

Year 7 Curriculum Information Evening

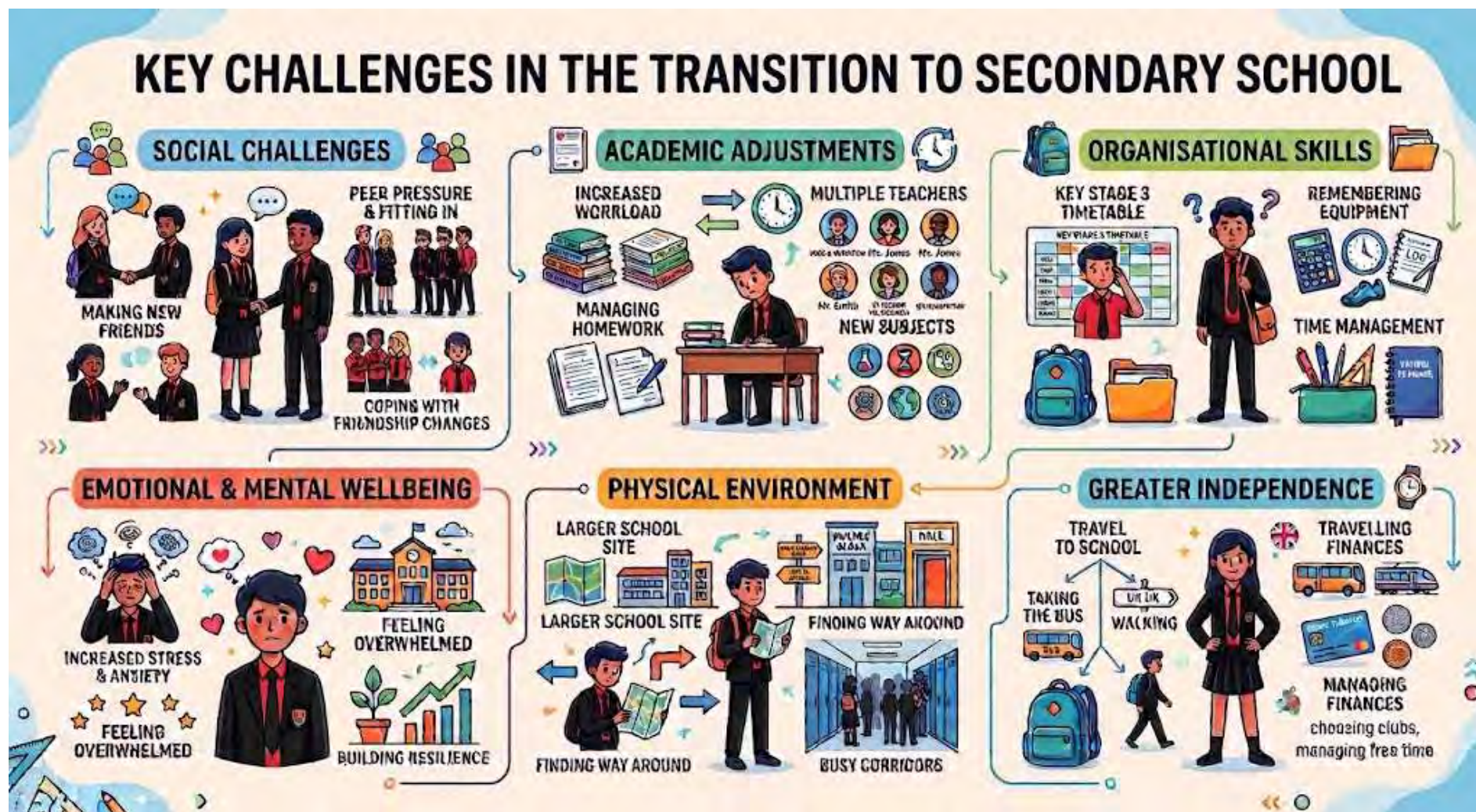
Mrs Zoe Bissett – Deputy Headteacher

Miss Natalie Charnell – Assistant Headteacher





Well done Year 7!





What does my child study?

- Broad and balanced KS3 Curriculum
- Fortnightly timetable – Week A and Week B
- Taught by subject experts – ambitious curriculum designed to engage and challenge students to grow

Subject	Hours per fortnight
Maths	7
English	7
Science	6
History	4
Geography	4
French	4
Religion and World Views	2
Music	2
Computer Science	2
Art	3
DT	3
PE	4
Personal Development	2

Work Hard | Be Kind | Take Responsibility



What does my child study in each subject?



