



OXFORD  
HIGH SCHOOL  

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G D S T

**YEAR 7  
CURRICULUM  
2024-2025**

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## Art, Craft and Design

In Years 7, 8 and 9 students will have the opportunity to think and act as artists, crafts people, and designers, working creatively and intelligently. The curriculum at KS3 is constantly evolving and developing to meet the needs of learners in a dynamic and changing world. The units of work that both open the minds of students to the potential of the subject and encourage them to become curious learners. The breadth of study will ensure those pursuing Art and Design to KS4 and beyond have learnt the key concepts, processes and skills central the subject. The curriculum is designed to mirror the creative journey taken in projects on the GCSE and GCE Art, Craft and Design courses. Those not pursuing Art to KS4 will be able to apply the transferable skills learnt in Art across the curriculum, these include: drawing, creative problem solving, critical thinking, personal learning and thinking skills, research, investigative skills and analysis.

In Year 7 the aims of the Art Department are to:

- develop mature skills in the imaginative and creative use of ideas by experimenting and taking risks with materials, techniques and artistic processes appropriate to intentions.
- support students to produce informed and meaningful outcomes in both 2 and 3 dimensions that realise intentions.
- grow confidence and engagement with the assemblage of appropriate visual primary and secondary resources to support the development of their own work.
- enable students to compare and comment on different ideas, methods and approaches used by artists, crafts people and designers, recognising the varied characteristics of different historical, social and cultural contexts, and convey meanings and ideas.
- establish independent work through the effective management and use of student time.

Through drawing, painting, printmaking, photography, digital art and 3D studies, Art, Craft and Design allows students to develop a personal visual language whilst underpinning the study skills required to: research, develop ideas, and analyse their own work and the work of others. Students will gain an understanding of the formal elements in Art and Design through their project work. These elements are line, pattern, tone, shape, texture, colour, form and space.

Drawing is a core activity in the creative process and the importance of this is emphasised in the Year 7 courses. Research, investigation and development of knowledge and ideas in sketchbooks will lead on to the development of sustained pieces. Homework tasks will focus on critical studies and project resourcing.

## Careers

The Careers Department exists to support every pupil in preparing for life after school. This very broad remit is delivered through a variety of methods including dedicated Life Beyond School PSHCE blocks in every year group. The Careers Centre is well-stocked with books, prospectuses and extensive online resources, and all pupils are welcome to drop in at any time to discuss their ideas or ask questions. Alongside this, pupils benefit from one-to-one guidance, psychometric testing, encounters with employers and the world of work via work shadowing, volunteering and work experience, a wide range of external speakers covering careers and higher education options, conferences, networking events and careers fairs. This comprehensive Careers and Employability programme ensures that students can access relevant information, understand their opportunities, develop the transferrable skills they need and make detailed progression plans to achieve their ambitions.

In Year 7, the focus is on developing pupils' understanding of themselves as a key to unlocking future opportunities and pathways. Pupils are encouraged to explore what they love by creating a 'Me Map' reflecting their interests and passions. Presenting skills are developed by sharing their ideas and talking about their interests and their successes. Pupils are introduced to Unifrog, the technological platform that will facilitate their careers and higher education journey throughout their time at school. They use the first of several personality and profiling tools to gain insights into themselves and their strengths, and how these might inspire or link to future careers. They learn about the importance of resilience and the benefits of stepping outside one's comfort zone to encourage self-development, and they consider their future pathways by examining key transition points and how to navigate them successfully.

## Computer Science

In Year 7 students experience a mix of Computer Science alongside more generic IT skills that are required to make best use of the IT facilities in supporting their learning across the curriculum. This will range from an introduction to the use of Chromebooks and Google Classroom to specific IT skills that will be required by different subjects during the year. They will develop an understanding of the fundamentals of programming, applying this knowledge to a range of practical tasks including programming external hardware. They will also learn some of the computer science behind AI and machine learning, and complete a module on cyber security and cryptography.

