



William Brookes School

New to the school

Curriculum

Our broad and balanced curriculum seeks to maximise the achievement of all our students. It meets the requirements of the revised National Curriculum and is also tailored to the specific needs, interests and aspirations of our students.

Our curriculum contributes to the spiritual, social, moral and cultural development of students. This is achieved through the taught curriculum and through the programme of enrichment activities which help to deliver key aspects of personal, social and health education, as well as citizenship. The curriculum provision is also supported by a strong commitment to impartial careers information, advice and guidance.

Key Stage 3:

Years 7 & 8

Subject	Perio
English	3
Maths	3
Science	3
Physical education	2
Design and	2
ICT	1
Performing Arts	2
Art	1
History	2
Geography	2
RE	1
French	2
PSHE	1

Year 9

Subject	Period
English	3
Maths	3
Science	3
Physical education	2
Design and	2
ICT	1
Performing Arts	1
Art	1
History	2
Geography	2
RE	1
French	3
PSHE	1

In Y7, subjects are mainly taught in half year groupings of 3 classes, set by individual departments. Maths, English, Science, PE and DT teach in four groups.

In Y8 and Y9, subjects are taught in half year groupings of 3 classes, set by individual departments. Maths, English and Science teach across the whole year in 7 groups. PE and DT teach half years in four groups.



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Art

We endeavour to give all students a sound, basic Art education and offer the opportunity to enjoy, explore and experiment with a range of Art media and imagery. We deliver courses which develop students' confidence and understanding regardless of ability and help them explore how Art forms can be used expressively, descriptively and objectively.

Our students' cultural heritage is extended by exposure and reference to books, illustrations and slides, which recreate a variety of Art forms, and by visits to galleries.

Our key stage 3 course has been planned to deliver lessons that will extend our students skills using a wide range of materials, their investigative skills and their creativity. It is also intended to prepare our students for the GCSE course.

The Edge Arts Centre gallery provides an additional resource on site. There are half termly exhibitions by GCSE and A level students allowing them the opportunity to display their own work.

Year 7 Complete a modular 'Welcome Unit' which develops a knowledge and understanding of the formal elements (tone, line colour, shape, form, texture and pattern) through the completion of practical tasks. The Welcome Unit is delivered with references to a timeline of artists, crafts workers and contemporary practitioners. The practical work itself explores the development of drawing, painting, mixed media and construction skills.

Year 8 Complete three modules; a 'Pop Art' module which continues to develop drawing, painting, mixed media, printing and construction skills; a 'Portrait' module which further develops observational drawing skills and an introduction to understanding the codes and conventions of self expression in Portraiture.

Finally a 'Formal Elements' module consisting of 1 and 2 hour tasks focusing on refining recording skills and revisiting specific Formal Elements through practical tasks.

Year 9 Complete a Natural Forms module. This module is structured as a GCSE Fine Art coursework module. The themes within the module are interpreted using a range of techniques and materials and with reference to appropriate artists and designers. It encourages a more independent development of practical tasks.



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English

The English Department aims to provide students with a varied range of reading, written and oral activities, with the intention of helping students develop their communication skills and confidence with language in an orderly, purposeful teaching and learning environment. All students within English are set by ability. Regular setting reviews mean that students can move up or down if their performance warrants it.

Students with Special Educational Needs are usually placed in smaller groups and are given appropriate additional support.

Year 7 Students follow 12 units of work, with focuses on literary reading, non-fiction and media reading, creative writing, argumentative/persuasive writing and speaking & listening

Year 8 Students follow 10 units of work with the same focuses as in Year 7, with the addition of an extended project (Group newspaper).

Year 9 Students follow 11 units of work and begin to study GCSE texts with practice of GCSE skills.

In Years 7 and 8 students are set two homework tasks each week: one is a reading/spelling homework, and one is a writing homework. This policy continues into Year 9. At A Level and GCSE, students are set one homework/private study task. This could be a reading/research task, or note-taking, or drafting an essay.



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Performing Arts

Music

We believe that music is a vital curriculum subject that fosters concentration, commitment and self-discipline. It offers the opportunity to develop the collective responsibility and team skills essential to the citizenship curriculum, and to the overall social development of our students. The department has two large teaching rooms both equipped with the latest technological Apple and PC systems.

