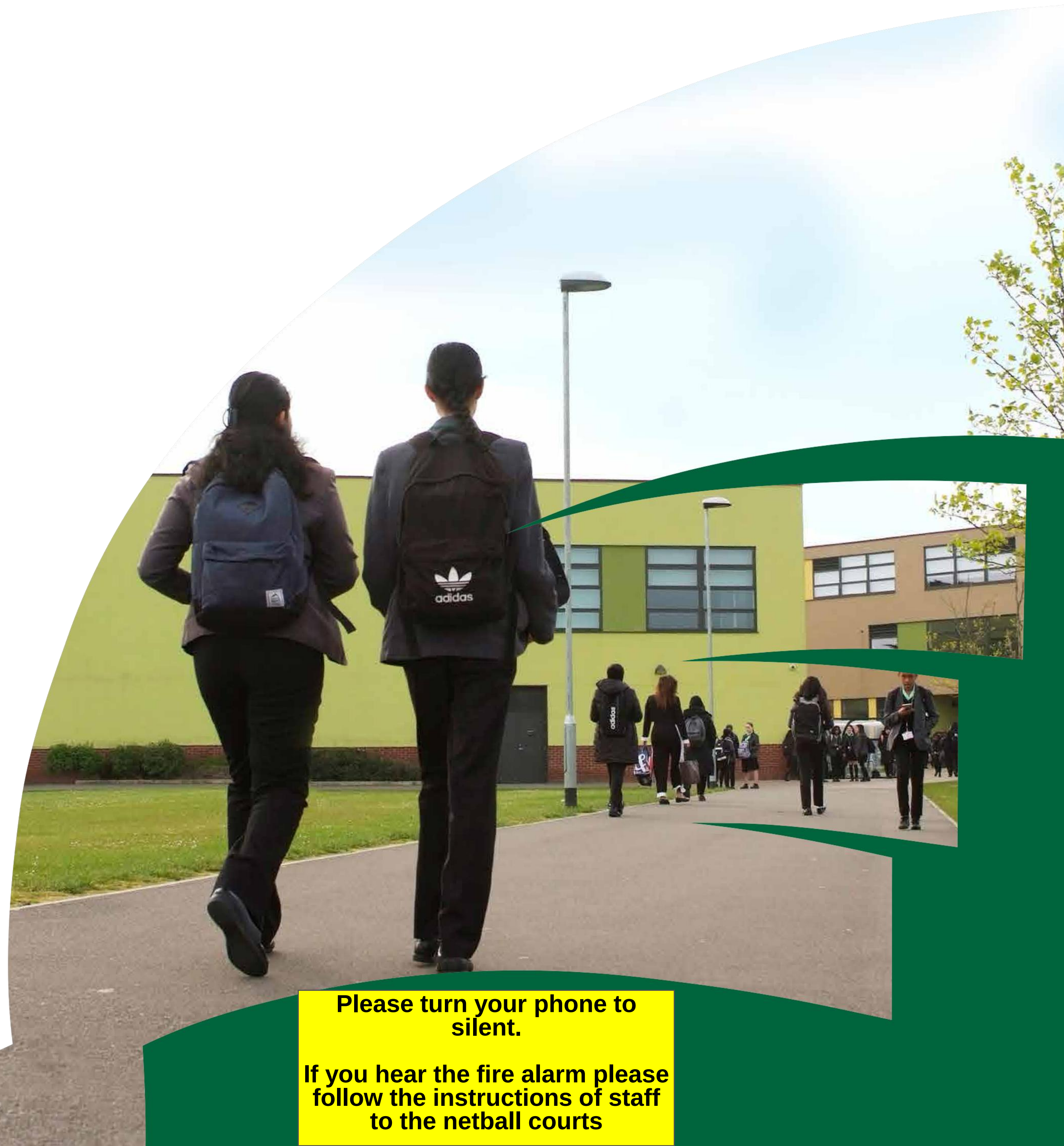




Welcome!

Kelda Stevenson
Headteacher



**Please turn your phone to
silent.**

**If you hear the fire alarm please
follow the instructions of staff
to the netball courts**

Schedule for the evening

- Introduction from Mrs Stevenson & successes from last year at Swakeleys
- Information from Miss Allan



Swakeleys School Vision

We are **kind, patient** and **compassionate** to ourselves and supportive of others. **Resilience**, self-belief and adaptability enable us to overcome the challenges that life may throw at us. **Confident** in our abilities, we are able to **think critically** and with curiosity about the world around us. We are **culturally** and **globally aware**, accepting, open-minded and inclusive. We develop **strong** and **trusting relationships**. Upon leaving Swakeleys we enjoy **academic** and **personal success** because we have worked hard and this gives us **self-confidence** and **self-respect**. We are **honest, optimistic** and **ambitious** for our future – whatever that may hold.



Swakeleys Deputy Headteachers



Mrs Devereux – Curriculum and achievement

Mrs Hare – Student safety, attendance and punctuality

Miss Wall – Teaching and learning

Mr Murrell – Student leadership, praise and behaviour



What did we focus on last year?

- **Values:** Embedding our values across the school
- **Consistency:** In lessons using progress teaching, in our behaviour policy, in our uniform expectations, in teaching standards for professional growth and leadership competencies
- **Relationships:** During form time between form tutors and tutees, between students and between staff to support wellbeing



What did we focus on last year?

Values: Embedding our values across the school

“Students said that they had been involved in choosing the new school values and felt the focus on being diverse and kind reflects the school community well. They explained that the values now feel less focused solely on achievement and more focused on community”

“When asked to describe the school in one word, students used words such as kind, accepting, diverse, fair and supportive”

Peer review, March 2026



What did we focus on last year?

Consistency: In lessons using progress teaching, in our behaviour policy, in our uniform expectations, in teaching standards for professional growth and leadership competencies

“Students described lessons as calm”

“Form time was calm with clear intentional relationship building taking place”

“There is a strong learning climate in classrooms, characterised by engaged, on task students”

“Teachers emphasised the importance of routines and consistent classroom expectations to establish a positive learning climate”

Peer review – March 2026



Executive Summary: Comparison with Benchmark

Positive responses - benchmarked:
this shows the percentage of positive responses from only those graded questions that have an available benchmark. Questions without a benchmark are excluded from this score.

Comparison: shows how your score compares to the benchmark for each module.

MODULE	COMPARISON AGAINST NATIONAL
Use of English	+13%
Safeguarding 5/6 graded questions from the module included	+10%
Extra-curricular activities	+6%
Behaviour	+11%
Relationships	+10%
General	+11%
Engagement with learning	+11%
Assessment	+13%
Learning process	+9%
Health and emotional wellbeing 5/6 graded questions from the module included	+4%
Curriculum	+12%
Workload	-4%



What did we focus on last year?

- **Values:** Embedding our values across the school
- **Consistency:** In lessons using progress teaching, in our behaviour policy, in our uniform expectations, in teaching standards for professional growth and leadership competencies
- **Relationships:** During form time between form tutors and tutees, between students and between staff to support wellbeing



What did we focus on last year?

“Students value support, diversity, community, people, friendship, people are kind, teachers care, and teacher support”

Safeguarding audit – May 2026

“Pupils share that there is a strong sense of community at Swakeleys where everyone supports each other. They feel that while everyone is so different, everyone is also the same, describing the school environment as being like one big family. When discussing the school’s values, they identify diversity, trusting, respectful, and kindness, noting that kindness is the biggest one”

Safeguarding audit – May 2026

“Students described 1:1 conversations with their form tutor, where tutors ask questions to learn more about them and build trust. Students understood the purpose and importance of these conversations”

