Bullying & Responding to Bullying	The Economy & Online Safety	Consumerism & Managing Risk	Changes in Puberty & Periods	Personal Health, Discrimination & Identity	Relationships & Sexual Harassment	Consent & Image Sharing	Contraception & Gender Identity	Discrimination & LGBT+ Prejudice	Drugs & Energy Drinks	Alcohol, Vapes & Substance Use	Consent & Image Sharing	Contraception & Gender Identity	Discrimination & LGBT+ Prejudice	Drugs & Energy Drinks	Alcohol, Vapes & Substance Use	Peer Pressure, Intimacy & Gangs												
	5	Puberty & Financial Decision Making	Reproductive Systems & Consent	Personal Hygiene & FGM	Bullying & Responding to Bullying	The Economy & Online Safety	Consumerism & Managing Risk	Changes in Puberty & Periods	Personal Health, Discrimination & Identity	Relationships & Sexual Harassment	Consent & Image Sharing	Contraception & Gender Identity	Discrimination & LGBT+ Prejudice	Drugs & Energy Drinks	Alcohol, Vapes & Substance Use	Consent & Image Sharing	Contraception & Gender Identity	Discrimination & LGBT+ Prejudice	Drugs & Energy Drinks	Alcohol, Vapes & Substance Use	Peer Pressure, Intimacy & Gangs												
	6	Puberty & Financial Decision Making	Reproductive Systems & Consent	Personal Hygiene & FGM	Bullying & Responding to Bullying	The Economy & Online Safety	Consumerism & Managing Risk	Changes in Puberty & Periods	Personal Health, Discrimination & Identity	Relationships & Sexual Harassment	Consent & Image Sharing	Contraception & Gender Identity	Discrimination & LGBT+ Prejudice	Drugs & Energy Drinks	Alcohol, Vapes & Substance Use	Consent & Image Sharing	Contraception & Gender Identity	Discrimination & LGBT+ Prejudice	Drugs & Energy Drinks	Alcohol, Vapes & Substance Use	Peer Pressure, Intimacy & Gangs												

WEEK	YEAR 10	YEAR 11	YEAR 12	YEAR 13
<b>AUTUMN TERM</b>				
1	Mental Health	Building for the Future	Mental Health and Emotional Wellbeing	
2				
3				
4				
5				
6				
7	Financial Decision Making	EXAMINATIONS	Readiness for Work	Intimate Relationships
8				
9				
10				
11				
12				
13	Communication & Relationships	EXAMINATIONS	Intimate Relationships	EXAMINATIONS
14				
15				
16				
17				
18				
19	Healthy Relationships	Next Steps	Respectful Relationships	Next Steps
20				
21				
22				
23				
24				
25	Exploring Influence	MOCK EXAMINATIONS	Diversity & Inclusion	MOCK EXAMINATIONS
26				
27				
28				
29				
30				
31	Addressing Extremism and Radicalisation	Finance & Emotional Wellbeing	Independence, drugs and alcohol	Building and Maintaining Relationships
32				
33				
34				
35				
36				
37	Work Experience	GCSE EXAMINATIONS	UCAS	A-LEVEL EXAMINATIONS
38				
39				
40				
41				
42				
<b>SPRING TERM</b>				
<b>SUMMER TERM</b>				

# MAP OF LEARNING: YEAR 12

WEEK	AUTUMN TERM							SPRING TERM							SUMMER TERM																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
English	Aspects of Tragedy: <i>King Lear</i>																																					
Maths	Vectors		Expressions		Graphs		Statistics		Differentiation																													
	Modelling		Forces		Statistics		Hypothesis Testing																															
Biology	Topic 1: Biological Molecules							Topic 3: Organisms																														
	Topic 2: Cells							Topic 4: Genetics																														
Chemistry	Atomic Structure		Substance / Bonding		Structure & State / Hydrocarbons		Redox		Group 7																													
	Topic 2: Mechanics		Topic 5: Waves																																			
Psychology	Introduction & Conformity							Memory							Attachment																							
	Tudors: Henry VII							Tudors: Henry VIII & 'the Mid Tudor Crisis'																														
Politics	UK Politics																																					
Geography	Tectonics and Globalisation																																					
French / Spanish	Aspects of French/Spanish-speaking Society (Trends)																																					
	Artistic Culture in the French/Spanish-speaking World																																					
Latin	Language																																					
Economics	Methodology and Market Relationships		Costs, Profit: Objectives of Firms		Market Mechanism and Market Failure		Government																															
	Theme 1: Marketing and People																																					
Drama	Section A: Creating Drama																																					
Art	Unit 1: Inside & Outside Foundation Unit							Unit 2: Inside & Outside Personal Project																														
	AOS1: Baroque							AOS1: The Operas of Mozart							AOS1: Piano Music							Recital																
Music	AOS3: Music for Media																																					
	Free Composition																																					
MID-YEAR EXAMINATIONS																																						
END OF YEAR EXAMINATIONS																																						
Murder of Roger Ackroyd																																						
Maths	Expansion / Integration		Trigonometry		Exponentials																																	
	Data & Spread		Acceleration		Circles																																	
Biology	Topic 3: Organisms		Topic 3 Revision		Topic 7A																																	
	Topic 4: Genetics		Topic 3 Revision		Topic 7B																																	
Chemistry	Rates		Organic Chemistry		Energetics		Equilibria/ Kinetics																															
	Topic 4: Materials		Topic 3: Electric Circuits		Topic 5: Waves		Topic 2/6: Mechanics																															
Psychology	Research Methods							Biopsy- chology																														
	Psychopathology							Approaches																														
History	The Weimar Republic: 1918-1928																																					
Politics	UK Politics																																					
	UK Politics & Ideologies																																					
Geography	Coasts																																					
	Water																																					
French / Spanish	L'Étranger / La Casa de Bernada Alba																																					
	Revision of Society / Culture																																					
Latin	Aeneid Book 2, 40-249																																					
Economics	Macro		Aggregate Demand/Supply		Policies		Revision																															
	Theme 2: Managing Business Activities																																					
Drama	Section B: Making Theatre																																					
Art	Unit 3: Freedoms							Unit 4: Freedom & Limitations Personal Project																														
	AOS3: Music for Media							AOS3: Music for Media							Free Composition																							
Music	Bach Chorales																																					

