

The Scholar's Guide

The **OSA Way**

Year 10 Cycle One

Name:

Tutor Group:



Every **child** of every **background** in every **classroom** in every **subject** at **Oxford Spires** deserves a **world class education**.

Prerequisite for learning

Every lesson we ensure we are ready by:

1. Positively greeting your teacher at the door
2. Putting our **Scholars Guide** on our desk
3. Taking out our **equipment** (pen, purple pen, pencil, ruler, reading ruler & calculator)
4. Taking out our **mini whiteboard** set

Ready

Engaged

Responsible

*Be the best
you can be!*



MY TIMETABLE

My login details....

.....@oxfordspires.anthemtrust.uk

password:

	Monday	Tuesday	Wednesday	Thursday	Friday
Tutor					
1					
2					
3					
4					
5					



8:00am

Breakfast Club
starts from
8:00am
Willows Gate

Main Gate
opens **8:10am**



8:28am

**Main Gate closes
at 8:28am**
After this time
students must
enter via the Late
Gate through
Student Services



8:30am

**Personal
Development
Lesson starts**

30mins
every day



Late consequences

10 minutes break time
detention same day in **PA8**

8:40-8:59

10/20 minutes break time
detention same day in Theatre

After 9:00am

Phone call home and a 30
minute afterschool detention

My Cycle 1 Assessment Schedule

Subject	Date/Period	Subject	Date/ Period
English			
Maths			
Science			
Personal Development			

AI ACCEPTABLE USE AGREEMENT

*This agreement outlines how I as a student at Oxford Spires Academy, will use artificial intelligence (AI) responsibly.
AI has many benefits for our learning, but it is important to use it correctly.*

1. My promises on using AI

Purposeful use: I will use AI tools to help with my learning, following the school's rules and my teachers' guidance on when and how to use AI for my assignments.

Honesty: I will be honest about using AI for my work and will not submit work made entirely by AI as my own.

Reviewing AI work: When I use AI, I will check its work for any mistakes.

2. How AI can help me learn

Boosting creativity: I will use AI to help come up with new ideas and be creative in different subjects.

Helping with teamwork: AI can help me work on group projects by offering ideas, research support, and helping us connect different pieces of information.

Personal tutoring: AI can act as a personal tutor, available anytime to help with homework, explain difficult concepts, and support my learning.

3. What I shouldn't do with AI

No bullying: I understand that using AI to bully or harass others is not allowed, including creating deepfakes or other harmful content.

Avoiding overdependence: I know it's important to think for myself and not rely too much on AI for my learning.

No plagiarism: I will not plagiarise by using AI-generated work as my own. I'll always say when I've used AI to help with my work. I have read and understand the requirements of the JCQ in relation to any assessed work for formal qualifications

4. Agreeing to this policy

By signing this agreement, I confirm that I understand and agree to use AI properly and responsibly at school and when completing schoolwork.

Signed by student



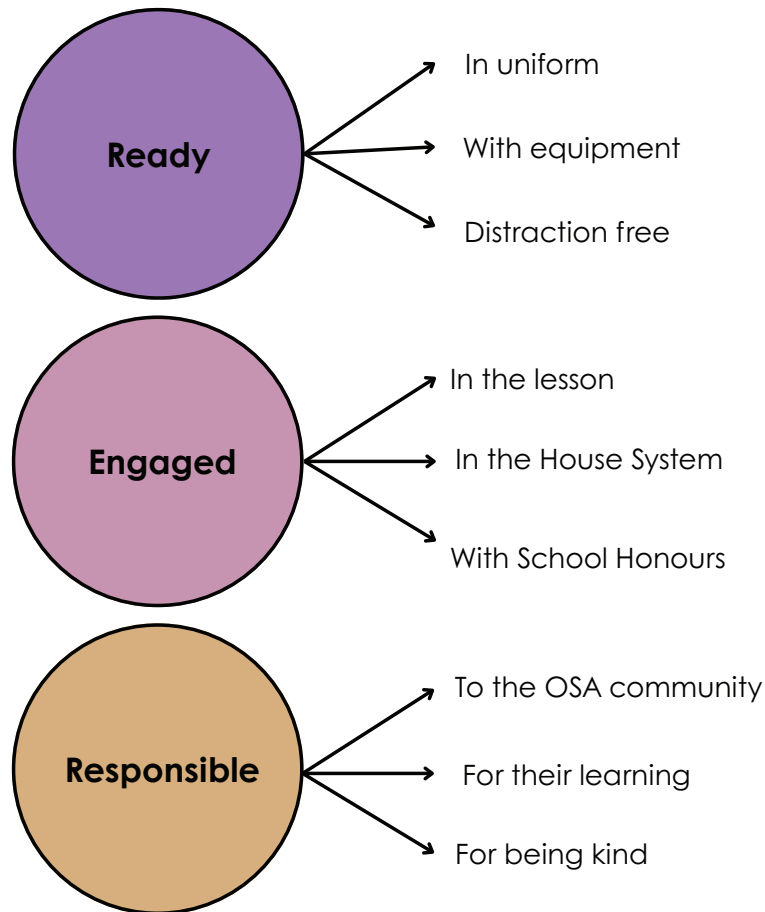
OUR COMMUNITY

OSA is a community. This is how we show up for and support each other!



THE OSA WAY

OSA students are committed to being...



Be the best you can be!

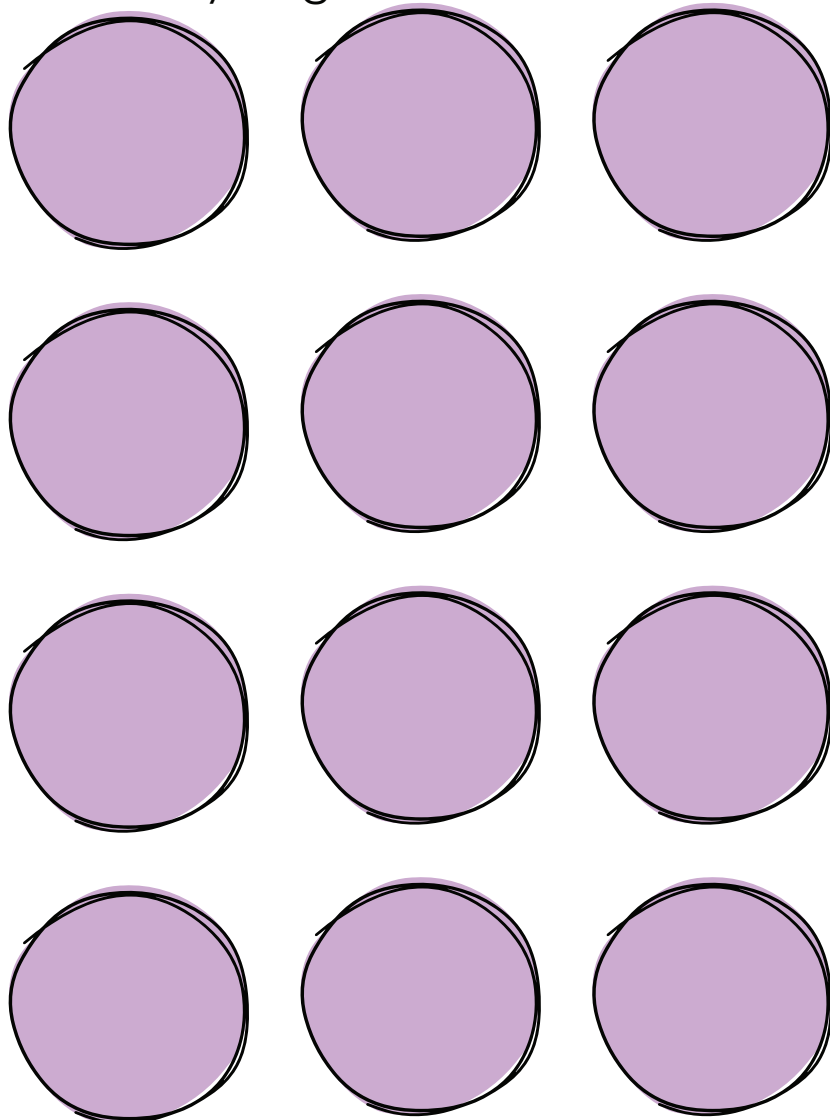
SUPPORTS

At OSA we are here to support you. Below is a list of ways we can help you develop.

- Class Light - signals how you are expected to work.
- Dual Coding - signals classroom expectations
- Mini Whiteboards
- Clear lesson structure - I Do, You Do, We Do
- Breakfast club
- Sixth Form mentors
- Reading peer mentors
- EAL
- THIS GUIDE!
- Your Tutor
- The Safeguarding Team
- Therapy
- Counselling
- Truancy Intervention
- EDI Intervention
- Restoratives
- PDI Intervention
- Pastoral support with your year team
- Attendance contracts
- Behaviour contracts
- and more!

CYCLE 1

Collect an attendance sticker every week you get 100% attendance



Why does attendance matter?

Being in school is important to your achievement, wellbeing, and wider development.

Evidence shows that the students with the highest attendance throughout their time in school gain the best GCSE and A Level results

Scholars Calendar Cycle 1

Week	Assembly Theme	Monday	Tuesday	Wednesday	Thursday	Friday
0	Aspiring habits		1st September	2nd September	3rd September	4th September
			INSET DAY	INSET DAY	Y7 Induction	Y8-11 Return
1	The OSA Way: Ready, Engaged, Responsible	7th September	8th September	9th September	10th September	11th September
		Student Council Meeting Sixth lessons start				
2	Safeguarding	14th September	15th September	16th September	17th September	18th September
		Student Council Meeting Y8 Trip to Loch Eil (Scotland)			OSA Open Evening – early finish 12:30pm	Late start 9:30am tutor time
3	School Health Nurse	21st September	22nd September	23rd September	24th September	25th September
		Student Council Meeting	KS4 Drama Trip: Blood Brothers			European Day of Languages
4	OSA Honours and Enrichment	28th September	29th September	30th September	1st October	2nd October
		Student Council Meeting			Meet the tutor evening - all year groups Black History Month National Poetry Day	
5	Black History Month	5th October	6th October	7th October	8th October	9th October
		Student Council Meeting				World Mental Health Day
6	Careers (virtual)	12th October	13th October	14th October	15th October	16th October
		Student Council Meeting Mock Week 1			House Business Quiz	

Scholars Calendar Cycle 1

Week	Assembly Theme	Monday	Tuesday	Wednesday	Thursday	Friday
Autumn Half Term (2 weeks)						
7	House Captains (<i>virtual</i>)	2nd November	3rd November	4th November	5th November	6th November
		Student Council Meeting Mock Week 2				
8	Remembrance Sunday (<i>virtual</i>)	9th November	10th November	11th November	12th November	13th November
		Student Council Meeting			Year 7 & 12 Student Progress Evening	
9	Anti-bullying week: Break the silence	16th November	17th November	18th November	19th November	20th November
		Student Council Meeting			Sixth Form Open Evening	
Assessment Week						
10	Right time, right tone: How do I know when it is the right time to speak?	23rd November	24th November	25th November	26th November	27th November
		Student Council Meeting		Open Doors Event 16:30-18:00		Munich Trip (3 days)
11	Right time, right tone: How do I know when I am using the right tone?	30th November	1st December	2nd December	3rd December	4th December
		Student Council Meeting House Sport week			Sixth Form Open Evening	
Super Teaching Week						
12	Right time, right tone: How do I know when I am using the right tone?	7th December	8th December	9th December	10th December	11th December
		Student Council Meeting House Music and Dance Week	Y11 Art Mock		Y11 Photography Mock	