KS3 Mathematics – Learning Journey



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Year 7	Numbers and Operations - Place Value - Operations - Directed Numbers - BIDMAS	2D Shapes - Symmetry - Area - Perimeter	Year 7 Autumn Assessment	Sequences - Picture Sequences - Term-to Term Rule n^{th} Term Rule	Checking Calculations - Mental Strategies - Rounding and Bounds - Estimation - Standard Form	Data Diagrams - Data Collection - Drawing and Interpreting - Finding Averages	FDP - FDP Equivalence - Finding Fractions and % - Four Operations - Multipliers	Year 7 Summer Assessment
	Intro to Algebra - Functions - Simplifying - Substitution - Solving	Factors and Multiples - Types of Number - Prime Factor Trees - HCF and LCM		Angles - Drawing and Measuring - Angle Rules - Parallel Lines - Proof and Problem Solving		Review and Consolidation		
Year 8	Algebra and Brackets - Index Laws - Expanding - Factorising - Forming and Solving	Ratio and Proportion - Dividing in a Ratio - Conversion - Proportional Reasoning - Scales	Year 8 Autumn Assessment	Measures - Metric Units and Time - Conversion - Speed, Distance and Time - Density and Pressure	Loci and Construction - Accurate Drawing - Constructing Triangles - Bisectors - Loci and Regions	Probability - Sets - Probability Scale - Experimental Probability - Probability Diagrams	Money Matters - Percentages - Money Problems - Interest - Tax and Wages	Year 8 Summer Assessment
	3D Shapes - Nets and VEF - Volume - Surface Area - Problem Solving	Manipulating Expressions - Formulae - Changing the Subject - Proof			Linear Graphs - Coordinates - Gradient - Intercept $y = mx + c$	Review and Consolidation		
Year 9	Equations and Inequalities - Forming and Solving - Number Lines - Solving Inequalities	Direct & Inverse Proportion - Proportional Reasoning - Direct Proportion - Inverse Proportion	Year 9 Autumn Assessment	Real-Life Graphs - Line Graphs - Scatter Graphs	Pythagoras and Trig - Finding Hypotenuse - Finding Shorter Sides - SOHCAHTOA - Problem Solving	KS4 Learning Journey Begins...		
	Circles - Circumference - Area - Cylinders	Transformations - Reflection and Rotation - Translation and Enlargement - Describing Transformations - Similarity and Congruence		Non-Linear Graphs - Quadratic Graphs - Non-Linear Graphs - Simultaneous Equations - Solving				
Year 9 Spring Assessment								

Number

Algebra

Geometry

Ratio

Statistics

Review



- Students are provided with a learning journey in all of their subjects
- These can be found in the front of their exercise books or booklets