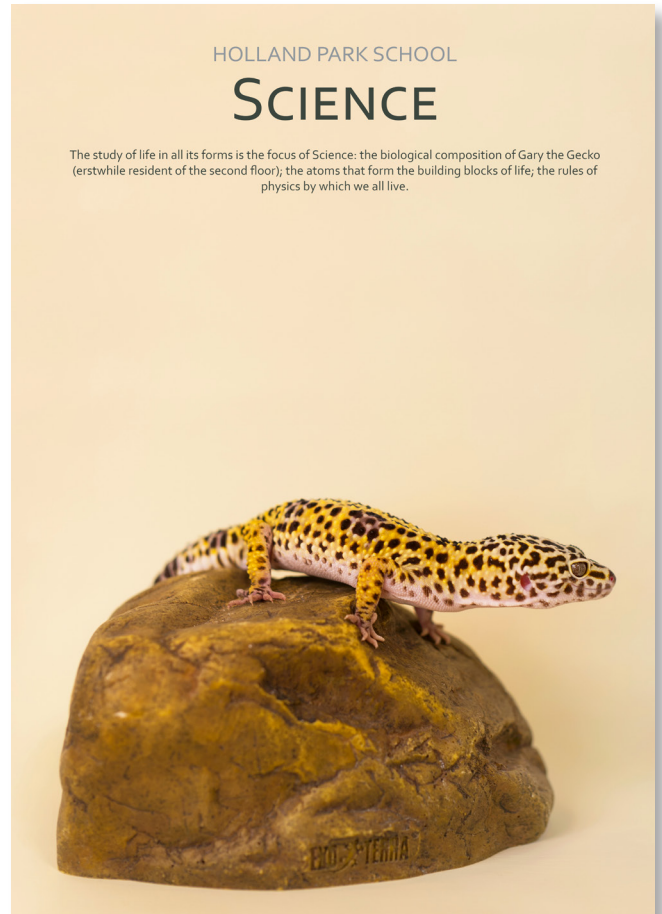
# MAP OF LEARNING: YEAR 13

WEEK	AUTUMN TERM												SPRING TERM					SUMMER TERM																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33				
English (2024-25)	Elements of Crime: Atonement												Elements of Crime: Poetry					Aspects of Tragedy / Elements of Crime Revision																			
Maths	Radians / Trigonometry						Differentiation / Parametrics						Revision					Revision																			
Biology	Topic 5: Energy Transfers						Topic 8: Gene Expression						Revision					Revision																			
	Topic 6: Organisms and Response						Revision						Revision					Revision																			
Chemistry	Entropy	Acid-Base Equilibria					Redox II					Transition Metals					Organic Chemistry III					Analytical Techniques II					Revision										
Physics	Topics 12/7: Fields					Topics 8/9: Particles / Thermodynamics					Topic 10: Space					Topic 11: Radiation					Topic 13: Oscillations					Year 12 Revision					Year 13 Revision						
Psychology	Research Methods: Examination Technique												Research Methods: Examination Technique					Research Methods: Examination Technique					Research Methods: Examination Technique														
	Relationships						Schizophrenia						Forensic Psychology					Issues					Issues & Debates					Revision									
History	NEA	The Triumph of Elizabeth I: 1563-1603					Nazi Dictatorship: 1933-1939					The Racial State: 1933-1941										Impact of War: 1939-1945					Revision										
Politics	Comparative Politics: Global												Revision					Comparative Politics: Global					Revision					Revision									
Geography	Water						Carbon						Migration					Migration					Paper 3					Revision									
French / Spanish	Aspects of French/Spanish-speaking Society (Issues)												Aspects of Political Life					La Haine / María, Llena Eres De Gracia					Speaking Preparation					Revision									
Latin	Cicero, Pro Cluentio, 27-32 & 35-37 English: Cicero, Pro Cluentio, 9-18, 43-61, 181-185												Virgil, Aeneid, Book XII 728-952					Virgil, Aeneid, Book XII 728-952; English: Virgil, Aeneid Book XII					Verse Unseen					Revision									
Economics	Markets	Theory of the Firm / Competition Policy					Labour Markets					Fiscal Policy					Macro-economics					Fiscal Policy					Payments & Rates					Revision and Preparation for Paper 3					
Business	Theme 3: Business Decisions and Strategy												Theme 4: Global Business					Theme 4: Global Business					Revision					Revision									
Drama	Revisiting Original Drama												Revisiting Making Theatre					Revisiting Making Theatre					Revisiting Making Theatre					Revision									
Art	Component 1: Encounters Personal Project (50%) and Study (10%)												Component 1: Final Outcome					Component 2: Assignment					Component 1: Final Outcome					Component 2: Externally Set Assignment (40%)									
Music	AOS5: Jazz												Western Classical					Western Classical Tradition 1650-1910					AOS3: Music for Media					AOS5: Jazz (Revision)					Exam Preparation				

# THE HOLLAND PARK WORKBOOKS

Last year, flowers; the year before, sweets; in 2020-2021, herbs. From 2023 onwards, Mr May and Ms Tukacevska set about using objects directly related to the subject to pique students' interest and get them thinking, including our very own resident reptile, Gary the Gecko (below right). We have also kept the covers of the workbooks the same going forwards to that we don't have to renew our supply every year – both saving money for the school to use on students in other ways, and helping to save the planet.

However beautiful the covers (and the process of planning, photographing and preparing them) may be, the contents of the workbooks are their greatest asset. All of this content has been refreshed from 2023 onwards, so please look inside your child's workbooks. There lies key vocabulary you can test them and challenge them on at home; guides to key equations and formulae; the pathway to design products in DT, and so on.



## LITERATURE & LANGUAGE: COURSE OVERVIEW

LITERATURE PAPER 1: SHAKESPEARE & THE 19TH CENTURY NOVEL		LITERATURE PAPER 2: MODERN TEXTS AND POETRY	
1 hour 45 mins   64 marks – 40% of GCSE		2 hours 15 mins   96 marks – 60% of GCSE	
SOME KEY WORDS AND IDEAS		SOME KEY WORDS AND IDEAS	
SHAKESPEARE'S 'MACBETH' <i>e paper) and then write about the text as a whole.</i>	Macbeth as a skilful soldier whose violence audiences applaud: it is committed in loyal service of the rightful king.	GEORGE ORWELL'S 'ANIMAL FARM' <i>A choice of two questions – closed book.</i>	The barbarous, callous and neglectful stewardship of the farm under Mr Jones to critique Tsar Nicholas II.
	Shakespeare foregrounds Macbeth's moral introspection and ambition: his later act of regicide is more damnable because we know he understands its celestial consequences.		Old Major's utopian, egalitarian vision for the farm to illustrate the inspirational promise of revolutionary change.
	Macbeth as a fearless soldier, but audiences now condemn his violence as it is committed in defence of regicide.		The inherent inequality among the animals at the novella's outset to foreshadow the failure of egalitarian leadership.
	Shakespeare casts Lady Macbeth as an avatar of evil to create a compelling tragic villain for the audience.		The animals' elation at their emancipation to reflect the promise of revolution.
	Lady Macbeth as a dramatic foil for Macbeth in 2.2: his hesitancy contrasts with her callous villainy.		Boxer as an indomitable force with an inestimable capacity for work to extol the power and virtue of the proletariat.
	Audiences see the beginnings of poetic justice for Lady Macbeth in Act 3 as the sexual hierarchy is partially restored.		Boxer and Clover to critique the fragility of a powerful but illiterate and blindly faithful proletariat.
	Audiences are afforded poetic justice in 5.1 as Lady Macbeth is finally punished for the consequences of her		Agonising pathos at the wounding and slaughter of Boxer in Chapter 9 to depict the betrayal of the proletariat under autocratic dictatorships.
	Mollie as selfishly unwilling to live by the rebellion's egalitarian principles to critique those who prioritise self-interest over equality.		
	Clover's internal monologue after the show trials in Chapter 7 to express the heart-wrenching pathos of the rebellion's failure.		



# THE HOLLAND PARK WORKBOOKS

We are incredibly fortunate that students' workbooks have been crafted for you with care by your teachers: we take pride in the uniqueness of Holland Park workbooks and we expect students to take pride in their work in return.

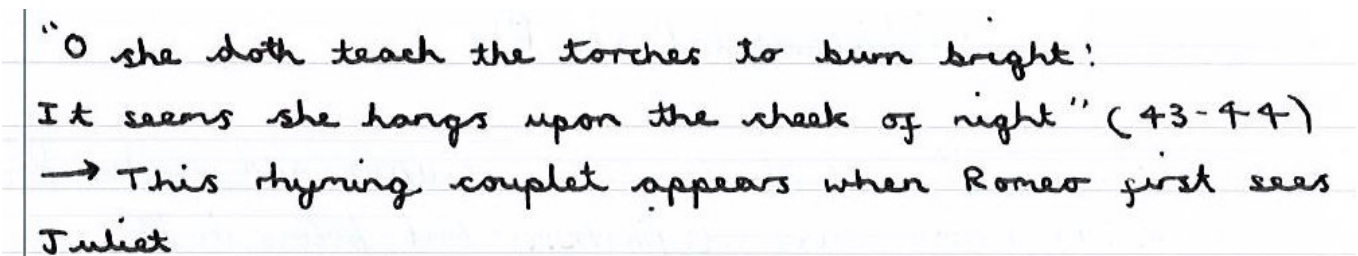
Workbooks are:

- Your record of progress: they show how you are developing skills and knowledge over time;
- Your primary revision tool for examinations;
- A way for you as parents and carers to keep track of students' learning and see progression through the maps of learning in the previous pages.

As a result, we insist on exemplary presentation (and will ask students to rewrite work where it is not the very best that they can do) and on clear organisation of work and ideas. Workbooks should be:

## PRESENTED WITH PRIDE

Teachers will give achievement points for faultless presentation. Handwriting should be cursive, clear, and legible to all.



## SET UP FOR SUCCESS

Holland Park lessons follow a clear structure to give you consistency and to help you make rapid progress. Every lesson in your workbook should be set up to reflect your success and progress in that lesson:

**C/W written on the left-hand side during lessons and H/W for homework and underlined**

**RoPE written and underlined in the margin and RoPE challenge completed next to it**

**Silent independent practice completed in every lesson**

**Teacher marking in green pen for suggestions and targets to improve work**

**The date written in full (not 01/09) and underlined with a ruler**

**Title written and underlined with a ruler in black in the centre**

**Self-marking in blue pen. The RoPE challenge should be self-marked**

**Teacher marking in red pen to correct mistakes and correct literacy errors**

Parents can support teachers by ensuring that presentation is neat and that marking is responded to. This page is ready for the student to respond to the teacher's marking in blue pen, including correcting the literacy error five times in blue pen.

# ACHIEVEMENT AND REWARDS

Achievement is the single most important function of any school, and Holland Park School is no different. Our mission is ambition for everyone: we want all students to aim and achieve as highly as they possibly can academically, whether in internal assessments, GCSEs or A-Levels; we want all students to achieve in the development of their character, through the qualities they develop and display and the traits of respect, enthusiasm, confidence and creativity they nurture in themselves; and we want all students to achieve beyond the confines of the curriculum by taking advantage of enrichment opportunities, going on trips and visits, and aiming for 100% attendance to make the most of every day.

We recognise achievement in a number of ways, but the primary form of recognition is through achievement points.

## ACHIEVEMENT POINTS

- The following are the list of categories for which students can be awarded an achievement point;
- Any instance of achievement is worth one point – for example you cannot earn five achievement points from one piece of work (no matter how extraordinary it is!);
- Achievement points for attendance will be added by the admin team if a student achieves 100% attendance for the week – individual tutors do not need to enter these;
- Accumulation of achievement points will be tracked throughout the year, and tutors can use Arbor to see students' achievement points and offer shout-outs and praise during afternoon tutor time.