Peer review – March 2026





**Parent Experience:
Survey for Parents
and Carers**

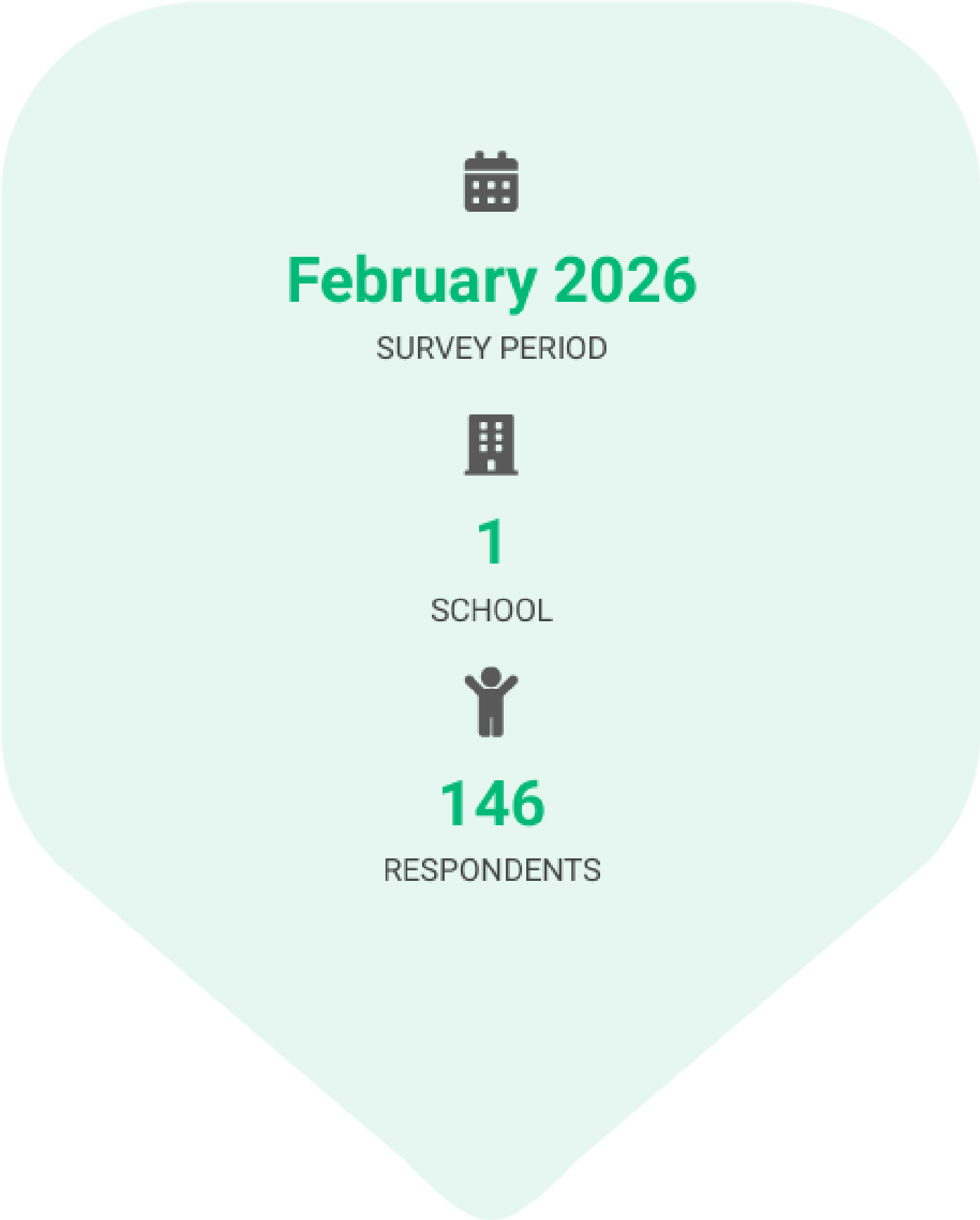
Results for
Swakeleys School for Girls
February 2026



edurio



Survey Summary



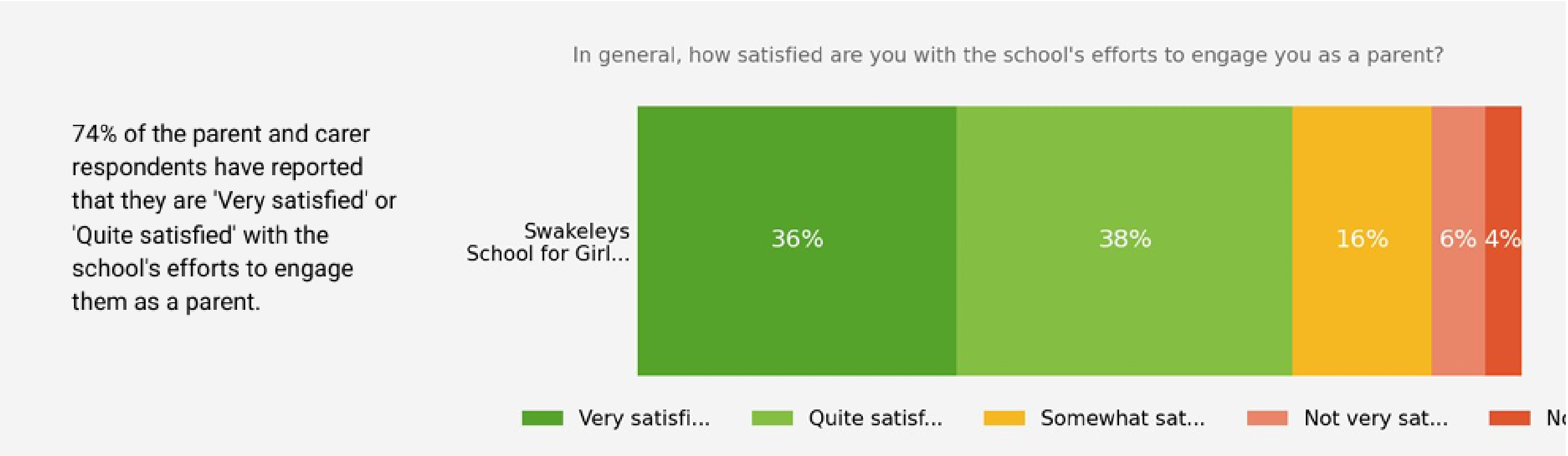
During **February 2026**, **Swakeleys School for Girls** ran a parent experience survey.

A total of **146** parents and carers from Swakeleys School for Girls finished the survey.

Throughout this report your results are benchmarked against **your previous parent survey results and National Secondary - Jan 2026 benchmark with responses collected from Dec 2024 to Dec 2025, comprising of answers from up to 31,547 secondary school parents & carers.**



Edurio Key Performance Indicator: Satisfaction with the effort to engage



This is much higher than the national average and also a slight improvement on last year.



Executive Summary: Comparisons with national secondary benchmark

MODULE	COMPARISON AGAINST BENCHMARK
General	+12%
Informing parents 2/3 graded questions from the module included	+5%
Pupil needs	+9%
Communication methods	+16%
Parents' events 2/3 graded questions from the module included	+9%
Mutual trust and respect	+2%
School accessibility 1/2 graded questions from the module included	+16%



What do you value about the school?



Powered by Edurio



What do you value about the school?

I value the clear communication between the school and parents, as well as the regular update about my child's progress.

They engage us not only in school activities going on but also they hold the workshops and send messages for welfare of children eg. Wake up Wednesday.

Comms/Videos are fantastic. Staff are brilliant with my daughter including pro-actively contacting me with a mental health concern.

I value the openness, regular updates and notifications.

Appreciate the newsletter and the headteacher's videos

The pastoral care has been amazing and I feel like my daughters individual needs (she has a diagnosis but no ehcp as she wouldn't meet the threshold) have been met, as much as is reasonable

The regular newsletters which are sent out are very helpful. As for the text reminders for certain events like early finishes etc.



If you had a message for school staff, what would that be?

My daughter has been very fortunate to have numerous staff invest a lot into building relationships with her and this is helping her more than she can even understand. I am so grateful for the staff's time and dedication to her, and the reasonable adjustments that have been made to help her settle.

Im so very greatfull to all teachers. Particularly those that have a passion for teaching.

I think its one of the most challenging jobs and also the most important.

Schools are seriously underfunded and have to deal with a wide range of needs.

I salute you

Thank you

Thank you... I don't know how you do it! Your efforts are appreciated (even if not always recognised). The impact you have will shape my daughter's life.



If you had a message for school staff, what would that be?

The school staff are always smiling, happy and eager to help. That keeps the atmosphere very positive. Thank you

My child has settled in really well and often talks about her various teachers in a very positive manner.

Teachers are doing an amazing job in very challenging times, be it budget restraints or social pressures.

Please continue to provide a safe learning environment for my daughter. Thank you

Staff is good. Keep it up.

You are doing great!