Work Hard | Be Kind | Take Responsibility

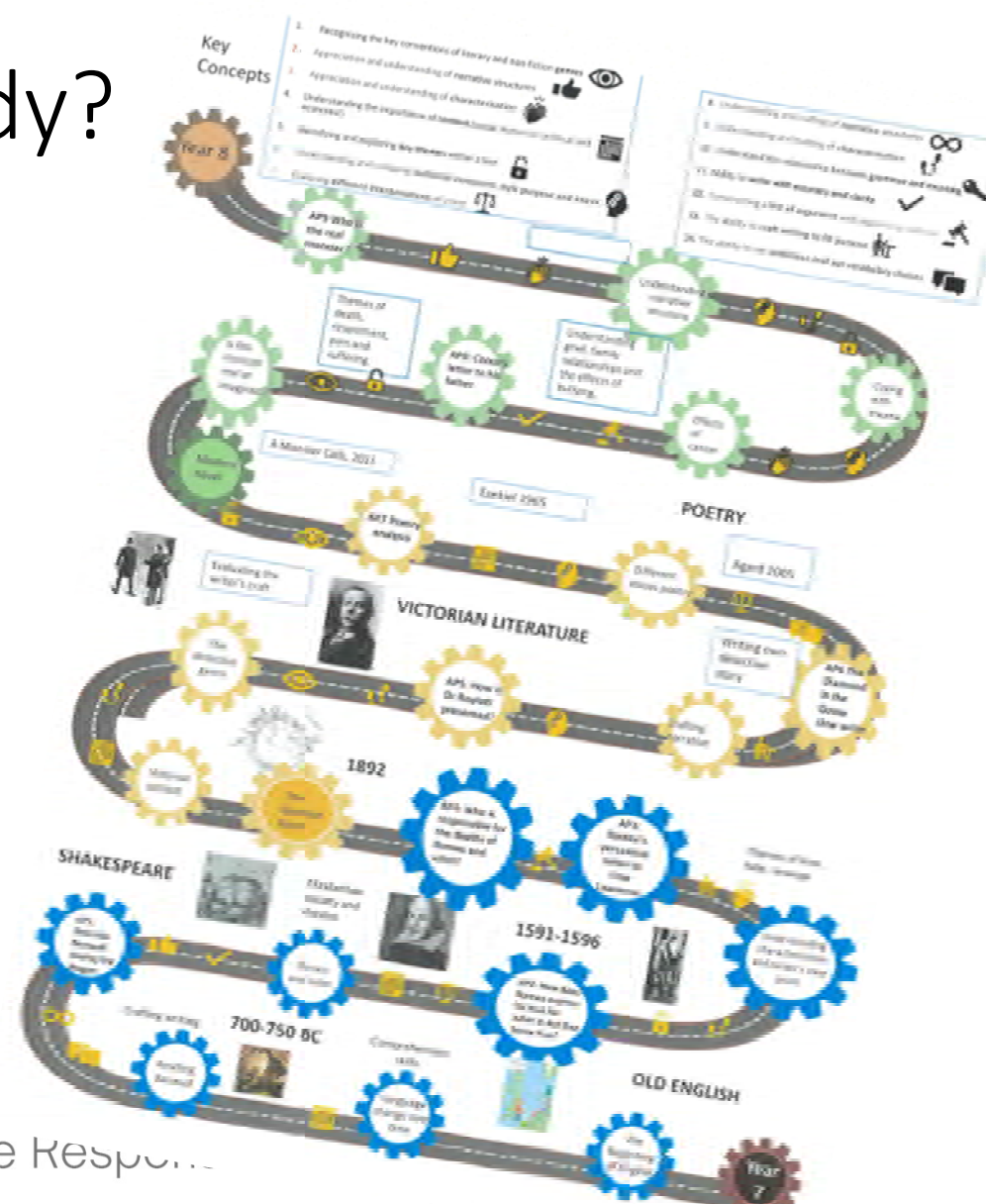


What does my child study?

Year 7 Meet the Tutor



- They will be available on the school website (in the Curriculum section under each subject)
- They are also in the Year 7 Meet the Tutor booklet along with Top Tips for each subject