AP: Excellent classroom oracy

AP: Outstanding classwork

AP: Outstanding Homework

AP: Displaying Resilience

AP: Demonstrating Kindness

AP: Academic Progress

AP: 100% Homework (weekly)

AP: 100% Attendance (weekly)

AP: Perfect Punctuality (weekly)

AP: 0 Behaviour Incidents (weekly)



## OTHER ACHIEVEMENT RECOGNITIONS

	REASON FOR REWARD	REWARD
Termly Year Awards	Recognising students' excellence over the term regarding behaviour, achievement & attendance	Amazon vouchers for individual winners, pizza party for the best tutor group each term
Ambition Awards	Demonstrating the school values: Confidence, Creativity, Respect, Enthusiasm, Determination. This is for 1 student in every year group once per week.	Holland Park School Ambition Badge to be worn on the school uniform.
Attendance Awards (Bronze, Silver, Gold)	Recognising students who come to school every day throughout the year (100 % per term)	Badge provided & certificate sent home. Discounted reward trip for Gold badge holders at the end of the year. 1st term 100% = bronze / 2nd term 100% = silver / 3rd term 100% = gold  (School discretion e.g. medical procedures)
Bronze Achievement Point Awards	Recognising students with 100 AP	Badge provided & certificate sent home, positive communication with FT/AHY
Silver Achievement Point Awards	Recognising students with 200 AP	Badge provided & certificate sent home, positive meeting with HOY/AP(KS)

# ACHIEVEMENT AND REWARDS

Gold Achievement Point Awards	Recognising students with 300 AP	Badge provided & certificate sent home, celebration meeting with Vice Principal
Headteachers' Award	Recognising excellence. 500 AP and 96%+ attendance	Badge provided, certificate sent home and Tea with Executive Principal praising the students' amazing contribution towards Holland Park School.

## REWARDS TRIPS AND EVENTS

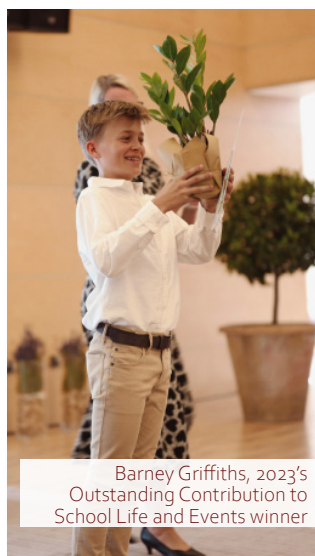
Whilst the majority of our trips are open to all students as we believe them to be important parts of students' curriculum and enrichment, there are some trips that are organised as rewards to encourage, celebrate, and motivate students to work hard and be kind. Last year included theatre trips, trips to the David Attenborough BBC Earth Experience, and trips to a zero-gravity trampolining park. Heads of Year will work in Key Stage teams to organise rewards trips and opportunities appropriate to (and motivating for!) different age groups. If you have any ideas for good rewards trips, please contact your Head of Year in the first instance.

## GOLDEN TICKETS

We believe that every lesson is a fresh start for students. No matter if their day hasn't been going well so far, the moment you greet a child at the door of your next classroom they get the chance to reset and do their very best. Each lesson, every teacher has one 'golden ticket' they can give away – and only one. This is for the number one student of that lesson: the student who most strongly demonstrates one or more of our school's three main values in the course of those 50 minutes – aspiration, integrity, and respect. You could demonstrate aspiration by working incredibly hard and completing all the challenge and extension tasks that lesson; you could demonstrate integrity by responding to difficult feedback to help you improve and offering to help others without being asked; you could demonstrate respect in your speaking and listening and demonstrating excellent manners.

If students get ten golden tickets, they can trade these in for a Golden Postcard from the Principal which will get them a place on our termly reward trips: Winter Wonderland, Puttshack, or the London Eye. Once students have their Golden Postcard, their tickets will be placed in a box with two draws each term for a £100 Amazon voucher if you have over 96% attendance!

## HOLLAND PARK SCHOOL ETHOS AWARDS



Barney Griffiths, 2023's Outstanding Contribution to School Life and Events winner

In addition to our termly subject awards, each year with an evening celebrating the school's ethos and values. This celebration recognises the very best of Holland Park School and is the pinnacle of achievement for students. There are Subject Platinum Awards, hotly contested amongst subject teams to determine which two students are most deserving of awards in that subject across the entire school, along with sporting,



Alfie Irwin-Rajan, 2023's Outstanding Contribution to School Ethos winner

Sixth Form, and Head of Years' awards. We also ask teachers to nominate students across a range of categories for their outstanding contributions to school life – the more nominations, the better, and the more fair, the awards are. Families are invited to join us, and the distribution of awards is interspersed with students' musical performances and with readings from our First Story anthology – *The Things We Forget To Love* in 2022 and *Seeing Through The Feathers* in 2023. This is a lovely event, uniquely 'Holland Park' in tone and feel, and staff attendance is warmly encouraged.

# SUPPORTING STUDENTS' BEHAVIOUR

Every student has the right to disruption-free learning and our role is to make that a reality. Teachers take a number of steps to avoid challenging behaviour: carefully planning well-resourced lessons, considering seating plans based on their knowledge of students, building positive, respectful relationships with students, and following well-integrated routines. Where students do display behaviours that are not what we would wish or expect, teachers will challenge them with **consistency and clarity**. Our system of warnings is designed to give students clear indications of when we want them to change their behaviour, but there is much that can be done before any warnings.

## BEFORE A WARNING IS GIVEN

To avoid needing to give any warnings in the first place, teachers will:

- Meeting and greeting students at the door by name, with a smile, and any thoughtful details they might remember ("Good afternoon, [Name] – I saw your team won that match last week!");
- Considering the class's seating plan carefully;
- Using non-verbal cues to indicate where behaviour is not what teachers would expect, such as:
  - moving to stand near a student whose focus is lacking;
  - holding out a hand to quieten a student who may be whispering;
  - looking firmly in the direction of a student not meeting expectations;
  - repeating instructions for clarity (*"Just in case anyone is confused, a reminder that we always complete the RoPE in silence"*)
- Ensuring all instructions are 100% clear and checking for understanding (*"This task is independent work which means it is silent work: you will have four minutes and the task is on the board in case you forget what to do. I'm going to ask someone to repeat the instructions now – [Name], what do we need to do?"*)
- Providing positive reinforcement and praise to students who are doing the right thing (*"Thank you to [Name], [Name], and [Name] – all getting on and doing the right thing, well done."*)

## FIRST WARNING

A first warning will be given for **anything that makes the teacher stop the flow of the lesson**: for example a student talking who cannot be silenced by a non-verbal cue, a student calling out that cannot similarly be silenced by a non-verbal cue, a student fiddling with something that stops their focus, and so on.

- **Teachers will say:** *"[Name], this is your first warning, this is because [explain the reason]. If this behaviour does not improve, you will be given a behaviour point and a final warning."*
- **Teachers will:** Write the student's name under the 'First Warning' tab on their whiteboard, perhaps with a brief note to explain the reason, e.g.:

### FIRST WARNING

Name — *talking*

## FINAL WARNING

A final warning will be given for another instance of poor behaviour from the same student. This does not need to be the same behaviour (it could be talking followed by getting out of their seat without permission), but a first warning must already have been issued.

- **Teachers will say:** *"[Name], this is your final warning before you are removed from the lesson. This is because [explain the reason]. As a result, you have been given a behaviour point."*
- **Teachers will:** Write the student's name under the 'Final Warning' tab on their whiteboard as below, and log a behaviour point on Arbor in the category 'Final Warning'.

### FINAL WARNING

Name — *out of seat*

# SUPPORTING STUDENTS' BEHAVIOUR

## REMOVAL FROM LESSON

If the student continues to display disruptive behaviour after a final warning, they will need to be removed from the lesson and sent to the Refocus Room. This is so that the other students in the room get a fair chance to learn without disruption. They will remain there for three periods (two if they complete their Refocus Room placement successfully) and sit a forty-five minute detention that day.

- **Teachers will say:** "[Name], as a result of [explain the reason] after a first and final warning, you are now being removed from this lesson. You need to silently pack away your things and go to the Refocus Room in 4.22. The time is now [XX:XX]; you must be there within five minutes or you will face a further sanction."
- **Teachers will:** Contact the parents of any student they have removed from your lesson that day (preferably by phone but by email if they cannot get through); and visit the Refocus Room or the Detention Hall to undertake a restorative conversation with the student. The aim after a lesson removal is to ensure the student understands the reasons for their removal, how their actions prevented other students from learning, and to restore the relationship between the teacher and the student before the next lesson.

## ACTIONS & SANCTIONS

The list below outlines actions students might take that fall short of our behaviour expectations, and the likely sanctions that would accompany them. There are possible instances in which these might vary depending on circumstances and context, and the final decision on sanctions ultimately lies with Heads of Year and members of the Senior Leadership Team.

