



Supporting Your Child in Year 7

Working together to achieve the best for all
pupils

The Four Pillars of Learning

Challenge

We show **respect** by producing our best effort – every time.

We show **resilience** by being prepared to attempt difficult tasks.

We take **responsibility** by not asking if our work is finished, but asking if it is excellent.



Engagement

We show **respect** by being willing to join in and share our ideas with the class.

We show **resilience** by being willing to try new ways of learning.

We take **responsibility** by making the most out of every learning opportunity.



Feedback

We show **respect** by offering useful feedback to others.

We show **resilience** by learning and improving from our mistakes.

We take **responsibility** by thinking and acting on areas for improvement.



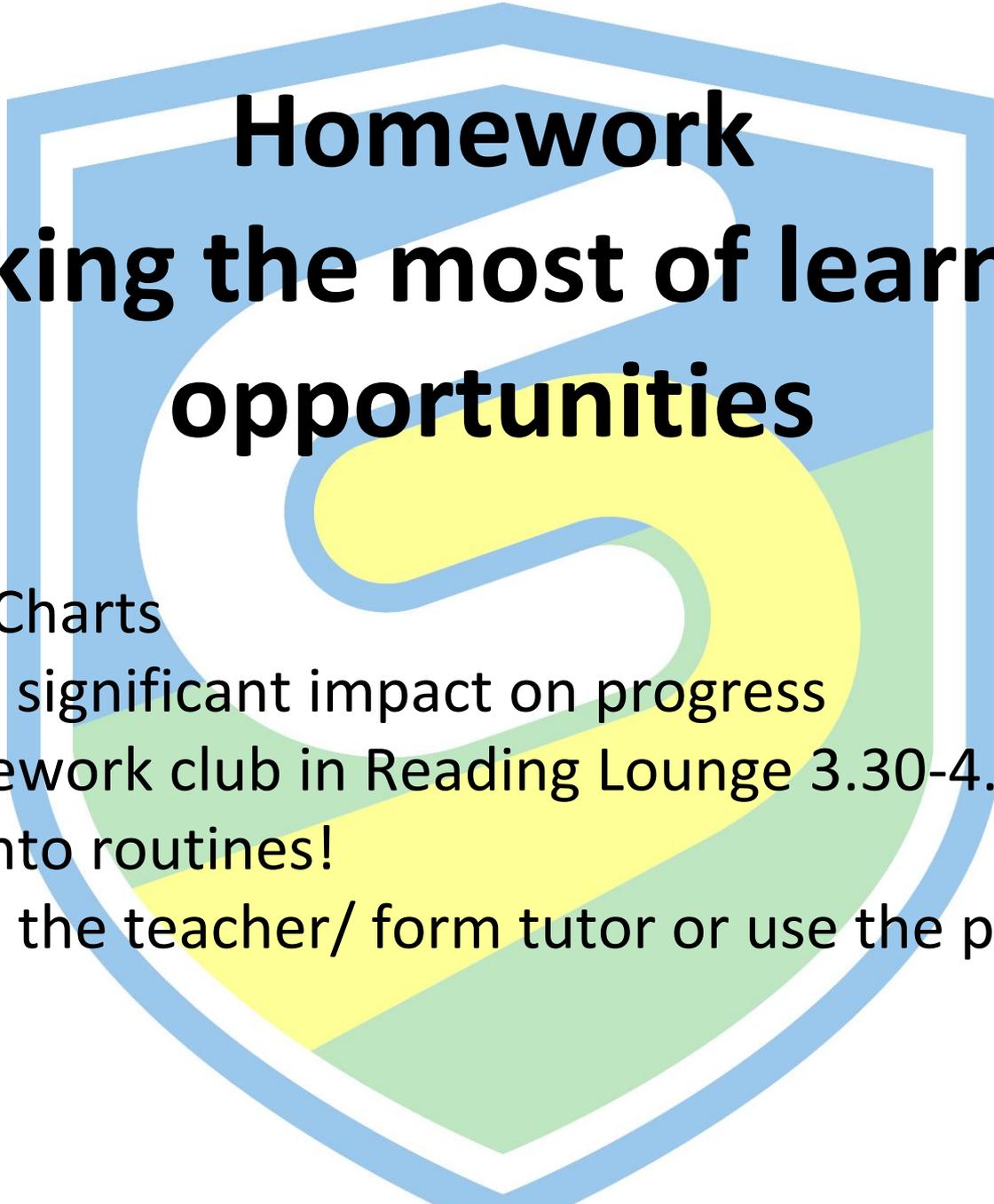
Independent Learning

We show **respect** by being well equipped and being on time for school.

We show **resilience** by being willing to learn on our own and with others.

We take **responsibility** by doing homework on time and to the best of our ability.





Homework

Making the most of learning opportunities

- ClassCharts
- Has a significant impact on progress
- Homework club in Reading Lounge 3.30-4.30
- Get into routines!
- Email the teacher/ form tutor or use the planner



Homework

Set date:

📅 2/10/2017 - 18/10/2017 ▾

TO DO

Photosynthesis Revision

Science

Cameron Wallace Carville

Due date: 11/10/2017

[DETAILS](#)

future tense sheet

French

Cameron Wallace Carville

Due date: 12/10/2017

[DETAILS](#)

Charles Dickens - Research

English

Cameron Wallace Carville

Due date: 12/10/2017

[DETAILS](#)

Mole Questions

Science

Cameron Wallace Carville

Due date: 12/10/2017

[DETAILS](#)

Mymaths - 3D Trigonometry

Mathematics

Cameron Wallace Carville

Due date: 13/10/2017

[DETAILS](#)

Training of doctors

History

Cameron Wallace Carville

Due date: 16/10/2017

[DETAILS](#)

PENDING

CompSci Homework 1D

Computer Science

Cameron Wallace Carville

Due date: 8/10/2017

[DETAILS](#)

Assessment

Triple Science

Cameron Wallace Carville

Due date: 9/10/2017

[DETAILS](#)

