

KS4 Information

- Welcome – Mr P. Kent (KS4 Leader)
- Behaviour and expectations – Mr D. Jones (Assistant Headteacher)
- Teaching and Learning – Ms J. Verney (Assistant Headteacher)
- Extra-Curricular opportunities – Mr T. Atkin (Associate Assistant Headteacher)

How to contact school:

What would you like to talk about?	Who do you contact?
Well-being (family, friendship groups, worries)	Mrs Otero (KS4 Pastoral Manager) Mr Kent (KS4 Leader)
Teaching and learning (homework, assessment, progress)	ks4pastoralsupport@silverdale.chorustrust.org
Uniform and equipment	
Behaviour	
Holidays or time off school	Mrs Austin (Attendance Officer)
Attendance (reporting absence, concerns around coming to school)	absence@silverdale.chorustrust.org
Medical issues (changes to health, such as allergies)	Mrs Jones (Student Receptionist)
	AJones@chorustrust.org
Safe-guarding – concern about the safety of a child	Mrs Pawlak (Safe-guarding Manager)
	safeguarding@silverdale.chorustrust.org tpawlak@chorustrust.org
Concern about a learning need (reading, concentration, organisation)	Ms Brocklesby (Special Needs Coordinator - SENCo)
	Senco@silverdale.chorustrust.org

Reporting home:

Year 10 Parents' Evening: **Tuesday 12th March**

Year 10 mocks: **Monday 22nd April – Friday 3rd May**

Assessment Point 1 (AP1): **October/November** – Attitude to Learning

AP2: **December** – Attitude to Learning and attainment

AP3: **February** – Attitude to Learning and attainment

AP4: **March/April** – Attitude to Learning

AP5: **May** – Attitude to Learning and attainment

Silverdale School Expectations

At Silverdale we are always...*Ready, Respectful, and Safe.*

- Follow all instructions; first time, every time.
- Arrive on time, fully equipped and ready to learn.
- Try your best at all times.
- Take pride in yourself and respect others.
- Complete all classwork and homework to the highest standard possible for you to be ready for the next stage.
- Respectfully listen to those who are meant to be talking
 - adults and students.

Routines - The Silverdale Seven

1. Respectful Meet and Greet

At the start of every lesson, staff greet students at the door.

At the end, students are dismissed in a prompt, silent, orderly fashion.

2. Ready starter

Lessons begin with a planned task which enables students to recap learning and to focus on the lesson.

3. Safe register

Teachers take registers in the first ten minutes in silence. Students respond with "Good morning" or "Good afternoon".

4. No mobile phones

Mobile phones and headphones are not used on the school site (Years 7-11).

Sixth Formers can use phones in the Common Room and when directed to in lessons.

5. Hands Off

There should no deliberate physical contact between students in school.

6. One-way system

Students use the one-way system.

7. Toilets

Toilets are used outside of lesson time.

Sanctions

S1 – 15 minute detention at lunchtime.

S2 – 30 minute whole school detention

S3 – 45 minute Key Stage detention

Further sanctions include: Seclusion, meetings with parents, reports.

If you have any questions about what your child will study at Silverdale, please contact the Assistant Headteacher for Teaching and Learning by email (enquiries@silverdale.chorustrust.org) or by phone on 0114 236 9991.

The curriculum (what your child will learn)

Silverdale has a broad and balanced curriculum. We want students to enjoy learning and have many opportunities to succeed.

Key Stage 3 - Years 7, 8 and 9 (ages 11-14)

Subjects in Year 7

2 lessons	Art	Drama	Music	Religious Studies	Computer Science	PSHE*
3 lessons	History	Geography				
4 lessons	PE	French	Design and Technology**			
6 lessons	Science					
7 lessons	English	Maths				

*Personal, Social and Health Education

**Core D&T (practical) and Enhanced D&T (theory)

Subjects in Years 8 and 9

2 lessons	Art	Drama	Music	Religious Studies	Computer Science	PSHE
3 lessons	History	Geography				
4 lessons	PE	Design and Technology				
6 lessons	Maths	French (and Spanish)*	Science	English		

*Some students will study two languages from Year 8.