ACTION	LIKELY SANCTION			
3 final warnings in five days	45-minute detention after school	Persistent disruptive behaviour (HoY / LT only)	Saturday Detention	
2 homeworks missing in a half term		Lying including providing a false name to members of staff when asked (e.g. when late)		
2 late marks in a half term / late to school		Failing an Inclusion Report		
Running / behaving boisterously in the corridor / anti-social behaviour		45-minute detention after school	Failing a lesson removal placement in the Refocus Room	Internal Exclusion
Failing to bring your PE kit to a PE lesson			Refusing to leave the classroom for a lesson removal	
Talking during assembly / line-up			Defiance / rudeness to staff (including walking away from a member of staff)	
Failing a day's report			Vandalism	
Skipping the queues in the Dining Hall			Possession of a vape / cigarette / lighter	
Eating in the school building			Physical altercation with another student	
Mobile phone use			Physical violence towards staff	Further sanctions, to be determined by Heads of Year / Leadership Team in discussion with families
Not having your Student Planner with you / timetable not written in Planner	Possession of / consumption of drugs			
Being out of bounds (including using Staff Staircase)	Smoking / using a vape in school			
Three marks on the Smart Card within a half term	Malicious allegations against staff			
Truancing a lesson or tutor time / assembly	Swearing at staff			
Failing to attend an after-school detention	Failing internal exclusion / managed intervention			
Being in a cubicle with another student (safeguarding team will also intervene)	Bringing the school into disrepute			
First Warning > Final Warning > a further behavioural issue in a lesson	Removal from lesson (three periods in the Refocus Room)	Possession of drug-related paraphernalia		
		Refusal to hand in a mobile phone when seen		

# DISCRIMINATION, RACISM, AND BULLYING

We take discrimination seriously at Holland Park School. We want to actively encourage students to report any incidents and to respond to incidents with education as well as appropriate sanction. We know that educating early changes students' understanding and use of language, and that most issues of discriminatory language are examples of learned behaviour and thus can be unlearned. A tiered approach to discriminatory language and bullying behaviour enables us to carefully track students who are using this language and to follow their progress and education in understand the consequences of harmful language and behaviour.

## STEP 1: REPORTING

All staff log every incident of discriminatory language on Arbor when they hear it. Even if the 'incident' is remedied easily with a quick educational conversation, staff will still log it so that we can track any patterns of discriminatory language across school and understand if we need to undertake a broader piece of work (for example, educating a year group on antisemitic language if multiple instances arise). At this stage, the log is neutral and may not come with a sanction.

- Teachers will record what the students said as accurately as possible.
- Teachers will also record what they said to the student and if they feel the issue is resolved through the restorative conversation.
- At the end of every day, the DRB team will run a report and review all instances of discrimination, racism or bullying.

## STEP 2: DECIDING ON TIER AND DEALING WITH INCIDENT

### TIER 1

#### What warrants Tier 1?

A first minor offence: uneducated comment or first incident of micro-aggression.

#### Actions

- The incident will be logged as Tier 1.
- If the educational conversation was successful with the teacher who logged the incident, nothing more will occur apart from the incident being placed on the DRB log.
- If the conversation was not successful, a DRB lead will have an educational conversation with the student; this will be escalated if not successful.
- **If this is a repeat offence, the tier applied will be increased.**

### TIER 2

#### What warrants Tier 2?

Tier 2a: A repeat Tier 1 offence or an intentional discriminatory comment.

Tier 2b: A repeat Tier 2a offence.

#### Actions

- Tier 2a: Refocus Room placement; educational pack and examination to be completed – 100% required in order to pass the Refocus Room.
- Tier 2b: Refocus Room placement; educational pack and examination to be completed – 100% required in order to pass the Refocus Room. Parental meeting will also be held with a representative from the school's DRB team.
- Additional actions may be taken such as work with external professionals via mentoring programmes or workshops.

# DISCRIMINATION, RACISM, AND BULLYING

## TIER 3

### What warrants Tier 3?

A third tier 2 offence, or a hate crime.

### Actions

- Minimum of a fixed-term exclusion from school.
- In the most serious circumstances school reserves the right to use the strictest sanctions for Tier 3 breaches.
- A parental meeting will be held with a member of the school's DRB team and either a Vice Principal or Executive Principal of the school.

## STEP 3: CHANGING THE CULTURE

The most important step, of course, is to change the general culture within a setting around discriminatory language, bullying, and racism. This happens when all of us unite around a common purpose to identify and tackle DRB consistently, and we make use of all resources available to us, for example:

- PSHE time: structured lessons that we take seriously as part of our roles;
- Assemblies: carefully planned, impactful assemblies followed up by tutors;
- Educational conversations: taking the time to talk to young people;
- Workshops;
- Use of outside agencies;
- Prominent speakers;
- Promoting an open, inclusive environment for all;
- Use of student ambassadors to educate other students in the school.

DRB: Bullying

DRB: Racism

DRB: Misogyny

DRB: Disability

DRB: Gender Reassignment

DRB: Sexual Orientation

DRB: Socio-Economic Status

DRB: Age

DRB: Sexism

## HOW STUDENTS CAN REPORT DISCRIMINATION, RACISM AND BULLYING

- Students can talk to their tutor, Head of Year or any trusted adult in school regarding a discrimination, racism or bullying concern;
- They will pass this on to the D.R.B team to review what is reported by students and decide if it is a D.R.B incident;
- If it is, they will then upload onto Arbor and follow the tier system as previously discussed;
- If they feel the incident does not class as D.R.B, they will meet with the student who reported the concern explain why;
- Staff can also raise concerns about staff by contacting the Headteacher directly.

## BENEFITS OF THE TIERED APPROACH TO D.R.B

- This system offers a clear approach to tackling discrimination, racism and bullying at Holland Park School which is handled as a unique and important cultural issue rather than simply being lumped in with other behavioural concerns;
- It provides clear data which can be reviewed to plan interventions and PSHE sessions for areas which are most reported; we can spot patterns in particular year groups, times of year, and even particular social groups to see which students might be in need of what forms of education;
- It allows us to conduct student, staff and parent surveys on how they feel the school is dealing with discrimination and ask for feedback (shows we are listening to parents and are being proactive in dealing with a serious issue);
- The data will be able to show us the impact we are having over the year (for example, following an intervention for a particular year group on LGBT+-based discrimination, we might hope to see a reduction in offences)

# WELL-BEING AND SAFEGUARDING

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At Holland Park School we want our students to flourish, strive, be kind, empowered to independence and safe. The consensus in neuroscience is that the development of the adolescent brain means our young people, as well as having potential for greatness are also vulnerable to peer pressure and risk taking. Being conscious of their mental health is important for us as teacher and parents.

## GOOD HABITS:

Looking after yourself physically helps build resilience to manage challenges and difficulties. It is important to: eat well, sleep (screen free) early enough to get eight hours, exercise regularly in a way that you enjoy, read widely and engage in wide ranging discussion.

## HIGH EXPECTATIONS:

Understanding our potential takes time and all our students have different combinations of interests, talents and skills. Therefore, all should be given the opportunity to be successful in a range of academic, social, artistic and physical activities; a broad and balanced extra / curriculum.

## OPEN MINDEDNESS

It is important to be intellectually challenged, to encounter those who think differently and to come to terms with the merits of a different viewpoint to one's own. The curriculum, PSHE & tutor sessions will introduce students to wide ranging issues and open ended discussion.

## CLEAR RESPONSES

Parents' evenings are opportunities to discuss our young people's wellbeing and progress. Tutors, classroom teachers and pastoral leads, those who see the student most regularly, will pick up on concerns or worries and alert parents to this. The Safeguarding and Pastoral teams will also keep parents briefed, particularly if working with external agencies. You can also write to teachers, telephone the school or engage in meetings outside school times if this is helpful.

## PARENT/SECONDARY-SCHOOL CHILD WELLBEING

- **Conflict is normal**, your child is learning to become independent. Listen and decide what it is worth taking a stand on
- **Give clear guidelines**, setting boundaries shows you care.
- **Show interest & respect their views**, don't expect them to agree with everything you say. Encourage them to talk about how they feel, but don't turn interest into pressure.
- **Encourage them**. Don't be afraid to tell them you love them even if you get no response.
- **Share your life experiences & look after yourself**. Let them know about mistakes you have learned from in the past. Parents have a difficult job; make sure you have people to talk to when you need to.