Year 10 Pastoral Team



Year 10 Tutor Team



Ms Wilkinson

Head of Year



Mr Buswell

SLT Link



Ms Pinker



Mr Green



Mr Brown



Ms Champion

Pastoral Leader



Mr Boyd

Behaviour Support
Manager



Mr Marin



Ms M Marais



Ms Figueiredo



Ms Hughes

Director of Behaviour
and Inclusion



Ms Palmer

Director of EDI and
Therapies Lead



Ms Bello



Ms Constantine



Mr Wyatt



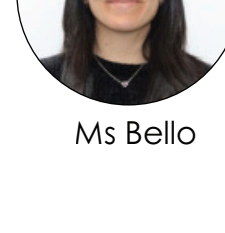
Ms Coley

SENDCO



Ms Henry

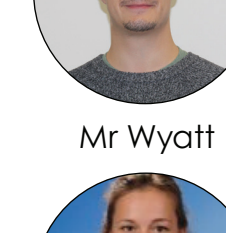
Deputy DSL



Ms Bello



Ms Constantine



Mr Wyatt



Ms Baker

Designated
Safeguarding Lead



Ms Richardson

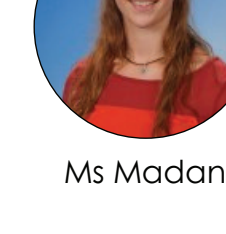
Deputy DSL



Ms Bello



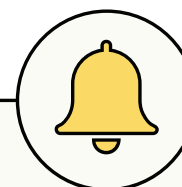
Ms Constantine



Ms Madani

YOUR TUTOR

- 01** Will welcome you every morning and set you up for a successful day
- 02** Will make sure you are ready for the day by checking your uniform and equipment every day.
- 03** Will ensure you are prepared and have key information about OSA house events, extra curricular and school updates
- 04** Will communicate and meet with you and your family to support and ensure you attend school regularly
- 05** Will be your point of contact for any concerns, will listen and support you.



If you feel a staff member, teacher, tutor deserves recognition for the support they provide please nominate them and share what makes them special!
Nomination postcards are held in the Atrium or Library at breaktime.

SAFEGUARDING

EVERYBODY EVERYDAY



How to get help when I am not in school:

Mental Health Support Services

- 111 (non-emergency)
- 999 (emergency)
- Text support service: text the word 'SHOUT' to 85258 (24/7 service)
- Oxfordshire Mind - 01865 247788
<https://www.oxfordshiremind.org.uk/support-for-you/resources/>

Emergency Services

- You are at immediate risk of harm - is it happening now?
- call 999 and ask to speak with Police, Ambulance or Fire (*you can also request a coast guard on this service*)

EDT (Out of Hours Social care)

- 0800 833 408 (*For social care outside of working hours*)

You can always report concerns to your tutor, trusted adult, in the whisper box
(library / student portal online)

Key vocabulary explored in assemblies this cycle:

Exploitation - when someone, or a group of people tricks or misleads another person into doing things to benefit them that are not right or legal.

Domestic abuse - any type of controlling, coercive, threatening behaviour, violence or abuse between people over 16 who are, or who have been in any relationship, regardless of gender or sexuality.

Neglect - to not give enough care or attention to people or things that are their responsibility.

Child-on-child abuse - is behaviour by an individual or group, intending to physically, sexually or emotionally harm others.

Consent - to give permission or approval prior to a decision or action being taken

My trusted adult is:



DUAL CODING



Look out for these visual cues in all your lessons to support you understand what is expected in each phase of the lesson.



Purple Pens



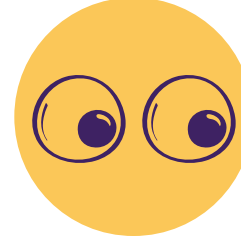
Turn and talk



Glue it in



Independent Work/You do



Active listening/I do



Mini Whiteboards



Scholars Guides Out



Reading Rulers



Exit Ticket



Cleaning up



English: Analysis



English: Drill



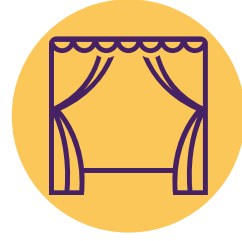
Art: Collect Equipment



History: 5 Bums on a Bench



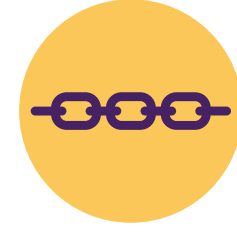
History: CHOPAR



Performing Arts: Respectful Audience for Performances



Business: Application of Case Study



Business: Logic Chain Analysis



Business/Maths/Science: Use of Calculator to Solve



Science: Practical

HOME SCHOOL AGREEMENT

Uniform and Equipment

As a student I will..

- Come to school correctly dressed, following the uniform and appearance guidelines in my scholars guide
- Use my scholars guide and other equipment correctly
- Wear my uniform correctly in and out of school
- Bring the correct school equipment every day
- Be prepared for lunch (bring a packed lunch, have money on my account)
- Not bring a smartphone into school

As a parent/carer I will..

- Ensure that my child leaves home each day appropriately dressed, equipped and prepared for the school day
- Ensure that my child follows the uniform policy
- Ensure my child has their own stationery and equipment each day they attend school
- Ensure my child has a packed lunch or money on their account
- Ensure my child does not bring a smartphone into school

As a teacher I will..

- Monitor uniform, appearance and equipment on a regular basis and inform parents of problems
- Consult on any changes to regulations in advance
- Expect students to have their own equipment and inform families if equipment is missing

Arrival to and from school

As a student I will..

- Arrive on time each day by 8.20am
- Go directly to form or assembly line up as directed
- If late, sign in the late book and attend the late room and breaktime late detention
- Leave school as directed, at a designated time and exit

As a parent/carer I will..

- Support my child in getting to and from school safely
- Support my child in arriving at school by 8.20am
- Support the school in maintaining high expectations regarding punctuality to school

As a teacher I will..

- Be in classrooms, the assembly and fire assembly meeting points and on duty to support a smooth arrival and dismissal of students.
- Welcome and dismiss students by thresholding the classroom door
- Support all transitions between lessons
- Have high expectations of punctuality

Attendance

As a student I will..

- Attend school every day
- Be punctual to and attend all my lessons.
- Not leave the school site without permission
- Aim for 100% attendance
- Understand that any truancy or refusal to remain in lessons will be sanctioned
- Talk to a trusted adult if you have any concerns regarding your attendance to school

As a parent/carer I will..

- Ensure my child attends school regularly and punctually
- Inform the school of the reason of any absence by 9.00am via telephone or MCAS (my child at school) online communication tool
- Ensure the school authorises any leave of absence, including those for medical appointments, well in advance
- Avoid taking my child out of school during term time
- Inform the school immediately if you or your child has any anxiety regarding their attendance to school
- Ensure my child makes their way home safely

As a teacher I will..

- Monitor and encourage good attendance and punctuality to lessons
- Follow up attendance issues with students and parents/carers as necessary

Communication

As a student I will..

- Check bromcom and my school email daily
- Bring back or submit reply slips and letters promptly
- Use my scholars guide to help my organization
- Alert staff if I see something happening that I feel is wrong

As a parent/carer I will..

- Give early warning of concerns with friendships, behaviour and learning
- Take note of and respond promptly to all school communications
- Read the fortnightly parent communication and school newsletter each term
- Refer to the school website for information
- Communicate respectfully with all staff at all times
- Share any updated medical need promptly with the school
- Ensure that the school has my up to date contact numbers and addresses

As a teacher I will..

- Share successes and achievements wherever possible
- Use school email (bromcom) to contact students and parents, at the earliest appropriate moment should concerns or problems arise
- Use school email, the telephone and postcards to share students successes with them and their parents

Wellbeing

As a student I will..

- Talk to any trusted adult if I am feeling worried or concerned about myself or others
- Ask for help if I have any concerns
- Know that there is guidance to wellbeing help lines and websites in the scholars guide if not confident to talk to a trusted adult
- Not to be a bystander to any bullying or incidents of discrimination

As a parent/carer I will..

- Inform the school if I have any concerns about my child's well being or any OSA student
- Keep the school informed of any well being support my child receives outside of school
- Ask for help if I have any concerns

As a teacher I will..

- Be sensitive to the well being needs of all individuals
- Provide well being support to staff, students, and parents where possible
- Log all wellbeing concerns to the school DSL
- Follow the schools safeguarding procedures to support the wellbeing of all students in our community

Behaviour

As a student I will..

- Take responsibility for my own learning and behaviour
- Not disrupt the learning of other students
- Follow the school rules at all times
- Treat everyone with kindness and respect
- Accept that if I do not meet the expectations of the school there will be consequences
- Follow the one way system in the reuben and atrium buildings
- Line up to lessons and lunch times sensibly at allocated times
- Ask for help if I am feeling unsettled or in danger of making poor behaviour choices
- Follow instructions of staff at all times.
- Understand that seating plans are non-negotiable and are must be followed.

As a parent/carer I will..

- Actively support the school's behaviour policy.
- Encourage my child to behave responsibly and correctly ensuring the follow school rules at all times
- Encourage my child to take personal responsibility and model self discipline
- Encourage my child to develop good friendships
- Contact the school swiftly if you have any queries regarding behaviour so we can support you and your child
- Encourage my child to uphold the values of honesty, tolerance and compassion
- Attend meetings at school or on the telephone, as requested
- Monitor my child's rewards and behaviours on my child at school (MCAS)

As a teacher I will..

- Provide clear and consistent expectations of behaviour and support students in meeting them
- Promote the values of honesty, tolerance and compassion
- Provide a safe and positive learning environment.
- Take time to notice and recognise excellent behaviour and the modelling of the OSA way
- Provide guidance to and support for all students
- Treat every student and their opinions with respect
- Be consistent in disciplining students, in line with the school's behaviour policy

Learning & academic progress

As a student I will..

- Learn to the best of my ability and always try my very best
- Try to improve by seeking and taking advice from teachers
- Reflect on my progress and set myself personal targets
- Ask for help when I need it
- Attend parents' evenings and specific year group events
- Be hardworking
- Continue to complete all work set both in school to a high quality, to the deadline set by teachers
- Make sure I am organised in my approach to learning with work completed in exercise books or organised in folders
- Check online learning platforms and emails daily
- Alert my teachers if not able to complete work
- When working online demonstrate proper online conduct, such as using appropriate language in messages

As a parent/carer I will..