KS3 students all study Music and Music Technology. Their course is centred round the structure of music, and allows students to study a vast range of musical genres from classical to rap. Each unit of work undertaken covers the four strands of the National Curriculum: listening, composing, performing and appraising. Throughout the course, students are encouraged to develop their creativity through a variety of media, instruments and music technology in a totally 'hands on' environment. The rooms are comprehensively equipped with tuned and un-tuned percussion, keyboards, guitars and world music instruments. We also have a number of dedicated practice rooms for student use.

- Year 7** Students will focus on musical element (pitch, dynamics, duration, texture, timbre, tempo, silence, structure); instruments of the orchestra and binary form
- Year 8** Students will focus on revision of musical elements; ternary form; rondo form and programme music
- Year 9** Students will focus on Djembe and African music and the guitar



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Drama

The Department aims to create a culture where a full range of drama activity is regularly available to our students and the local community. This approach, along with a commitment to a varied curriculum encourages creativity, imagination and empathy which provides a rounded Drama experience for all. Our arts centre 'The Edge' is a key component in this, giving us enhanced facilities for school productions. By targeting different year groups we ensure that, by the time students finish their compulsory education with us, they have had several opportunities to take a major part in a school production. Drama is taught to all students in Years 7, 8 and 9 and it is also part of the English curriculum throughout KS3. We believe that Drama education is not only about learning to be a great actor but enhances key life skills which clearly have value in most walks of life and occupations, for example, building confidence, encouraging teamwork, enhancing communication skills, developing empathy, encouraging creative thinking and improving public speaking.

- Year 7** Students will focus on 2 units; Urban Legends - using story telling as a vehicle for learning all theatrical techniques; Amadora - a thematic unit exploring the plight of refugees.
- Year 8** Students will focus on 2 units; The Savage – using this book as a stimulus for Drama, exploring humanity, grieving and characterisation; Mask – physical performance unit using professional mask techniques.
- Year 9** Students will focus on 2 units; Dilemmas – performance unit dramatizing scenes from a hit and run incident; Text – using a variety of play scripts, developing evaluation in preparation for the GCSE syllabus.



William Brookes School

New to the school

Dance

The Department aims to create a culture where a full range of dance activities is regularly available to all students and to the local community. The intention is to make all genres of dance accessible to students and to develop their performance, compositional and appreciative skills.

At Key Stage 3 Dance is taught as a separate subject and as part of the PE Curriculum. Students in Key Stage 3 work on a carousel with the other Performing Arts subjects. They receive tuition in Dance, Drama and Music and rotate around these subject areas, changing every half term.

Unit 1 – Skills Acquisition	
Year 7	Lessons focus on acquiring the skills needed for choreography and performance; phrase, 5 basic dance actions, unison, canon, formation, pathways.
Year 8	Students increase knowledge bank of skills needed for choreography and performance; a strong emphasis on contact work including lifts, balances and holds.
Year 9	Students focus on choreography through different types of stimulus, motif creation and development. Physical and technical skills are learned and developed through different genres of dance.
Unit 2 – Skills Application	
Dance appreciation is developed through the application of the skills learned in Unit 1 to professional dance works:	
Year 7	'Still Life' at the Penguin Café (1988) David Bintley
Year 8	Grease (1971) Jim Jacobs and Warren Casey
Year 9	Emancipation of Expressionism (2013) Boy Blue Entertainment – linked to GCSE specification
Unit 3 – Skills Development	
Year 7	Dance Around the World – an exploration of different cultural dance styles; including Line Dancing, Bollywood, The Haka, Capoeira, African Dance and Hip-Hop.



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Enterprise and Design & Technology

In years 7, 8 & 9 our students enjoy learning about the key skills in Food, Textiles and Product Design. Running in parallel and bringing in a modern day edge is Enterprise, which is taught both as a stand-alone element within the Technology rotation and then within the other Technology subjects and more broadly across the school.

Students will develop their creative capabilities through production focused practical tasks, designing & making real products that reflect their own personalities and interests. The assignments employ a dynamic problem solving approach and draw on a wide range of materials and processes.