## SOME RESOURCES TO HELP STUDENTS STAY SAFE AND HAPPY

- Kooth (kooth.com) an online mental wellbeing community;
- Calm (calmharm.co.uk) a free app for managing self-harm urges;
- Women and Girls Network (wgn.org.uk)
- Barnardo's (mymentalhealth.barnardos.org.uk)
- Childline (childline.org.uk)
- We Got U, U Got This (westminster.gov.uk/we-got-u)

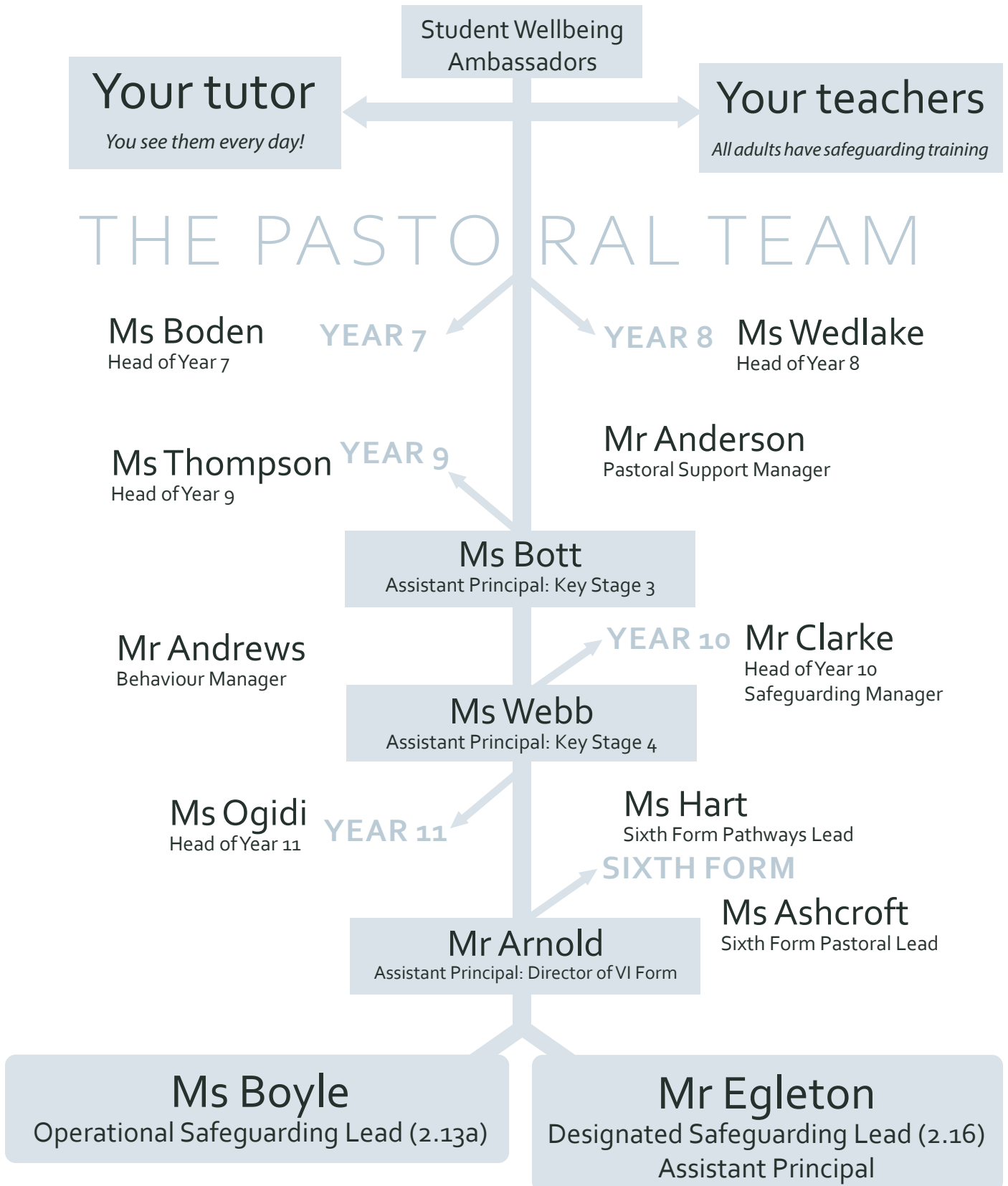
The Key Stage 3 Team (Y7-Y9) is based in 2.18 (Ms Bott, 3.17). The Key Stage 4 Team (Y10 & Y11) is based in 2.17 (Ms Webb, 2.21). The Sixth Form Team is based in Thorpe Lodge (Mr Arnold, 2.25).



# WELL-BEING AND SAFEGUARDING

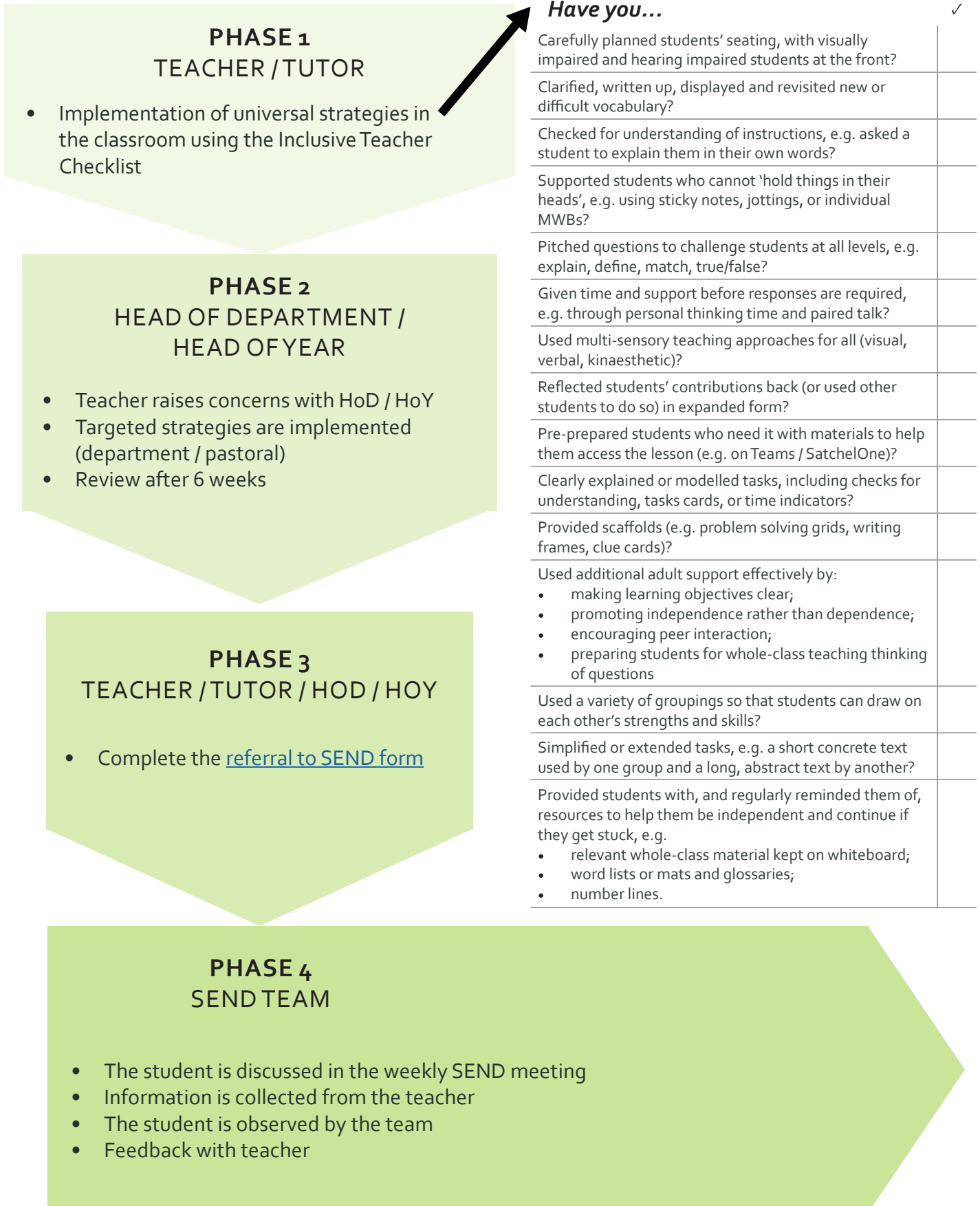
## WHO CAN MY CHILD TURN TO FOR HELP?

Look in your child's blazer pocket. Right there, nestled amongst the odd sweet wrapper, should be their Student Planner. Printed in this, and their PSHE workbook, and on posters around the school, is this flowchart. It is not exhaustive, and any adult ear will always be a listening ear when students are upset or worried, but it indicates who some of the most useful people might be for students to speak to when they have any concerns. Familiarise yourself with your child's tutor and establish contact with them – they are a vital first port of call for communicating any concerns or worries you might have.