- Support my child in completing their academic studies on time
- Take an active interest and role in my child's life at school
- Attend all parents' evenings, review days and other events focused on my child's progress
- Contact my child's tutor if I have concerns about my child's workload.
- Work with teachers and pastoral staff if there are concerns regarding individual subjects
- Provide access to a desk space at home with appropriate stationery and resources to complete work
- Provide access to electronic devices so that my child can complete homework and attend virtual lessons if required

As a teacher I will..

- Promote a high quality learning environment
- Provide a broad, balanced and creative curriculum
- Teach excellent lessons
- Assess work promptly
- Report regularly on progress and give clear advice on how improvements can be made
- Contact parent/s carers if there are concerns student submissions of work
- Provide feedback to students work in line with school policy
- Praise students for excellent effort, progress and achievement
- Help students in organising their work so that they can be effective in their studies

Community

As a student I will..

- Respect the school buildings, equipment and facilities
- Understand that the school reserves the right to charge for damage to or loss of books and other school equipment and for wilful damage to school property.
- Respect the local community and wider environment
- Play an active role in the life of the school and wider community
- Give a positive representation of the school within the community
- Not use public groups, the school's facebook page, or public social media to complain about or criticise the school or members of staff or OSA students
- Not publish specific and detailed private thoughts, concerns, pictures or messages on any public social media services, especially content that may be considered threatening, hurtful or defamatory to others.

As a parent/carer I will..

- Support my child's involvement in school events
- Encourage my child (and my family) to engage with community-based events and activities
- Expect my child to respect the local environment
- Remind my child to be aware of their behaviour in the local community
- Report any concerns you have about OSA students in the community as soon as they arise
- Not use public groups, the school's facebook page, or public social media to complain about or criticise the school or members of staff or OSA students
- Not publish specific and detailed private thoughts, concerns, pictures or messages on any public social media services, especially content that may be considered threatening, hurtful or defamatory to others.

As a teacher I will..

- Encourage all students to become actively engaged in their local, national and global community
- Encourage all students to become actively engaged in their local, national and global community
- Model and uphold use of the one way system
- Have high expectations of students in line ups at all times

Student signature to support the Home School Agreement:**Parent/Carer signature to support the Home School Agreement:****Tutor signature to support the Home School Agreement:**



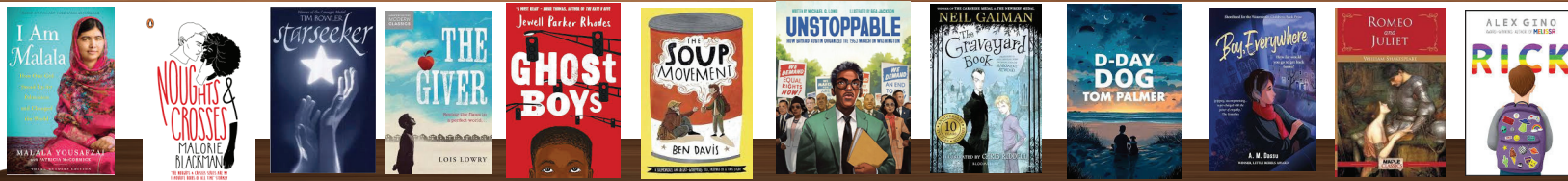
READING LIBRARY

You will need your reading rulers everyday!

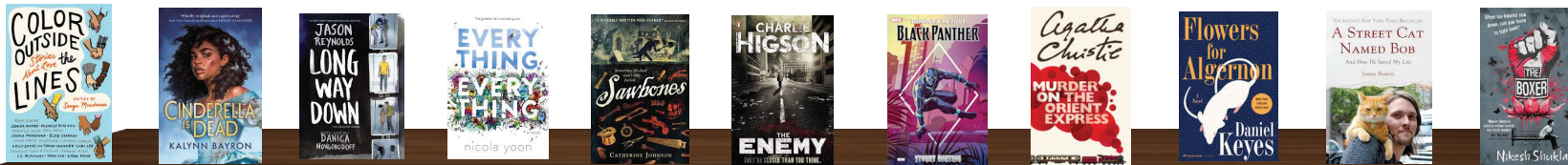
YR 7



YR 8



YR 9



YR 10



YOU CAN COLLECT A BOOK REPORT TEMPLATE ANYTIME FROM THE LIBRARY



THE OSA KNOWLEDGE ESSAY



WHAT IS IT?

Across all the humanities subjects (English, History, Geography and Religious Studies) you are required to write with academic fluency in order to translate your ideas and thinking to paper successfully. This is not only a key skill that you need for the public examinations at all levels but, is a core skill for later careers and adulthood.

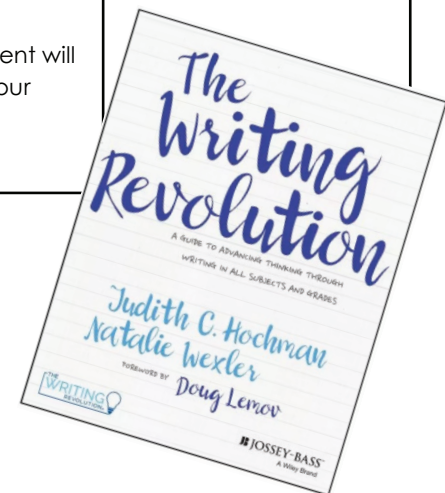
At Spires we have invested time and training using the research from 'The Writing Revolution' (J.Hochman) in order to create 'The Knowledge Essay' which year 7-9 will complete at the end of each cycle.

The 'Knowledge Essay' allows you to use all the knowledge you have learned in your ten week cycle and demonstrate a rich and rigorous understanding of the topic. The title for every essay is written in the Scholar's Guide.

For every essay in all subjects you are provided with a highly scaffolded writing frame (as pictured) that shows you how to frame your essay, as you develop the scaffolding lessens.

THE STRUCTURE

Thesis statement	<i>This is where the overarching point you will make is written with your main ideas introduced.</i>	Vocab <i>Here you will find the tier three vocabulary your teacher suggests you use for each paragraph.</i>
Paragraph One: <i>Here you will find three prompt questions for you to use as a guide to mould your argument.</i>	Topic Sentence: Supporting Detail One: Explanation: Supporting Detail Two: Explanation: Concluding sentence:	
Concluding statement	<i>Here your argument will be a replica of your thesis statement.</i>	



BE READY

UNIFORM - WE ARE PART OF THE OSA COMMUNITY, AND WE DRESS LIKE IT!

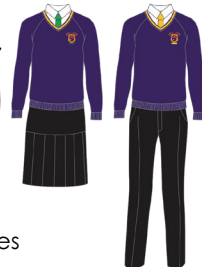
Any year group

- **Black branded blazer**
- White shirt & plain black jumper tucked in
- Kilt, black trousers, or black knee length shorts
- Plain black trainers or black shoes
- *Optional:* Plain white long sleeve tshirt



Year 10 & 11

- **Purple or Black branded jumper**
- White shirt tucked in
- *Optional:* House coloured tie
- Black knee length skirt, black trousers, or black knee length shorts
- Plain black trainers or black shoes



PE Kit - PE Lessons Only

- **Purple branded polo top**
- Black round neck unbranded sweatshirt **or**
- Optional branded reversible rugby shirt
- Plain black; jogging bottoms or shorts
- White socks and trainers



🔔 Uniform & Equipment Reminders

- You can wear one stud earring in each ear – plain gold or silver only.
- No rings, bracelets, facial piercings or necklaces are allowed in school.
- No tube skirts, leggings or tracksuit bottoms (no cuffed trousers, drawstring trousers or trousers with cargo pockets)
- No nail varnish, acrylics or gel nails – keep nails natural.
- False eyelashes are not allowed.
- Natural makeup only.
- Your shoes or trainers must be plain black and have no visible logos or branding.

REMINDER

- If you're missing any uniform or equipment, you can go to Student Services from 8:10am-8:25am to borrow what you need.
- During tutor time each morning, your uniform and equipment will be checked. Incorrect uniform or equipment will mean -3 negative points on Bromcom.
- Coats, hoodies must have a full zip and must be worn in addition to your blazer or purple jumper.
- If you are not in the correct uniform you are not ready to learn and will be able to attend lessons until your uniform is corrected.
- Fizzy drinks and cans of drinks must not be brought to school

📱 Mobile Phone Policy – Oxford Spires Academy

- **We are a Smartphone free school** - Smartphones are not allowed in school.
- If a smartphone is seen or heard during the school day, it will be confiscated, a parent/carer must collect it, and a R5 Sanction (-5 points) will be issued.
- If you need a phone for travel, you may bring a simple "brick" phone (no internet or apps). These must stay out of sight and silent during the school day. If seen or heard, it will be confiscated until the end of the day.
- If you must bring a smartphone, it must be handed in at Student Services before school starts and stored in a locked box. You can collect it at the end of the day.
- Let's keep our school calm, focused, and phone-free.

BE ENGAGED

OSA is always looking for ways to celebrate student success and provide opportunities for leadership!

Rewards

AWARDS ASSEMBLY

At the end of each academic cycle (there are three per year), there is an awards assembly. There are a variety of awards given out, including progress in subject, excellence in subject, and honours awards!

TOP 25 STUDENT AWARD

At the end of each cycle, the top-performing 25 students in each year (based on the OSA score) will receive a celebration to recognise this wonderful achievement!

FRIYAY - 100% ATTENDANCE

FriYAY randomly selects 4 students from each year group who had 100% attendance that week for a video shown during tutor time on Friday. The winning students pull a surprise treat from the FriYAY box at break 1!

MARVELLOUS MONDAYS

Each Monday, a different group of 30 students is rewarded with a choice from the Hub at the end of the day. The metric for winning changes each week in order to reward as many students as possible throughout the year!

COMMUNITY LEADER AWARD

Our Community Leader Award is presented fortnightly at assembly to students who have gone out of their way, either in or out of school, to demonstrate community leadership. Staff nominate these students throughout the year.

YOU'VE GOT MAIL

A set of 5-7 postcards addressed to individual students are delivered weekly in tutor time. These postcards are written by staff and share a positive message.

Leadership Opportunities



STUDENT ADVISORY COUNCILS

Who: A group of 16 students per year. 2 students nominated by each tutor group.

What: Students will offer feedback from their perspective, so we can capture students' voice and continue to improve.

When: Will meet termly with their student council link.

Link: Student Council & Ms. Clay



READING LEADERS

Who: Reading leaders

What: Paired reading with students in Year 7 and 8 to boost reading fluency.

When: Weekly

Link: Mr. Shepard



TIMI CHAMPIONS

Who: A group of students (ideally a pair from each year group).

What: Students complete termly TIMI reports to Anthem and represent student voice to the ACC.

When: Friday Tutor times

Link: Ms. Clay



INSPIRE MAGAZINE

Who: Lead by 6th formers but a group of students across years

What: Students create an OSA half-termly magazine that is read in tutor time.

When: Fortnightly

Link: the English Team



OSA BROADCAST

Who: Students in year 8 and above. Student switch out every cycle

What: Students produce weekly OSA broadcast with key events for the week ahead. Special features for whole school events.