## Drama

Drama activity in Year 7 aims:

- to establish a supportive, relaxed atmosphere where pupils may grow in confidence and self-worth.
- to explore ways of storytelling, exploring a range of core techniques and applying these to their own work.
- to foster creative and imaginative development through whole group work and small group work.

Students will work on physical and vocal expression through improvisations and stimuli. They will be encouraged to engage in a range of activities and small performances throughout their time in Drama.

## Speech and Drama classes

For students wishing to focus particularly on voice and speech, Oxford High School offers co-curricular speech and drama lessons where, working in small groups, they are prepared for the Trinity College graded examinations. They perform different genres of theatre and develop poise and self-confidence. Application forms with full details may be obtained from the Admissions Office.

## English

The aim in English lessons in Year 7 is to learn and to have fun! We talk; we think; we create. Discussing ideas in a group or a pair, acting out scenes from a play, and creating collages in response to a poem are all familiar activities in English. We act and discuss a Shakespeare play – maybe *The Winter's Tale*, *A Midsummer Night's Dream* or *Comedy of Errors* - and tackle novels such as Philip Pullman's *Northern Lights*, Elle McNicoll's *A Kind of Spark*, and Neil Gaiman's *Coraline*.

We encourage students in Year 7 to try out many different kinds of writing, so that they become used to changing their style according to the task. One week they might be writing a descriptive piece based on a painting, the next a newspaper article. Drafting and planning are important parts of the writing process; we build in opportunities for pupils to do this before undertaking extended writing, laying the foundations for essay writing beyond Year 7.

Together with our librarian, we aim to foster a love of reading that will last a lifetime. Before your daughter joins Year 7 she will receive a copy of our reading booklet 'Relax and Read.' This has been put together by our librarian and members of Year 7, and aims to generate a debate about books that we hope will continue throughout the school and beyond. There are spaces for her to add her own comments and reviews so that she can respond to what she reads over the summer. Every year at the end of the summer term your daughter will receive a similar list of books to give her ideas for reading over the summer and during the following year. We encourage the students to be ambitious and critical readers, but the best starting point is for them to enjoy it, so do respond to your daughter's reading, even if it is fairly low brow!

In summary, we want all Year 7s to start English ready to embrace it, think hard and try things out!

<i>Year 7 Topics and Skills</i>		
<i>Topic</i>	<i>Skills focus</i>	<i>Associated assessment</i>
<b>Drama</b>	Introduction to Shakespeare	Performance with commentary
<b>Poetry</b>	Introduction to literary devices	Analytical essay
<b>Prose</b>	Identifying quotations	Character study essay
<b>Media</b>	News: online and print	Newspaper article
<b>Language</b>	Autobiographical and creative writing	Creative writing

## French

Students will come into Year 7 having done a variable amount of French in their junior schools; some will have had intermittent exposure to the language over a period of up to two or three years and others will have had little or no contact with French. Our course allows us to revise the basics before stretching and challenging them with grammar principles and new topics. Our principal aim in Year 7 is for the students to enjoy the language and culture of France at a level which will be both suitable for them and a challenge at the same time.

The grammatical explanations will take place within the framework of the topic areas introduced in the course book, e.g., family, pets, personal descriptions, school life, pastimes, food, description of where you live and a glance at other cultures. The language will be practised by individual and group activities involving both the spoken and written language.

We hope to give the students an enjoyable experience of the language upon which they will be able to build effectively in the following years.

**Course book (online access):** “*Dynamo 1*” and accompanying software are packed with cultural content using video clips and interactive activities, which the pupils will enjoy working with and which offer a good insight into the French-speaking world.

## Geography

Year 7 Geography provides an exciting opportunity to explore a range of content and develops wider geographical skills. This allows our students to engage with, explore and ask questions about the world around them.

We study a balance of both physical and human Geography and investigate the ways in which we interact with our environment. Our approach is enquiry and issue based; allowing students to explore ideas for themselves and apply content to real world locations. This approach is supported through a variety of evidence including: maps, satellite images, photographs, GIS, videos and the core textbook. Optional wider reading suggestions are given for each topic.