If you have any questions

- Please contact the school: office@swakeleys.org.uk
- The link book contains useful information about who to contact in the first instance















Exam Success – GCSE: 2026

	Swakeleys 2026	England average 2025
9-4% English & Maths	84	64
9-5% English & Maths	68	45

Top 10% ranking for 9 GCSE subjects (including English, maths and science)

Top 25% ranking for 15 GCSE subjects



SSAT Educational Outcomes Award 2025 Exceptional Student Attainment

Awarded to

Swakeleys School for Girls

In recognition for being in the top 10% of non-selective schools nationally for student attainment in the 2025 end of KS4 exams

Sue Williamson

Sue Williamson
Chief Executive

ssat the schools, students
and teachers network



SSAT Educational Outcomes Award 2024 Exceptional Student Attainment

Awarded to

Swakeleys School for Girls

In recognition for being in the top 10% of non-selective schools nationally for student attainment in the 2024 end of KS4 exams

Sue Williamson

Sue Williamson
Chief Executive

ssat the schools, students
and teachers network



SSAT Educational Outcomes Award 2024 Exceptional Student Progress

Awarded to

Swakeleys School for Girls

In recognition for being in the top 20% of schools nationally for student progress in the 2024 end of KS4 exams

Sue Williamson

Sue Williamson
Chief Executive

ssat the schools, students
and teachers network



Year 13 achievements:



Name	Grades	Destination Information
Claire Goodall	A*A*A*A*	Cambridge - Natural Sciences
Surithiga Tharsan	A*AB	Nottingham - Law
Ruby Arass	A*BB	Kings - Biomed
Ilhan Ibrahim	BBC	Brunel - Nursing
Mahnoor Zahra	BBB	City - Law
Prithika Magerntarajan	D*D (HSC) C	City - Law
Yusra Bendiabdallah	AAB	Kings - Psychology & Criminology
Zaibaa Korangine	A*A*A	LSE – Politics and Economics



My messages to you as a parent

- Organisation – how can you help?
- Breakfast club – every day from 7.30am
- Clubs – have started – encourage them to attend
- Check phones. Parental controls. Phones out of bedrooms at night. You own the phone – they borrow it.
- Anything doesn't feel right – contact us:
office@swakeleys.org.uk or 01895 251 962. Speak to form tutor in the first instance







**STAFF HOUSE
BADMINTON!**

**HOUSE
UNO**

INTERHOUSE!



SPORTS DAY!

**HOUSE
CHESS!**

**HOUSE
DEBATING**

**House
Spelling Bee!**

House Literacy & Numeracy

GREAT HOUSE BAKE OFF!





Our focus areas this academic year:

- **V**alues
- **C**onsistency
- **R**elationships
- **I**nclusion





The Values Curriculum and Learning Journey





Swakeleys School for Girls

Our Values Curriculum

We are resilient and successful.

We are trusting and kind.

We are diverse and respectful.

We show kindness to others

We build positive relationships

We look after our mental health

We attend clubs

We participate or compete in sport

We raise money for charity

We contribute to school events

We recognise and celebrate diversity

We meet attendance targets

We reach reward milestones

We complete research and wider reading

We experience careers and the world of work

We contribute to school council

We are aware of the news and world events

We lead and empower others

We are part of a wider community

We meet academic targets

We create things

We perform and speak in front of audiences

We positively express views and ideas

We volunteer and hold positions of responsibility

We meet deadlines

We make progress

We do our best

We are Swakeleys

Employability Skills

We work as a team

We are leaders

We read and write effectively

We solve problems

We show independence

We are resilient

We are creative

We listen

We are numerate

We plan

We speak confidently



Our Student Journey

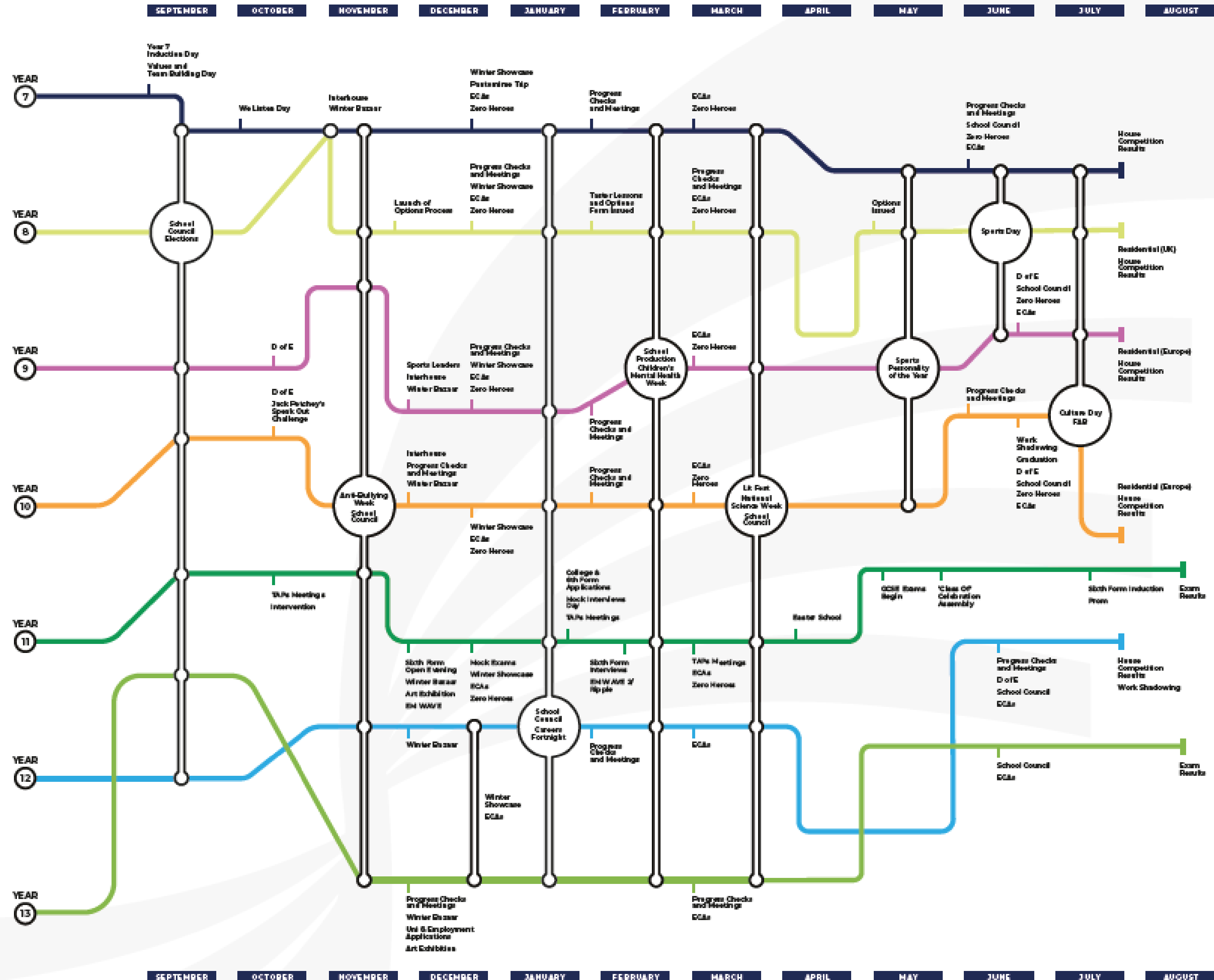
- Values Curriculum Focus in form time
- Values Curriculum Focus in lessons/Academic work
- The House System
- Careers Education
- Trips and Visits
- In School Enrichment Activities
- Support-*Form Tutor Conversations-to specialist help*
- Shared school events-Culture Day. Litfest etc





My Learning Journey

We are
resilient and **successful**
trusting and **kind**
diverse and **respectful**





Safeguarding



Meet our safeguarding team

The DSL is Gilly Hare

If you have any concerns or questions about the safeguarding of any young person while you are at Swakeleys School For Girls please speak immediately to the Designated Safeguarding Lead or a trained Deputy Designated Safeguarding Lead.



Hillingdon MASH
strongerfamilieshub@hillington.co.uk
01895 556006



Mrs G Hare
Deputy Head/
Designated Safeguarding
Lead



Mrs A Hussain
Safeguarding Officer/Deputy
Designated Safeguarding
Lead



Mr T Murrell
Deputy Head/Deputy
Designated Safeguarding
Lead

Other trained DDSLs:



Mrs J Cherry
6th Form
Pastoral Lead



Mrs L Finnerty
YLC



Ms S Mejloumian
YLC



Ms K Currell
YLC



Miss H Allan
YLC



Mr T Gray
YLC



Mrs S Venner
Pastoral Team



Online Safety

Key online safety advice



Things you might hear from our team..

Sometimes things go wrong

We have offered your child strong words of advice to...

We will be issuing the following sanction.....

We advised your child not to share passwords/log ins

We advise you to limit/monitor your child's screen time

We advise your child to close the account/delete the app/change their number

We are signposting you to...

We will report the matter to the police/make a referral to

We can advise you how to report this crime to the police...

Even though this happened online it has impacted on behaviour within the school/affected the reputation of the school so will fall under our behaviour policy and the action we are taking is....