When: All year round

Link: Ms. Clay



HOUSE AMBASSADORS

Who: A group of students in year 7-10

What: Student who support their house and the House Captains!

When: Half Termly

Link: Ms. Chaffley



BE ENGAGED



You are responsible for your actions! When you make a poor choice, we are committed to ensuring that you have the time to reflect, make amends, and for us to learn how we can support you.

CLASSROOM REMINDER SYSTEM

In lessons, sometimes we need a reminder to get back on track.

1st Reminder

Name and first strike is recorded on the reminder board.

2nd Reminder

2nd Reminder - second strike on the reminder board.

This is logged on Bromcom = -2 points

On- Call: Lesson removal

Third strike on the reminder board and on-call.

This is in exceptionally rare circumstances students when students are removed from the classroom due to persistent disruption, safety concerns, or disrespect.

Parents, carers will be contacted.

Students will be expected to attend a Restorative after school.

Restorative

When: 3:00pm

Where: The Canteen

A time and space to reflect on incidents from the day and discussed and restore relationships. You will meet with staff and complete a reflection booklet.

If you miss this or do not engage by showing responsibility or accountability for your actions, then it will be escalated to an SLT.



OSA'S ESCALATION SYSTEM



Students are responsible for their actions! When things do not go right, OSA is committed to ensuring that they have the time to reflect, make amends, and for us to learn how we can support them. A restorative approach is at the heart of what we do and why.

Late to School Detention

When: Break 1
Where: Theatre

A detention for students who arrived late to school, missing tutor.

Students receive a late detention if they arrived to school between 8:30 - 9:00

U-Code Detention

When: 3:00 - 3:30
Where: Canteen

A detention for students who arrive very late to school, missing tutor and some lesson time.

Students receive a U-Code detention if they arrive at school after 9:00.

U codes have a negative impact on your attendance score!

Restoratives Intervention

When: 3:00 - 3:30
Where: Canteen

Students receive a restorative if they were on-called and removed from a lesson. This is a special and important time to reflect with the teacher whose class the student was removed from, to ensure reflection and a support.

If students fail to attend, they will have a SLT detention the next week.

Standards Intervention

When: 3:00 - 4:00 on Wednesday
Where: The Theatre

An after-school intervention for students who are not meeting the expected standards of OSA students. This time is for students to reflect and get support to avoid a pattern building.

Students receive a Standards Intervention if they receive 15 or more negative points on Bromcom last week. If students fail to attend, they will have a SLT detention the next week

Negative points are earned from: being late to school, being late to lessons, using your phone, 2nd reminder, poor uniform, defiance, missing equipment or breach of the school's hands-off policy.

Escalation or failed: If you miss two of any of these detentions.

SLT Detention

When: 3:00 - 5:00 on Wednesday **Where:** The Theatre

A two-hour detention after school on Wednesdays led with the Senior Leadership Team.

Student receive an SLT if: they missed two of any of the above detentions, fail a report, miss a restorative or standards intervention, or if they missed the SPARX homework extended deadline.

Students who do not attend or fail this detention, will serve an internal reflection day.

You can check your Bromcom points or check if you have a standards intervention or SLT detention at the **Behaviour Clinic** in the Atrium every Break 1 (11:00 - 11:30).

Year 10 Character Education Cycle 1

Careers linked to topics we study this cycle are: Clinical psychologist, psychiatrist, cognitive behavioural therapist, public health specialist, neuroscientist, equality and diversity officer, education policy advisor, youth mental health worker, digital wellbeing consultant, human rights lawyer

Week	I will need to know:	So that I can:
1	- Year 10 is a foundational year in which you acquire the core knowledge and skills required for GCSE success, establish effective revision habits, and prepare for both mock assessments and final public examinations in Year 11. - Homework is essential because it reinforces new knowledge, enabling it to transfer from working memory into long-term memory through repetition and retrieval practice.	So that I can acquire and retain key knowledge in my long-term memory , develop effective revision habits, and prepare successfully for GCSE assessments.
2	- Right time and right tone involves using appropriate timing, respectful communication, and effective self-regulation to respond constructively to feedback. - School culture shapes belonging through shared values and behaviours, and students actively contribute to this culture by promoting inclusivity, respect, and positive interactions.	So that I can communicate in an appropriate and constructive way, demonstrate professionalism, and actively contribute to a positive and inclusive school culture.
3	- School can positively or negatively influence mental health through academic pressure, relationships, routines, and the overall learning environment. - We can show empathy by listening without judgement, validating experiences, and supporting individuals in seeking appropriate help.	So that I can understand the impact of school on mental health , show empathy, and validate others' experiences in a supportive and respectful way.
4	Medication can support mental health by regulating brain chemistry; for example, antidepressants (such as SSRIs) increase serotonin levels, while anti-anxiety medications reduce symptoms of excessive worry and physical stress responses. - A healthy lifestyle supports mental health through regular exercise, consistent sleep, and a balanced diet, all of which improve mood, energy, and cognitive functioning.	So that I can understand how medication and lifestyle factors support mental health, and make informed choices to improve my cognitive functioning and wellbeing.
5	- You can manage negative self-talk by identifying unhelpful thoughts, challenging them with evidence, and reframing them using more balanced and rational thinking. Emotional intelligence is the ability to recognise, understand, and manage emotions in yourself and others, supporting better relationships and decision-making.	So that I can challenge negative thoughts using rational thinking and develop strong emotional intelligence to manage myself and my relationships effectively.
6	- Black History Month promotes critical thinking about representation, encouraging us to challenge stereotypes and recognise diverse contributions across multiple sectors. - By studying both historical and contemporary figures, we can challenge racial stereotypes and promote more accurate and inclusive representations in society.	So that I can apply critical thinking to challenge stereotypes, analyse contemporary issues, and promote equality in society.

Year 10 Character Education Cycle 1

Week	I will need to know:	So that I can:
7	Mindfulness is the practice of focusing on the present moment, which can reduce stress, improve concentration, and support emotional regulation. - Learning about mental health is important because it increases awareness, reduces stigma, and supports early intervention. For example, around 1 in 4 people will experience a mental health problem each year, and many conditions begin during adolescence, which shows why understanding and support are essential.	So that I can use mindfulness techniques to manage stress, understand the importance of early intervention , and take proactive steps to support my mental health.
8	- Microaggressions are subtle, often unintentional comments or behaviours that can reinforce stereotypes or discrimination. Examples include: Saying "You speak really good English" to someone based on assumptions about their background. - Systemic means something that is embedded within systems, structures, or institutions. Systemic discrimination occurs when these systems disadvantage certain groups over time. Examples include: Fewer opportunities for some groups due to unequal access to education or employment	So that I can recognise how assumptions and systemic factors can lead to disadvantage , and challenge discrimination in a thoughtful and informed way.
9	- UniFrog is an online platform that helps students explore careers, university pathways, and future opportunities. Every student and parent has access to UniFrog, allowing you to research career options, track your progress, and make informed decisions about your future. - To prepare for Work Experience, you should research industries you are interested in and contact employers professionally, for example by writing emails to companies or organisations. Students are responsible for securing their own placements, and because every Year 10 student in the city needs a placement, it is important to start early and be proactive.	So that I can make informed decisions about my future, use UniFrog effectively, and take responsibility for securing meaningful work experience opportunities.
10	Assessment Week: Scholar's Prep : To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best!	
11	Multicultural Britain refers to a society made up of diverse cultures, identities, and backgrounds that coexist and contribute to national life. - Ethics are principles that guide decisions about right and wrong, and they can be applied by reflecting on consequences, fairness, and moral responsibility.	So that I can understand the values of a multicultural society and apply my principles to make ethical and responsible decisions.
12	Super teaching week : Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

English Cycle 1 – Y10 - Scholar's Guide – An Inspector Calls and Power and Conflict poetry

Careers linked to these topics can include things like being a journalist, politician, police officer because when you read literature you examine and evaluate sources, you review the historical context identifying relevant issues for the time the text was written and then make comparisons to society today.

Week	I will need to know:	So that I can:
1	- J.B Priestley's polemic play 'An Inspector Calls' was written and first performed in 1945 but set antebellum during the Edwardian era. - His didactic play is a damning critique of social structures and a brutal attack on the bourgeoisie, capitalism and their detrimental impact on the proletariat. - Weir uses the power of memory in 'Poppies' to highlights how everyday moments become emotionally charged, revealing a mother's enduring grief and love after her son's departure.	- Explore the social, historical and ideological context of the play. - Explain the differences between socialism and capitalism.
2	- Rumens uses the narrative of a refugee to demonstrate that nostalgia and memory, even if misplaced, are powerful forces that may even have the power to liberate. - Dhakar demonstrates the sanctity and value of human life, while also revealing its transitory and fragile nature. Accepting this impermanence allows us to understand the powerful ways in which we can transform the world for the better.	Explore the power of memory in two poems.
3	- The setting is 'pink and intimate' until the Inspector arrives but then it becomes 'brighter and harder' – a stark juxtaposition of their 'rose-tinted' view of the world – their state of blissful, wilful ignorance is shattered under the Inspector's spotlight exposing their sins. - Critics argue Priestley creates Birling as a caricature of a middle-class businessman – whose primary concern is to 'look after himself' and ensure 'lower costs and higher prices.' He is a symbol of the selfishness and immorality of capitalism. Priestley utilises dramatic irony to make Birling's optimism seem foolish and short-sighted for example: 'The Germans don't want war' and 'unsinkable, absolutely unsinkable'	- Understand the importance of setting and stage directions. - Explore the juxtaposed characterisation of Arthur Birling and the Inspector.
4	- Sheila subverts the gender stereotypes of a woman in a patriarchal society, by challenging her fiancé and father, 'but these girls aren't cheap labour – they're people.' - Browning uses the painted Duchess to demonstrate the objectifying power of the male gaze suggesting that the patriarchal desire for power and control is sinister, neurotic yet ultimately futile. - In 'London', Blake critiques the misuse of human power by exposing how societal institutions oppress and control individuals, suggesting that human authority, when corrupted, causes widespread suffering and moral decay.	- Understand the character progression of Sheila Birling as an advocate for change. - Contrast the younger and older generation and their political ideologies.
5	- Priestley uses the character of Gerald Croft to represent the individualism of the aristocrats. He disillusions the audience, who hopes that by the end of the play he would change his capitalist and selfish attitudes but fails to do so. - Gerald objectifies Eva to satisfy his lustful desires. Priestley uses euphemistic language to evidence Gerald's determination to conceal his use of prostitutes as "women of the town" and incorporates rescue imagery to portray her as a victim. - Sybil Birling is a foil to Sheila and an emblem of resistance to change. Her generalisation "girls of that class" demonstrates contempt of the working class and evidence of how deep-rooted class divisions were in 20th century Britain. - Priestley portrays Mrs Birling as a manifestation of the cardinal sin of pride. Her sense of self-importance and superiority drives her to abuse her privilege because she perceives the 'impertinent' Eva as socially inferior.	- Understand the complexity of Gerald's duplicitous nature - Understand why Priestley constructed Mrs Birling to be a by-product of the class system.