**Skills developed include:** geographical application, atlas use, Ordnance Survey map reading, GIS mapping, methods of collecting data, presenting and interpreting information and decision-making. Students will develop approaches to tackling challenging texts, which introduce new concepts or locations. Geography has strong cross-curricular links; students will apply skills such as statistical analysis and structuring essay style assessment answers as part of the KS3 course.

#### Topics -

- **Magnificent Rivers of the World** - *Including an introduction to Geography*  
*Optional wider reading: Great Rivers of the World - by Volker Mehnert*  
 What is physical, human and environmental geography? How does the water cycle operate on a global scale? What are the processes and landforms within the river and how do these vary at a range of different locations? The causes, effects and management of flooding events. How to construct and use a Geography case study.  
 Students will have an opportunity to explore rivers further on a trip to the Henley River and Rowing Museum.
- **Navigating and Understanding our Complex World**  
*Optional useful resource: An OS map of your local area*  
 Building confidence with using OS maps and GIS mapping software. Considering the importance of maps and their place (and use!) in day-to-day life.  
 Navigating data and information about the world to consider life in other locations. Moving away from 'rich' and 'poor' and recognising that Geography in data is not all doom and gloom!
- **Discovering our Place in the World**  
*An introduction to Geography fieldwork and the enquiry cycle*  
 Underpinned by geographical theory - students will engage in two small scale research projects to develop their skills.
  - An enquiry-based project focused around Summertown's shopping area: students carry out primary fieldwork and use secondary data to provide further evidence to their findings.
  - A microclimate investigation on the OHS site using the OHS weather monitoring system.

**Textbook:** *Progress in Geography*, KS3. Hodder Education. Gardner et al.

**Supporting GIS software:** DigiMaps for Schools; Google Earth online.

## History

#### Skills

In History, we seek to encourage students to take an interest in, and develop their own views about the past, and think critically for themselves. We would like them to be able to express their views clearly both orally and on paper. In Year 7, students will learn to evaluate historical source material, write clearly structured and well-argued essays, research topics independently and select and deploy relevant information.

#### Content

The focus at the beginning of Year 7 is Medieval England. Key topics include the Norman Conquest, the Medieval Church (including Henry II's quarrel with Thomas Becket), the Black Death and how advanced

was Islamic civilisation compared to Medieval Europe. During the summer term students will build on their understanding of religion during the Middle Ages by looking at how the situation changed under the Tudors with the English Reformation.

This exploration of the Tudors will continue in Year 8 and therefore understanding of this exciting period in England's History will be enhanced by a visit to Hampton Court Palace in the summer term of Year 7.

### **Textbook**

Colin Shephard, Alan Large and Terry Fiehn. *Rediscovering Medieval Realms 1066-1500*

This is supplemented by a variety of other books; interactive resources are also used, and use of the School Library is encouraged.

## Latin

All students study Latin for a minimum of two years.

### **Aim**

In Year 7 we aim to give students a basic understanding of the Latin language so that they can read with ease translate accurately. We also aim to provide a cultural context so that they are aware of the contribution made by the Romans to our civilisation.

### **Textbook**

*The Cambridge Latin Course Book 1* (Fourth Edition). This course tells the story of the family of Caecilius, a businessman from Pompeii, whose real house has been excavated. The story is exciting and is supported by online activities.

### **Language content and teaching method**

In Year 7 students meet the first three declensions (nouns and adjectives) and three verb tenses: present, imperfect and perfect. They also meet pronouns and irregular verbs. There is a certain amount of table-learning for verbs and nouns, while vocabulary learning plays a major part.

The principal activity is translating from Latin to English with supporting exercises to consolidate understanding of grammar. We encourage reading aloud and highlight the derivations of English and other modern languages.