This issue is a safeguarding concern and our action will be...



Wake Up Wednesday

Please read this series of excellent parent information sheets

10 Top Tips for Parents and Educators

DEVELOPING HEALTHY SLEEP PATTERNS

Quality sleep is paramount for wellbeing as it impacts our cognitive function, emotional balance and overall health. A World Health Organisation study highlighted that 44% of young people reported difficulty sleeping – potentially affecting their mood, concentration and immune system. Our guide offers expert tips for helping children to sleep more healthily.

- 1 MINDFUL TECH USE**
Encourage a balanced approach to screen time. While phones, laptops, tablets and so on can serve as a helpful means of stress relief, it's advisable to minimise their use right before bed. These devices can keep the mind racing long after they've switched off, impacting how easily and how well a person can sleep.
- 2 EFFECTIVE SLEEP PRACTICES**
Offer practical advice on reinforcing certain habits that have a positive influence on sleeping patterns. Children could start keeping a diary which they add to each evening, for example – or they could use up excess energy by exercising during the day.
- 3 HYDRATION HABITS**
Underline the importance of drinking plenty of water throughout the day, while limiting drinks close to bedtime to prevent disruptions during the night. It's a lot harder to switch off if you keep needing to get out of bed for the toilet. Avoiding caffeinated drinks later in the day also allows the body and brain to slow down naturally, without any chemicals firing them back up.
- 4 CONSISTENT BEDTIME SCHEDULE**
Assist children in developing consistent bedtime routines that tell the body it's time to wind down, promoting a more relaxed state, establish specific activities for young ones right before going to bed – such as brushing their teeth – to set up an association between that action and falling asleep.
- 5 OPTIMAL SLEEP**
- 6 RELAXING EVENING ACTIVITIES**
Recommend activities that have a calming effect on the mind – such as reading or gentle stretching – in the lead up to bedtime, to prepare the mind for a peaceful night's sleep. Doing something quiet, relaxing and low intensity signals to the brain that it's time to rest.

What Parents & Educators Need to Know about

TIKTOK

Adults tend to associate online videos with YouTube – but among teens, TikTok is king. The app provides a stream of short clips tailored to users' interests, based on what they've already watched. Around half of British children use TikTok, and while much of the content is benign, Ofcom considers it the app where youngsters "were most likely to encounter a potential harm".

WHAT ARE THE RISKS?

- AGE-INAPPROPRIATE CONTENT**
While TikTok's following feed only displays videos from familiar creators, For You is a collection based on a user's previously watched clips. Most of these videos will probably be inoffensive, but the app could potentially show something unsuitable. If children then engage with this content, more like it will follow. TikTok's guidelines prohibit the sharing of illegal or inappropriate content, but the huge number of uploads means that a small amount inevitably slips through.
- BODY IMAGE AND DANGEROUS CHALLENGES**
According to Ofcom, most online harms for teens are body image related for girls (promoting unhealthy eating, body shaming and so on) and dangerous stunts for boys. Both are prevalent on TikTok. One extreme example of the latter was the 'blackout' trend, which encouraged users to hold their breath until they passed out from a lack of oxygen. This led to two families filing lawsuits against TikTok over the tragic deaths of their children.
- IN-APP SPENDING**
TikTok is free, but users have the option to buy TikTok coins, which can be used to purchase gifts for content creators. Coin bundles range from £8.99 to an eye-watering £99; while that may not sound appealing, the app still generated £7.9 billion in user spending in 2023. TikTok's policy is that under-18s can't make in-app purchases, but it's possible to bypass this with a fake birth date.
- CONTACT WITH STRANGERS**
With more than 1.5 billion potential for contact from high – especially as over-18s (or young people) are set to public by that not only is someone everyone else on the app – videos to others and enables anyone to download or comment on them.
- MISINFORMATION AND RADICALISATION**
Although the short videos on TikTok tend to be more frivolous than the longer ones on YouTube, clips can still influence impressionable minds in a negative way. Not only is there plenty of dangerous misinformation on TikTok, but Ofcom reports that nearly a third of 12 to 15-year-olds use TikTok as a news source – so you should be wary of misogynistic, racist or conspiracy-themed material shaping how they see the world.
- ADDICTIVE DESIGN**
With its constant stream of eye-catching videos, TikTok can be addictive to young brains. In 2024, UK children spent an average of 127 minutes per day on the app: that's twice as much as in 2020. Excessive use can interfere with young people's sleep patterns – often leading to irritability – and distract them from other, healthier activities. The instantly skippable nature of bite-size videos may also impact children's ability to maintain focus.

What Parents & Educators Need to Know about

WHATSAPP

With more than two billion active users, WhatsApp is the world's most popular messaging service. Its end-to-end encryption only allows messages to be viewed by the sender and any recipients: not even WhatsApp itself can read them. The UK's Online Safety Bill proposes to end such encryption on private messaging, but for the time being, this controversial feature remains.

AGE RESTRICTION 13+

WHAT ARE THE RISKS?

- EVOLVING SCAMS**
WhatsApp's popularity makes it a lucrative hunting ground for scammers. Recent examples include posing as the target's child, requesting a money transfer because of a spurious 'emergency' – plus a scam where fraudsters trigger a verification message by attempting to log in to your account, then (posing as WhatsApp) call or text to ask you to repeat the code back to them, giving them access.
- CONTACT FROM STRANGERS**
To start a chat, someone only needs the mobile number of the WhatsApp user they want to message. Therefore, if a child has ever given their number out to someone they don't know, that person could then contact them via WhatsApp. It's also possible that the child might be added to a group chat or community (by one of their friends, for example) containing other people they don't know.
- FAKE NEWS**
WhatsApp's connectivity and ease of use allow news to be shared rapidly – whether it's true or not. To combat the spread of misinformation, messages forwarded more than five times on the app now display a "forwarded many times" label and a double arrow icon. This makes users aware that the message they've just received is far from an original – and might not be entirely factual.
- CHAT LOCK AND SECRET CODES**
In 2023, WhatsApp introduced a feature that lets users keep their chats in a separate 'locked chats' folder, saved behind their phone's passcode, fingerprint or face ID. There is an additional feature – "Secret Code" – where users set a unique password for locked chats. Unfortunately, this creates the potential for young people to hide conversations and content they suspect their parents wouldn't approve of.
- VIEW ONCE CONTENT**
The ability to send images or messages that can only be viewed once has led to some WhatsApp users sharing inappropriate material or abusive texts, knowing that the recipient can't reopen them later to use as evidence of misconduct. People used to be able to screenshot this disappearing content – but a recently added WhatsApp feature now blocks this, citing protection of privacy.
- VISIBLE LOCATION**
WhatsApp's Live Location feature lets users share their current whereabouts, which can be helpful for friends meeting up or parents checking that their child is safe while out, for example. However, anyone in a user's contacts list or in a mutual group chat can also track their location – potentially letting strangers identify a child's home address or journeys that they



Useful Links for Parents

CEOP and Internet Matters

- <https://www.ceopeducation.co.uk/parents>
- <https://www.internetmatters.org>
- Great advice for parents and carers on apps and parental controls alongside a range of other topics.

You will find a wealth of parent information on our web site.



Mental Health Service

What we can do to support?

Mental Health Ambassadors

Mental Health First Aiders

Place2Talk

Place2Be

Mental Health In Schools Team 121 sessions

Gilly Hare is the Mental Health Lead





Attendance



Attendance

Contact

E mail absence notifications and requests for appointments to:

attendance@swakeleys.org.uk

Requests for leave require an exceptional leave form (download via the web site)

We do not approve term time holidays/travel

Medication can be kept in school along with a medication form (download via the web site)

The attendance officer is Karin Parker



Illness

Is my child too unwell for school?

- Do they have a high temperature?
- Have they been sick this morning?
- Do they have an upset tummy?
- Do they have a positive covid test?

If not please encourage them to come in to school.

The Welfare Officer is Hannah Skinner



Curriculum & Reports

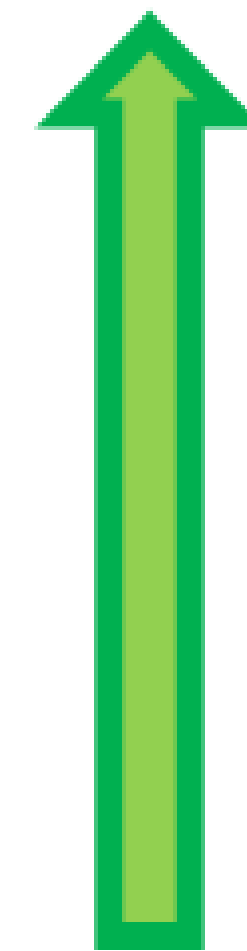
- Understanding reports at Swakeleys
- How Curriculum Guides can support your daughter's learning.