English Cycle 1 – Y10 - Scholar's Guide – An Inspector Calls and Power and Conflict poetry

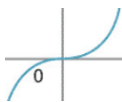
Week	I will need to know:	So that I can:
6	- Priestley uses Aristotle's unities of time, place, and action in <i>An Inspector Calls</i> by setting the play over a single evening in one location with a tightly focused plot, which intensifies dramatic tension and allows the audience to closely follow the moral unraveling of the characters as they confront their roles in Eva Smith's death. - Tennyson idealises the power of human courage in 'The Charge of the Light Brigade' to honour the bravery and loyalty of soldiers in the face of certain death, presenting their sacrifice as a noble and unifying example of patriotic heroism.	Answer an exam question exploring a character or theme across the play.
7	- Eric Birling is <i>both a villain and a victim</i>. He is both troubled and troublesome. Scandalous, but penitent. He is "<i>half shy, half assertive</i>." Priestley uses Eric as a symbol of redemption, a source of optimism and a medium for socialist ideas. - Eva Smith is emblematic of the powerless working class, whose lives are carelessly destroyed by capitalists. She is a universal symbol of oppression. - The graphic imagery of the disinfectant, which "<i>burnt her inside out</i>" highlights the suffering and torture she experienced, and this is something the Inspector revisits throughout the play so to remind the characters that actions have consequences. - Shelley suggests that human attempts to assert power over nature are hubristic and futile.	- Explore the significance of Priestley's characterisation of Eric and Eva. - Explain how the characters link to Priestley's intent and big ideas
8	- The Inspector acts as a political mouthpiece to force his audience to question their collective social responsibility. He is an omniscient, inescapable force who presents a convincing, emotive argument for socialist reforms through his interrogation of the Birlings. - The play is designed to provoke guilt and anguish in its audience, and to strike them with the weight of social responsibility: Consider the climactic final scene: The Inspector is not merely lecturing the Birling family, warning them of '<i>fire and blood and anguish</i>': he is lecturing the audience too. - Heaney's storm reveals the destructive power of nature, but also allegorically represents the often baseless, irrational nature of conflict.	Understand the tradition of the morality play: an allegory in which the protagonist is met by personifications of various moral attributes who try to prompt him to choose a Godly life over one of evil. Birling = greed, Sheila = envy, Gerald = lust, Eric = gluttony, Mrs Birling = Pride.
9	- To write like a scholar I need to consider (1) what the writer is saying about a theme or character, (2) where this is evident in the text, (3) how language and structure is used to convey this idea, and (4) why the writer explores a character or theme in that manner. - Analytical verbs include challenges, critiques, educates, exposes, reveals, illuminates.	Explore critical perspectives: Some critics consider the moral message of the play to be rather unsubtle and 'heavy handed', particular when the Inspector in his final monologue openly lectures the family and the audience: 'We are responsible for each other.'
10	Scholar's Prep: To prepare for your upcoming assessment, you should self quiz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and show your best! - Hughes explores the intense internal conflict of a soldier caught between fear, duty, and survival, revealing how war not only battles external enemies but also tears apart the soldier's mind and identity.	
11	- The Prelude, written by the romantic poet William Wordsworth, demonstrates the ineffable, sublime power of nature. - Owen suggests that the trauma of war not only destroys faith in higher powers but also presents nature as a hostile force, reflecting the deep psychological and spiritual damage inflicted on soldiers.	Explore the power of nature in two poems.
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. It will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Year 10 Maths Cycle 1

Careers linked to topics we study in maths are **actuary, architect, computer scientist, game designer, doctor, market researcher, statisticians, quantity surveyor.**

Week	I will know that:	So that I can:
1 Types of Number and sequences	- A prime number is one that has 2 factors, 1 and itself - I use a prime factor tree to break a number into it's prime factors - To calculate the highest common factor, put the prime factors in a venn diagram and multiply the overlap	- Write numbers as a product of their prime factors - U739 - Find the HCF and LCM using prime factors - U250
2 Types of Number and sequences	- The nth term is a formula which allows us to find the value of any term in a sequence (e.g. if the nth term is $2n + 1$, then the 10th term is $2 \times 10 + 1$) - To find the nth term for a quadratic sequence, $2a = 1^{\text{st}} 2^{\text{nd}}$ difference, $3a+b = 1^{\text{st}} 1^{\text{st}}$ different and $a+b+c = \text{first term}$. The nth term is then an^2+bn+c.	- Find the Position-to-term rules for arithmetic sequences - U498 - Find the Position-to-term rules for quadratic sequences - U206 (higher tier)
3 Indices and roots	$y^7 \times y^5 = y^{12}$, $y^7 \div y^5 = y^2$, $(y^7)^5 = y^{35}$ - If an index is a fraction it means a root e.g. $9^{\frac{1}{2}} = 3$	- Calculate with roots and powers - U851 - Evaluate Index rules with positive indices - U235 - Evaluate Fractional Indices with 1 as numerator - U985 (higher tier)
4 Indices and roots	- A number is written in standard form if it is expressed as a number between 1 and 10, multiplied by a power of 10. - E.g. 4.7×10^3 is in standard form, but 350×10^6 is not.	- Multiply and divide numbers in standard form - U264 - Add and Subtract numbers in standard form - U290
5 Quadratics 1	- A quadratic expression is in the form $ax^2 + bx + c$ where a is not 0 - The grid method is used to expand/multiply out quadratic and cubic expressions	- Expand double brackets - U768 - Expand triple brackets - U606 (higher tier)

Year 10 Maths Cycle 1

Week	I will know that:	So that I can: Sparx code
6 Quadratics 1	- To factorise a quadratic expression like $ax^2 + bx + c$, find a pair of numbers which multiply to give c, and which sum to give b. - Factorising a quadratic expression normally has two brackets, e.g. $(x + 3)(x + 4)$ - To solve a quadratic equation once it is factorised make each bracket equal to zero and solve those 2 equations. There will usually be 2 solutions.	- Factorise quadratic expressions - U178 - Factorise to solve quadratic equations - U228
7 Gradients and lines	- If a line has a negative gradient it slopes downwards - The equation of a straight line will be in the form $y = mx + c$. M = the gradient, c = y-intercept (where the line crosses the y-axis)	- Find equations of straight line graphs - U315 - Find equations of linear real-life graphs - U862
8 Gradients and lines	- The gradient of a straight line is calculated by "change in y" $\div$ "change in x". - To find the equation of a line from its gradient and a point, replace m in $y=mx+c$ with the gradient, then substitute in the x and y values from the point, solve to find c and finally write $y=mx+c$ with numbers instead of m (gradient) and c found in last step	- Find the equation of a straight line from its gradient and a point - U477 - Find the equation of a straight line from two points on the line - U848
9 Non-linear Graphs	- A non-linear (curved) graph does not have a single gradient like in "$y = mx + c$". - Positive quadratic (x^2) graphs have a U shape and negative have a $\cap$ shape - Positive cubic (x^3) graphs look like this: 	Draw graphs of quadratic functions - U989, Cubic functions - U980 and graphs of reciprocal functions - U593
10	Scholar's Prep: To prepare for your upcoming assessment, you should self-quizz on knowledge from weeks 1-9; revising for assessments keeps you on the path to scholarship. Work hard and do your best!	
11 Non-linear Graphs	- To estimate the gradient of a curve at a specific point, you draw a tangent to the curve at that point, then find the gradient of the tangent - To estimate the area under a curved graph, split the area into equal strips and use the area of a trapezium $\frac{1}{2}(a + b) \times h$	- Estimate gradients of non-linear graphs using tangents - U800 (higher tier) - Estimate areas under non-linear graphs - U882 (higher tier)
12	Super teaching week: Your lessons this week will focus on key areas identified from your assessments. IT will be your opportunity to strengthen your knowledge on content covered from weeks 1-10 and cover any gaps in knowledge.	

Science Y10 Combined and Triple

Cycle 1

Exam Board AQA

Y10 COMBINED AND TRIPLE SCIENCE

	Biology	Chemistry	Physics
Weeks	3 or 4 ppf	3 or 4 ppf	3 or 4 ppf
1&2	B1 Cell Biology	C1 Atomic Structure and The Periodic Table	P1 Energy
3&4	B1 Cell Biology	C1 Atomic Structure and The Periodic Table	P1 Energy
5&6	B1 Cell Biology	C1 Atomic Structure and The Periodic Table	P1 Energy
7&8	B1 Cell Biology	C2 Bonding, Structure, and The Properties of Matter	P2 Electricity
9&11	B1 Cell Biology	C2 Bonding, Structure, and The Properties of Matter	P2 Electricity
10&12	Assessment Week 10 & Reteach Week 12	Assessment Week 10 & Reteach Week 12	Assessment Week 10 & Reteach Week 12

Working Scientifically

Important keywords to recall	Their definitions (meanings)
Prediction	What you think will happen in an experiment.
Independent variable	What you change in an investigation to see how it affects the dependent variable.
Dependent variable	What you measure or observe in an investigation.
Control variable	One that is kept the same to stop it affecting the dependent variable.
Method	step-by-step instructions.
Observation	Information gathered by your senses.
Continuous variable	Has values that can be any number.
Discontinuous variable	Has values that are words or discrete numbers.
Mean	An average of a set of data, calculated by adding all the values and dividing by the number of values.
Evidence	Measurements or observations which support a conclusion.
Bias	When a person makes a result say what they want not what the evidence says.
Peer reviewed	The checking of research by other scientists.

Results Table Guide

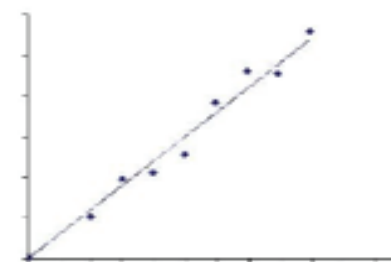
Independent Variable (Units)	Dependent Variable (units)
Values	Values

Which Graph to draw?

Independent Variable	Dependent Variable	Type of Graph
Numbers	Numbers	Line graph
Words	Numbers	Bar chart

Graph Model

Dependent Variable (Units)



Independent Variable (Units)

- Plot x
- Draw a best fit line.