### **Cultural Dimension**

The Cambridge Course puts a strong emphasis on this in the course book and we encourage discussion of all the topics: for example - the role of women, slavery, the eruption of Vesuvius, Roman education, and, of course, gladiators!



## Library and Information Skills

### Reading for Pleasure

Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status. Studies have also shown that those who read for pleasure have higher levels of self-esteem, greater ability to cope with difficult situations, and even improved sleeping patterns. This is why we want to enable all pupils to read for enjoyment as much as possible, with a well-stocked, up-to-date and diverse library, a librarian on hand every school day to help them find books they'll love, and dedicated Reading for Pleasure sessions run by the librarian for Years 7-10. This is where an English lesson is spent in the library with an array of exciting book-themed activities and discoveries, specially curated for each year group. We also celebrate World Book Day, Banned Books Week, and a schoolwide Reading Week, and have real authors visit the school to inspire. Keen readers can join Book Club and Creative Writing Club, or even volunteer as library reps for their form. This year students have the chance to shadow the Yoto Carnegies (the children's book prize), reading the shortlist and voting on their favourites, as well as the GDST Book Award, voted on by members of the Girl's Day School Trust.

### Information Skills

At Oxford High School we are keen to develop and support independent thinkers and learners, at the heart of which is information literacy: the ability to think critically and make balanced judgements about any information we find and use. It empowers us as citizens to develop informed views and to engage fully with society. With this in mind, librarian Ms McMorrow has developed an Information Skills curriculum for years 7-10 and the Sixth Form, to help students locate, analyse and understand information across multiple platforms, online and offline, and to learn about academic integrity and the ethics of information. This is designed not only to support students' research and referencing skills when working on projects for school or university, but also their day-to-day engagement with the news, social media, TV and reading material, and recent changes to the information landscape such as artificial intelligence and Chat GPT. Information Skills lessons will be delivered by Ms McMorrow in conjunction with different subjects across the curriculum.

## Mandarin Chinese

This is a non-alphabet language which is totally different from European languages. The students in Year 7 will have an exciting opportunity to explore the language and the culture of China. The teaching will be arranged to accommodate different backgrounds. Some of the students have already explored Chinese to a certain degree in their junior schools. Therefore, we will start with a revision and recap of the basic topics such as greeting, family, pets and personal descriptions. The textbook will be Chinese GCSE Book One, which is also called 'Chinese for Secondary School' in Chinese. The course is accessible to students without any previous experience but will also stretch and challenge those who have studied the subject before by introducing some new topics, whilst revising vocab and grammar principles. There will be an effective bridging phase for new starters to enable them to get up to speed with the others. Our principal aim in Year 7 is for the students to have fun in the language and culture of Chinese while being challenged in developing the subject interest and skills at the same time. The course should give the students an enjoyable experience of the language upon which they will be able to build effectively to further their subject knowledge and interest in the following years.

## Mathematics

Our aim is to ensure that each student in Year 7 develops a strong foundation of mathematical skills which they can apply confidently and communicate clearly in a wide range of contexts. Fluency in these fundamentals will enable the students to solve problems and reason mathematically. Our hope is that they will find the beauty and fun of Mathematics whilst recognising its relevance to the world around them.

Our syllabus is divided into six key areas: number; algebra; ratio, proportion and rates of change; geometry and measures; probability; and statistics, and interleaving topic areas helps consolidate understanding and reinforce the connections between different areas of Mathematics. We enable students to be able to work effectively with and without the aid of technology. Time will be spent throughout Year 7 on developing appropriate mental and written calculation skills and we will begin the process of learning how to use mathematical technology effectively such as graphing software, spreadsheets, and a scientific calculator (for which, the recommended models are the Casio fx-85GT CW and fx-83GT CW).

The students will be regularly assessed, both formally and informally, and this information will be used to place them in specific Maths groups later on. These groups allow us to ensure all students are appropriately supported and challenged and are able to work in a manner that is right for them.