As a faculty we focus on making sure that students learn within a fun and supportive environment and we find they take great pride in their creative outcomes. Key topic areas are as follows:

Enterprise	Topics & Activities
7	Learning enterprise skills such as teamwork, communication & creativity, students enjoy practical exercises that help them to use the skills within other lessons.
8	Building on Y7, students have the chance to develop new business ideas, how to finance a business and prepare & present a business plan.
9	Students get the chance to sample aspects of the GCSE course, looking into profit, costs & revenue within the context of setting up a Brownie making business.
Textiles	Topics & Activities
7	Designing & making themed bean bag 'friends'. Students gain opportunities to explore fabric colouring and surface decoration using sewing machines
8	Designing themed cushions and making them suitable for a target market. Pupils explore fabric decoration, gaining confidence in using the sewing machine.
9	Students are encouraged to work independently to create a soft toy. The project involves following & adapting patterns and using CAD to create original products.



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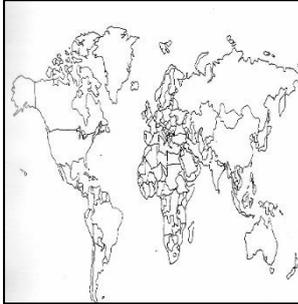
New to the school

Food	Topics & Activities
7	Introduction to cookers and practical cooking tasks. In groups and independently, students adapt recipes to design & make healthy eating products safely.
8	Building on Y7 skills, students research food trends and develop multicultural food recipes. Emphasis is placed on students developing ingredients knowledge.
9	Design & make products for a target market, e.g. Diabetics. Consider social & environmental food choices, using seasonal, organic & fair-trade ingredients.
Product Design	Topics & Activities
7	Skills project covering the main woods, boards, metals & plastics. Students use CAD software and key pieces of machinery in the department.
8	Building on Y7, students independently design and use CAD to develop products suitable for batch production, making use of the laser cutter.
9	In preparation for GCSE, students independently develop and make a product with commercial potential, examining production and packaging.



William Brookes School

New to the school



Geography

Geography's greatest strength is that it promotes intellectual, social and practical talents of great value to life in the 21st Century. Our many aims are directed towards this and are incorporated in our plans for courses.

These include:

- To bring about in the student, an understanding of and concern for the environment and the role of people in that environment. (This is very important in today's world of dwindling resources and increasing pollution).
- To help the student to acquire a knowledge and understanding of the processes affecting our rapidly changing world and to consider values and attitudes influencing these processes.
- To develop in the student a wide variety of skills which include those concerned with maps.
- To promote in students the ability to locate themselves in the world and develop a sense of, and response to, place.
- To develop an awareness in students of the interdependence of communities at local, national and international scale.
- To give students practical experience of geography by promoting fieldwork. In doing so, students will see how theory stands up in the real world outside the classroom.

Year 7 Atlas skills, Africa, hot environments, map skills and water resources

Year 8 Settlements, population, development, cold environments, glacial processes and India

Year 9 Climate change, the rise of China, ecosystems, weather and climate



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New to the school



History

The History Department aims to develop an interest in and an enthusiasm for the subject as a whole. It seeks to develop historical skills, knowledge and understanding of the past and to encourage an enquiring mind with an ability to think through problems and issues. Another aim is to develop each student's communication skills, both oral and written, as fully as possible. The Department seeks to encourage tolerance and mutual respect

for other people, their opinions and beliefs.

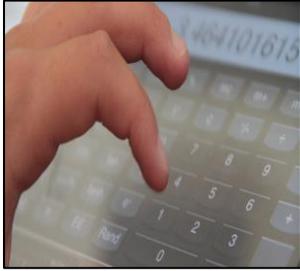
Students will be taught several units under the specifications of the new National Curriculum. The units offered are designed to maximise students' understanding of the world they live in, as well as to provide opportunities to develop skills necessary in the modern world.