Will my child be set at KS3?

Most subjects are taught in mixed ability classes at KS3. The following subjects are taught in sets:

- **Maths** – in Years 7, 8 and 9
- **Science** – in Years 8 and 9
- **Languages** – in Years 8 and 9

How can I get more information about what my child is studying?

There is detailed information about what your child will study each year on the Silverdale School website:

<https://www.silverdale.chorustrust.org/curriculumy7to11>

Key Stage 4 - Years 10 and 11 (ages 14-16)

Students complete 9 GCSEs (or an equivalent vocational qualification) at KS4.

Students studying Triple Science	Students studying Combined Science
8 lessons of English (Language and Literature) 7 lessons of Maths 2 lessons of PE	8 lessons of English (Language and Literature) 7 lessons of Maths 2 lessons of PE
15 lessons of Science (Biology, Chemistry and Physics – 5 hours each)	9 lessons of Science (Biology, Chemistry and Physics – 3 hours each)
3 options subjects - 6 hours each	4 options subjects - 6 hours each

Options choices are made in the Spring term of Year 9. For further information about the subjects, please see the website: <https://www.silverdale.chorustrust.org/ks4options>

Will my child be set at KS4?

Most subjects are taught in mixed ability classes at KS4. The following subjects are taught in sets:

- Maths
- Languages
- Combined Science

How can I get more information about what my child is studying?

There is detailed information about what your child will study each year on the Silverdale School website: <https://www.silverdale.chorustrust.org/curriculumy7to11>

Key Stage 5 - Years 12 and 13 (ages 16-18)

At Key Stage 5, there are over twenty academic and vocational courses on offer, including qualifications in areas of study new to students such as Psychology, Economics, Media Studies, EPQ and Cambridge Pre-U.

Students study three courses (occasionally four) for ten hours a fortnight each. Please see the Silverdale website for further information: [Silverdale School - Courses in Sixth Form \(silverdale-chorustrust.org\)](https://www.silverdale.chorustrust.org/silverdale-school-courses-in-sixth-form)

Personal Development Curriculum

At all Key Stages, we give students the tools to grow as confident and thoughtful citizens of the future. The personal development curriculum is delivered through:

PSHE*	Form Time and weekly assemblies	Student Leadership, including School Council	Careers guidance
Academic Mentoring	ATL – Attitude to Learning	Educational Visits	Enrichment Clubs

* Personal, Social and Health Education, including Relationship and Sex Education.

For more information about the personal development curriculum, please contact the Assistant Headteacher for Personal Development by email (enquiries@silverdale.chorustrust.org) or by phone on 0114 236 9991.

An inclusive curriculum

We recognise that providing a representative and inclusive curriculum is so important to the life chances and aspirations of all students: 'You cannot be what you cannot see'.

We are proud to say we have started on the journey to diversify our curriculum, and understand that it is an on-going process. If you would like more information about our work in this area, please contact the Assistant Headteacher with responsibility for Equity, Diversity and Inclusion by email: (enquiries@silverdale.chorustrust.org) or by phone on 0114 236 9991.

Homework

Homework at Silverdale is regular and meaningful.

It is a way for students to prepare for up-coming learning and to consolidate new knowledge and skills.

How is homework set?

Teachers set work on Google Classroom with information about:



1. The task.
2. The hand-in date.
3. Where to hand in the work (on Google Classroom, by email or in class).
4. How long to spend on a piece of work (for some tasks).

Parents and carers can access their child's Google Classroom by logging in with the student school email address and password.

How is homework marked?

Some homework tasks will not receive individual feedback from teachers. For example, students may be asked to research a topic, read a text in preparation for a lesson or watch a video to review learning. It is important that students complete these tasks to keep up with learning in class.

Other types of homework which will receive feedback are essays, exam practice questions or a completed project. Feedback could be in the form of teacher comment, a grade, teacher targets for the whole group or self-marking through discussion in class.

How can my child get help with homework?