Assessment across Key Stage 3

Four stages of learning

Mastery
Secure
Developing
Foundation



Many students will start at the foundation stage of learning – please do not worry!



Assessment across Key Stage 3

What do the Stages of Learning mean?

Mastery (High level learner)

- Reached the Key Stage 3 requirements of the subject in many, if not all of the Progress Areas
- Can extend and apply ideas and has a high level of subject thinking and reasoning

Secure (proficient learner)

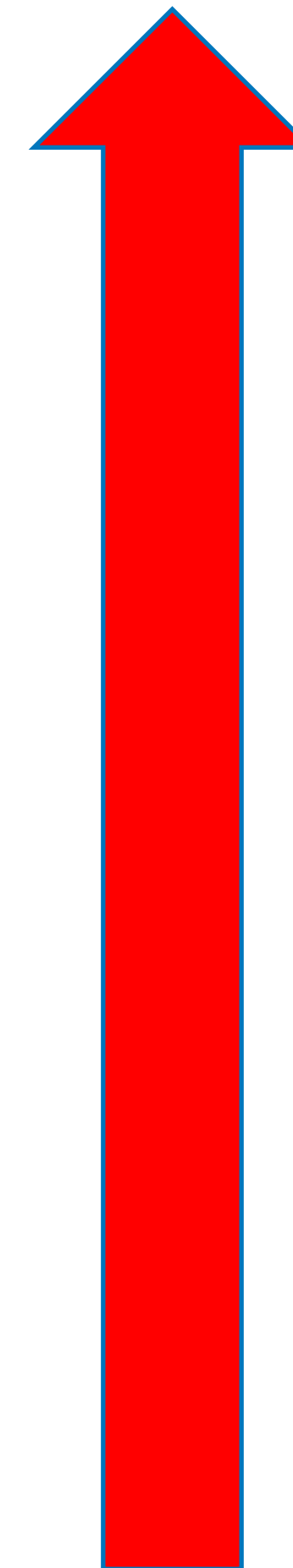
- Good all-round basis in the subject
- Link and relate ideas and concepts, strategies for thinking and reasoning

Developing (more competent learner)

- Grasped many of the basic ideas and concepts of the subject
- Link different skills and concepts together

Foundation (beginning learner)

- Starting to grasp some of the basic content of the subject
- Can recall and reproduce basic content and single ideas



Attendance %
& the number
of times your
daughter has
been late to
school for the
year so far.

Key Stage 3 Progress Check: Summer

Holly Golightly	7DS
Attendance: 94.4%	Achievement Points: 32
Lates: 5	Behaviour Points: 0

Attendance: 99%-100% = excellent, 96%-98% = good, 95% = satisfactory, below 95% = below expected, below 90% = concerning level of attendance
Average no. of achievement points across year group: 15
Average no. of behaviour points across year group: 25

Here, you can
see how many
achievement
points and
behaviour points
your daughter
has for the year
so far.

Subject	Attitude to Learning	Quality of Homework	Overall Progress Autumn	Progress Target
English	Good	Good	Secure	Secure
Maths	Good	Good	Secure	Mastery
Science	Good	Good	Developing	Secure
Art	Below average	Below average	Developing	Secure
Computer Science	Satisfactory	Satisfactory	Secure	Mastery
DT	Below average	Below average	Secure	Secure
Dance	Satisfactory	Satisfactory	Secure	Secure
Drama	Satisfactory	Satisfactory	Developing	Secure
French	Excellent	Excellent	Secure	Secure
Geography	Excellent	Excellent	Secure	Secure
History	Satisfactory	Satisfactory	Secure	Secure
Music	Excellent	Excellent	Secure	Mastery
PE	Satisfactory	N/A	Developing	Developing
RE	Good	Good	Secure	Secure
PSHCE	Satisfactory	N/A	Secure	Secure



Key dates for Year 7 Progress Checks

- You will receive two Progress Check reports for the year:
- *Progress Check 1: 20th January*
- *Progress Check 2: 30th June*
- *Parents Evening: Thursday 10th June 4-7pm*
- The second progress check in June will also include the Year 7 exam grade (levels foundation-mastery) following the Year 7 Internal Exam period that runs from Tuesday 18th May – Friday 28th May.
- Year 7 will have a levelled assessment in each of their subjects during this time.



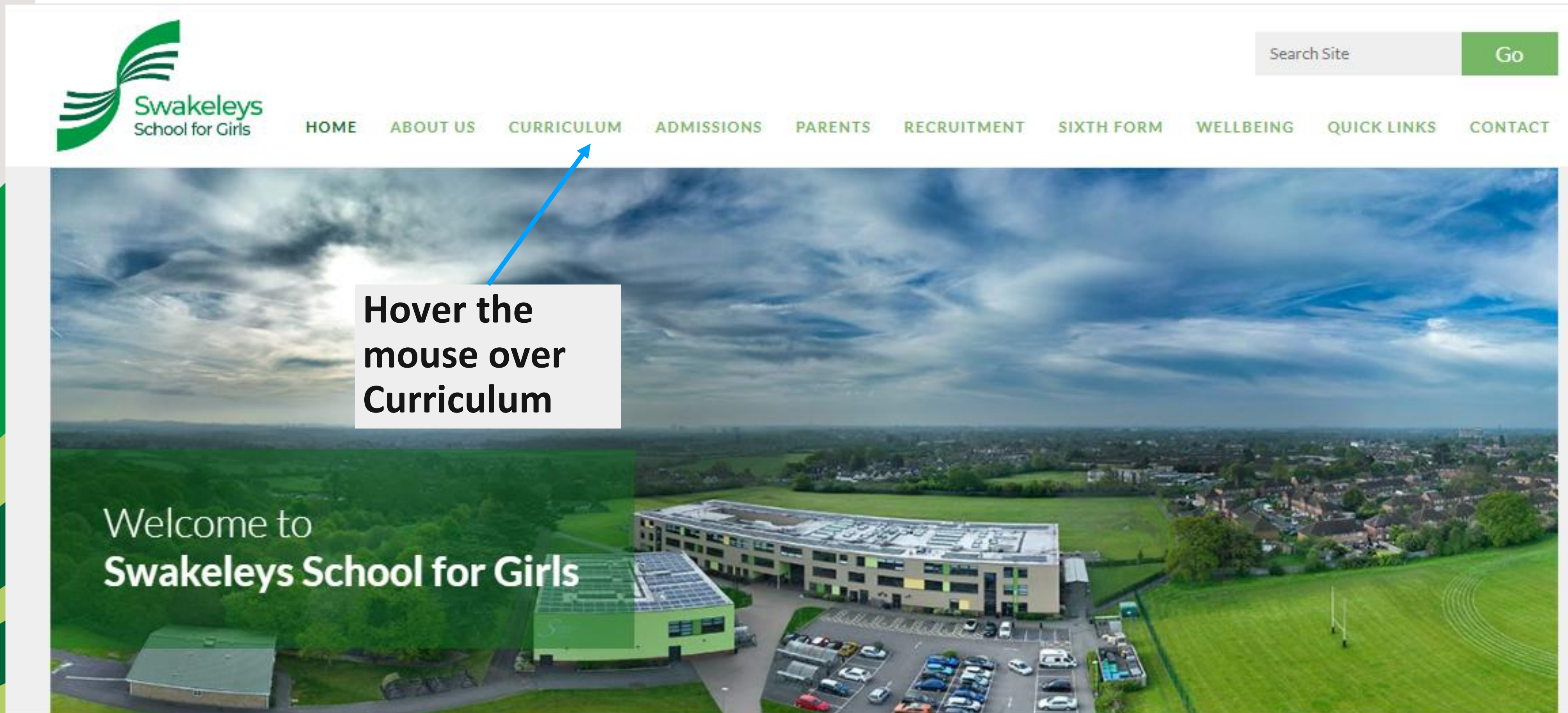
Curriculum Guides

How Curriculum Guides can support your daughter's learning

- Year 7 students study 16 subjects, all of which they continue until the end of Year 8. Curriculum Guides for each subject provides families and students with guidance on each of these subjects.
- It outlines what Year 7 students will be **taught**, the type of **assessment** that pupils will experience during Year 7 and any **resources** that they will need.