16 mark question

History

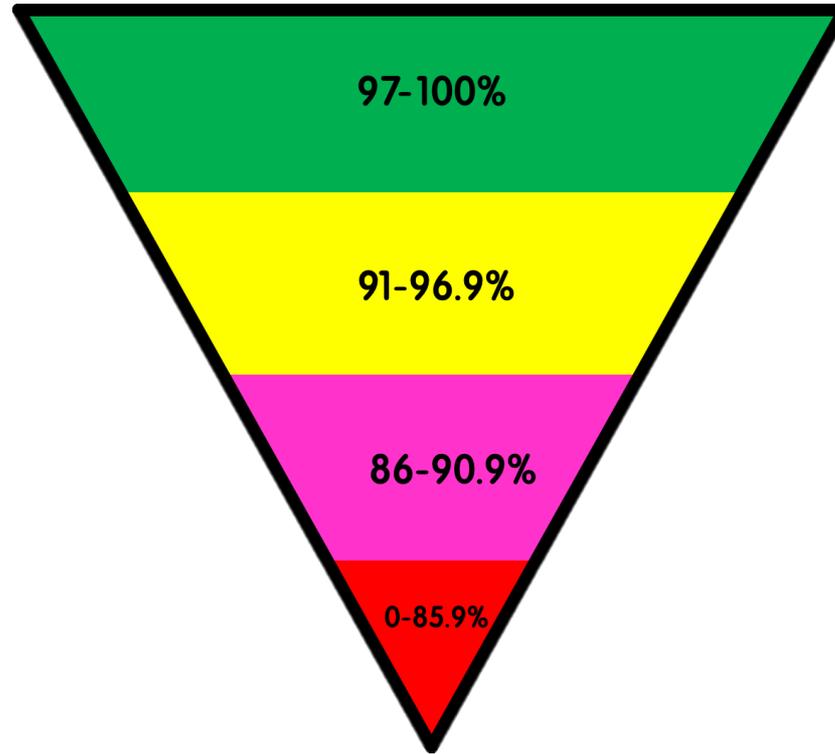
Cameron Wallace Carville

Due date: 9/10/2017

[DETAILS](#)

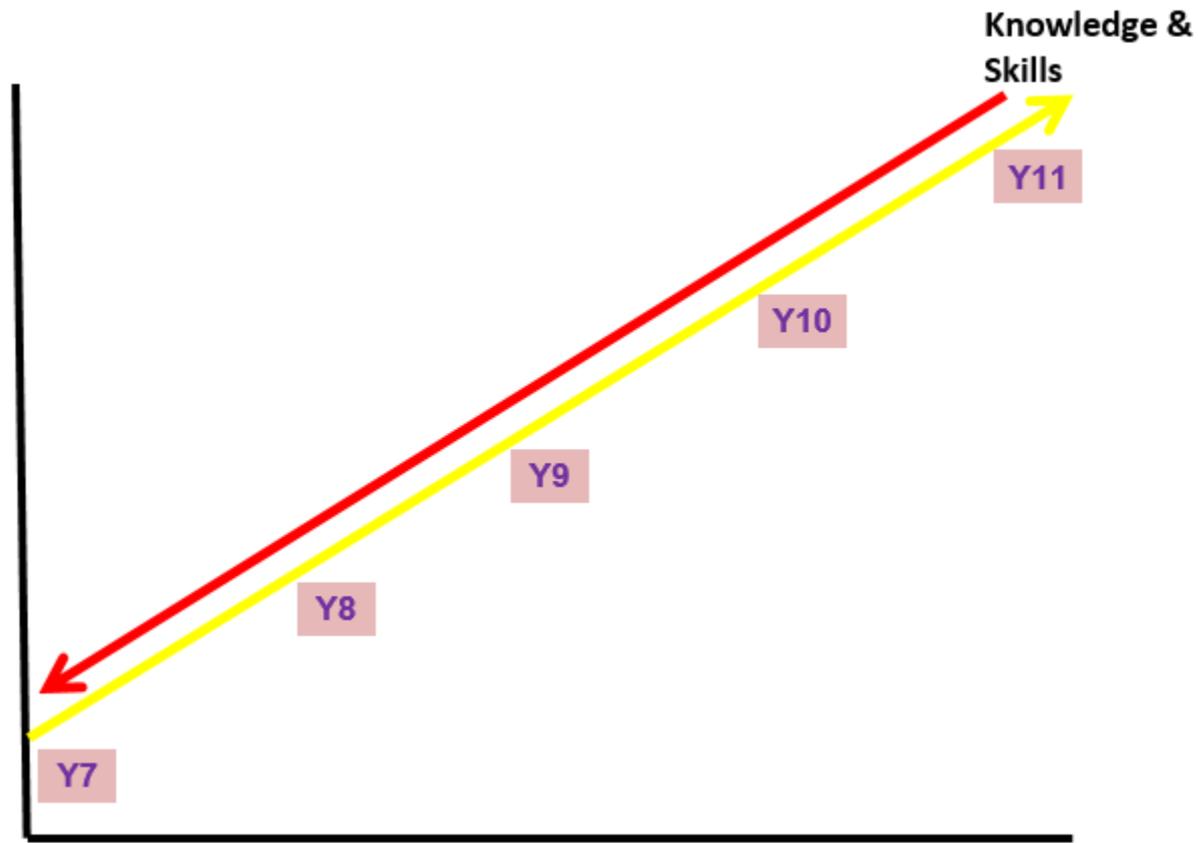
SUBMITTED

Attendance Matters



100%-97%	0-6days missed	No Concern
91%-96.9%	7days -18days missed	Risk of underachievement
86%-90.9%	19-28 days missed	Severe risk of underachievement
0%-85.9%	29+days missed	Extreme concern - underachievement

Where do we want pupils to get to?



Our Assessment Policy

Effective assessment lies at the heart of effective teaching and learning. The main purpose of assessment is to secure each pupil's entitlement to accurate feedback about their progress towards aspirational and challenging targets. Assessment should promote independence and responsibility for a pupil's own learning and progress so that pupils initiate and extend the range of their capabilities, successfully blending both traditional and digital contexts of learning.

An accurate knowledge of what pupils are capable of and achieve is essential if teachers, in turn, are to support pupils in their next steps for learning.

Assessment at Cavendish

- Use New GCSE Grades throughout the Secondary Phase
 - A consistent assessment language throughout the phase
- All pupils will have targets for the end of each year based on their starting points
- Targets are challenging and stretching
- Targets will be GCSE grades but broken down to +, = and –

Changes to GCSE Grading

Grade 9: Top A* performers, about half of the 6.8% who got A*s this year are likely to get it.