Year 10 Physical Education - students will study 4 sports this cycle

Careers linked to topics we study this cycle are Professional Athlete, Sports Coach/Teacher, Fitness Trainer

❑ Football	❑ Basketball	❑ Fitness
<u>Lesson 1: Passing-</u> Passing forward into space for forwards to run on to. Using a variation of short and long passes to penetrate the opposition defence. Using Lofted Pass to go over the opponent's defence and play your forwards in on goal. <u>Lesson 2: Gameplay-</u> Targeting areas on the side of the pitch 'Channel Ball' to penetrate spaces with the lofted passes to gain ground on the opposition and get into attacking areas.	<u>Lesson 1: Layup-</u> Performing the three phases of a <u>layup with consistency-</u> Drive phase(Running towards the basket), <u>Gather phase</u> (catching the ball and getting ready for shot) and <u>Finish phase</u>(lay the ball with gentle touch off the backboard). The <u>layup</u> is the easiest way to score. <u>Lesson 2: Gameplay - Conditioned</u> 2v2 games with the importance of a layup to score. By providing <u>screens</u> to get an easy way into the basket.	<u>Lesson 1: Fitness testing-</u> Performing a series of fitness tests to find a baseline for each <u>component of Fitness</u> and finding both strengths and areas for improvement for my fitness. The fitness test will be on: Aerobic Endurance, Agility, Muscular Strength, Muscular Endurance, Flexibility, Speed, Power. <u>Lesson 2: -</u> Completing any remaining Fitness tests and selecting from my results two <u>fitness programmes</u> that I can work on for the rest of the cycle.
<u>Lesson 1: Shooting -</u> Practicing a variety of techniques such as laces, volleys, side foot curls to outwit the opposition goalkeeper and score a goal. Practicing shots under pressure from the defenders. <u>Lesson 2: Gameplay-</u> Shooting from different distances and angles in game. Also creating 1v1s and 2v2s to get a better chance to score a goal.	<u>Lesson 1: Shooting-</u> To be efficient in scoring the basket with a variety of shots and distances by using the BEEF technique. Using all off the techniques learned in previous years such as bank shot, set shot and jump shot. <u>Lesson 2: Gameplay-</u> Variety of shooting games to develop consistency in shooting the basketball with efficiency.	<u>Lesson 1:</u> This will be the first session of the component 1 that you have decided to improve on. I will select one of the pre made session plans <u>Lesson 2:</u> This will be the first session of the 2nd component of Fitness that I have chosen to improve on using a pre-made plan.
<u>Lesson 1: Defending-</u> Using your body and contact to put attackers off balance. Body positioning when the ball is in certain position on the pitch. <u>Lesson 2: Gameplay</u> Learning the responsibilities and positioning in a team to defend well and being a compact unit. To narrow down spaces and distances between lines to prevent your opponent exploiting gaps. Understanding 'width' and 'depth' .	<u>Lesson 1: Defending- Body shape -</u> Making sure we stay low and shuffle our feet with our hands out to prevent the opponent running past us. Trying to get steals and stops when not in possession. <u>Lesson 2: Gameplay-</u> Playing games to against different number of opponents to practice skills of defending and making sure our body position allows us to maintain balance.	<u>Lesson 1:</u> This will be the second lesson of the training programme for each of their components. I will pick a new session plan which relates to the first component of fitness I am training, or I will pick the previous weeks plan ensuring there is progressive overload in the session. <u>Lesson 2:</u> The second lesson will focus on the 2nd component of fitness that the students have chosen to work on with a similar or different session plan that shows progression in the workouts
<u>Lesson 1: Dribbling-</u> Attacking/ invading space and carrying the ball forward by dribbling. Engaging the opponent and committing them then passing into space for a runner. <u>Lesson 2: Gameplay-</u> 3v3 games to encourage dribbling into space.	<u>Lesson 1: Dribbling/ Handles</u> to outwit the opponent and change direction with control. This will help in attacking scenarios especially when driving towards the basket and keeping possession. <u>Lesson 2: Gameplay</u> Dribbling games and 1v1s to practice in competitive scenarios. By having the ability to change direction quickly you can get past the opponent or move up the court quickly and smoothly.	<u>Lesson 1:</u> The third session on the 1st component of fitness that the students are working to improve on. The session will be looking to increase in effort to push the student to work harder. A session plan will be used to facilitate the session <u>Lesson 2:</u> The third session working on the 2nd component of fitness that the student is choosing to have worked on for previous weeks. They will use a session plan to facilitate their activities they will do in the lesson
<u>Lesson 1: Small sided games to harness skills developed.</u> <u>Lesson 2: 11 aside game with rules.</u>	<u>Lesson 1: Small sided games in smaller courts in narrow spaces.</u> <u>Lesson 2: Playing full court 5v5s with rules of basketball.</u>	<u>Lesson 1:</u> The final session to examine if any improvements have been achieved <u>Lesson 2:</u> This is the final session for the student to work on the chosen 2nd component of fitness. The students will pick a suitable training plan

Year 10 Physical Education - students will study 4 sports this cycle

Careers linked to topics we study this cycle are Professional Athlete, Sports Coach/Teacher, Fitness Trainer

❑ Badminton	❑ Benchball	❑ Netball
<u>Lesson 1: Chasse movement</u> - Demonstrate starting position and chasse movement to the forecourt, midcourt and rearcourt. The way you move around the court is called a chasse. To chasse the knees are bent and you remain on the balls of your feet. <u>Lesson 2: Gameplay</u> - apply chasse movement in a half court singles game	<u>Lesson 1: Long-range passing (underarm)</u> - Consistently use an underarm technique to outwit an opponent. Holding the ball in two hands, bend the knees to generate power, straightening legs and swinging arms up to release the ball at chest height. Aiming for the ball to loop up and down to reach the target. <u>Lesson 2: Gameplay</u> Apply underarm technique to a conditioned game of bench ball.	<u>Lesson 1: Passing: Range of passes</u>- To perform a range of passes within competitive situations and selecting the ideal pass to be used in certain scenarios. I will use chest passes for middle distance to be more direct and a bounce pass to get away from a defender. A shoulder pass will be used to cover a long distance to spread play from one side of a third to another third. <u>Lesson 2: Gameplay</u>- I will select a suitable pass in a competitive game situation to have my team to outwit the opponents and keep possession of the ball.
<u>Lesson 1: Serving</u> Demonstrate the three types of serve and understand when it is appropriate to use each. Backhand low serve, Backhand flick serve, Forehand high serve <u>Lesson 2: Gameplay</u> - Correctly apply the appropriate type of serve in a game to gain an advantage	<u>Lesson 1: Long-range passing (overarm)</u> - Consistently use an overarm technique to outwit an opponent. Holding the ball in two hands behind the head with bend elbows, straighten the arms, bring the ball forwards and release the ball at 1 o'clock. <u>Lesson 2: Gameplay</u> Apply overarm technique to a conditioned game of bench ball.	<u>Lesson 1: Footwork</u>- I will as I'm running to catch the ball; I will plant my foot into the ground and release the ball on the move before planting my other foot. This is called in motion <u>Lesson 2: Gameplay</u>- To select within a game situation whether to plant both feet on the ground and then pivot to pass the ball or to perform a quick pass to keep the ball moving before planting my non standing leg.
<u>Lesson 1:</u> That by performing a successful clear I must have the racket above my head and hit the shuttlecock at the highest point possible, aiming for the back tramline. I should be sideways on and when contacting the shuttlecock my racket leg should follow through. <u>Lesson 2: Gameplay</u> To outwit the opponent in a game, I will need to draw them into the net to play a clear to force them to the back.	<u>Lesson 1: Catching</u> - Consistently be able to catch a long-range pass above head height with two hands in static and moving positions. Watch the path of the ball, moving to be under the ball, extend arms out towards the ball, elbows slightly bent, as the ball reaches you, close the hands around the ball. <u>Lesson 2: Gameplay</u> Apply catching technique to a game of bench ball.	<u>Lesson 1:</u> To shoot accurately within competitive situations in both pressurised and non-pressurised situations. To hold the ball above my head and extend at the elbow and knee joints to push the ball up and into the hoop. <u>Lesson 2: Gameplay</u>- To successfully shoot within competitive game situations with pressure from either the GK or GD. To try and have my best shooter on the court in GS position. As a GS or GA it is their job to get into the best position to then increase chances of scoring.
<u>Lesson 1:</u> That to perform a drop shot my body must be sideways on with my racket leg backwards. I will contact the shuttlecock when it is high in the air at approximately 2 o'clock. When I contact the shuttlecock, my back leg should follow through. The shuttlecock should travel downwards and land in the forecourt. <u>Lesson 2: Gameplay</u> Perform a drop shot that outwits the opponent (by forcing them to lift or be unable to return the shot) in a game	<u>Lesson 1: Tactical play</u> – Trial and evaluate a range of tactics that can improve success of your team in bench ball <u>Lesson 2: Gameplay</u> Apply different tactics to adapt to conditioned games of bench ball	<u>Lesson 1:</u> Offside- To ensure I am always aware of my surroundings in competitive situations so that I don't cause an obstruction foul <u>Lesson 2: Gameplay</u>- To ensure during gameplay that I am never caught offside to maximise chances of possession for my team.
<u>Lesson 1:</u> That by performing a smash I extend my racket elbow quickly, I turn my body by rotating my opposite shoulder backwards, contact the shuttlecock high up and in front of the body, flick the wrist to create a 'whooshing' sound and aim directly at opponent. I start with my body sideways on. The shot has a downward trajectory. <u>Lesson 2: Gameplay</u> Outwit an opponent by ending the rally with a smash in a game	<u>Lesson 1: Tactical play</u> - Trial and evaluate a range of tactics that can improve success of your team in bench ball <u>Lesson 2: Gameplay</u> Apply different tactics to adapt to conditioned games of bench ball	<u>Lesson 1: Positional awareness</u>- In competitive scenarios I will use my positioning to try and manipulate space so other players can run into to create more passing opportunities. This will outwit the opponents and take opponents away from being able to defend <u>Lesson 2: Gameplay</u>- To use movement and creating space to help my team in gameplay situations to create more opportunities.

Character Education Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Acquire	To gain or develop knowledge, skills, or understanding over time.	In Year 10, I must acquire key knowledge that will be assessed in my GCSE exams.
2	Appropriate	Suitable or correct for a particular situation or context.	I used an appropriate tone when responding to feedback from my teacher.
3	Validate	To recognise and accept someone's feelings, experiences, or ideas as important.	I showed empathy by listening carefully and helping to validate my friend's feelings.
4	Medication	Drugs prescribed by a medical professional to treat or manage a condition.	Some people use medication to help manage anxiety or depression.
5	Rational	Based on logical thinking and reasoning rather than emotion.	I used rational thinking to challenge my negative self-talk.
6	Contemporary	Belonging to the present time or recent history.	We studied both historical and contemporary examples to challenge stereotypes.
7	Intervention	Action taken to improve a situation or prevent a problem from getting worse.	Early intervention can support people experiencing mental health difficulties.
8	Assumptions	Beliefs or ideas accepted as true without evidence.	Stereotypes are often based on incorrect assumptions about people.
9	Informed	Having knowledge or understanding based on accurate information.	I used my revision notes to make an informed answer in my assessment.
10	Multicultural	Relating to or including many different cultures and backgrounds.	Britain is a multicultural society made up of diverse communities.