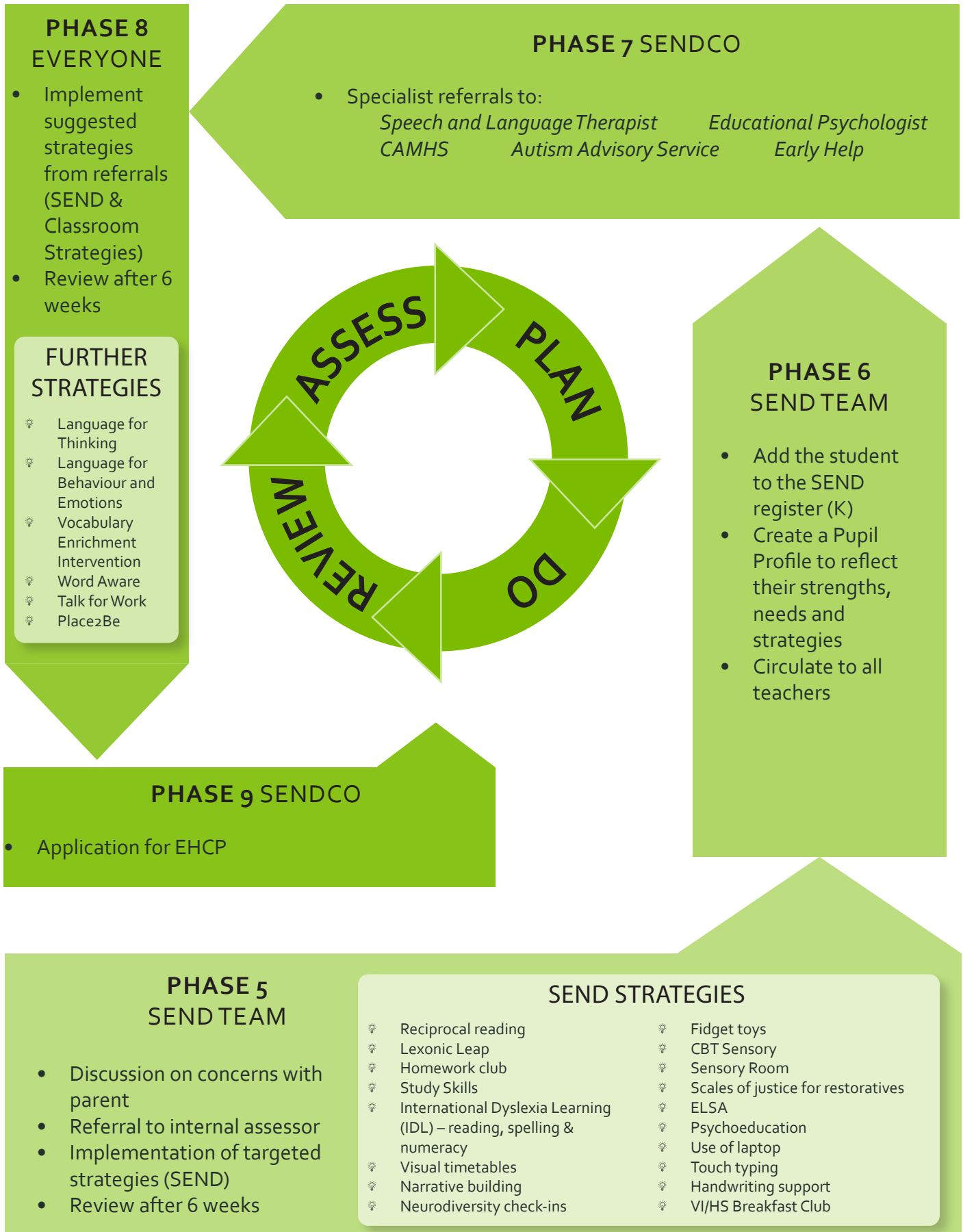


# SEND PROVISION

Where parents or teachers feel that a child is struggling, we use the graduated approach. This means that we start by thinking about what measures will be helpful for all students, **assess** how they are getting on, and then at each stage we put a **plan** in place to respond to the potential needs identified, execute the plan ('do') over the course of six weeks, and then **review** its efficacy before determining what next steps are required. The graduated approach looks a bit like this:



# WHAT HAPPENS IF MY CHILD IS STRUGGLING?



# OPTIONS AND CAREERS

Students in Year 9 will select their GCSE option subjects in the Spring Term. These are the GCSE subjects they will begin studying in Year 10 and be examined in at the end of Year 11. All students study and are examined in the core subjects of English language, English literature, maths and science. Students will be supported through Tutor Time and assemblies to guide them in making an informed decision about which subjects to pick as their option choices. All students are expected to study 4 option subjects from the blocks below alongside the core subjects above. Whilst the range of subjects on offer varies each year, below provides a general indication of what might be on offer:

OPTION 1	OPTION 2	TWO FROM:
<p style="text-align: center;">History <i>or</i> Geography</p>	<p style="text-align: center;">French <i>or</i> Spanish <i>or</i> Latin</p>	<p style="text-align: center;">Business Studies Computer Science Design and Technology PE RE Art Photography Drama Food Technology Music Triple Science History Geography French Spanish Latin BTEC Creative iMedia</p>

Mr McCarthy is our Head of Careers and works with Mr Arnold, Assistant Principal, to plan our Work Experience Weeks for Year 10 and Year 12, to organise visiting speakers and workshops for students, and to work with Ms Rolt (Head of PSHE) and Heads of Year to ensure students are made aware of the wide range of careers and pathways available to them.

- We are always keen to hear from parents in all career sectors who might be interested in:
- coming to school to speak to students about their career, the sector they work in, and the pathways they took to get there;
  - offering work experience placements to students for our Work Experience weeks;
  - organising workplace visits beyond the remit of Work Experience week.
- Please contact Mr McCarthy directly at [robert.mccarthy@hollandparkschool.co.uk](mailto:robert.mccarthy@hollandparkschool.co.uk).

An overview of our careers programme can be accessed on our website.

## MORNING ROUTINES

Weeks have a rhythm and a routine: by reinforcing these structures with students, we help them to understand the importance of order and organisation, of planning ahead and knowing what comes next, and set them up for success each day. Our morning routines combine the organisational (line-ups) with the developmental (PSHE delivered through Year Assemblies and Tutor PSHE) and (hopefully!) the inspirational (Tutor Reading, Mentoring, and Hall Assemblies).

### MORNING ROUTINES: 08.25-08.55

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
YEAR 7	Hall Assembly	Tutor Reading	Year Assembly	Character Education	Tutor Reading
YEAR 8	Tutor Reading	Hall Assembly	Tutor Reading	Year Assembly	Character Education
YEAR 9	Character Education	Tutor Reading	Hall Assembly	Tutor Reading	Year Assembly
YEAR 10	Year Assembly	Character Education	Tutor Reading	Hall Assembly	Tutor Reading
YEAR 11	Mentoring	Year Assembly	Character Education	Mentoring	Hall Assembly
YEAR 12	Mentoring	Mentoring	Mentoring	Hall Assembly	Mentoring
YEAR 13	Mentoring	Mentoring	Mentoring	Mentoring	Hall Assembly

#### LINE-UPS

The purpose of line-ups is to register students, check uniform and jewellery, and gather the year group for a message about the day's priorities, upcoming events, and positive celebration and recognition.

#### HALL ASSEMBLY

Delivered by the Leadership Team, these offer a moment of calm reflection and thought, imbuing cultural capital with pertinent messages. Students enter silently with planners out, ready to absorb that week's theme.

#### YEAR ASSEMBLY

Delivered by Heads of Year, Year Assemblies in the Sports Hall (Thorpe Lodge for Y13) introduce the key PSHE theme for week, and offer a chance to address any particular strands of character development and pastoral care.

### AFTERNOON ROUTINES: 15:00 - 15:15

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
YEAR 7	Equipment Check	Pastoral Check-in	Thanks & Praise	Pastoral Check-in	House Update
YEAR 8	Equipment Check	Pastoral Check-in	Thanks & Praise	Pastoral Check-in	House Update
YEAR 9	Equipment Check	Pastoral Check-in	Thanks & Praise	Pastoral Check-in	House Update
YEAR 10	Equipment Check	Pastoral Check-in	Thanks & Praise	Pastoral Check-in	House Update
YEAR 11	Intervention	Intervention	Intervention	Intervention	Intervention

Sixth Form students do not have afternoon registration – their school day therefore finishes at 15:00.