Grade 8: The rest of those who obtained A* but did not qualify for a 9

Grade 7: Equivalent to an A Grade pass

Grade 6: Top end of the existing B Grade

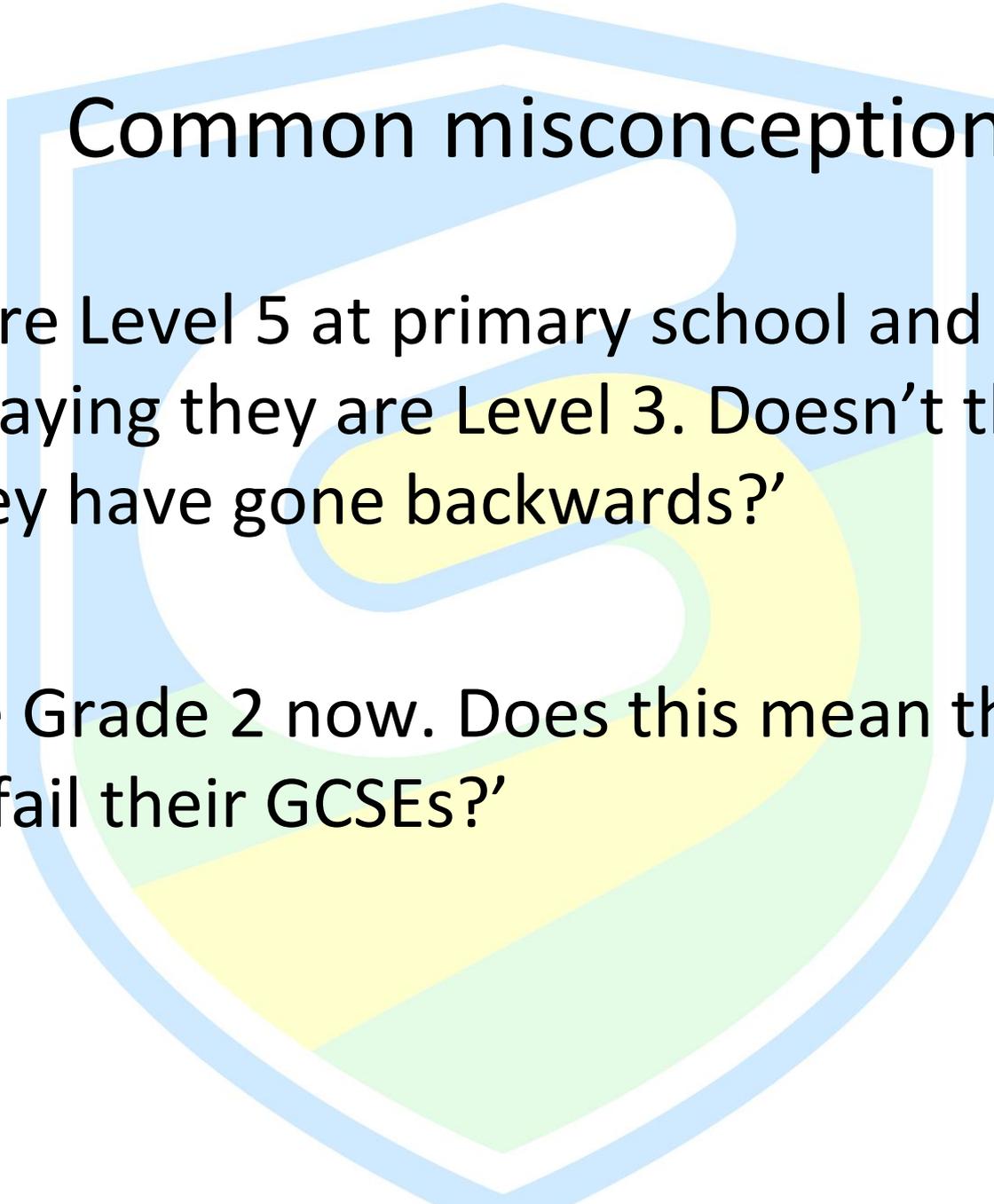
Grade 5: Pitched at the top end of the old C Grade and the bottom of the old B grade

Grade 4: Equivalent to a C Grade pass

Grade 3: Equivalent to a D Grade pass

Grade 2: Equivalent to an E Grade pass

Grade 1: Equivalent to Grade F and G passes



Common misconceptions

‘They were Level 5 at primary school and now you are saying they are Level 3. Doesn’t this mean they have gone backwards?’

‘They are Grade 2 now. Does this mean they are going to fail their GCSEs?’

How will my child be assessed?



- All assessments will use GCSE style questions.

How **useful** are sources A and B for investigating the **life of pirates**?

Explain your answer using sources A and B and your knowledge of the historical context. [8]



Write an account that **explains how** the Suffragettes campaigned for women to vote.

You may include the following in your answer:

- Posters
- Smashing windows

You **must** also include information of your own. [8]

2 (a) Study Sources A and B in the Sources Booklet.

How useful are Sources A and B for an enquiry into the problems involved in performing operations on the Western Front?

Explain your answer, using Sources A and B and your knowledge of the historical context.

Write a narrative account analysing the key events of 1519–21 that led to the Aztec surrender.

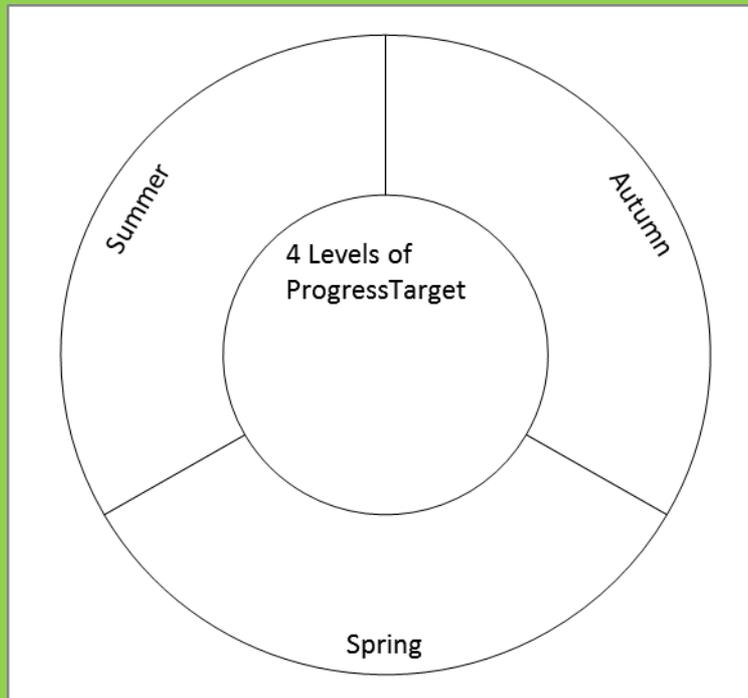
You may use the following in your answer:

- Cortes's expedition (1519)
- the capture of Tenochtitlan (1521)

You **must** also use information of your own.

How will my child know how they are doing and how to improve?

- Grade stickers



How will my child know how they are doing and how to improve?

- Grade descriptors



State

I can **state** key events. I can **state** some changes or continuities. I am able to use a **scaffold**.

Grade 1

Emerging Explanations

I am able to clearly **describe** and simply **explain** comparisons between events. I am emerging an **explanation** about changes. I am able to use source **explicitly** and **describe** different interpretations. I am writing and using paragraphs



Grade 5

Masterful Analysis

I am able to **masterfully analyse** and come to a **substantiated** conclusion on key events. I am able to develop my own **original** thought with wider information I have researched. I am able **masterfully analyse** how a source is useful based on provenance and source content. I have an **outstanding** writing skill which is referencing my own sources.