Character Education Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Long-term memory	The part of memory where information is stored for extended periods and can be retrieved later.	Regular revision helps transfer knowledge into long-term memory for GCSE exams.
2	Constructive	Intended to be helpful, positive, and focused on improvement.	I responded to feedback in a constructive way to improve my work.
3	Academic pressure	The stress or demands associated with schoolwork, assessments, and achievement expectations.	Managing academic pressure is important for maintaining both performance and wellbeing.
4	Cognitive functioning	The mental processes involved in thinking, learning, memory, and problem-solving.	Good sleep improves cognitive functioning , helping me focus in lessons.
5	Emotional intelligence	The ability to recognise, understand, and manage emotions in yourself and others.	Strong emotional intelligence helps me communicate effectively and build positive relationships.
6	Critical thinking	The ability to analyse information, evaluate evidence, and form reasoned judgements.	I used critical thinking to question stereotypes and consider different perspectives.
7	Mindfulness	The practice of focusing attention on the present moment in a calm and non-judgemental way.	Practising mindfulness can reduce stress and improve emotional regulation.
8	Disadvantage	A situation where someone has fewer opportunities or faces additional challenges compared to others.	Social and economic factors can create disadvantage for some individuals in education and employment.
9	Work Experience	A placement that allows students to gain practical experience in a work environment.	Completing work experience helps me develop skills and understand future career pathways.
10	Principles	Fundamental beliefs or rules that guide behaviour and decision-making.	My principles influence how I make ethical and responsible decisions.

English Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Capitalist	A person who owns businesses or wealth and invests money to make a profit, often supporting a system where private ownership and competition are important.	In <i>An Inspector Calls</i> , Priestley shows how capitalism can be detrimental to the proletariat because Mr. Birling cares more about making money than about treating workers like Eva Smith fairly.
2	Antebellum	Meaning 'before a war,' especially referring to the period before the American Civil War (before 1861).	'An Inspector Calls' was written and first performed in 1945 but set antebellum during the Edwardian era.
3	Misogyny	The dislike, hatred, or prejudice against women.	Priestley highlights misogyny in <i>An Inspector Calls</i> through how characters like Gerald and Eric treat Eva Smith as less important because she is a woman, exposing the unfair attitudes women faced in society.
4	Bourgeois	The middle or upper-middle class, especially those who are focused on material wealth, social status, and conventional values.	The Birling family represents the bourgeois class, showing how their concern for social status and money blinds them to the suffering of working-class people like Eva Smith.
5	Hubris	Excessive pride or self-confidence that often leads to a person's downfall.	Mr. Birling's hubris is shown through his arrogant speeches about how the Titanic is 'unsinkable', which highlights his ignorance and ultimately undermines his authority.
6	Prejudiced	Having or showing a dislike or distrust that is derived from a biased opinion.	Mrs Birling admits that she was prejudiced against Daisy's charitable claim due to her 'impertinently' making use of her name (Mrs Birling).
7	Socialist	Someone who believes in a system where wealth and resources are shared more equally, and the government helps to take care of everyone, especially workers and the poor.	Priestley, a socialist himself, uses the character of Inspector Goole in <i>An Inspector Calls</i> to promote socialist ideas about shared responsibility and caring for others in society.
8	Caricature	An exaggerated portrayal of a person's features or personality, often used to make them seem funny or to highlight certain traits.	Mr. Birling as a caricature of the selfish capitalist, exaggerating his arrogance and ignorance to criticise the attitudes of the upper class.
9	Proletariat	The working class, especially people who do manual or low-paid jobs and don't own much property.	Eva Smith represents the proletariat , showing how the working class suffers because of the selfish actions of the upper classes like the Birlings.
10	Polemic	A speech or a piece of writing that expresses a strong critical attack on or a controversial about someone or something.	Priestley's polemic play uses the character of Inspector Goole to echo Priestley's socialist views and to act as his political mouthpiece against capitalism.

English Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Dramatic irony	When the audience know more than the characters on stage..	Due to Priestley setting his play antebellum he uses dramatic irony to ensure that the audience do not trust the character of Arthur Birling.
2	Euphemism	A mild or indirect word or expression used in place of one that may be considered too harsh, blunt, or unpleasant.	Priestley uses the euphemism 'just used her for the end of a stupid drunken evening' to highlight Eric's exploitation of Eva while downplaying the seriousness of his actions, with the word 'used' exposing the dehumanising and casual cruelty of upper-class men towards vulnerable women.
3	Foreshadowing	A narrative device in which a subtle hint or warning is given about events to come.	Priestley uses foreshadowing when Sheila brings up Gerald being busy 'last summer' at the start of the play with this later being revealed to have been when Gerald had the affair.
4	Anadiplosis	The last word or phrase of one clause or sentence is repeated at the beginning of the next. It creates emphasis and a sense of logical progression or emotional intensity.	The Inspector uses anadiplosis through the repeated structure of 'we are...' to emphasise unity and collective responsibility, reinforcing the idea that society is interconnected and each person's actions affect others.
5	Emotive language	Language used to evoke an emotional response from the audience.	The Inspector uses emotive language to describe the situation that Eva found herself in, for example 'alone, friendless, almost penniless, desperate.'
6	Characterisation	The method an author uses to develop a character's personality, beliefs, and motivations through their actions, speech, thoughts, and interactions with others.	Priestley uses characterisation to contrast Sheila with her parents and to represent the younger generation's potential for change.
7	Polysyndeton	Polysyndeton is a rhetorical device where several coordinating conjunctions ('and', 'or', 'but') are used in close succession. It can create a sense of overwhelm, intensity, or emphasis.	The Inspector uses polysyndeton in "and fire and blood and anguish" to emphasise the chaos and suffering that will result if society fails to learn the lesson of social responsibility.
8	Cyclical structure	Where the ending returns to the beginning or begins at the end.	An Inspector Calls has a cyclical structure as the play begins and ends with a 'call' from a police inspector.
9	Three unities	The Three Unities are classical dramatic principles derived from Aristotle's Poetics that suggest a play should have: (1) Unity of Action – focuses on one main plot. (2) Unity of Time – action occurs within a 24-hour period. (3) Unity of Place – set in a single location.	Priestley's strict use of the three unities intensifies the drama and moral urgency, making the characters confront their actions, reinforcing the theme of immediate social responsibility.
10	Morality play	A play that is allegorical and used to teach a moral message underpinned by Christian teachings.	An Inspector Calls is a morality play that aims to teach the audience about virtue and evil.

Maths Curriculum Dictionary: Tier Two Words

Week	Word	Definition	In a sentence:
1	Common	Things that are shared.	10 and 20 have a common factor of 5.
2	Arithmetic	The branch of maths that involves addition and multiplication.	An arithmetic sequence is made by adding the same amount to each term.
3	Evaluate	Find the number equal to that expression	To evaluate 3^2 you do 3×3 which gives the answer 9.
4	Express	Write in a particular way.	$\frac{1}{2}$ expressed as a decimal is 0.5.
5	Multiply	Add a number to itself a particular number of times	We can write $2+2+2$ as 2 multiplied by 3 (2×3)
6	Factor	A number that you can divide another number by exactly	2 is factor of 10
7	Graph	A diagram showing the relationship between 2 variables, often x and y	The graph $y = 2x + 1$ is a straight line
8	Gradient	How many squares up or down a straight line goes for every 1 square across	A steep upwards sloping line has a high gradient , e.g. 7.
9	Non-linear	Not a straight line, a curved line	A circle is non-linear .
10	Trapezium	A 4 sided shape with 1 set of parallel sides 	To estimate an area under a graph you split it into trapezium shapes.

Maths Curriculum Dictionary: Tier Three Words

Week	Word	Definition	In a sentence:
1	Prime number	A number which can only be divided by 1 and itself.	5 is a prime number as it can only be divided by 1 and 5.
2	Sequence	A list of numbers or objects in a special order.	3, 5, 7, 9, ... is a sequence starting at 3 and increasing by 2 each time.
3	Index	A small number raised to the right of a number which tells you how many times to multiply the base number by, sometimes called the power	4^5 is said 4 to the power 5 and means $4 \times 4 \times 4 \times 4 \times 4$
4	Standard form	Standard form is a special way of writing numbers: a number between 1 and 10, multiplied by a power of 10.	The number 4830 expressed in standard form is 4.83×10^3
5	Quadratic	An expression containing terms with powers no higher than 2. e.g. $x^2 - 2x + 1$	You can solve a quadratic equation by factorising.
6	Solve	To find a value (or values) we can put in place of a variable that makes an equation true.	To solve the equation $x + 5 = 8$, we work out that $x = 3$ makes the equation correct
7	Y-intercept	Where a straight line crosses the y-axis	The y-intercept of a line that crosses the y-axis at 2 is (0,2).
8	Perpendicular	2 lines that meet at 90 degrees.	2 lines that make a right angle are perpendicular .
9	Quadratic Graph	The graph of a function like $y = 3x^2 + 5x - 1$, where the highest power of x is 2.	A quadratic graph has a "u" shape or an "n" shape.
10	Tangent	A tangent is a straight line that just touches a curve at a point, matching the curve's slop there	The tangent line touches the curve at point P

Physical Education Curriculum Dictionary: Tier Two/Three Words

Topic	Week /Word	Definition	In a sentence:
Football	1. Lofted pass	A pass that is kicked high in the air often over opponents	The player played a lofted pass to send the striker through on goal
	2. Volleys	A type of shot in football where contact is made with the ball before it bounces	I have been practicing my volleys to score more goals
	3. Body positioning	The arrangement of the body when defending	I need to sort my body positioning to get low to allow me to jockey
	4. Invading space	Strategic movements to break into the opponents' areas to control the space	We tried invading space into the opponents 18 yard box
	5. Harness	To gain and make use of previous learned skills	I harnessed the skills I had learned in my lesson
Basketball	1. Finish phase	The final phase of layup where the individual lays the ball off a the backboard with a gentle touch	I have been practicing my finish phase to ensure im hitting the backboard
	2. The Jump shot	A shot made while jumping	I have been working hard on my Jump shot
	3. Shuffle	A quick small stepping movement often sideways without lifting the feet off the ground	I needed to shuffle to quickly block off running lanes for my opponent
	4. Handles	Refers to a players control and ability to manipulate the ball	My opponent had good handles that I found difficult to defend
	5. Narrow spaces	Areas on the court that have limited room for the player to move	We had to create narrow spaces to limit their attack
Fitness	1. Baseline	A level where the performer identifies their starting point	The performer had a baseline score of 50kg for their 1RM
	2. Session plans	A set of activities that the individual will perform in their session	I created session plans so I know what im doing
	3. Training programme	A set of session plans that are designed to help the individual achieve their aim	The training programme focussed on the individual gaining strength
	4. Facilitate	To make something easier	The session plans helped facilitate the session for me
	5. Examine	To have a deeper look into something	I wanted to examine whether I had gained strength