## Music

Music in Year 7 is an inclusive and wide-ranging course which all pupils follow. The classroom Music curriculum complements but does not duplicate what pupils can learn in individual instrumental, singing or theory lessons. It is designed to be accessible yet challenging both for students who have never had an individual music lesson, and for those who have already passed high-grade instrumental exams. Musical understanding develops best through practical engagement with Music, so lessons in Year 7 regularly involve singing, playing and composing, as well as listening and discussion. A typical class will include many different experiences of previous musical learning, and activities are carefully differentiated so that there is a suitable level of challenge for all pupils.

*Singing:* singing is a fundamental and universal human activity, which nearly all pupils enjoy, and which features regularly in Year 7 lessons. It is vital in developing awareness of pitch and rhythm, which leads to understanding of melody and harmony. Pupils will learn about different musical styles through singing them, and will also use vocal work to learn about fundamental theoretical concepts (e.g. scales, keys and chords).

*Instrumental work:* all pupils will use keyboards during Year 7. Those who do not already play the piano (at some level) will learn how to find notes and the fundamentals of good hand position. Pupils will also use a selection of classroom percussion instruments, and will have opportunities to use their own instruments as part of class practical work. There will also be class concerts, in which pupils will be able to play or sing music of their own choice.

*Composition:* as they develop their understanding of Music, all pupils will be able to create their own pieces, working either in groups or individually. They will compose and improvise short melodies, sometimes with simple accompaniments. They will learn how to create music which describes a character in a story ('programme music'). They will also learn about setting words to music, and will write their own songs. Composition is primarily about sounds rather than about written symbols; however pupils will (where appropriate) use standard musical notation to write down their compositions, both on paper and using ICT.

*Listening:* pupils will listen to music from different musical traditions including the Western Classical tradition, modern popular genres, and some non-European musical cultures. They are encouraged to reflect critically on the music and develop their personal response and understanding. They will learn about the background of selected styles and will explore how composers' background and context affected their music.

*Co-curricular groups:* we encourage all pupils to take part in these. They include Lower School Choir (for all students in Years 7 -9, no auditions), Chamber Choir (auditioned, Years 7-9), LSO (Lower School Orchestra - for students in Year 7-9 who 12 play an orchestral instrument to approximately grade 3 standard or above), and chamber groups. The most advanced pupils may also be invited to join senior groups. These include Senior Orchestra (minimum standard Grade 5 - 6 on most instruments, but it may be higher on some wind and brass instruments), Concert Band (minimum standard grade 5 on woodwind, brass and percussion), and String Orchestra (minimum standard Grade 6-7). Details of all these will be advertised at the start of the year.

**Associated Board practical grade examinations** take place in school every term. Entries are made electronically: application forms are circulated by SchoolPost at the start of each term. With the recommendation of the teacher, these forms should be returned by the published deadline completed with all details, including a parental declaration to authorise the debit for the fees. If a student has lessons outside school, she is welcome to take her grade examinations here. Where the teacher feels it is the best option, pupils can also take ABRSM Performance grades (remotely assessed video exams) at school. The board has recently changed the system for sitting theory exams, which have now moved online; it is now better to enter these privately (parents can enter via the board's website) and take the exam at home.

## PSHCE

### (Personal, Social, Health, Citizenship, Economic Education)

At OHS we pride ourselves on our thought-provoking Personal, Social, Health, Citizenship and Economic (PSHCE) education, which covers a wide range of topics, in line with statutory guidance. The curriculum is carefully planned to follow national advice, ensuring that topics are covered in an age-appropriate manner. Students have one hour of PSHCE each week taught by a dedicated PSHCE team, which is supplemented by termly external speakers on a variety of topics.

In year 7, students cover the following topics areas:

1. Being The best me I can be!
2. An introduction to online and offline safety.
3. Relationship Education-family and friends.

4. Physical Health and Body development
5. Active Citizenship.
6. Mental and emotional Health

We continually review and update our PSHCE provision, ensuring that it is both proactive and reactive, so students are able to make informed life choices, using up to date information, when matters arise. As well as this, we work closely with our pastoral teams to adapt to changing student needs. This gives students the chance to gain relevant knowledge and creates opportunities for discussion, at key times in their education journey.