Grade 9

How will my child know how they are doing and how to improve?

- Feedback – SIR marking



AO1 - Knowledge

Write an account that explains how William won the Battle of Hastings. You may use the following in your answer:

- Knights
- Stamford Bridge

You must also use information of your own. [8]

- | | |
|---|--|
| <ul style="list-style-type: none">- Includes accurate own knowledge- Uses specialist terminology- Events are in a logical order- Information is relevant- Gives a reason why William won the battle.- Gives more than one reason why William won the battle. | <ul style="list-style-type: none">- Detailed explanation of why William won the Battle.- Links causes together.- Good description of events- Clear structure- Clear links to question throughout |
|---|--|

SPaG/Literacy (go through and correct) :

- Some words are misspelt.
- There is some punctuation missing.
- There are some capital letters missing.
- Some punctuation is in the wrong place.

Key words: Knights, housecarls, Normandy, Hadraada, Pevensey, Hastings, archers, advantage

Strengths:

Improvements:

Respond in book by making improvements in purple pen!

English





Last year:

71% achieved 4 or better in English Language

70% achieved 4 or better in English Literature

75% achieved 4 in Language or Literature

11 pupils achieved a 9: twice the national average

Our average GCSE grade was a 5.

This year, a **4 is a pass (C). 5 is a good pass and the new 'standard'.**



How we make English enjoyable for Year 7 at Cavendish.



How we will prepare your child for exams, college and adulthood.



How you can support your child to help them succeed in English.



Year Seven English at Cavendish 2017 -18



Term One: *Alter Egos.*

A creative and exciting introduction to Key Stage Three English, where your child will explore the concept of alter egos and 'the hidden self' and produce an imaginative piece of writing based on their own transformation into an animal or superhero alter ego.

In this term, we also assess your child's reading and spelling ages. They also have one lesson a week timetabled in the LRC to partake in our Accelerated Reader programme.



Year Seven English at Cavendish 2017-18



Term Three: *Creative Writing, inspired by 'Escape from Kraznir.'*

In this scheme, pupils will use extracts from the fantasy story 'Escape from Kraznir' to inspire their own creative writing piece in the fantasy genre.



Year Seven English at Cavendish
2017-18



Term Four: *The Tempest*

In this term, your child will get to investigate the language of Shakespeare through his magical play 'The Tempest.' This unit of work is full of drama based activities to support all pupils in engaging with and enjoying a Shakespeare play.



Year Seven English at Cavendish 2017-18

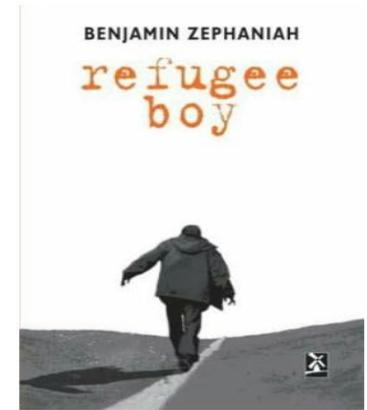


Term Five: *The Island and Holiday Project*

This exciting project allows pupils to work together to create their own 'Dream Islands', advertise them using persuasive language and then write letters of complaint about their imaginary stays at each other's 'Dream Islands.'



Year Seven English at Cavendish 2017-18



Term Six: *Novel study: 'Refugee Boy'.*

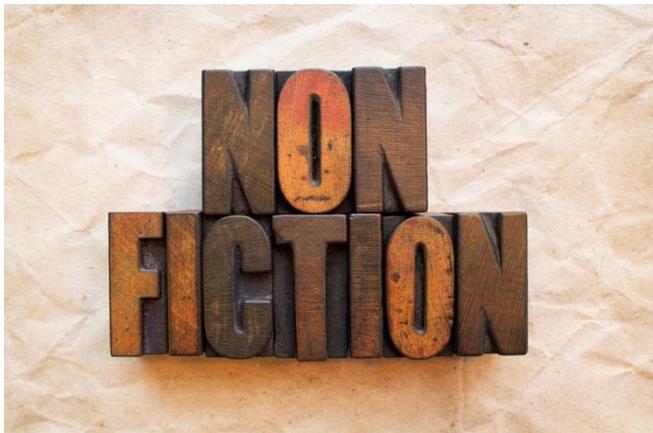
During this final term, your child will study Benjamin Zephaniah's emotional novel about Alem, a young refugee, who escapes the Ethiopian/Eritrean conflict with his father to seek asylum in the UK. They will complete a reading assessment exploring the character development of Alem through the novel.

Structure of the new Language paper:



Paper 1: Fiction

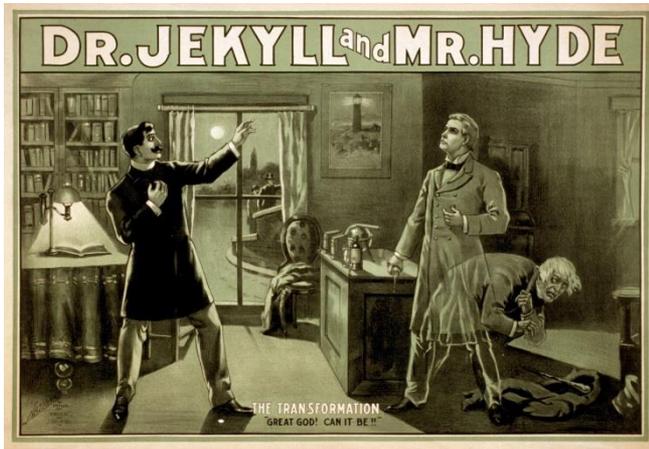
pupils read one fiction text, analysing language and structure. They write either a description or narrative.



Paper 2: Non Fiction

pupils read two fiction texts, comparing the way the writers use language and present their views. They write to express a viewpoint.

Structure of the new Literature paper:



Paper 1

pupils analyse extracts from Romeo and Juliet and Jekyll and Hyde but also need to quote from memory.

Paper 2

pupils answer 3 questions on An Inspector Calls, conflict poetry and unseen poetry.





What we do in school...



- Intervention with a KS3 Intervention Officer to help with areas identified by class teachers.
- Sound Training reading booster sessions (6 x 1hr sessions for selected mid and high ability readers).
- We word and structure end of term assessments so that they sound like the assessments they will take at KS4 to prepare them.
- **Regular homework which you can monitor on Classcharts**
- Library lessons once a week.



How pupils can be supported at home...

1. **Monitor exercise books** for presentation, teacher comments and homework.
2. Encourage them to attend any intervention we have put in place: including tutor time reading groups run by our Year Ten subject captains.
3. Encourage them to **redo and improve** a piece of work in their exercise book, adding to it.