Work Hard | Be Kind | Take Responsibility



Curriculum information

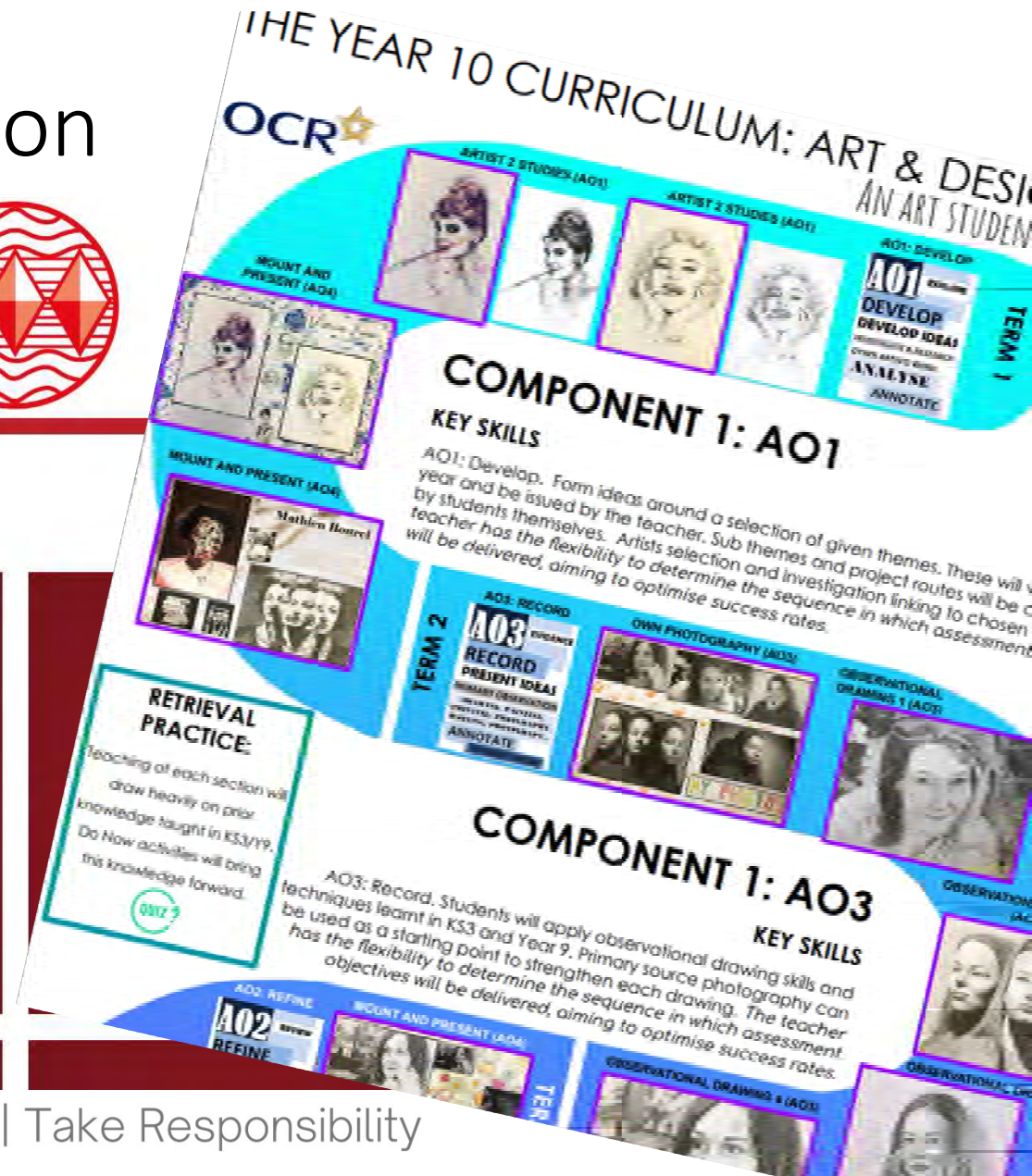


SUBJECTS

Art for KS3 and Fine
Art to KS4/5

Business

Work Hard | Be Kind | Take Responsibility





Literacy and Accelerated Reader

Literacy is the key to unlocking student understanding and access to the curriculum

Accelerated Reader

- ✓ Students have the freedom to choose a book from **hundreds of fiction and non-fiction titles**
- ✓ The programme is SMART- it works out a student's reading age and suggests books in the correct reading range that **will improve your reading age by the end of the year!**
- ✓ Students who may need **extra support** will be identified by our Literacy Intervention Coordinator
- ✓ There will be **housepoints, certificates and prizes** along the way to acknowledge the progress made.

What can you do to help?

- Encourage your child to **read every night for 20 minutes**. This should be their Accelerated Reader book but the most important thing is that they are reading.
- Encourage your child to a **BBC news article** at least once a week and ask them to explain what they found interesting to support their comprehension. This is a key skill they will need to master at GCSE.

Work Hard | Be Kind | Take Responsibility



SEND



Pupil Passport - Demo School 14

Date: 3/3/2017
Teacher: Ms Rachel Stephens



Bill Ackett
Date of birth: 11/6/1998
Pupil ID: JB202001157001
Year group: 11
Tutor Group: T1A

I would like you to know that...

I find it better if I work with someone so they can help me.

This means that...

Having someone available in the lessons that I struggle in will help me to achieve my best work.

I find it difficult to...

Read blocks or long pieces writing, spelling, writing quickly, getting what I want to say on paper with it making sense.

It would help me if you could...

- Understand I can get restless sometimes.
- Break the long writing into small sentences.
- Help me with my spellings.

I will help myself by...

- Asking for help when I feel I need it
- Giving the teacher enough time to explain the task at hand.
- Make teachers aware of my triggers

Additional Support:

TA support in English and Science
Attendance on an Accelerated intervention

Additional Arrangements:

Extra time to be given on reading exams, to the agreed amount.



Work Hard | Be Kind | Take Responsibility



Student Grouping

In the vast majority of subjects, students are streamed in Year 7 based initially on their KS2 SATs.

- High prior attaining
- Mid sets
- Support sets

Teachers and Subject Leaders assess students regularly and review groupings termly to ensure that students are in a suitable group to support them to succeed. e.g. some students might be better at the top of one group rather than the bottom of the next group to support their confidence.



Feedback

Students receive regular feedback on their work. This will be in a variety of different ways;

- Verbal feedback in lesson
- Self assessment
- Peer assessment
- Teacher marking and feedback – this includes whole class feedback where key misconceptions from the class are addressed

How will I know that students have received feedback?

Students will use Purple Pen to respond to feedback. This will include purple pen corrections and follow on tasks.



Feedback examples

Q3 Self-assessment

Find and label

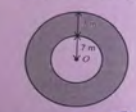
- ☐ WHAT (danger, injury, surroundings)
 - ☐ Quote
 - ☐ HOW
- ☐ Subject terminology
 - ☐ Reader
- ☐ Overall sentence
- ☐ Word zooms

0	Nothing worthy of credit.
1-2	to those who identify and begin to comment.
3-4	Give straightforward comments. These responses will simply identify some subject terminology
5-6	Explain and show some understanding of how language is used to achieve effects and influence the reader. These responses will begin to use relevant subject terminology accurately to support their comments.
7-8	Make accurate comments and begin to analyse how language and tone are used to achieve effects and influence the reader. Subject terminology is used accurately to support comments effectively.
9-10	make accurate and perceptive comments on a wide range of examples and provide detailed analysis of how language and tone are used to achieve effects and influences the reader.