In school

Silverdale runs a staffed Homework Club after school on Monday, Tuesday and Wednesday in the Library until 4.15. Students can get support, use computers and printers, and have a quiet place to study. Please contact school if you would like your child to attend.

At home

Check Google Classroom. Talk to your child about their homework. Help them organise working within deadlines. Test your child on content. Talk through planning tasks with them (for example, 'What is the first point you want to make?') An overview of each topic can be found on the curriculum page of the school website (<https://www.silverdale.chorustrust.org/curriculumy7to11>)

What happens if my child has not been set homework, or my child wants more?

At Key Stage 3, students should be reading regularly (ideally for twenty minutes every day) and have a novel or a quality non-fiction text on the go at all times.

Where no homework is set by class teachers, there is an expectation that students will use that time for independent reading at home.

At Key Stages 4 and 5, students should be regularly reviewing work and reading around the topic. Students will receive information about how to develop their understanding and skills in each subject.

Where no homework is set by the class teacher, there is the expectation that students will be working independently on their learning.

What should I do if homework becomes an issue?

As well as being meaningful, homework should be manageable. If your child is finding homework difficult, or completion of homework is becoming a fraught issue in your home, please contact the Key Stage Pastoral team. We will work with you and your child to address any problems.

Assessment

How are students assessed at Silverdale?

At Silverdale, we monitor your child's progress in three ways for all Key Stages:

Attitude to Learning The extent to which students are: Ready to Learn, Resilient, Resourceful, Respectful, Reflective: https://www.silverdale.chorustrust.org/atl	Responsive Teaching On-going, 'every lesson' checks of understanding. This includes quizzes, mid- unit tests and questioning.	Milestone assessments Including end of unit tests, assessments which review the whole course, and mock exams in Key Stages 4 and 5.
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In addition,

Key Stage 3 Every student's reading level is assessed three times a year.	Key Stages 4 and 5 Practice (or mock) exams are held at the following times: Year 10: Summer term Year 11: Winter term Year 12: Summer term Year 13: Spring term
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Marking and feedback

Feedback is one of the most important ways in which we learn. Your child will receive regular feedback to enable them to reflect on their work. The feedback can come in many forms, including:

Teachers asking questions and talking with students.	The results of mini quizzes.	Live marking – teachers marking work in the lesson with the student.	Dot marking, i.e. colour-coded dots.
Mid-lesson checks.	Using a visualiser or scanned work to share ideas.	Marked pieces with a comment, grade or against a mark-scheme.	Peer (working with a partner) and self-assessment.

Reporting home

How will I know how my child is doing at school?

Teachers regularly report home on student attitudes to learning and attainment (see below). You can also find the results of tests and assessments in students' books, folders and on Google Classroom.

	Year group	Attitude to Learning	Attainment
Key Stage 3	Year 7	5 times a year	Reading data 3 times a year Attainment 2 times
	Year 8		
	Year 9		
Key Stage 4	Year 10	5 times	Attainment grades* 3 times
	Year 11	4 times	Attainment grades* 2 times
Key stage 5	Year 12	3 times	Attainment grade* 3 times
	Year 13	3 times	Attainment grade* 3 times

*At KS4 and 5, attainment grades are the level the student is working in most recent assessments (such as a mock exam) and classwork. We don't report on predicted grades to parents, apart from as part of the Sheffield Progress applications in Year 11 and the UCAS applications in Year 13.

Inclusive classrooms

Silverdale is an inclusive school.

We believe strongly in giving every student the specific support they need to achieve their best.

Outstanding Achievement for All

Everyone feels welcomed and that they belong.
Everyone feels known and cared for.
Everyone's talents are nurtured and achievements celebrated.

What does it mean to have an inclusive classroom?

Teachers are aware of ways to support each student. Where possible, all students to complete the same tasks.

How do teachers ensure their planning is inclusive?

Making key words and concepts clear.	Presenting information in different ways, (such as videos, pictures, text)	Providing model answers so that students can see what they are aiming for.	Giving lots of opportunities to practise and review learning.
Thinking carefully about the sequence and amount of information.	Checking understanding and adjusting the next lesson accordingly.	Providing optional support structures, such as sentence starters.	Giving clear guidance on how learning will be assessed.