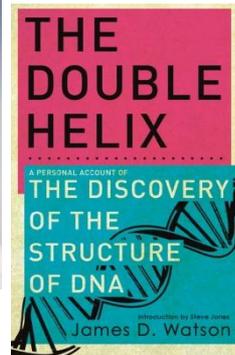
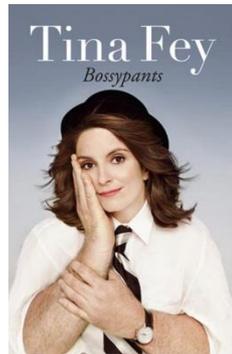
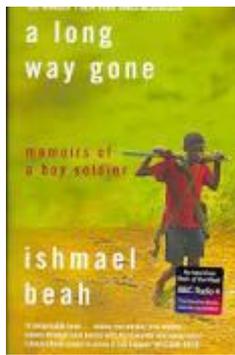
Reading at home is key to success...



A starting point.

Appropriate and popular authors for this age range include:

Modern/contemporary authors	Classic/established favourite authors
Malorie Blackman	Enid Blyton
Eoin Colfer	Frances Hodgson Burnett
Suzanne Collins	Lewis Carroll
Anthony Horowitz	Roald Dahl
Patrick Ness	Kenneth Grahame
Philip Pullman	J.R.R. Tolkien
Robert Swindells	Jules Verne



Non fiction texts are really important too!

Non-fiction:

- **Magazines** (Saturday and Sunday supplements from the broadsheets are most beneficial), **broadsheet** newspapers, websites (such as the BBC, nationalgeographic.com, theguardian.com/uk), **biographies and autobiographies** of your child's heroes.

Thank you for you support...

In the case of an issue, please contact your child's teacher in the first instant.

Alternatively:

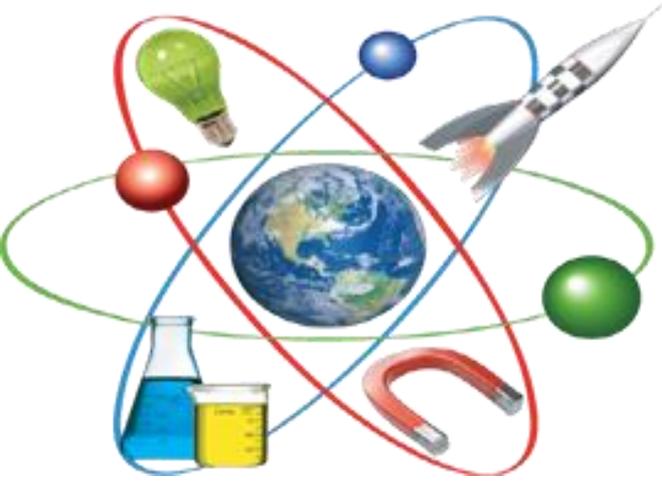
Year 7 and Year 8 KS3 Lead: Mrs Street

KS4 Lead: Mrs Slattery

Head of Faculty: Mr Pointon

Science



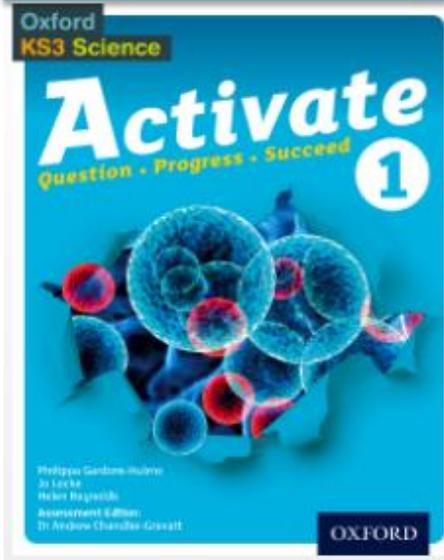


In Year 7 and Year 8 we are taking your child on a journey through the sciences of Biology, Chemistry and Physics.

We will build their knowledge and understanding of the fundamental ideas that underpin the sciences. We will also increase their confidence and enthusiasm for the sciences.

This will begin their preparation for their GCSE Combined Science or GCSE Biology GCSE Chemistry and

Year 7



Working Scientifically

1.1	Asking scientific questions	2	1.4	Analysing data	8
1.2	Planning investigations	4	1.5	Evaluating data	10
1.3	Recording data	6			

Biology B1

Biology B1 Unit Opener 12

Chapter 1: Cells

1.1	Observing cells	14	1.4	Movement of substances	20
1.2	Plant and animal cells	16	1.5	Unicellular organisms	22
1.3	Specialised cells	18	1.6	B1 Chapter 1 Summary	24

Chapter 2: Structure and function of body systems

2.1	Levels of organisation	26	2.5	Movement: joints	34
2.2	Gas exchange	28	2.6	Movement: muscles	36
2.3	Breathing	30	2.7	B1 Chapter 2 Summary	38
2.4	Skeleton	32			

Chapter 3: Reproduction

3.1	Adolescence	40	3.6	Flowers and pollination	50
3.2	Reproductive systems	42	3.7	Fertilisation and germination	52
3.3	Fertilisation and implantation	44	3.8	Seed dispersal	54
3.4	Development of a fetus	46	3.9	B1 Chapter 3 Summary	56
3.5	The menstrual cycle	48			

Chemistry C1

Chemistry C1 Unit Opener 58

Chapter 1: Particles and their behaviour

1.1	The particle model	60	1.5	More changes of state	68
1.2	States of matter	62	1.6	Diffusion	70
1.3	Melting and freezing	64	1.7	Gas pressure	72
1.4	Boiling	66	1.8	C1 Chapter 1 Summary	74

Chapter 2: Elements, atoms, and compounds

2.1	Elements	76	2.4	Chemical formulae	82
2.2	Atoms	78	2.5	C1 Chapter 2 Summary	84
2.3	Compounds	80			

Chapter 3: Reactions

3.1	Chemical reactions	86	3.5	Conservation of mass	94
3.2	Word equations	88	3.6	Exothermic and endothermic	96
3.3	Burning fuels	90	3.7	C1 Chapter 3 Summary	98
3.4	Thermal decomposition	92			

Chapter 4: Acids and alkalis

4.1	Acids and alkalis	100	4.4	Making salts	106
4.2	Indicators and pH	102	4.5	C1 Chapter 4 Summary	108
4.3	Neutralisation	104			

Physics P1

Physics P1 Unit Opener 110

Chapter 1: Forces

1.1	Introduction to forces	112	1.4	Forces at a distance	118
1.2	Squashing and stretching	114	1.5	Balanced and unbalanced	120
1.3	Drag forces and friction	116	1.6	P1 Chapter 1 Summary	122