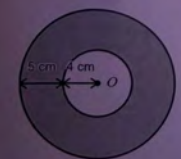
Homework Feedback

-Write a sub-heading of homework feedback in purple pen
Copy everything shown in Purple pen

We Do: Copy all working out shown

Question	Working out
Alice is labelling a wooden barrel in the shape of a cylinder. The radius of the barrel is 4.1 feet. Alice wants to put a label around the edge of the barrel. The label costs \$4.58 per foot. Work out the total cost of the label.	$\begin{aligned} &\rightarrow \text{Find the circumference} \\ &\pi \times d \\ &\rightarrow 4.1 \times 2 = 8.2 \times \pi \\ &25.76105876... \text{ ft} \\ &\times \$4.58 \\ &117.9896537 (117.99) \end{aligned}$
The diagram contains two circles, both centred on O.  Calculate the shaded area. Give your answer to 1 decimal place.	$\begin{aligned} &\text{Large circle} \quad \text{Small circle} \\ &\text{① } \pi \times r^2 \quad \text{② } \pi \times r^2 \\ &\pi \times 14^2 \quad \pi \times 7^2 \\ &615.7521601 \quad 153.93804 \\ &461.8141201 \\ &= 461.8 \text{ cm}^2 \end{aligned}$

You Do: Follow the working out shown

Question	Working out
Isaac is labelling a wooden barrel in the shape of a cylinder. The diameter of the barrel is 2 metres. Isaac wants to put a label around the edge of the barrel. The label costs €1.34 per metre. Work out the total cost of the label.	$\begin{aligned} &\pi \times d \\ &6.283185307 \text{ m} \\ &\times 1.34 \\ &8.419468512 (8.42) \end{aligned}$
 Calculate the shaded area. Give your answer to 1 decimal place.	$\begin{aligned} &\text{① large circle} \quad \text{② small circle} \\ &\pi \times 5^2 \quad \pi \times 4^2 \\ &259.9690049 \quad 50.26548246 \\ &209.7035224 \\ &209.7 \text{ cm}^2 \end{aligned}$

Work Hard | Be Kind | Take Responsibility



What are my child's strengths and next steps?

Unit 6 - Loci & Constructions Analysis & Follow on Task Sheet				
Total Marks _____		Overall Percentage _____		
Question	Topic	Marks gained	Marks available	Follow on Task
1	Loci from a point	2	2	
2	Perpendicular from point to a line	2	3	
3	Loci from a line segment	3	3	
4	Loci equidistant - perpendicular bisector	2	3	
5	Loci problem using loci from points	4	4	
6	Angle bisector	2	2	
7	Loci from points problem with scale	3	3	
8	Construction on triangle SAS with 60 angle	2	3	
9(a)	Loci from a point with scale	2	2	
9(b)	Identifying longest distance with scale conversion	0	2	
10	Accurate drawing of a kite	3	3	
11	Accurate drawing of a isosceles triangle and measuring height	0	3	
12	Loci problem point and angle bisector	1	3	
13	Loci problem perpendicular bisector and from points	1	4	
14	Perpendicular bisectors constructions for a circumcircle	3	4	
Total			4	

Feedback on: Comp 1 (Q3) Class: 102EnM		
<u>www/top tips used:</u> ✓ Overview sentence ✓ Lots of relevant quotations ✓ Focused on the what	<u>EBI:</u> • Points and quotes should match • Analyse techniques – where does the writer use a simile?	<u>Keywords/ SPaG:</u> furthermore, additionally suggests miserable tension/tense extremely Expectations: Make sure you underline all dates and titles and use each page fully. Do Now activities are added to in purple.

Work Hard | Be Kind | Take Responsibility



Homework

WHY DO WE SET HOME LEARNING?

<u>RETRIEVE</u>	<u>PRACTISE</u>	<u>PREPARE</u>
Remember and revisit important knowledge and vocabulary	Develop fluency, skills and confidence	Read, research or prepare for future learning
<u>READ & EXPLORE</u>	<u>CREATE & EXTEND</u>	<u>PREPARE FOR ASSESSMENT</u>
Build vocabulary, subject knowledge and wider understanding	Investigate, design, create and learn beyond the classroom	Revise, practise and apply knowledge

Work Hard | Be Kind | Take Responsibility



Homework

OUR FIVE HOME LEARNING PRINCIPLES

<u>PURPOSEFUL</u>	<u>ACCESSIBLE</u>	<u>FLEXIBLE</u>	<u>VALUED</u>	<u>RESPONSIVE</u>
Connected to the curriculum	Everyone can participate	Appropriate to the subject	Quality over quantity	Learning is checked and used
Students understand why they are	Support and adjustments remove barriers	Departments choose the most effective approach	Worth students' and teachers' time	Feedback helps students improve

At KS3, home learning should help establish positive habits, knowledge, curiosity and independence.