We value parental involvement and will inform parents of lesson content at the start of each topic area. We also run 'keep in touch' talks for parents about key issues that students may face and are always open to hearing about any changing needs that may arise. Please contact Mrs Sheppard (Head of PSHCE and wellbeing) if you would like any further information.

## Positive Programme

As part of our Pastoral programme, we use strategies and tools from the Positive Schools Programme, led by Ms Julie Bramall. The GDST has committed to the programme as it strongly believes in helping students to learn about and be aware of their emotional intelligence. The programme teaches strategies to monitor their emotional health and ways to improve it if necessary, and these are integrated into PSHCE lessons throughout year groups within the school.

## Religion, Philosophy and Ethics (RPE)

There are three elements to the subject. Each approaches from a different perspective and discipline, and each asks pupils to consider the world around them in different ways. They are:

- Philosophy (The study of knowledge, reality and experience)
- Ethics (The study of morality and its application)
- Theology (The study of belief and beliefs.)

At OHS we aim to cover all three elements of RS throughout KS3. Pupils will learn to discuss new ideas in large and small groups. They will develop their knowledge through written tasks and projects on a number of topics. Finally they will demonstrate understanding through evaluative answers that require them to develop a sustained written argument through to a logical conclusion.

In Year 7, the course follows this structure over the three terms.

Term One: Philosophy of Religion

- The concept and characteristics of the God of Classical Theism
- Arguments for and against the existence of a God.
- Religious Experiences and the question of belief.
- Issues surrounding the problem of evil and suffering for the existence of God.

- Assessment comes in the form of a paper which will include an evaluative question on the nature of belief in God.

#### Term Two: Religious and non-religious Ethics

- An introduction to moral decision making, including the concept of conscience.
- Normative Ethical theories: Utilitarianism and Natural Moral Law
- Practical Ethics: Animal Rights and Environmentalism
- Assessment comes in the form of a paper which will include an evaluative question on the comparative value of different ethical theories.

#### Term Three: Hinduism

- The origins of 'Hindusim;': The Indus Valley Civilisation and everything after.
- Hindu deities: understanding different approaches to worship and belief in Hinduism
- Dharma and Karma: Living as a Hindu
- The Ramayana: Detailed study of the content and importance of an epic Hindu text.
- Hindu festivals, their significance and practice in the modern world.
- Assessment will take place with the Ramayana presentations and an evaluative essay.

## Science

Science is all about asking questions and our year 7 science curriculum aims to stimulate and excite our students' natural curiosity. We teach a skills-based curriculum. This is designed to encourage pupils to think critically, ask questions and develop practical techniques for carrying out investigations that help them refine their understanding of the world around them. From the outset, we teach (as much as possible) through practical activities, which engage learners at many levels and build confidence with basic laboratory techniques. We encourage pupils to think critically about what they learn (whether through teaching or independent research) and what they observe in practical tasks. When carrying out investigations, we emphasise the importance of pupils reflecting on why they may have observed a particular outcome rather than whether or not they obtained a perceived 'correct' outcome. This critical evaluation, and its use to inform next steps, is an important part of the scientific process.

Science is taught in a spiral curriculum structure, meaning that pupils return to topics that they have previously encountered during KS2 and will then return to again as they move up through the school. This allows for repeated consolidation and extension of both knowledge acquisition and expertise in practical skills. Year 7 science is delivered by a single teacher in order to lay down a firm foundation for later work – but is taught as separate units covering biology, chemistry and physics topics. The topics covered in year 7 are as follows:

- Purification techniques
- Energy and electricity
- Cells and life
- Elements and compounds
- Ecology

Pupils have access to a range of electronic resources to facilitate their learning in an online KS3 Science Classroom.

Pupils are encouraged to participate in GDST and national science-based competitions. These include the GDST Spelling Bee, the British Science Week poster competition and the British Physics Olympiad.