Chapter 2: Sound

2.1	Waves	124	2.4	Detecting sound	130
2.2	Sound and energy transfer	126	2.5	Echoes and ultrasound	132
2.3	Loudness and pitch	128	2.6	P1 Chapter 2 Summary	134

Chapter 3: Light

3.1	Light	136	3.4	The eye and the camera	142
3.2	Reflection	138	3.5	Colour	144
3.3	Refraction	140	3.6	P1 Chapter 3 Summary	146

Chapter 4: Space

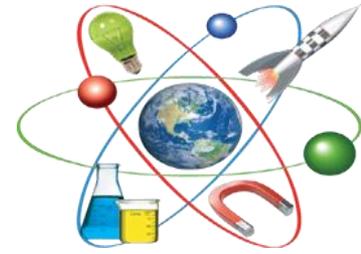
4.1	The night sky	148	4.4	The Moon	154
4.2	The Solar System	150	4.5	P1 Chapter 4 Summary	156
4.3	The Earth	152			

How we will prepare your child.

- Regular assessments throughout the year to identify strengths and areas for development.
- Continual review of previous lesson content .
- Training to develop extended writing skills and working scientifically skills.
- Homework that focusses on scientific keywords and definitions to support scientific explanation.
- Access to an online package of support resources and online text books.



<https://www.kerboodle.com/users/login>



Lessons, Resources, Assessment,
and Kerboodle Books

[What is Kerboodle?](#)

Username/Email

Cporter

Password

.....

Institution Code

bb1

Remember me

Log in

[Trouble logging in?](#)

Your Favourites

AQA GCSE Sciences
9-1
AQA GCSE Sciences (9-1)
1 Due this week
0 For manual marking



Science GCSE for AQA 2014
0 Due this week
0 For manual marking

AQA
GCSE Sciences Online Homework
AQA GCSE Science Online Homework
0 Due this week
0 For manual marking

Activate
Activate
22 Due this week
3 For manual marking

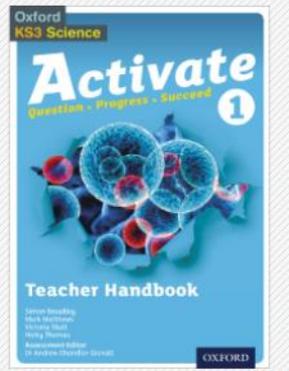
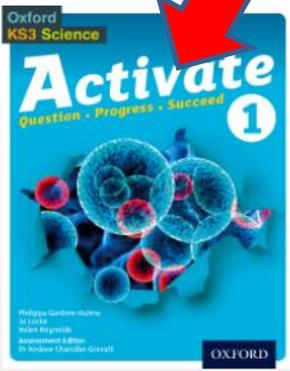


Activate

- HOME
- LESSONS
- RESOURCES
- ASSESSMENT
- MARKBOOK
- DIGITAL BOOK**
- USER MANAGEMENT



DIGITAL BOOK



FIND OUT MORE



Online access to the text book used in class.

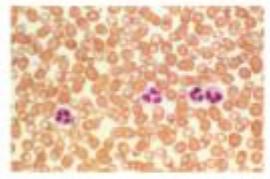
1.1 Observing cells

Learning objectives

- After this topic you will be able to:
- describe what a cell is
 - explain how to use a microscope to observe a cell.

Fantastic Fact!

Cells are so small that about 100 animal cells would fit across the width of this tiny ball stop.



▲ There are different types of cells in your blood.



▲ This is the drawing that Hooke made of cork cells.

Look around you. Can you see any dust? Most household dust is actually dead cells. These come from anything living in your house. To see the cells, you need to look through a microscope.

What are living organisms made of?

All living **organisms** (things) are made of **cells**. Cells are the building blocks of life. They are the smallest units found in an organism. Organisms such as bacteria can be formed from a single cell. Millions of cells can join together to form a person, like you.

A State what all living organisms are made up of.

Seeing cells

Cells were first seen about 350 years ago when Robert Hooke, a scientist, looked down a **microscope** at a thin slice of cork. He saw tiny room-like structures, which he called cells. These were plant cells; cork is a type of tree bark.

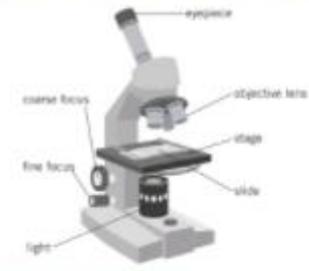
B Write down what Robert Hooke saw when he looked at cork using a microscope.

Making an observation

To see a very small object in detail, you need to use a microscope. This magnifies the image using lenses. Looking carefully and in detail at an object is called making an **observation**.

To make an observation, the object you wish to observe needs to be very thin so that light can travel through it. You might need to add coloured dye to make the object easier to see.

C State what is meant by a scientific observation.



Parts of a microscope

Follow the steps below to observe an object using a microscope.

- 1 Move the stage to its lowest position.
- 2 Place the object you want to observe on the stage.
- 3 Select the objective lens with the lowest magnification.
- 4 Look through the eyepiece and turn the coarse-focus knob slowly until you see your object.
- 5 Turn the fine-focus knob until your object comes into focus.
- 6 Repeat Steps 1 to 6 using an objective lens with a higher magnification to see the object in greater detail.

D Name the part of a microscope you look through.

Magnification

The eyepiece lens and objective lens in a microscope have different magnifications. Together they magnify the object.

For example, if you have an eyepiece lens of x10 and an objective lens of x20 the object would be magnified 200 times.

$$\begin{aligned} \text{Total magnification} &= \text{eyepiece lens magnification} \times \text{objective lens magnification} \\ &= 10 \times 20 \\ &= 200 \end{aligned}$$

Magnification

You are asked to observe an onion cell using a microscope. The eyepiece lens has a x10 magnification and the objective lens has a x50 magnification. What is the total magnification?

Microscope observations

When recording your observations from a microscope, you should always note down the magnification you used, use a sharp pencil to draw diagrams, and use a ruler to draw label lines.