Work Hard | Be Kind | Take Responsibility



Homework

KS3 Homework foci

Retrieval and recall
Reading and vocabulary
Pre-learning and research
Creative/investigative tasks
Wider curriculum

Homework will be set on
ClassCharts.

The Library is open before school from 8:15, at break, lunch and afterschool to support students.

Subject	Frequency	Typical time
English	Weekly	20–30 mins
Maths	Weekly	20–30 mins
Science	Fortnightly	20–30 mins
French	Weekly	20 mins
History	Curriculum-led	20–30 mins
Geography	Fortnightly	20–30 mins
RS	Curriculum-led	20–30 mins
DT	Project/curriculum-led	Extended deadline
Art	Project-led	Extended deadline
PE	Assessment-led	As appropriate

Work Hard | Be Kind | Take Responsibility



Supporting with homework

- Support your son/daughter to manage their time and organisation
- Do they have a quiet place to work?
- Encourage them to speak to their teacher if they have any issues – ideally before the due date.
- If they are stuck? Are they using their books/knowledge organisers/BBC bitesize? Please be mindful of their use of AI – just getting the answer won't help.

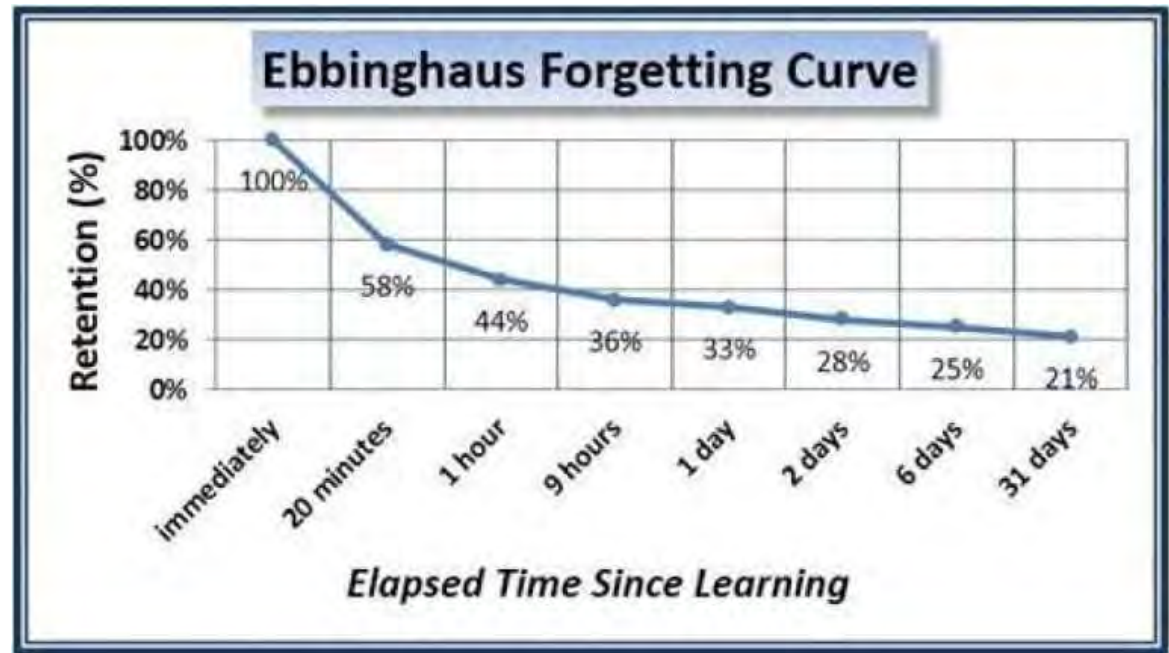
Work Hard | Be Kind | Take Responsibility



How to help students revise for a test?

Why We Forget

- **The Forgetting Curve (Ebbinghaus)**
- We forget up to 70% of new information within 24 hours.
- Forgetting is normal — your brain filters what it thinks you don't need.
- Revision is about training your brain to keep what matters.



Work Hard | Be Kind | Take Responsibility



How to help students revise for a test?

Supporting students with Retrieval Practice:

What it is: Actively pulling information out of your memory.

Examples:

- Flashcards
- Quizzes
- Cover–write–check
- Teaching someone else



Why Retrieval Works

- Retrieval strengthens memory pathways.
- Students who self-test remember far more than those who reread notes.
- It feels harder — that's why it works.