# The Neurodiversity and Academic Support Hub (NASH)

(which includes Special Educational Needs and Disability; and English as an Additional Language EAL)

## Identification, and assessment

The NASH team ensure that all students' needs are identified early, assessed, supported and monitored.

- Some students have an identified learning need by the time that they join the Year Group. The NASH team communicate with parents, previous schools (where appropriate) to gather any relevant documentation such as Diagnostic Reports to help support the students. Once NASH have the appropriate reports, the NASH disseminates information to teachers to ensure appropriate support (and Access Arrangements, when appropriate), is put in place. Support lessons are offered. (See SEND Provision)
- All Year 7 students have baseline testing in the autumn term. Tests include: reading comprehension, visual processing, maths processing, and free writing
- All Year 7 students, take the MidYIS assessment (devised by the CEM centre) and the results and used as part of our identification and monitoring process
- In addition to the above, students' needs are often identified by parents, staff or by the student.
- Any identified difficulties/learning differences, and EAL needs are investigated by the NASH department through a combination of asking for teacher feedback and further assessment
- Pupil Profiles are written by the NASH team and circulated to staff and information on EAL needs are relayed to staff.

## SEND Provision and Monitoring

The Head of NASH and SENDCo, Dr Jacqueline Leadbeater, and the NASH team, work closely with all staff, parents, the student, and any outside agency to ensure the best possible provision for students with special educational needs and/or disability (SEND).

NASH provision includes targeted support from subject teachers, as well as Academic Support from NASH. It might also include support from the Pastoral Team, if appropriate. NASH offer one to one academic support sessions once a week (or more, if needed). These sessions take place within study periods, lunch times, and before or after school. The sessions cover a variety of learning strategies based on needs identified by the screening results, assessments, Educational Report, teacher comments, and the students. Such sessions often focus on improving reading comprehension, revision skills, examination techniques, developing written work. They are highly individualised and based on the current need of the student.

If, after receiving targeted support from NASH and subject teachers, a student is still not making expected progress, arrangements for a more in-depth assessment are made after consultation with parents. These assessments will provide us with a better understanding and help identify areas where adjustments are needed to assist with learning. If a full educational assessment, or an assessment for Autism or ADHD, parents if deemed appropriate by NASH or parents, parents are advised by NASH as to the most appropriate agency.

Provision is monitored during one-to-one assessments, by the subject teacher, and regular assessments (when appropriate). Provision is adjusted accordingly.

NASH has an Open-door policy which means that students can pop by for support, or to arrange support, whenever necessary.

At various points in the year, such as in the run up to examinations, NASH run Study Sessions, and deliver PSHCE sessions.

### **EAL Provision and Monitoring**

Small group and one to one EAL Support lessons are provided by our EAL teacher, Ms Melanie Tuck. If it is felt by subject teachers that a student needs additional support to access the curriculum. Some pupils are offered English Enrichment, if deemed appropriate by subject teachers and the NASH team.

Provision is monitored during one-to-one assessments, by the subject teacher, and regular assessments (when appropriate). Provision is adjusted accordingly.

### **Gifted and talented**

All pupils have the opportunity to benefit from extension and enrichment within the daily curriculum, a range of competitions, and conferences.

## **PE & Sport**

The aim is to encourage, develop and foster a lifelong passion for physical activity. This is achieved by offering a dynamic, challenging, diverse and evolving range of sporting activities. Whether a recreational participant or elite performer all will be inspired, motivated and supported.

In the core curriculum students have one double PE lesson and one triple PE lesson. Students will participate in hockey, netball, football, badminton, swimming (personal survival), athletics, tennis, table tennis, cricket, health related fitness (HRF), gymnastics and dance. Inter-house tournaments will also take place.

There is an annual residential visit to Kilve Court Education Centre in Somerset for outdoor activities. Each pupil will have the chance to experience a range of activities such as climbing, abseiling, caving, mountain biking, mountain boarding, shelter building, sailing, canoeing, paddle boarding, and high ropes. The trip is in the week immediately after the summer half-term break.