- Year 7** An aspect/theme in British History that consolidates and extends pupils' chronological knowledge from before 1066: the development of Britain until 1066; the development of the Church, state and society in medieval Britain 1066-1509; a study of a significant issue in world history and its interconnections with other world developments; a clash of religions, focusing on the Crusades.
- Year 8** The development of the Church, state and society in Britain 1509-1745; ideas, political power, industry and empire in Britain 1745-1901; the local study: Shropshire in British History, including the role of William Brookes, in Much Wenlock, the significance of Broseley and Coalbrookdale and the Industrial Revolution.
- Year 9** Challenges for Britain, Europe and the Wider World -1901 to the present day: includes the two world wars, the Holocaust, the end of the British Empire and the growth of international terrorism.



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Mathematics

Mathematics helps to develop abilities to reason and solve problems. It provides a way to think in abstract ways and make sense of data and patterns with many applications from simple uses of money and measures to being at the core of scientific understanding.

In an era of rapid technological development maths skills have become very important for many forms of employment, offering an analytical view. Many higher paid jobs require a grade 5 and above in GCSE Maths.

We hope that students will develop a confidence in the subject, enjoy solving problems that are original to them, see connections between topics and make sense of fairly complicated procedures.

We view the subject not just as a collection of skills but as a particular way of thinking. It is a global language; its common ground developed over many years with influences from many cultures, with features that are still changing.

Throughout the first three years students study the same topics, to differing levels of sophistication. Students are taught in (parallel) sets to facilitate success at all levels. We include ideas for extension (by depth) and topic developments are designed to build confidence and extend understanding. Setting is reviewed regularly, following periodic and frequent assessment.



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Computing

Our Computing courses enable students at William Brookes School to access all ICT devices and equipment regardless of ability, gender or curriculum choice. We provide a constructive and supportive atmosphere of learning within the department, allowing students to develop skills that encourage independent use of ICT resources and learning.

Throughout Key Stage 3 we cover the national curriculum content for Computing while developing skills that are essential for any student who wishes to pursue iMedia or Computing at KS4 and beyond. Students will use iPads, Windows and Apple computers in all years.

Key Stage 3

ICT is taught in discrete 1 hour lessons throughout Key Stage 3 and cover the following topics:

- Year 7** E-safety (producing an e-book and video covering varying aspects of e-safety)
Programming (controlling the BB-8 droid using 3 different coding languages)
Media (producing an infomercial incorporating the use of green screen technology, iPads and teleprompters)

- Year 8** Animation (producing a 1min stop frame animation, using both iPads and Apple computers)
Programming (an introduction to and then developing their use of the Python programming language)
Creative Coding (developing their own computer games)

- Year 9** Photography (researching different types of digital cameras and rules of photography, they then use this knowledge to produce a portfolio of photographs to fulfil a client brief)
Website Design (students are taught the principles of designing a website and then design and produce a their own to fulfil a client brief)
Hardware and software (theory elements of the computing curriculum)



William Brookes School

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Science

We pride ourselves on our provision of a stimulating and enjoyable experience of Science to all students at William Brookes School. Our students develop their scientific knowledge through a variety of teaching approaches. Students are encouraged to communicate the knowledge they gain through oral and written work, posters and models.

We introduce students to current scientific developments in genetics and energy conservation and seek to stretch students who are confident in their scientific skills. It is our aim to provide a sound basis for students who wish to pursue their studies further and many of our students follow their studies into A level Science courses at William Brookes School. All students in Years 7 to 9 follow National Curriculum Science Key Stage 3. In Years 7 and 8 students are taught in mixed ability groups whilst some setting takes place in Year 9.

We have a strong extracurricular programme which has included:

- Visits to The Big Bang fair
- Talks by Businesses and Universities
- STEM challenges and CREST awards
- Salters Festival of Chemistry
- Science Week activities and competitions
- Make – it molecular challenges
- Café Scientifique with invited guest speakers www.williambrookes.com/Cafesci

Year 7 Students study the structure and function of living organisms and their relationships, the particulate nature of matter, investigate pure and impure substances, forces, energy and space.

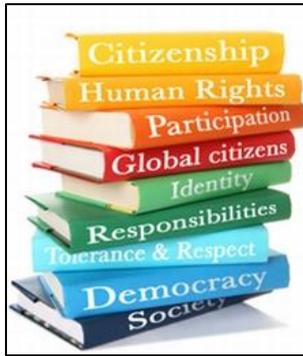
Year 8 Students develop understanding of microbes and the digestive system, are introduced to atoms, elements and compounds, study light and sound and investigate electricity and magnetism.