How to find Curriculum Guides on the school website



How to find Curriculum Guides on the school website



HOME ABOUT US CURRICULUM ADMISSIONS PARENTS RECRUITMENT SIXTH FORM WELLBEING QUICK LINKS CONTACT

Search Site Go



Click here

Welcome to
Swakeleys School for Girls

- Curriculum Intent
- Curriculum Guides: Year 7
- Curriculum Guides: Year 8
- Curriculum Guide: Year 9
- Curriculum Guide: Year 10
- Curriculum Guide: Year 11
- Year 8 Options for September 2026 start
- Pastoral Intent
- Careers Guidance
- Careers News
- Year 10 Work Shadowing Programme 2026
- Useful Careers Information for Parents and Teachers
- Widening Participation
- HAP/Enrichment
- Year 11
- About the Duke of Edinburgh's Award





CURRICULUM INTENT

CURRICULUM GUIDES: YEAR 7

CURRICULUM GUIDES: YEAR 8

CURRICULUM GUIDE: YEAR 9

CURRICULUM GUIDE: YEAR 10

CURRICULUM GUIDE: YEAR 11

PASTORAL INTENT

YEAR 10 WORK SHADOWING PROGRAMME 2026

CAREERS GUIDANCE

YEAR 8 OPTIONS FOR SEPTEMBER 2026 START

CAREERS NEWS

USEFUL CAREERS INFORMATION FOR PARENTS AND TEACHERS

HAP/ENRICHMENT

CURRICULUM GUIDES: YEAR 7

Year 7 students study 16 subjects, all of which they continue until the end of Year 8. The following provides families and pupils with guidance on each of these subjects starting with Autumn 1 below. It outlines what Year 7 students will be **taught**, the type of **assessment** that pupils will experience during Year 7 and any **resources** that they will need. *If you prefer, you can view this information by subject to see what the full academic year of learning in each subject looks like in our Curriculum Guide by subject publication also published below. The information in both Curriculum Guides is the same, but in two different formats for you to choose which view you prefer.*

Year 7 also have an **internal exam period** of two weeks where each subject will hold 'exam style' assessments during the same two week period. These fall in Summer 1 and are to start to give students a taste of what final GCSE exams will be like when the time comes! The Curriculum Guides by subject will be useful to see an overview of the year's learning for revision.

CURRICULUM GUIDE: AUTUMN 1

CURRICULUM GUIDE: AUTUMN 2

CURRICULUM GUIDE: SPRING 1

CURRICULUM GUIDE: SPRING 2

CURRICULUM GUIDE: SUMMER 1

CURRICULUM GUIDE: SUMMER 2

CURRICULUM GUIDE: BY SUBJECT



You can choose to view the curriculum guide by terms: This will give a summary of each subject for each half term

Year 7 Curriculum Guide: Autumn 1

Subject	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Core subjects			
Maths	Lighting fires – welcome to maths with us! We will make maths fun and accessible for you all with teaching from a team of passionate maths teachers! Your first few lessons will be fun with numbers! You will then have some baseline testing which is nothing to worry about and just ensures we pitch our teaching at the right level for each one of you – no revision required! Things you will cover: • Number calculations & order of operations (calculate using BIDMAS) • Negative numbers (4 operations and problems in context) • Basic number properties including factors & multiples • Basic algebra (simplify, expand, substitute)	Baseline test is a one hour non-calculator written paper. No revision/preparation for this is required. Ongoing in class assessment, including regular skills checks. Formal assessment on this content will take place at the end of the autumn term.	Use the Independent Learning tab on Sparx Maths to work on specific topics.

English	Your English journey starts here! An amazing English team with passion and a love of English! You will be inspired by your first 5 lessons of 'Lighting Fires' on reading, including a collage competition, poetry, performance poetry and imaginative writing through murder mystery crime writing! You will then have 2 lessons of baseline reading and writing assessment preparation. Like in maths, our baseline testing is nothing to worry about and just ensures we pitch our teaching at the right level for each one of you!	Baseline reading: Comprehension of a fiction and non-fiction extract, plus one analysis and one evaluation question. 1 hour. Baseline writing: Narrative writing based on a prompt. 1 hour. These are done to determine targets.	Lessons can be reviewed on Google Classroom. Notes in exercise books. https://www.bbc.co.uk/bitesize/topics/z7kx6g8 https://www.bbc.co.uk/bitesize/topics/zj42m39
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You can also download the curriculum guide that gives you each subject's summary for every term.

MATHS

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept –Oct)	Lighting fires – welcome to maths with us! We will make maths fun and accessible for you with teaching by team of passionate maths teachers! Your first few lessons will be fun with numbers! You will then have some baseline testing which is nothing to worry about and just ensures we pitch our teaching at the right level for each one of you – no revision required! <u>Things you will cover:</u> • Number calculations & order of operations (calculate using BIDMAS) • Negative numbers (4 operations and problems in context) • Basic number properties including factors & multiples • Basic algebra (simplify, expand, substitute)	Baseline test is a one hour non-calculator written paper. No revision/preparation for this is required. Ongoing in class assessment, including regular skills checks. Formal assessment on this content will take place at the end of the autumn term.	Use the Independent Learning tab on Sparx Maths to work on specific topics.
Autumn 2 (Oct-Dec)	• Fractions (simplifying, equivalent, ordering, addition and subtraction. • Mixed numbers and fraction of an amount) • Decimals (place value, 4 operations and problems in context) • Percentages (percentages of an amount, converting between fractions, decimals and percentages) • Ratio (Simplify, sharing a ratio)	Ongoing in class assessment, including regular skills checks. A one hour written assessment covering the content of the term will be given at the end of the term.	Use the Independent Learning tab on Sparx Maths to work on specific topics.
Spring 1 (Jan-Feb)	• 2D Shapes (Convert units, perimeter, area of rectangle, triangle and parallelogram)	Ongoing in class assessment, including regular skills checks.	A self-assessment summary of the first term will be stuck into





Google Classroom & ePraise



Google Classroom – how can it support your daughter

Your apps

Help



Calendar



Classroom



Contacts



Docs



Drive and Docs



Forms



Gmail



Google Chat and classic Han...



Google Hangouts



Groups for Business



Jamboard



Keep



Meet



Sheets



Sites



Slides



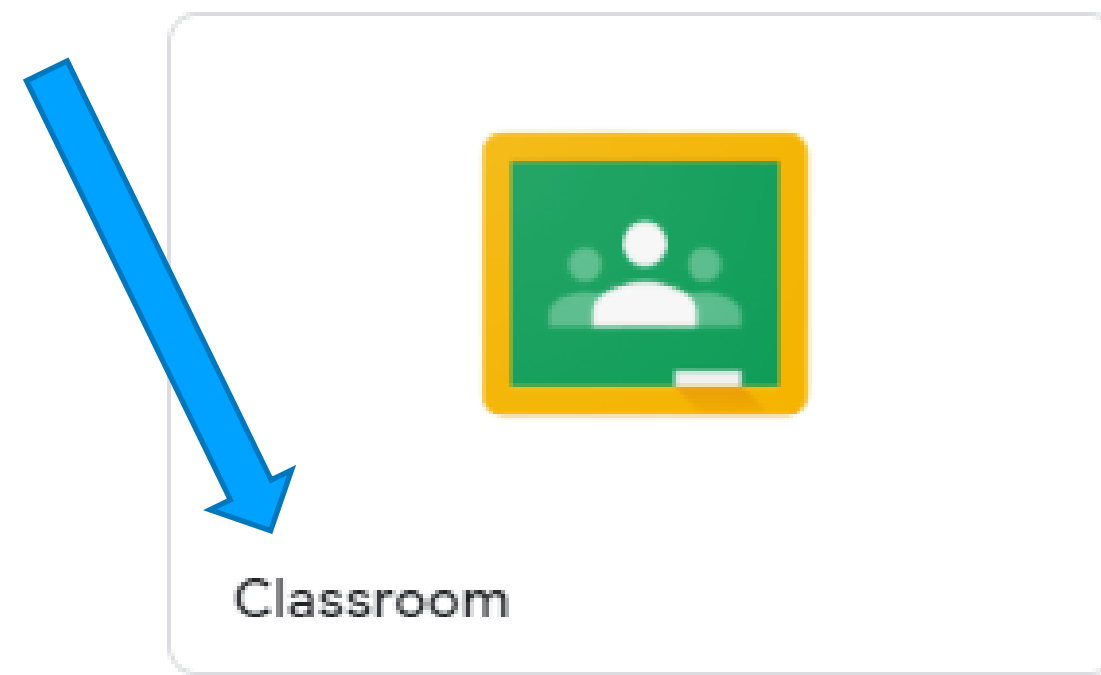
Adobe

Login Details:

Your daughter uses her login details to access GC



Google Classroom – how can it support your daughter



- Your daughter should have joined a GC for every subject and Year 7 Pastoral Miss Allan.
- Here lesson resources/information/updates will be given.
- Students can also comment for example on an assignment if they need help and the teacher will reply as soon as possible.