How do teachers ensure their classrooms are inclusive?

1. **Use seating plans** – we ensure a student is sitting in the best place to receive help from the teacher, or to meet their additional needs, such as a visual or hearing impairment.
2. **Support effective note-taking** – we recognise that some students find note-taking difficult. Supportive strategies include allowing students to take a photo of the board to review at home using a tablet or webcam via a laptop; uploading notes from the lesson to Google Classroom; printing out the information to stick in books.
3. **Support laptop use** – where a student uses a laptop, we talk with them to agree: where work will be stored for that subject; how they will share work with the teacher; how the teacher will give feedback on their work. Wherever possible, we upload the lesson's worksheets and hand-outs to Google Classroom before or at the start of the lesson.
4. **Adjust how we recognise success** – we know our students well and recognise what success looks like for them. We acknowledge different ways of showing understanding, such as verbal responses. We set individual targets, such as the tasks a student should complete by the end of the lesson.
5. **Use questions** – we use questions carefully to ensure all students understand the key concepts being taught.
6. **Are thoughtful when marking and giving feedback.** We ask ourselves the question: 'What is the most valuable feedback for this student?'

Differentiated tasks

In some cases, teachers will differentiate the task and materials. Recently arrived EAL (English as an Additional Language) students, and students with some cognitive or linguistic barriers to learning benefit from reduced content, increased use of visuals and clearly presented structures to enable them to give verbal and written responses.

Reading

We want your child to be a confident, fluent reader who enjoys challenging texts.

Our approach to reading is based on the following three principles:


- Reading ability is the most important predictor of academic success across the curriculum.
- The only way to get better at reading is to read.
- Reading can be vital for student well-being.

How do we develop students' reading skills?

In Key Stage 3, we have a structured reading curriculum and a focus on reading for pleasure:

English and Library lessons	In Year 7 and 8, students have a Library lesson every two weeks. This is delivered by your child's English teacher. Library lessons are a time to explore different books, take book quizzes and share reading recommendations. At KS3, homework in English focuses on ensuring students are reading regularly and widely.
Measuring reading progress	We assess students' reading progress each term using a programme called Accelerated Reader. The results enable us to guide your child to books which will challenge them and be enjoyable. Students are given their Reading Range each term and are encouraged to choose books within this range.
Private reading time	There are opportunities for private reading in lessons, form time and social time. Students should have a reading book in their bag at all times.
Reading across different subjects	Developing your child's reading skills is a whole school responsibility and subjects include reading within the KS3 curriculum. Some subjects, such as History and English, prioritise reading when setting homework. Other subjects, such as Design and Technology, frequently include a reading task at the start of lessons.

At Key Stage 4 and 5, your child will be expected to read extensively across all subjects, and the curriculum has been designed to support students' reading for learning. Teachers will set challenging texts in class and for homework.

<p>The Library Silverdale has a well-stocked library and students can take out up to four books at any time. The library is open at break, lunchtime and after school.</p>		<p>Students and parents/carers can find out about the library on the Reading Cloud. All students have an account through which they can browse the school library online and keep track of what they have borrowed. Features include Reading Lists by interest, year group and AR book level.</p>
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What support is there if my child is finding reading difficult?

We have a number of support programmes for students who are struggling with reading. We will contact you if we think your child would benefit from extra support.

What should I do if I'm worried about my child's reading?

Please contact school. The reading team meet regularly to discuss students' progress in reading, and we will be able to explore how we can best work with your child.

How can I help at home?

Make sure your child has a reading book in their bag and that they change it regularly. Encourage your child to read every day, if possible. Talk to your child about what they're reading – research has shown that adult-child conversations around books are beneficial.

If your child is reluctant to read, listening to challenging texts is still very valuable. There are lots of free audio books on-line, as well as podcasts and sites such as [BBC Sounds](#). Listening to books will give your child access to new vocabulary, challenging ideas and 'a window on the world'.