Year 9 Students investigate diffusion and osmosis, linking concepts to explain processes in living organisms, consider chemical reactions as rearrangements of atoms and study the Periodic table. They also meet more advanced calculations involving forces, energy and electricity.



William Brookes School

New to the school



PSHE & Citizenship

Through our delivery of PSHE (Personal, Social, Health Education), we aim to develop self-awareness, positive self-esteem, self-confidence and a healthy lifestyle. We teach our students to keep themselves and others safe and develop effective and satisfying relationships as well as learning to respect the differences between people.

Following the review of the National Curriculum for PSHCE in 2014, a number of recommendations in Health, Online safety, Careers, Finance, Extremism and other related areas were made. In KS3 and 4 we make sure that we meet these requirements, consulting with professionals and agencies who can support us in the delivery of these topics.

Year 7 Living in the Wider World; Rights and Responsibilities; Democracy, Power to

the People; Personal Finance; Rule of Law and Puberty.

Year 8 Prejudice and discrimination; Britishness and Diversity; Substance misuse; Body image; Relationships.

Year 9 Basic First Aid; Extremism; LGBT; Consent; Relationships & Sex Education and Dealing with Conflict.

The School Council meets regularly to discuss issues in the life of the school and put forward the views of the student body. Members take part in community activities and support school functions.

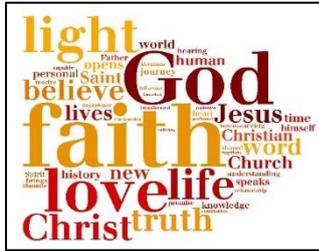
Students are actively engaged in events and workshops throughout the academic year including Anti-Bullying Week, World Aids Day, Young Carers, Local Democracy Week

Red Cross Life, Live It and the Safe Road User Award.



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Religious Education

The RE Department's Aims should be seen as complementing the School Aims, ie, to help students recognise the influence that religion has had, and continues to have, on our lives, and the values which society seeks to uphold and transmit; to help students to understand the nature of religious practices and belief; to encourage awareness of, and respect for, religious

differences within our multi-cultural society, and our local community; to develop an awareness of a spiritual dimension to life and the effect that it may have on individuals and to help students recognise the variety of ways in which religious belief can be expressed, through language, religious traditions and behaviour.

Our RE programme is forward-thinking, vibrant, relevant, educational and enjoyable.

Year 7 Prejudice and discrimination; The power and influence of Jesus, studying birth, life and death; Lifestyles -an evaluation of Buddhist life

Year 8 Hindu rites of passage; Religious tolerance through Sikhism and Islam; Morality through art and the life and teachings of Jesus

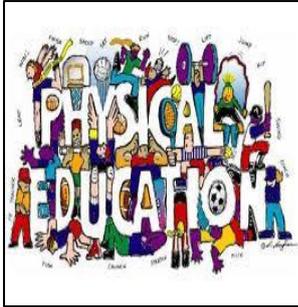
Year 9 The Amish v's Modern society; Ethical and Philosophical dilemmas; Rites of passage and initiation ceremonies

Throughout Key Stage 3 the six world religions covered are, Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism. Students are encouraged to discuss and analyse all topic areas through a religious, secular and personal perspective.



William Brookes School

New to the school



Physical Education

Our aims support those of the school and, more specifically, seek to develop the following in our students:

- the acquisition and application of skills
- the ability to adapt and refine movement
- the skills of evaluation and appreciation
- an understanding of the effects of exercise
- an appreciation of the need to pursue an "active lifestyle"

In the first three years students are introduced to a range of activities required by the National Curriculum at Key Stage 3 including Games, Athletics and Gymnastics. Swimming continues to be part of the core curriculum in all three years. In these areas we try to develop confidence, co-ordination and co-operation with others.

Years 7 & 8 Students cover 8 areas of study each year, developing their performance, physical and mental capacity and leadership skills. These areas are Badminton, Hockey, Swimming, Gymnastics, Girls Netball/Boys Rugby, Exercising Safely and Effectively, Girls Rounders/Boys Cricket and Athletics

Year 9 Students cover 8 areas of study further developing their abilities in Badminton, Hockey, Swimming, Trampolining, Leadership, Exercising Safely and Effectively, Girls Rounders/Boys Cricket and Athletics

Even when students are unable to participate in the physical activities they learn how to lead, coach and officiate and therefore require their kit at all times.