# ASSEMBLIES

W	Lead	Theme
AUTUMN I		
1	<i>Staggered start to term</i>	
2	SOL	Our Motto: Ambition for Everyone
3	BEG	Our Ethos: The Holland Park Way
4	HoHs	Community: Welcome To Your House 2024-2025
5	FLA	Work hard, aim high, be creative
6	FMU	Do the right thing, even when no-one is watching
7	VWE	Be kind, show good manners, value our school
8	CBO	We champion diversity and difference

AUTUMN II		
9	BEG	<b>Expectations:</b> We know that attendance leads to success: we strive to be in school and on time every single day
10	OTU	We treasure creativity and seek to be independent thinkers
11	OHI	We wear our uniform with pride
12	JGL	We promote good manners at all times: we greet others politely and hold doors open
13	<i>School Production – no Hall Assemblies</i>	
14		
15	HoYs	Year Group Achievement Assemblies

SPRING I		
16	FLA	<b>Expectations:</b> We are fully equipped and ready to learn
17	HoHs	Charity: Working As A House For Charity Week
18	CHI	We support others through kindness
19	CBO	We are true to ourselves and take pride in who we are as unique individuals
20	ABO	We have a growth mindset with a 'can do' attitude

21	JGL	We offer help to others without being asked
SPRING II		
22	FMU	<b>Expectations:</b> We take pride in the work we present
23	SOL	We value honesty, modelling this in all we do
24	BAR	We are inquisitive about learning and ask questions
25	VWE	We are articulate and confident when we speak
26	OTU	We value and look after our wonderful school building
27	HoYs	Year Group Achievement Assemblies

SUMMER I		
28	BEG	<b>Expectations:</b> We positively represent our school in the community
29	ABO	We do not ignore wrongdoing and we always stand up for what is right
30	HoHs	Competition: Working Together For House Victory
31	OHI	We listen to different views and seek opportunities to learn from others
32	FLA	We always seek ways to improve academically

SUMMER II		
33	SOL	<b>Expectations:</b> We always think before we act
34	BAR	We are reliable and adhere to our commitments
35	FMU	We respect decisions made by those who want the best for us
36	CHI	We view mistakes as opportunities to learn
37	VWE	We take accountability for our actions and apologise when we make mistakes
38	FLA	We listen to feedback to help us improve



Holland Park School was, quite literally, built on its Houses. The four Houses were named after the grand Victorian villas that used to occupy the land Holland Park School was built on, pictured in the map above which shows our local area as it was in 1869. These expensive and luxurious houses were cleared in order to build this trailblazing comprehensive school in 1956, and that act inspires school motto: the fact that we have **ambition for everyone**, not just the few.

Our Houses now act as little families within school – competitions between Houses on everything from punctuality to spelling to football to Rubik’s Cube mastery enable you to demonstrate your skills and talents, enjoy the experience of being part of a team and learn the joy of winning and the challenge of losing gracefully. All students and all members of staff are part of a house, organised through tutor groups.

The Heads of House are:

## ARGYLL HOUSE

Kate Tucker

## MORAY HOUSE

Matthias Purnell

## HOLLY HOUSE

Mahmoud Abouchakra

## WYCOMBE HOUSE

Matt Purse

# A SMART SCHOOL: UNIFORM EXPECTATIONS

Our uniform plays a valuable and significant role in contributing to the school's ethos. If uniform is incorrect, students will be sent home to change, parents may be asked to bring items in, or students may be placed in the Refocus Room. The school uniform requirements are as follows:



## GIRLS MUST WEAR:

- Holland Park girls' jacket
- Holland Park girls' skirt or Holland Park girls' trousers
- Holland Park blue blouse
- plain black socks or tights
- plain, black formal shoes
- a plain black, navy or Holland Park outdoor coat
- a Holland Park-branded school backpack
- a plain black, navy or Holland Park scarf

## OPTIONAL ITEMS:

- Holland Park cardigan or jumper
- plain black or white headscarves for religious purposes

## WEARING YOUR UNIFORM CORRECTLY:

- blouses must be tucked in at all times
- only the top button only may be unfastened
- the skirt must be of an appropriate length (around the knee)
- blazers must be worn at all times in the corridors
- no tracksuit trousers should be worn under school trousers

## THESE ITEMS ARE NOT PERMITTED:

- jewellery (including necklaces, studs, and bracelets)
- kickers, boots, trainers, Velcro fittings
- make-up
- nail varnish
- unnaturally coloured hair (including split colouring)



## BOYS MUST WEAR:

- Holland Park boys' jacket
- Holland Park boys' trousers
- Holland Park blue shirt
- Holland Park tie
- plain black socks or tights
- plain, black formal shoes
- a plain black, navy or Holland Park outdoor coat
- a Holland Park-branded school backpack
- a plain black, navy or Holland Park scarf

## OPTIONAL ITEMS:

- Holland Park cardigan or jumper

## WEARING YOUR UNIFORM CORRECTLY:

- shirts must be tucked in at all times
- the top button must be fastened
- trousers must be worn around the waist and not the hips
- blazers must be worn at all times in the corridors
- no tracksuit trousers should be worn under school trousers

## THESE ITEMS ARE NOT PERMITTED:

- jewellery (including necklaces, studs, and bracelets)
- kickers, boots, trainers, Velcro fittings
- make-up
- nail varnish
- unnaturally coloured hair (including split colouring)



# A SMART SCHOOL: UNIFORM EXPECTATIONS

All students in Years 7-11 have regular PE lessons, and our uniform policy for PE kit applies in all cases, as well as for extracurricular sports.

## THE IMPORTANCE OF HAVING YOUR KIT

We know that physical well-being and positive mental health are hugely important to young people, particularly with the growing impact of social media and other pressures. Having PE kit enables students to participate positively in physical education in school and gain all the associated health and character education benefits.

## REWARDS FOR HAVING YOUR KIT CONSISTENTLY

Students who consistently have their PE kit will be able to participate in PE lessons fully and thereby earn achievement points and be eligible for subject-based awards in PE.

## INJURIES & MEDICAL REQUIREMENTS

If a student is unable to participate for medical reasons or due to an injury you must email their PE teacher explaining why they cannot participate and when they expect to be able to participate again. This email needs to be sent before the start of the school day. Students will still be required to bring their kit and change (unless the injury is very serious) so they can access the lesson.

## WHAT HAPPENS IF YOU DON'T HAVE YOUR KIT

Students who do not have PE kit with them for a lesson will be given a same-day 45-minute detention after school. Bringing non-uniform kit items or missing an item will be considered equivalent to not having kit and the same sanction will apply.

## WHAT YOU NEED TO BRING:

### THE HOLLAND PARK SCHOOL PE KIT INCLUDES

- Holland Park PE t-shirt or unbranded navy t-shirt
- Holland Park PE shorts or unbranded navy shorts
- Holland Park PE socks or plain white socks
- Holland Park jogging bottoms or plain unbranded equivalent
- trainers

### OPTIONAL ITEMS:

- plain unbranded navy sweatshirt in cold weather
- plain unbranded navy base layer for cold weather

### THESE ITEMS ARE NOT PERMITTED:

- jewellery: watches, bracelets, earrings and necklaces
- long hair should be tied back for PE lessons



# AN A-Z OF INFORMATION AND GUIDANCE

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## A

### **ABSENCE DURING TERM TIME (STUDENTS)**

Parents must request and complete an 'Absence Request Form' in advance. Authorisation is required from Mr Olusanya, Principal. The school does not condone term time holidays. To avoid difficulty or disappointment, parents are asked to refrain from such requests. Absences occurring for holiday without the school's consent will be recorded as 'unauthorised' and a Fixed Penalty Notice may be issued.

### **ARBOR**

Is our student information management system.

## B

### **BRITISH VALUES**

We promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Actively promoting these values means challenging opinions or behaviour in school that are contrary to fundamental British values. We encourage the promotion of such values during tutor time, in planning SMSC into lessons and more generally in our daily interactions with students. We aim to teach students to be proud of being British and all that that identity encompasses.

### **THE BUILDING**

The school building and its resources are a great learning asset. We are privileged to enjoy a stunning environment filled with the highest quality furniture, fittings and learning resources. We all have a responsibility to look after these assets and ensure that they are not damaged. Any student found damaging the school building or being careless with resources will be required to contribute to the replacement or repair of the item. It should be noted that many of the school's resources are bespoke and therefore carry a high value.

## C

### **CHARGING**

School is fortunate to be well-resourced and in a position to provide students with the resources they need to be successful. Students may be charged for participation on trips, where these are not vital for students' completion of the curriculum or qualification, but this must be done in accordance with the school's Trips & Visits Policy.

### **CHILD PROTECTION**

Billy Egleton is the school's designated Child Protection Officer and Safeguarding Lead, assisted by Cath Boyle as Operational Designated Safeguarding Lead. They are responsible for supporting students and staff where there are any concerns regarding Safeguarding or Child Protection.

### **COUNSELLING (STUDENTS)**

If you are concerned about the well-being of a student, and would like to recommend them for a pastoral intervention please contact the student's form tutor.

## D

### **DUKE OF EDINBURGH**

Duke of Edinburgh is led by Ian McClelland who is a trained leader and internally organised by Mr Andrew Huxley, Head of PE, and is contributed to by a range of other staff.

## E

### **EVACUATION**

Students line up in Tutor Groups in their allocated place on the MUGA, facing their tutor, in alphabetical order, in silence. Evacuate ONLY when the continuous alarm is heard. When the intermittent alarm sounds, everyone remains in their classroom.

### **EXAMINATION AND ASSESSMENT DATA**

Faye Mulholland is in charge of external examinations and analysis of this data. Jonathan Gladwyn, Assistant Principal, leads on internal examinations and data collection. Teaching colleagues are expected to submit data and results as per the calendar. Olivia Hill, Assistant Principal, leads on reporting to parents. Guidance is provided on how to enter and analyse data.

## F

### **FOOD**

Food is available in the Dining Hall and at the Snack Shack outside before school, at break, and at lunch. Food must only be eaten outside or in the basement, with the exception of Wet Lunch days. Students may not eat on the upper floors of the building and will be sanctioned if they are found doing so. This is to avoid litter and to assist our cleaners in managing the building.