Key Words

organism, cell, microscope, observation

Summary Questions

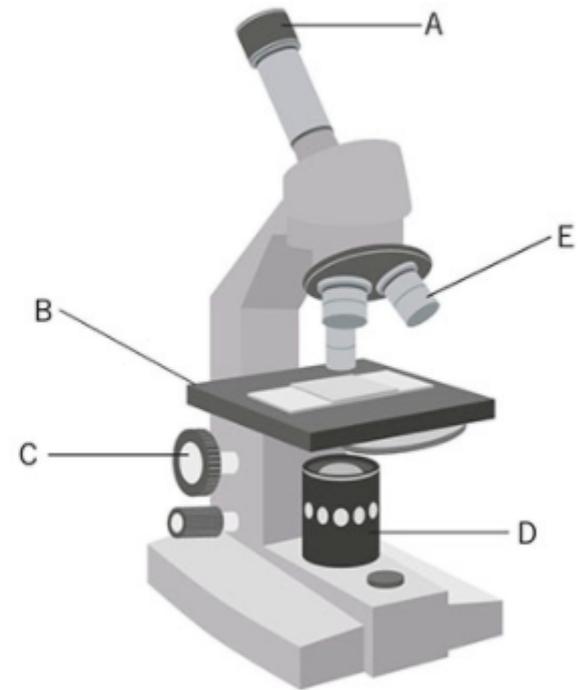
- 1 Copy and complete the sentences below.
All living organisms are made up of _____. These are the _____ blocks of life. To _____ cells in detail you need to use a _____. This _____ the object. (5 marks)
- 2 Describe what the following parts of a microscope do:
a lenses (1 mark)
b stage (1 mark)
c focusing knobs (2 marks)
- 3 Describe in detail the method you would use to observe the cells within a white flower petal. (8 marks) (NC)



Online tasks. Sometimes set for homework. Useful for revision and review of class work.

Match the correct letter with the parts of the microscope shown.

- E ● ● Focus Knob
- D ● ● Light
- C ● ● Stage
- B ● ● Objective lens
- A ● ● Eyepiece

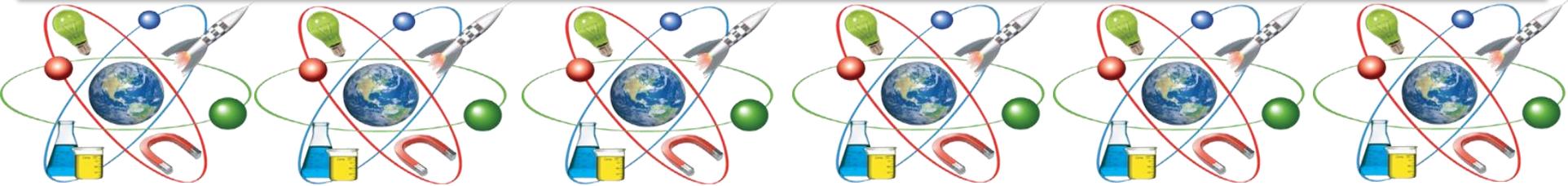


Reset

[Acknowledgements](#)
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Check answers

How can you support your child to help them succeed in Science?



- 1. Monitor homework and encourage completion – in detail.**
- 2. When a revision homework is set, check that your child has suitable ideas about how to revise and is using them. If you are unsure about this, contact us.**
- 3. Encourage your child to write out key equations and formulae to make posters that can be stuck up at home.**
- 4. Test their memory of what they have learnt.**

**Cavendish
School**

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**Department
of
Mathematics**

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Points of Contact

Mrs D Crampton

Mrs K Baillie

Mrs Dean

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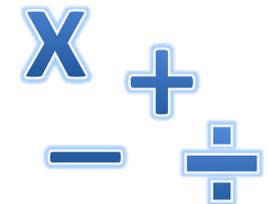


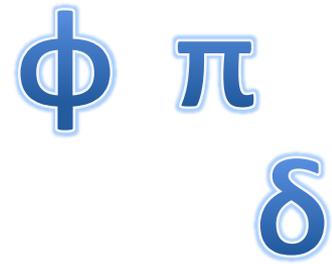
KS3 Maths

- All classes are set from the start of September
- We follow levelled schemes of work for every class
- Classes have short topic tests at the end of each unit
- There will be three larger more formal exams during the year

KS3 Maths Homework

- Mymaths tasks are set each week for homework
- Each class has a lesson using mymaths, once every fortnight
- Tasks are set according to ability of class
- We run homework catch-up sessions at lunch time



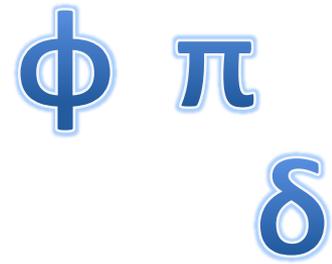


www.mymaths.co.uk

If you would like information on mymaths, we are able to give you, your child's logins, so you can monitor what they are doing.

pupils will be shown how to use the revision facilities on the website too. We encourage pupils to practice and improve their basic maths skills regularly.





Revision

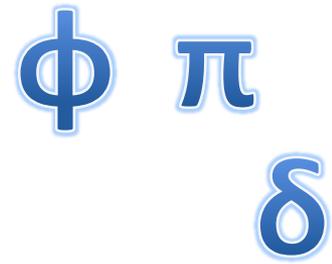
We would also encourage pupils to look at other websites to help with their revision.

Bbcbite size is a very useful site -

www.bbc.co.uk/schools/gcsebitesize

Also, mrbartonmaths.com





Extra help with Maths

We do run sessions for pupils we feel need an extra boost to their maths. These sessions are run by Mrs Baillie and you will be informed if your child is involved.



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**Thank you for listening.
We look forward to working
with year 7 this session.**

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English





Last year:

71% achieved 4 or better in English Language

70% achieved 4 or better in English Literature

75% achieved 4 in Language or Literature

11 pupils achieved a 9: twice the national average

Our average GCSE grade was a 5.

This year, a **4 is a pass (C)**. **5 is a good pass and the new 'standard'**.



How we make English enjoyable for Year 7 at Cavendish.



How we will prepare your child for exams, college and adulthood.



How you can support your child to help them succeed in English.



Year Seven English at Cavendish 2017 -18



Term One: *Alter Egos.*

A creative and exciting introduction to Key Stage Three English, where your child will explore the concept of alter egos and 'the hidden self' and produce an imaginative piece of writing based on their own transformation into an animal or superhero alter ego.

In this term, we also assess your child's reading and spelling ages. They also have one lesson a week timetabled in the LRC to partake in our Accelerated Reader programme.



Year Seven English at Cavendish 2017-18



Term Three: *Creative Writing, inspired by 'Escape from Kraznir.'*

In this scheme, pupils will use extracts from the fantasy story 'Escape from Kraznir' to inspire their own creative writing piece in the fantasy genre.



Year Seven English at Cavendish
2017-18



Term Four: *The Tempest*

In this term, your child will get to investigate the language of Shakespeare through his magical play 'The Tempest.' This unit of work is full of drama based activities to support all pupils in engaging with and enjoying a Shakespeare play.