William Brookes School

New to the school



Modern Foreign Languages

Our aim is to provide the opportunity for all students in the school to learn at least one Modern Foreign Language in depth as well as to have a taster of a second Modern Foreign Language in Year 7. We also aim to foster students' awareness, understanding and tolerance of ways of life other than their own and to develop the students' effective communication in the foreign language in a variety of survival situations, not only linguistically but socially. Our priority in the classroom is, therefore, to practise and develop oral, listening and reading skills in situations which are relevant and, as far as possible, realistic.

For many students, the study of a Modern Foreign Language offers the unique opportunity for a fresh start in a relatively new subject. We aim to develop their self-confidence and powers of expression and, most important of all, to do this by making language learning an enjoyable experience for all students.

In Years 7 to 9, French students work from Expo 1, 2 and 3 which are topic-based courses which develop oral, listening and reading skills in an interesting way. The students' books are backed up with a wide variety of listening material and individual student worksheets. This course is also supplemented with a variety of other resources, including topics such as Art, Film and Secret Agents.

Year 7 French

- Family and friends (talking about your family, brothers and sisters, pets, describing yourself and others) and the work of famous French artists (reading about famous artists and describing their work).
- Home and local area (talking about where people live, describing your home and bedroom, talking about what you do in the evening and at what time, talking about places in town, describing photographs about your house and home).

They also cover the following grammar points : subject pronouns, gender, the definite and indefinite articles, phonics, key high frequency expressions, how to express opinions, adjectival agreement, possessive adjectives, the verbs AVOIR / ETRE and plurals, regular –ER verbs in the present tense, simple prepositions, the pronoun "on", how to tell the time.

We have also recently introduced Spanish as a taster in Year 7 for a term with a view to students opting to either continue with French or Spanish in Years 8 and 9.



William Brookes School

New to the school

Spanish

In Year 7 Spanish, they learn how to pronounce common Spanish sounds, how to greet people and introduce themselves, some facts about Spain and other Spanish-speaking countries, how to order drinks and snacks in a café and to plan a day out in a town and give opinions about it.

They also cover the following grammar points : gender, definite article, indefinite article, verbs llamarse, vivir, querer, gustar, pensar, creer, ir (yo and tu forms) ser (es), hay, the negative, simple connectives, intensifiers, opinion phrases, adjectives, adjectival agreements, al/a la, times.

Year 8 French

- Secret agents (describing secret agents, talking about the jobs people do, daily routine, talking about the weather, describing criminals and a crime that has taken place, code cracking, interrogations).
- The Olympics (information on William Penny Brookes and his links to the Olympics, talking about sports and games, knowing different body parts, describing injuries, transactional language for at the doctor's, future sporting plans).
- Media (talking about TV programmes you have watched, comparing British and French TV programmes to enhance cultural understanding).
- Food and health (talking about food, French meals, shopping for food, eating out at a restaurant, healthy eating and a healthy lifestyle).

They also cover the following grammar points: regular verbs in the present tense in the -ER, -IR and -RE forms), reflexive verbs and reflexive pronouns, the use of "pour" plus the infinitive, the verb FAIRE, the comparative and superlative, avoir mal, à la / au, modal verbs, the past perfect tense with avoir / être and irregular past participles, question form, the verb ALLER, and the compound future tense, the definite article after aimer and préférer, the partitive article, using "de" with quantities, il faut plus the infinitive for expressing obligation.



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Year 9 French

- Media (talking about film, reading habits and music tastes, learning about popular French artists/groups)
- Fashion (talking about clothes, shopping for clothes, comparing fashions across the decades, organising a fashion show, arranging to go out).
- Future plans (talking about option choices, considering the importance of languages for careers, expressing views on school subjects, learning about the difference between the French and British education systems, talking about religion in the context of education, horoscopes).
- Brittany (researching and describing an area of France in detail, looking at authentic tourist office websites).
- Teenage years (talking about what you used to be like, describing a typical teenager and the problems they face).