Reports and Parents Evenings

Year 8 Student Progress Report (Autumn Term 2025)

Name: [REDACTED]

Form: 8L2

Attendance to date (%): 100.0
Absences (Authorised): 0
Absences (Unauthorised): 0
Lates to Registration: 0

House Points: 218
Behaviour Points: 2

Progress to Target

Subject	GCSE Target	Autumn Term Progress towards Target
English	6	On
Mathematics	8	On
Science	5	On
Art	6	Above
Computer Science	6	Near
Design & Technology	7	Near
French	5	Above
Geography	6	Above
History	6	Near
Music	6	Above
PE	6	Above
Religion & World Views	7	Near

- Reports issued twice per year:
 - Wednesday 6th January
 - Wednesday 9th June
- Parents Evening: Thursday 10th June 3:00pm-7:00pm (face to face)

Indicators

Subject	Autumn Term Learning Habits	Autumn Term Behaviour	Autumn Term Meeting Deadlines
English	P	E	E
Mathematics	P	E	E
Science	P	E	E
Art	P	E	E
Computer Science	P	E	E
Design & Technology	P	E	
French	P	E	E
Geography	P	E	E
History	P	E	E
Music	P	E	E
PE	P	E	
Religion & World Views	P	E	E

Work Hard | I



Reports and Parents Evenings

Year 8 Student Progress Report (Autumn Term 2025)

Name: [REDACTED]

Form: 8L2

Attendance to date (%): 100.0
Absences (Authorised): 0
Absences (Unauthorised): 0
Lates to Registration: 0

House Points: 218
Behaviour Points: 2

Progress to Target

Subject	GCSE Target	Autumn Term Progress towards Target
English	6	On
Mathematics	6	On
Science	5	On
Art	6	Above
Computer Science	6	Near
Design & Technology	7	Near
French	5	Above
Geography	6	Above
History	6	Near
Music	6	Above
PE	6	Above
Religion & World Views	7	Near

- Students complete assessments in class which support us to determine an indicative idea of whether they are on track for the GCSE target.
- The most important thing at KS3 is that they respond to their feedback.

Indicators

Subject	Autumn Term Learning Habits	Autumn Term Behaviour	Autumn Term Meeting Deadlines
English	P	E	E
Mathematics	P	E	E
Science	P	E	E
Art	P	E	E
Computer Science	P	E	E
Design & Technology	P	E	
French	P	E	E
Geography	P	E	E
History	P	E	E
Music	P	E	E
PE	P	E	
Religion & World Views	P	E	E

Work Hard | I



Helping your child succeed at HLS

1. Help your child prepare for their day, preferably the night before. Ensure that they are fully prepared and have a good night's sleep.
2. Ensure that your child is on time and that they do not miss any learning time through lateness.
3. Remind your child that if they have a problem of any kind, they must tell a member of staff. Explain to your child that everyone in Year 7 is in the same situation; they are not alone.
4. Check ClassCharts with your child to help them organise their homework. If your child is spending more than an hour a night on their homework, email their form tutor who can share this with their teachers.
5. If your child follows the rules and behaves in a sensible manner, they will not get into trouble – reassure them of this fact.
6. Tell your child that we are all here to help and want them to be happy and succeed.
7. At the end of each day have a conversation with your child. Ask them, not what they did, but what they have learnt.
8. Encourage your child to ask questions of you, their teachers and peers.

Work Hard | Be Kind | Take Responsibility



FAQs

What should I do if my child has a pastoral issue?

In the first instance, encourage them to speak to their form tutor. Email contactus@highamlaneschool.co.uk for the attention of their form tutor. If needed, this can be escalated to the Mrs Malkin, Y7 Progress Leader.

What should I do if my child has a subject issue for example with their homework

In the first instance, encourage them to speak to their teacher. Email contactus@highamlaneschool.co.uk for the attention of their subject teacher. If needed, this can be escalated to the Subject Leader.



FAQs

My child has forgotten something. What should I do?

Whilst we would encourage them to pack their bag the night before, we know that students forget things. We will lend them equipment where needed. If they have forgotten something essential, please drop this at Main Reception.

What should I do if my child loses something?

Encourage them to retrace their steps to the classrooms they have been to – they are often hesitant to do so. Remember that they have a two-week timetable.



FAQs

How do I find out what extra-curricular clubs are on?

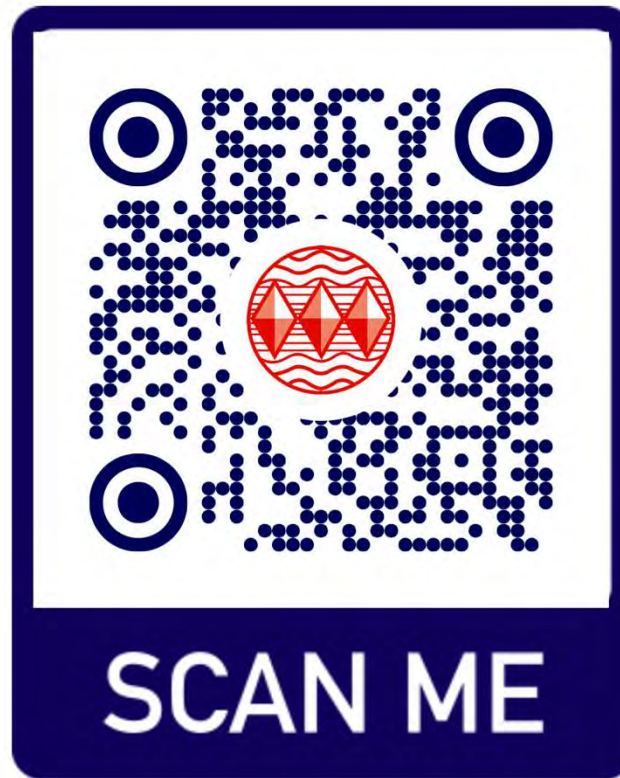
We post updates regularly on our social media. These are also available on the school website.