Year Seven English at Cavendish 2017-18

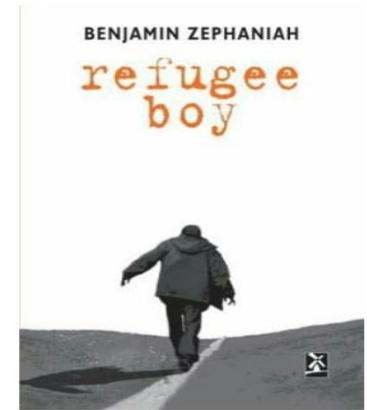


Term Five: *The Island and Holiday Project*

This exciting project allows pupils to work together to create their own 'Dream Islands', advertise them using persuasive language and then write letters of complaint about their imaginary stays at each other's 'Dream Islands.'



Year Seven English at Cavendish 2017-18



Term Six: *Novel study: 'Refugee Boy'.*

During this final term, your child will study Benjamin Zephaniah's emotional novel about Alem, a young refugee, who escapes the Ethiopian/Eritrean conflict with his father to seek asylum in the UK. They will complete a reading assessment exploring the character development of Alem through the novel.

Structure of the new Language paper:



Paper 1: Fiction

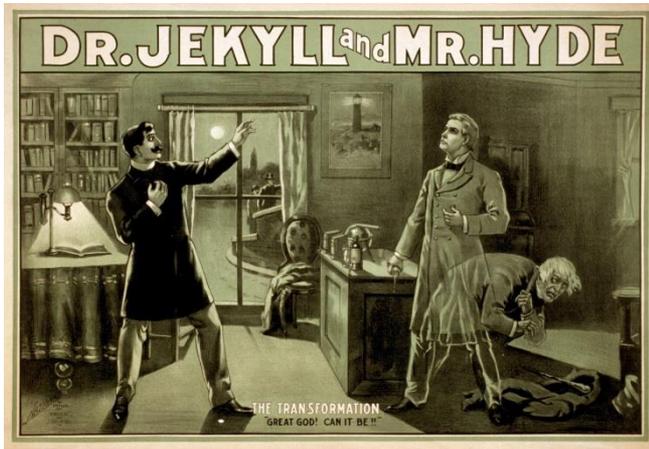
pupils read one fiction text, analysing language and structure. They write either a description or narrative.



Paper 2: Non Fiction

pupils read two fiction texts, comparing the way the writers use language and present their views. They write to express a viewpoint.

Structure of the new Literature paper:



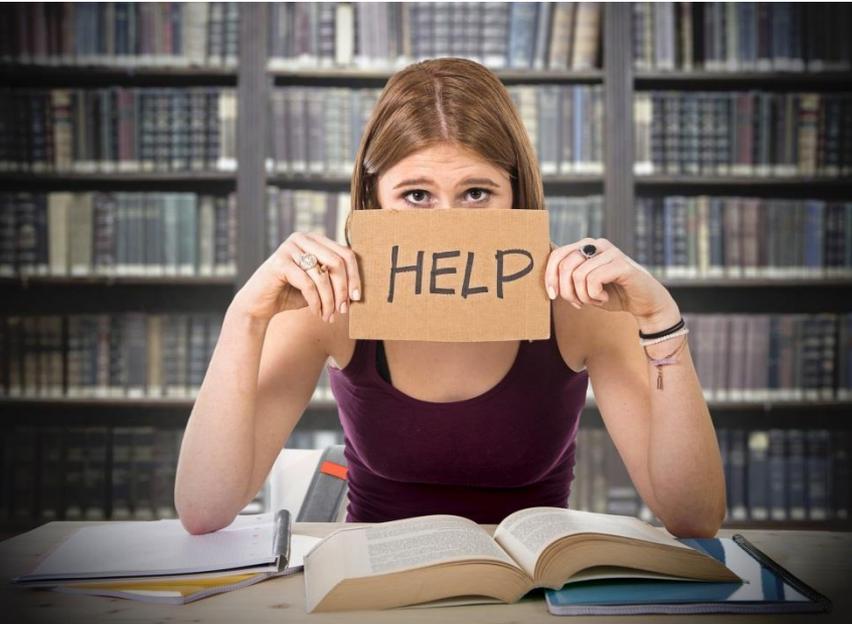
Paper 1

pupils analyse extracts from Romeo and Juliet and Jekyll and Hyde but also need to quote from memory.

Paper 2

pupils answer 3 questions on An Inspector Calls, conflict poetry and unseen poetry.





What we do in school...



- Intervention with a KS3 Intervention Officer to help with areas identified by class teachers.
- Sound Training reading booster sessions (6 x 1hr sessions for selected mid and high ability readers).
- We word and structure end of term assessments so that they sound like the assessments they will take at KS4 to prepare them.
- **Regular homework which you can monitor on Classcharts**
- Library lessons once a week.



How pupils can be supported at home...

1. **Monitor exercise books** for presentation, teacher comments and homework.
2. Encourage them to attend any intervention we have put in place: including tutor time reading groups run by our Year Ten subject captains.
3. Encourage them to **redo and improve** a piece of work in their exercise book, adding to it.

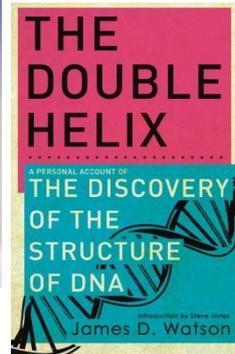
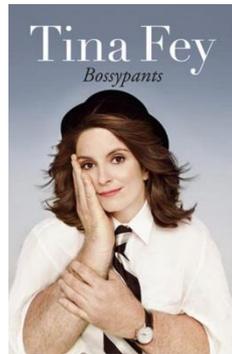
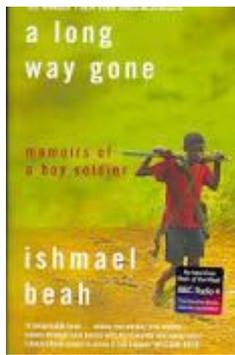
Reading at home is key to success...



A starting point.

Appropriate and popular authors for this age range include:

Modern/contemporary authors	Classic/established favourite authors
Malorie Blackman	Enid Blyton
Eoin Colfer	Frances Hodgson Burnett
Suzanne Collins	Lewis Carroll
Anthony Horowitz	Roald Dahl
Patrick Ness	Kenneth Grahame
Philip Pullman	J.R.R. Tolkien
Robert Swindells	Jules Verne



Non fiction texts are really important too!

Non-fiction:

- **Magazines** (Saturday and Sunday supplements from the broadsheets are most beneficial), **broadsheet** newspapers, websites (such as the BBC, nationalgeographic.com, theguardian.com/uk), **biographies and autobiographies** of your child's heroes.

Thank you for you support...

In the case of an issue, please contact your child's teacher in the first instant.

Alternatively:

KS3 Lead: Mrs Street

KS4 Lead: Mrs Slattery

Head of Faculty: Mr Pointon