They also cover the following grammar points: reflexive verbs in the present and past tenses, direct object pronouns, modal verbs, the simple future tense, subordinate clauses, the verb POUVOIR, the imperfect tense.

Visits and Exchanges

To increase the relevance of the subject matter in the classroom, students are encouraged to correspond with pen-friends and the Foreign Language team organises visits and exchanges abroad each year. We organise an annual 3 day residential trip to St Omer for Year 7 students, and operate a successful exchange programme with our partner school in Vouvray in the Loire region of France. This scheme is available to students in Year 8/9 who spend a week living as members of a French family. They attend school in France and we organise visits to places of local interest for them, such as chateaux and the science park "Futuroscope" in Poitiers.

As a "Coubertin School" we enjoy a special partnership with 2 schools in Germany, in Berlin and Erfurt, as well as schools in Austria and France. To further raise our students' language awareness, we also organise events for the whole school such as European Languages Week and invite outside speakers into school to talk about the use of languages in the workplace and to do tasters in other languages. There are also French plays performed by professional theatre companies at The Edge.



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Pastoral Care

Student Welfare:

Student welfare is supported through vertical tutoring and the House system, both of which enable students to develop positive relationships with their peers and with students from other year groups in the school. Tutors monitor academic and pastoral progress, and act as a "Key Worker" - the main point of contact should the student, or their parent, have any concerns. Subject teachers may also be contacted about specific issues. Tutors are supported by House Leaders to whom they may refer issues such as attendance, progress or behaviour if these matters become more serious, or if they affect more than one subject.

Our House System:

	House Name	House Leader
	Athens	Mark Wilson
	Beijing	Russell Pugh
	London	Steve Tough
	Sydney	Ruth Bennett



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Support for Learning:

Sometimes a student needs more specialist care and support. The circle diagram to the right illustrates that this is available through a central facility and consists of three specific arms - Learning Support for particular learning difficulties or Special Educational Needs, Inclusion for emotional support and Behaviour Support when withdrawal from lessons is appropriate. These three departments work together to carefully identify individual needs, construct programmes which meet these needs and liaise closely with students, families and the wider school.



Our Support Partners:

West Mercia Police - PC Jane Cowan's role as local Police Officer is to improve contact and communication with the local community; this includes involving herself with young people, so being at school is the ideal opportunity. She provides students with advice on the law, and even careers within the police service. She is involved in the anti-bullying programme and recently in the training of the anti-bullying mentors. She is trained in restorative justice, allowing her to participate in mediation sessions when dealing with bullying incidents.

School Nurse – Karen Kerr works for the Primary Care Trust and provides a vital link between health and education. She attends school on Wednesday afternoons offering counselling and advice services to students. Karen is also involved in school vaccinations and training programmes related to particular students' medical needs. Karen also works with CHAT (Confidential Help and Advice for Teenagers), assisting with workshops throughout the year and also contributes to the PSHE programme and the health calendar. CHAT services offer help and advice for teens on a wide range of health and social issues. Young people can access the school based CHAT services for a one to one consultation with an appropriate professional. Open workshops are also held on Wednesday lunchtimes in the London breakout zone offering advice and information on all sorts of issues affecting young people.

The Link Surgery is a drop in service run by one of the local GPs and Nurse Practitioners. Available to students on Tuesdays 13.10-14.10, it is a confidential service where students can come and get help and advice on subjects such as weight and food issues, minor injuries and ailments, sexual health, smoking and other problems that may be worrying them.

Side By Side Counselling - Sarah Davis is an independent counsellor who provides counselling to students in school. Sarah can be accessed through a referral made our Head of Inclusion Support. Sarah is a registered member of the MBACP.