How to make the most of Epraise.

Epraise is an intuitive platform that informs you of your child's achievements, behaviour, homework and timetable information.

The platform is available in both desktop and App formats

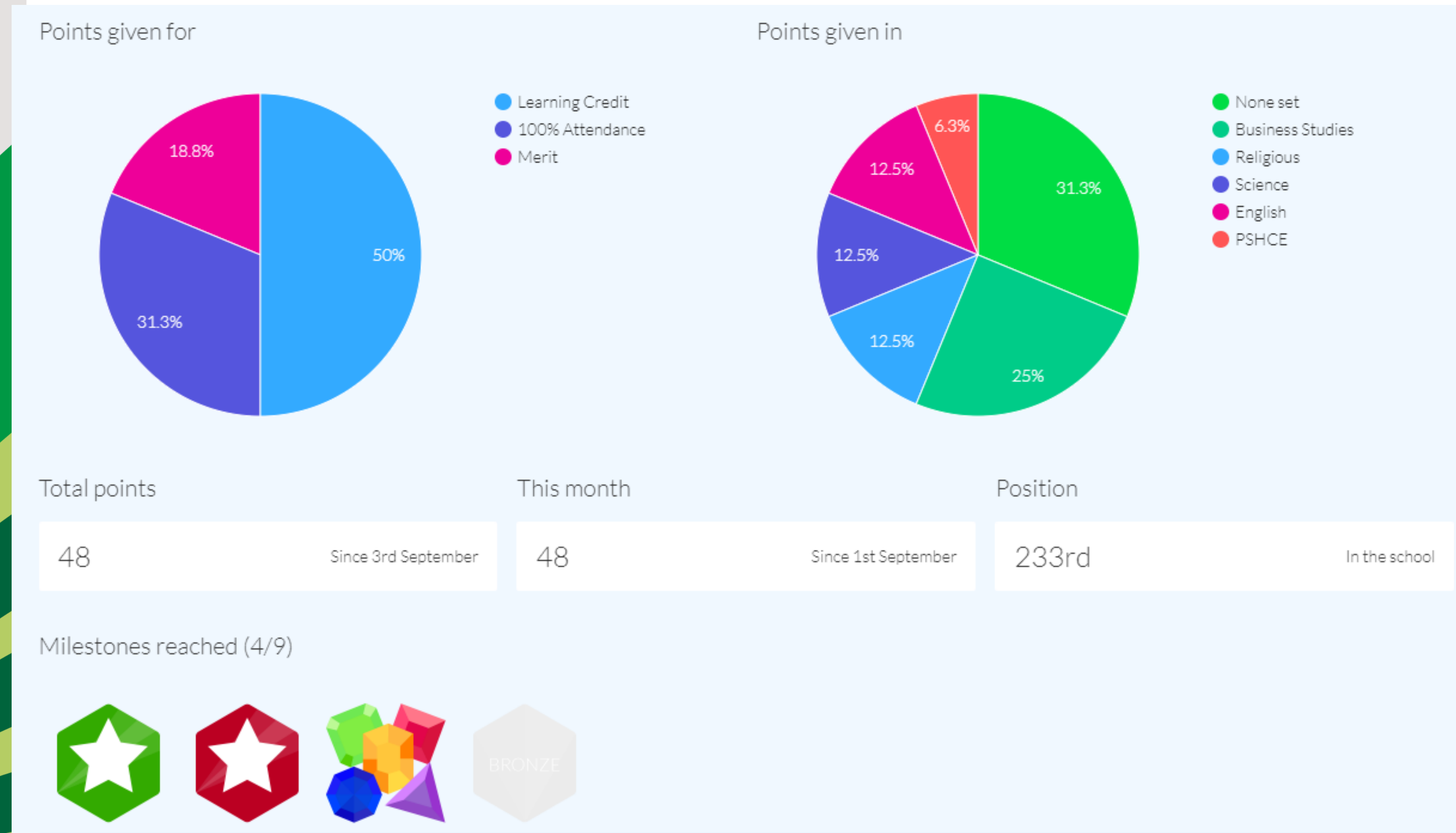


How does Epraise support your daughter?

- Epraise can support your daughter in keeping organised:
 - View her timetable
 - View what homework has been set, when it is due and then homework can be marked off when the work has been completed
 - View attendance % on Epraise
 - View the amount of merits received and from which subjects
 - View if your daughter has any behaviour points (these would come from receiving detentions for behaviour, lateness, not having her lanyard)
- For the Autumn term, year 7 will only receive homework from English, maths, science & languages.
- From January, she will receive homework for every subject on a weekly or fortnightly basis. A notification will be sent as a reminder in January.



What can your daughter see when she logs in to Epraise?



When your daughter logs in to her account, she can click on 'Me' and it will show her homework.



Epraise & Homework

Key to show when homework is due, completed or overdue.

22nd September - 28th September 2024						
Sun 22nd September	Mon 23rd September	Tue 24th September	Wed 25th September	Thu 26th September	Fri 27th September	Sat 28th September
+	Science Google Classroom Code	Religious Christian beliefs	French Homework deadline Wednesday 25/09	Science Biology	English Noughts & Crosses	+
	+	+	Science Separating Techniques	+	+	

New note

Show

Set date

Due date

Key

Due

Overdue

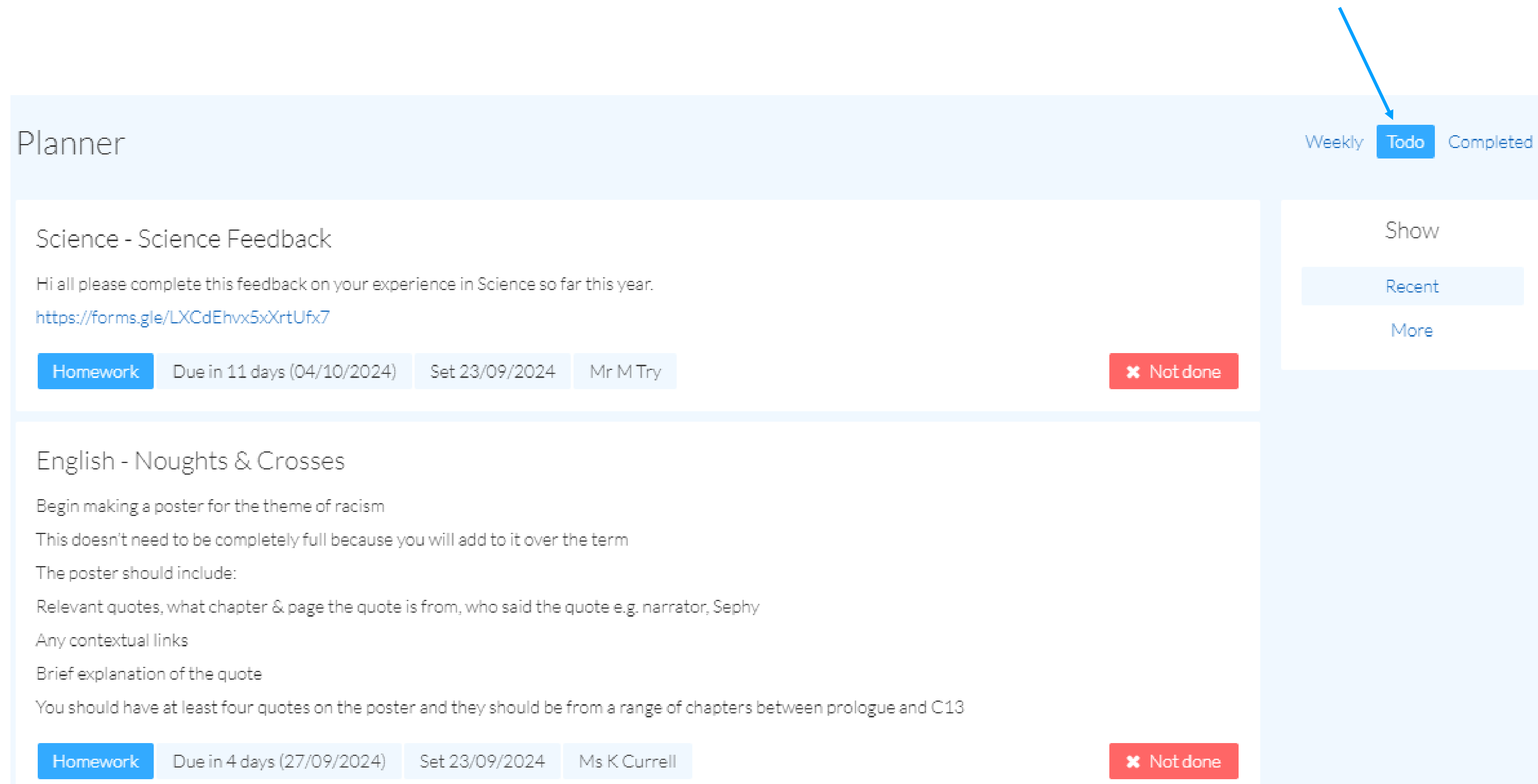
Completed

Feedback available



Epraise & Homework

From the previous slides view, by clicking on 'To do', it will show the homework instructions for each piece of homework set.