# G

# H

## HANDWRITING

This is still a hugely valuable skill for students for their success in examinations. We expect teachers to insist on neat handwriting and to offer their own handwriting as a model of best practice.

# I

## INFORMATION TECHNOLOGY

Students should be aware that all IT use in school (including use of school email addresses outside of school) is subject to monitoring and the school's Acceptable Use of IT policy.

# K

# L

## LITTER

This is everyone's responsibility. Students should pick up litter, even if it is not their own, and should expect to be asked to do so by staff, who will set a good example by doing so themselves.

# M

## MEDICATION

It is school policy not to issue painkillers or other forms of medication to students. Reception does not hold paracetamol for student use. However, students can bring in their own medication such as spare inhalers or hayfever tablets etc and can give it to Reception for safekeeping if necessary.

## MOBILE PHONES

The school follows government guidance in recognising how detrimental mobile phone use can be to students, and is conscious that a large majority of pastoral incidents including bullying and inappropriate image / material sharing happens as a result of mobile phone use. For that reason, our approach to mobile phones for Years 7-11 is as follows:

- Mobile phones are collected at morning line-up and stored in a secure, locked area during the day;
- They are returned at afternoon registration and are available for collection at Reception if a student

needs to leave during the day – for example for a medical appointment;

- Any mobile phone that is not handed in and is seen or heard during the school day will be confiscated for the rest of that week, and only available for collection by parents who must come into school to meet with staff to discuss mobile phone use.

Refusal to hand over a mobile phone that has been used in school constitutes defiance, and will result in a period of time away from Holland Park School.

Sixth Form students may only use mobile phones for work purposes in private study areas and are not permitted to use them while walking around the school building (including to listen to music during transition or circulation) or during lessons, unless given explicit permission by a teacher. Sixth Form students misusing mobile phones as outlined above will have them confiscated.

# O

# P

## PE KIT

Please be aware that the school's PE kit is mainly navy in colour and consists of the following: T-Shirt, shorts, socks, jogging bottoms. Please be aware the students are allowed to wear non Holland Park alternatives and these must be plain navy and non-branded. Students who do not bring their kit in for lessons will be sanctioned as follows:

- Incident 1: A whole school detention held from 3pm – 3.30pm
- Incident 2: A whole school detention held from 3pm – 3.30pm and telephone call home to parents
- Incident 3: A whole school detention held from 3pm – 3.30pm and telephone call home to parents from the Head of Department

Students that forget their kit will be offered spare kit to wear for that particular lesson. This will be made available by the PE department but should not be depended upon. This kit will be washed before and after use. Students that are unable to participate for medical reasons or due to an injury will be required to bring a letter in from home explaining why they cannot participate and when they expect to be able to participate again. This note needs to be signed and dated by the parent/carer. To ensure that children participate in sports safely and to prevent any unnecessary risk they are required to adhere to the following expectations: No jewellery should be worn in lessons, including watches, bracelets, earring and necklace; long hair should be tied back.

## PERSONAL BELONGINGS

Any personal belongings are brought onto the school site at students' own risk and school cannot accept responsibility for their loss or damage. This includes bringing in telephones, wallets, money and clothing.

# R

## RADICALISATION

Extremism has no place in our school but recent events have shown that the risks of young people being targeted by radical groups have risen and should not be underestimated. Nothing is more important than keeping children safe from harm. We comply with The Prevent Duty issued by the DfE. This statutory guidance makes clear that schools and childcare providers are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.

## REFERENCES (STUDENTS)

References for Year 11 students are written by Victoria Webb, Assistant Principal for KS4, and UCAS references are written by Ben Arnold, Assistant Principal for KS5.

## REFOCUS ROOM

This is in 4.22 and is led by Sean James, Inclusion Manager. Students are still able to access the curriculum in the Refocus Room thanks to a suite of laptops that has been purchased for this purpose. Students' placement in the Refocus Room is at the discretion of pastoral leaders but can be for the following reasons:

- Lesson removal
- Truancy
- Tier 2 D.R.B incident
- Not attending detention
- Red-Zone behaviour

## REPORTS

Student reports are issued to parents after the submission of achievement data. Olivia Hill is the Leadership Team lead on this.

# S

## SATURDAY DETENTIONS

These are calendared and led by members of the Senior Leadership Team. Only Heads of Year and members of the Pastoral Senior Leadership Team (Mr Egleton, Mr Arnold, Ms Webb and Ms Bott) may enter students to a Saturday detention. Attendance in full school uniform is compulsory. Inclusion is at the discretion of the above individuals, but is likely to be for:

- Bringing the school into disrepute;
- Failure to attend 2 detentions in a week;
- Truancy twice in a term;

- Repeat Tier 2 D.R.B incident;
- Serious Red-Zone behaviour;
- Failing the Refocus Room;
- Serious Incidents (at the discretion of Pastoral Leads).

## SATURDAY & HOLIDAY INTERVENTION

This calendared and begins at 9am and finishes at 12noon. The gate will close shortly after 9am and students arriving after this time will not be admitted. Staff will be paid overtime for contributing to this if the need for their contribution is confirmed by Heads of Department, and should claim this through the 'HPS Timesheet for Claims', available through the HR portal on Microsoft Teams. The same warning system is in place as in regular lessons, except removal from lessons will involve students being asked to leave the school site. A member of the Senior Leadership Team will be calendared to supervise each Saturday or holiday day and can be contacted in case of emergency. Students can be barred from attending this provision for the rest of the academic year as a result of significant behavioural infringements: this is at the discretion of the pastoral team, and in particular Ms Webb.

## SECULARITY

The school operates deliberately and determinedly in a secular manner. All faiths are understood but are not marked, celebrated or demonstrated in any way, other than through education about faiths through RE lessons, PSHCE and assemblies. The school makes no provision for prayer or prayer facilities. The school requires staff, students, parents and visitors to ensure that their faces are visible at all times and not covered or obscured in any way, other than by medical masks pertaining to Covid-19.

## SIXTH FORM BEHAVIOUR

The behaviour policy and systems apply in the main to Sixth Form students too, with the following clarifications, additions and exceptions:

- Students will receive detentions for the same reasons as those students in the lower school. Sixth Form detentions will be held in the Sixth Form Study Room in Thorpe Lodge.
- Late arrival in school that causes a student to miss an entire lesson, or the better part of a lesson will result in the same sanction as truancy.
- Truancy will result in a detention on the Saturday morning of that week.
- Failure to attend the detention on Saturday will result in the student being placed on a Head of Year report.
- Non-authorized absence will result in a Saturday of the week committed. In the case of an extended unauthorised absence, the school will respond according to the severity of each case.

- Students not adhering to the Sixth Form Dress Code in a manner that cannot be immediately rectified risk being sent home to change and return to school or removed from lessons in school for the day.
- Students should not undertake employment or any other outside school activity that begins before 4pm. Sixth form students will not be exempted from detentions (or indeed any other school business) on the grounds of a such an arrangement made before 4pm.

## **SOCIAL NETWORKS**

We strongly and unequivocally advise against all social media use for students – in our experience these platforms are the conduit for a large proportion of friendship issues and bullying cases that we have in school. In all cases, where students to use social media, we recommend that you know which networks they are on and establish a norm from the outset that you monitor their useage of these and periodically review what they are doing – it is, after all, your mobile phone purchased with your money and not theirs! If in doubt, please do default to the legal age limits for each application:

- WhatsApp: at least 13 years old (until April 2024, this was 16+, and this is our in-school recommendation)
- Snapchat: at least 13 years old (users aged 13-17 have additional privacy settings – please check the phone your child uses to make sure their age is accurately reported)
- TikTok: at least 13 years old for full TikTok use (younger children can use TikTok but certain features are age-restricted; again please check the phone your child uses to make sure their age is accurate)
- Instagram: at least 13 years old
- Facebook: at least 13 years old
- Telegram: at least 16 years old

## **STUDENT GROUPING**

Students are divided into eight tutor groups which are mixed in academic ability, spread across two mixed 'halves' of the year: A and B. Students' grouping in most subjects is informed by internal examination data, data provided by primary schools, workbook reviews, and teachers' professional judgement of students' progress. This system allows teachers to offer targeted lessons which respond to the particular needs of a more narrow ability range. We recognise that students will develop at different rates so some students will move classes to best suit their needs. Teachers are not permitted to engage in discussion with students or parents about their child's grouping, other than to remind them of the published assessment windows and regrouping dates, listed in the calendar. Parents are informed in writing of class changes. Any queries should be referred to Olivia

Hill, Assistant Principal.

## **STUDENT LEADERSHIP**

There is a Student Leadership Team, led by the Pastoral Team. This includes two Student Principals, Senior Prefects drawn from the Sixth Form student body, two Deputy Student Principals drawn from Year 11, and Prefects from Years 7-11. There are also opportunities for students to develop leadership skills as 'Student Ambassadors' in any of the five Student Leadership Teams: well-being, eco, respect, reading and academics.

# HOLLAND PARK SCHOOL

*ambition for everyone*