The curriculum is supported by a strong co-curricular programme. Clubs are open to all students and the social participant and elite performer are both offered extensive opportunities. We truly believe in a sport for all ethos, as well as developing successful elite teams. Clubs and practices are held at lunchtimes and after school and are usually open to all. These are:

Athletics	Netball
Badminton	Rowing – fee payable (at Hinksey
Biathlon	Sculling School)
Cricket	Swimming – competitive
Cross Country	Swimming – recreational
Dance	Tennis

Football	Tennis Coaching – fee payable
Fun Fitness	Trampolining
Gymnastics (development)	
Gymnastics (for display) – by audition	
Hockey	

Tennis Coaching is available throughout the year. Application forms are sent out electronically in January and March for the spring and summer sessions respectively.

Students are welcome to use the sports hall or tennis courts at lunchtimes (if no clubs are running) but should be fully changed.

### **Competitive Play:**

Local, regional and national competitions are entered. Fixtures against other schools are played during the week, with occasional Saturday tournaments. We pride ourselves on running A-D teams in a range of sports to give every student the opportunity to compete should they wish to. Details are published at [www.oxfordhighsport.net](http://www.oxfordhighsport.net). Team lists are published approximately one week ahead of each match ready for players to confirm their availability. They confirm their availability by ticking the team sheet on the fixtures board or informing their coach.

### **Health and Safety**

- Custom made mouthguards and shin pads are compulsory for hockey. A fitting session has been arranged with a local dentist for September; order forms are available in June.
- Hair should be tied back
- Jewellery and watches; a valuables box is provided for storage during lessons and practices
- Please note: trainers with no black or heeled soles as these mark and erode playing surfaces.
- Football boots are mandatory for play on grass pitches.
- Trainers/ astro boots to be worn on the astro turf.
- Boots should be removed before going into the buildings.
- A shelf is provided outside the changing rooms for outdoor shoes.
- Two changing rooms are for swimmers and two are for all other sports.
- Pupils' lockers are provided in form rooms for each year group to place their games kit into.

### **Off-games: Procedure**

An email or note from home explaining the reason for non-participation should be sent or given to relevant teacher before the start of the lesson. Pupils then attend the lesson wearing PE kit so that they can help coach, officiate, record, umpire or observe the lesson.

### **Sports Tour**

We run a long-haul triennial football, hockey and netball sports tour, currently to South Africa. This is an amazing opportunity to play sport and experience different cultures. It is open to any student who commits to these sports at Oxford High. This will be for when your child is in Y11 -13, depending when the trip falls, but we like to give notice as soon as possible to enable parents to raise any necessary funds.



## Textiles

Year 7 aims to introduce and develop a range of skills and techniques which will enable students to explore the creative opportunities of textile media in an original and meaningful way. The work will have a solid artistic framework with visual resources providing the foundation for imagery. Basic techniques will be introduced, and students will be encouraged to develop an understanding of process. The application of different qualities of dye onto fabric will be explored.

Using a sewing machine for creative development and the exploration of how materials can be manipulated in an inventive manner will provide opportunity for experimentation. The importance of colour, pattern and texture will be emphasised.

Among the processes undertaken will be:

- collecting research and sources
- developing a working drawing
- cutting stencils and safe working practice
- dye work – using different types of dye
- tacking as preparation for machine sewing
- use of a sewing machine
- appliqué and mixing different fabric weights

Additional techniques may be introduced through extension work:

- designing for a simplified composition
- using resist techniques
- using embellisher machines
- developing design ideas
- screen printing

Each student has the opportunity to develop her own interpretation of an image in response to a set theme. Colour shape and composition will be considered, and processes explored to encourage technical understanding and competence. Each student will be expected to produce a completed creative response by the end of the session. Possible themes include:

- animals
- fish
- insects, such as bugs or butterflies.