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Behaviour for Learning:

Students are aware of the clear expectations regarding their conduct in and outside of school and we have an established system of rewards and sanctions to support behaviour. With support from parents, we work in partnership to instil the positive values of courtesy, cooperation, respect and equality to that they conduct themselves as excellent ambassadors for the school and the community. Positive praise and rewards are key tools for staff in maintaining motivation for learning and good behaviour at William Brookes School. A reward does not necessarily have a material profit and can be as simple as positive verbal or written praise. Rewards at William Brookes School are linked to the House system and competition between Houses. Students are rewarded with House Points for a range of reasons including:

Preparedness for Work	<ul style="list-style-type: none">• Being fully equipped for lessons• Arriving on time• Is ready to start work quickly• Homework is completed
Attitude to Learning	<ul style="list-style-type: none">• Active involvement in lesson• Completes all tasks• Involved in group work (willing participant)
Independence	<ul style="list-style-type: none">• Willing to try things on their own first• Asks questions as well as answer them• Is resilient and willing to try again
Desire to Improve	<ul style="list-style-type: none">• Completes all improvement foci (responding to comments)• Seeks support in and out of lessons• Work is completed to a high standard
Literacy	<ul style="list-style-type: none">• Spells subject specific words correctly• Uses punctuation and grammar well in extended written tasks• Active listening so that all instructions can be followed accurately

House Points are also awarded for participation in or contribution to extra-curricular activities, completing Accelerated Reading tasks or meeting the ideals of Baron de Coubertin. The House Points are recorded electronically on 'Class Charts' and link directly to the House competition and the rewards given as part of this.

Other rewards that can be given are:

- Postcards home from the learning zone (with a weekly focus for teachers on specific year groups);
- Heads Commendations (for exceptional work or effort),
- Other subject specific or tutor group rewards.



William Brookes School

New to the school

Extra-Curricular Opportunities

At William Brookes School we believe in providing opportunities to nurture the “whole” person and therefore provide our students with opportunities to develop their character through numerous extra-curricular activities.

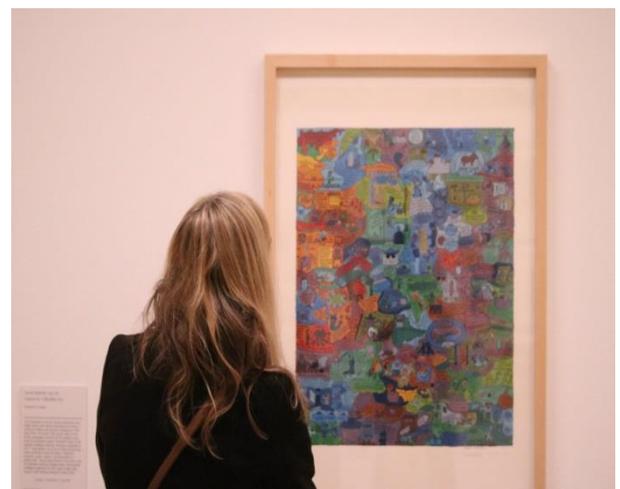
Lunchtime & After School Clubs:

As well as opportunities for students to extend their learning they may also explore other interests. Cheerleading, STEM, ICT and Coding, Photography are just a few of the many clubs available for students to attend. In addition, the Performing Arts team offer Dance, Music and Drama and there are school teams for boys and girls football, rugby, hockey, cricket, basketball, netball, badminton and table tennis.



Inspirational Visits:

Students from all year groups also have the opportunity to watch live sports events. In recent years, students have been to watch England play cricket at Edgbaston, football at Wembley and rugby at Twickenham. Throughout their time with us, students also have many opportunities to go on trips to support their learning such as in KS3 when they take a trip back in time and visit mock WWI trenches and the Worcester Commandery, in KS4 to visit art galleries and museums and in KS5 to visit the law courts to witness real hearings.





William Brookes School

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Residential Experiences:

Students have the opportunity to participate in the following residential visits:

- Year 7 Opal Coast, France
- Year 8 Arthog Activity Centre
- Year 9 French Exchange
- Year 10 History/RS visit to Germany
- Year 11 History visit to London



Duke of Edinburgh Award Scheme

The prestigious Duke of Edinburgh Award Scheme is recognised by universities and employers for its emphasis on character building. Students from Y10 onwards can start training and preparing for a bronze, silver and ultimately gold award. Planning and organisation are essential skills but resilience and leadership are also developed through the demands of the programme.

Inspirational Visitors:

Over the last 6 years, we have hosted visits by a number of sporting stars including Tom Davis (Wrestling), Mel Clarke (Archery) and Heather Fisher (Rugby)