The screenshot shows a 'Planner' interface with a light blue header. On the right side of the header, there are three tabs: 'Weekly', 'Todo' (which is highlighted in blue and has a blue arrow pointing to it), and 'Completed'. Below the header, there are two task cards. The first card is titled 'Science - Science Feedback' and contains the text 'Hi all please complete this feedback on your experience in Science so far this year.' followed by a link 'https://forms.gle/LXCdEhvx5xXrtUfx7'. It has a blue 'Homework' tag, a due date of 'Due in 11 days (04/10/2024)', a set date of 'Set 23/09/2024', and is assigned to 'Mr M Try'. A red 'Not done' button is in the bottom right corner. The second card is titled 'English - Noughts & Crosses' and contains instructions for a poster project. It has a blue 'Homework' tag, a due date of 'Due in 4 days (27/09/2024)', a set date of 'Set 23/09/2024', and is assigned to 'Ms K Currell'. A red 'Not done' button is also in the bottom right corner. On the right side of the task cards, there is a 'Show' button, and below it, a 'Recent' button (highlighted in light blue) and a 'More' button.

Planner

Weekly **Todo** Completed

Science - Science Feedback

Hi all please complete this feedback on your experience in Science so far this year.
<https://forms.gle/LXCdEhvx5xXrtUfx7>

Homework Due in 11 days (04/10/2024) Set 23/09/2024 Mr M Try Not done

English - Noughts & Crosses

Begin making a poster for the theme of racism
This doesn't need to be completely full because you will add to it over the term
The poster should include:
Relevant quotes, what chapter & page the quote is from, who said the quote e.g. narrator, Sephy
Any contextual links
Brief explanation of the quote
You should have at least four quotes on the poster and they should be from a range of chapters between prologue and C13

Homework Due in 4 days (27/09/2024) Set 23/09/2024 Ms K Currell Not done

Show
Recent
More

How can Parents use Epraise to support your child?

- Epraise is an excellent way of supporting your child with:
 - Homework
 - Attendance
 - Rewards
 - Behaviour points
- You can download the Epraise app to your phones, this way you have access to seeing what homework your daughter has and can see the instructions in case they need your help.
- Monitor attendance, we expect a minimum of 96% attendance to ensure your daughter makes progress academically & socially.
- Monitor behaviour & praise the merits your daughter is receiving in school



For Parents: Registering for Epraise

Registering on Our Website

Website

You may receive an invitation from your child's school which will contain instructions for you to follow. If you don't receive an invite, then you can register yourself by following these instructions:

1. Go to epraise.co.uk
2. Select **Log in** in the top right corner
3. Select the correct school
4. Select the **Parent** tab
5. Enter the email address you gave to the school (leave the password blank)
6. Select **Login/Register**
7. Follow the instructions in the email that is sent to you

Please note that you can only access Epraise if the school have added you as a parent. If your details are not recognised you will need to contact the school directly.



Registering on the Epraise App

Registering on Our App

App

To register on our iOS or Android app you can:

1. Download our app (just search for Epraise in your app store) and open it
2. Select your school
3. Tap the **Register**
4. Enter the email address that has already been given to the school
5. Tap **Request login code**
6. Enter the login code sent via email
7. Tap **Login**



What can I view?



Points mean prizes!

Shop

Shop

Wish list

Suggestions¹

Purchases³

Overview

Add item

Show: 100pp+ ▾

Cheapest first ▾

Jump to the Front of the Lunch Queue

No need to wait, just head to the front and pass over your voucher.

100pp

Not enough points

Edit

Delete

Add purchase

Wish list



Computer Room Pass

Use the computer room during your lunch time for your own thing.

150pp

Not enough points

Edit

Delete

Add purchase

Wish list



Biscuit and Cupcake Decorating

Get your creative baking hat on! Mrs Lacey's room is open for some amazing decorating sessions.

250pp

Not enough points

Edit

Delete

Add purchase

Wish list





Other Rewards

- Termly Attendance awards for 96-100% attendance each week for a term
- Non-uniform Friday when a whole form has 100% for a week
- Hot chocolate Fridays
- Zero Hero Celebrations each term
- Headteacher Distinctions
- Merits from subject teachers
- House points by participating in House events



For further information click the below link:

<https://community.epraise.veracross.com/s/article/Epraise-Parents-Registering>

If you have any queries regarding your email address submitted to the school, please contact office@swakeleys.org.uk or talk to a member of staff on the form tutor We Listen Day on Friday 16th October





Key Dates for Year 7



Key Dates for Year 7

AUTUMN TERM 1	Thurs 3 rd Sept Thurs 10 th Sept Wed 23 rd Sept Thurs 8 th Oct Weds 14 th Oct Fri 16 th Oct	Year 7 Induction Day Year 7 Values & Teambuilding Day Year 7 Safe, Settled & Successful Evening School photographs INSET DAY Form tutor We Listen day - come in for appointments only
HALF TERM: THURSDAY 22ND OCTOBER – FRIDAY 30TH OCTOBER 2026		
AUTUMN TERM 2	Tues 10 th – Fri 13 th Nov Thu 19 th & Fri 20 th Nov Wed 2 nd Dec Thurs 10 th Dec Mon 14 th Dec	Year 7 Hustings Week School closed to pupils for INSET Progress Check 1 emailed home Year Group Celebration Assembly (TBC) Year 7 Pantomime trip
CHRISTMAS HOLIDAYS: MONDAY 21ST DECEMBER 2026 – FRIDAY 1ST JANUARY 2027		
SPRING TERM 1	Mon 4 th Jan-Fri 15 th Jan Wed 13 th Jan Mon 18 th – Fri 22 nd Jan Wed 20 th Jan Wed 10 th Feb	Return back after Christmas: Careers Fortnight Careers Fair House Talent Week Progress Check 1 emailed home Values Drop Down Day
HALF TERM: MONDAY 15TH – FRIDAY 19TH FEBRUARY 2027		
SPRING TERM 2	Fri 5 th Mar Thurs 18 th Mar Wed 24 th Mar	Lit Fest & World Book Day Year Group Celebration Assembly (TBC) Zero Hero Assembly
EASTER HOLIDAYS: FRIDAY 26TH MARCH – FRIDAY 9TH APRIL 2027		
SUMMER TERM 1	Mon 12 th Apr Tues 13 th Apr Mon 3 rd May Tues 18 th - Fri 28 th May	INSET DAY Return back after Easter break BANK HOLIDAY Year 7 Internal exams
HALF TERM: MONDAY 31ST MAY – FRIDAY 4TH JUNE 2027		
SUMMER TERM 2	Fri 11 th June Thurs 10 th June Tues 22 nd June Wed 30 th June Thurs 1 st July Thurs 8 th July Mon 12 th July Thurs 15 th July Fri 16 th July	Sports Day Y7 Parents Evening 4-7pm Values Drop Down Day Year 7 Progress Check 2 & exam grades sent home Year Group Celebration Assembly (TBC) FAB Trip Everyone Together Celebrations Culture Day/Last day of term School closed to students



A closer look at the Autumn term

AUTUMN TERM 1	Thurs 3 rd Sept Thurs 10 th Sept Wed 23 rd Sept Thurs 8 th Oct Weds 14 th Oct Fri 16 th Oct	Year 7 Induction Day Year 7 Values & Teambuilding Day Year 7 Safe, Settled & Successful Evening School photographs INSET DAY Form tutor We Listen day - come in for appointments only
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Future Communication

- Parents will be emailed a Fortnightly Bulletin to update you on what year 7 are doing – please do contact us if you do not receive that in 2 weeks time.
- We look forward to seeing you at our Form Tutor We Listen Day on 16th October.
- Thank you for joining us today