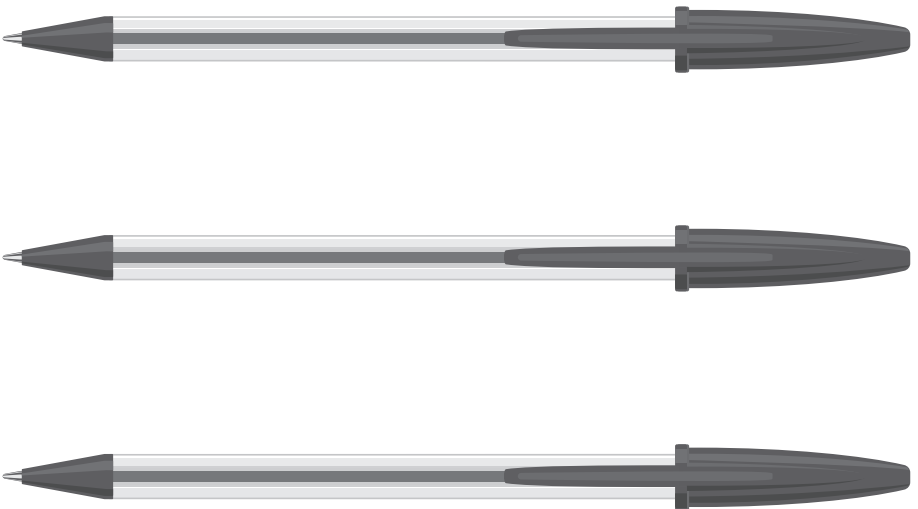
Physical Education Curriculum Dictionary: Tier Two/Three Words

Topic	Week /Word	Definition	In a sentence:
Badminton	1. Chasse	A movement that allows you to cover a shorter distance more efficiently	I had to chasse to move around the court
	2. Forehand High serve	A serve that goes up high and lands deep in the opponent's court	I used the forehand high serve to drive my opponent back so I could hopefully play a drop shot
	3. Follow through	To continue the action beyond contact	When performing a smash, I need to follow through to ensure the right trajectory
	4. Drop shot	A shot that is played that drops just over the net	I played a drop shot and my opponent returned with a drop shot
	5. Trajectory	A path the ball/shuttlecock follows through the air	The shuttlecock had a downward trajectory after the smash shot had been performed
Bench ball	1. Power	To use strength at speed	I had good power on my throws to make it to the player on the bench
	2. Long range passing	The ability of covering a greater distance with a pass	I needed good long range passing to get the ball over the opponents.
	3. Static	To perform an action without moving	I was static when throwing the ball
	4. Evaluate	To assess and make judgements	I needed to evaluate where the best place to throw the ball is
	5. Tactics	An action or strategy that a team adopts	We created good tactics to help beat the other team
Netball	1. Spread play	To move players to open gaps won the court	We wanted to spread play to create more attacking opportunities
	2. In motion	To perform a movement without stopping.	I caught the ball and passed it off in motion to not commit a footwork
	3. Extend	To move a limb away and straighten the joint	I extend my arm above my head up to allow me to shoot accurately
	4. Obstruction	To be less than an arm's length (1m) away from the opponent with the ball	I caused an obstruction foul on the GA during the game
	5. Manipulate space	To use player positioning to create overloads and better opportunities to score	We need to manipulate space to allow us more chances to score

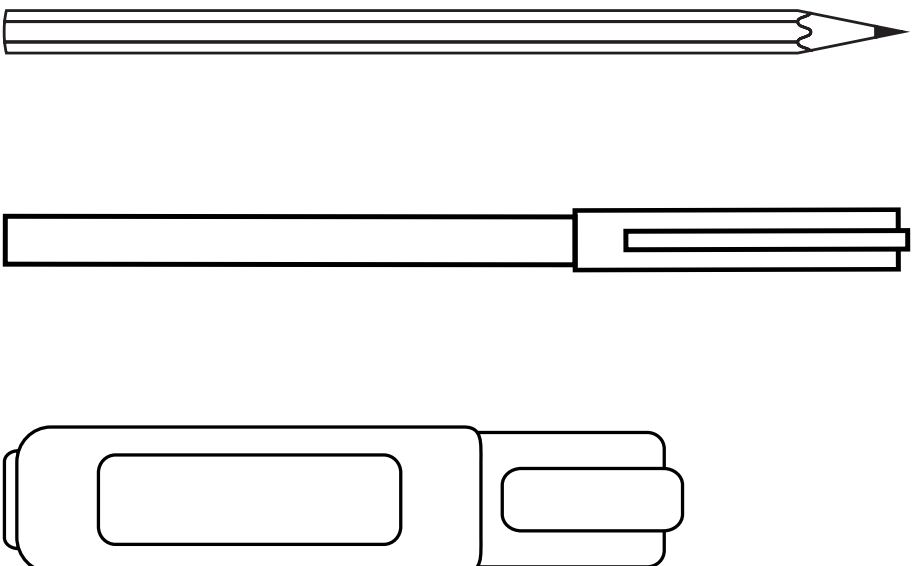
R

Tools for Learning

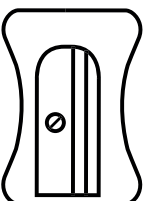
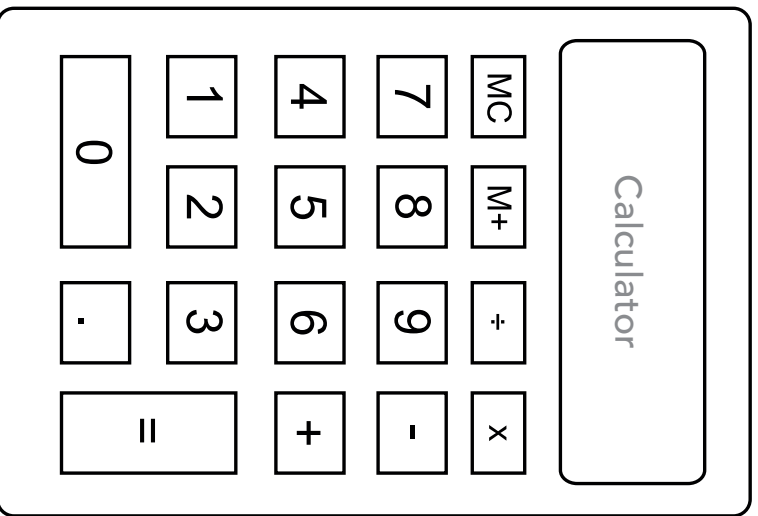
All equipment is available to purchase from the Reprographics Department



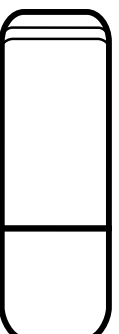
Black, Blue & Purple Pens



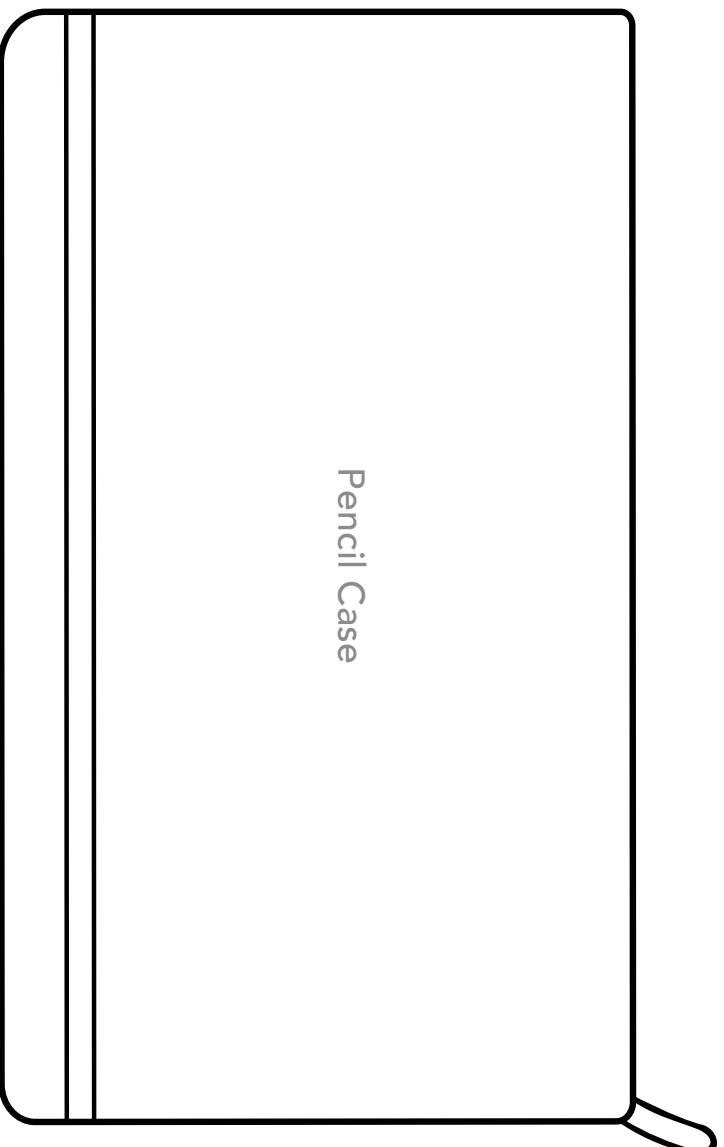
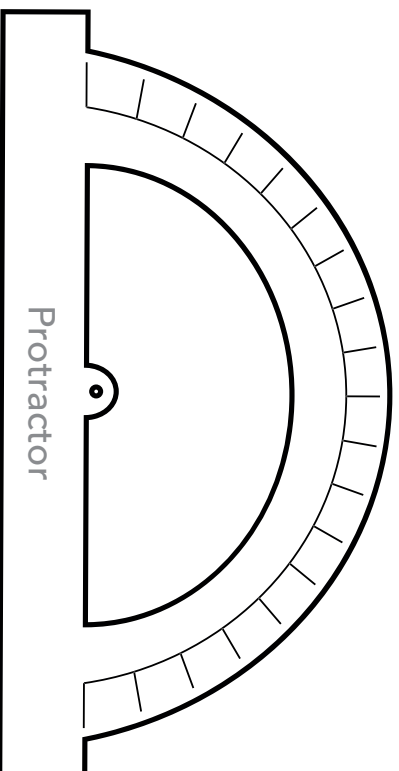
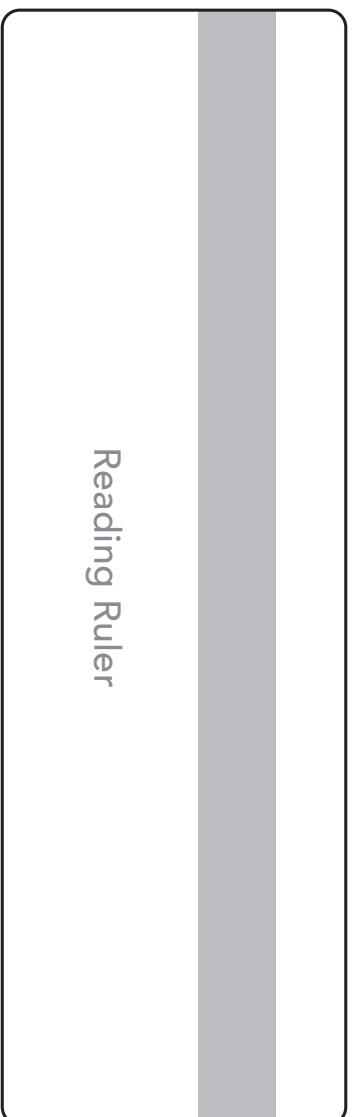
Pencil, Whiteboard Pen & Highlighter



Pencil Sharpener



Eraser





anthem