How do I contact the Support for Learning Department?

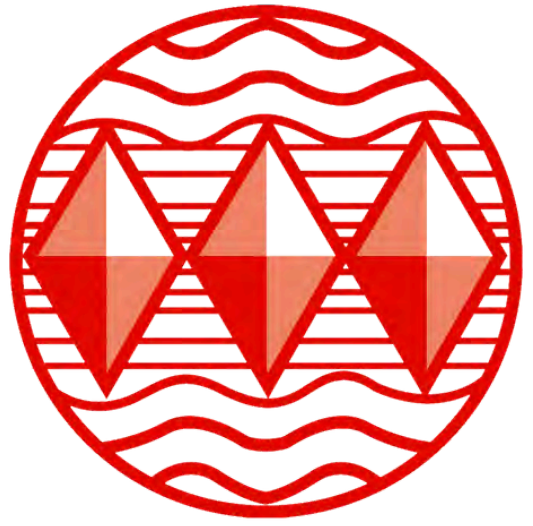
Please email support4learning@highamlaneschool.co.uk, where you can talk directly to the department.



Evaluation Form



Work Hard | Be Kind | Take Responsibility



Year 7 Meet the Tutor



WELCOME

Welcome to our Year 7 "Meet the Tutor" Evening.

We're delighted to welcome you as your child begins this exciting new chapter in their education. Transitioning to secondary school is a significant step, and we know how important it is for students and their families to feel supported during this time. Tonight is a valuable opportunity to meet the tutors who will be guiding your child through their time at Higham Lane, to learn more about life at our school, and to start building the strong partnership between home and school that helps every student thrive.

At the heart of everything we do are our core values: Work Hard, Be Kind, and Take Responsibility. These values shape not only the way we learn, but the way we treat one another and grow as individuals.

Thank you for joining us—we look forward to working together to ensure a positive and successful Year 7 experience for your child.

Higham Lane School is committed to meeting the needs of all students and to ensure that they have access to a full curriculum. We provide effective learning opportunities for all students by responding to students' diverse learning needs, setting suitable learning challenges and overcoming barriers to learning.

Support 4 Learning welcomes support from external agencies and works particularly closely with the Integrated Disability Service (IDS), the Educational Psychologist (EP), and Childhood and Adolescent Mental Health Service (CAMHS). We also work closely with parents/carers supporting their child through regular meetings, telephone conversations and/or emails.

Supporting your child with their mental health and wellbeing

1. Being a role model
2. Help them set goals
3. Keep them active
4. Healthy eating
5. Time out
6. Sleep patterns
7. Unplugging
8. Staying cool & calm
9. Belief
10. Be supportive



Signposting to support Mental Health & Wellbeing

www.youngminds.org.uk/young-person/blog/exam-self-care/

www.gov.uk/government/publications/resources-for-managing-assessment-related-anxiety/resources-for-managing-test-related-anxiety

www.nspcc.org.uk/keeping-children-safe/online-safety/online-wellbeing/positively-online/

Email: support4learning@highamlaneschool.co.uk
Tel: 02476 388123 or 02476 757000

THE YEAR 7 CURRICULUM: ART & DESIGN

AN ART STUDENTS LEARNING JOURNEY...

YEAR 6 TRANSITION
(AO1-4)



YEAR 7

TERM 1

COLOUR (AO2/3)



TONE (AO2/3)



LINE (AO2/3)



BASELINE PART 1 (AO3)



SHAPE (AO2/3/4)



BASELINE
PART 2
(AO3)



PATTERN
(AO2/3/4)



FORMAL ELEMENTS

KEY SKILLS:

PRACTICE, REFINEMENT AND APPLICATION.

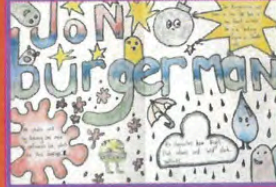
All elements begin with a concept lesson and workshop practice, followed by outcome. These fundamental skills will create a foundation and feature throughout Year 7-11.

TEXTURE (AO2/3/4)

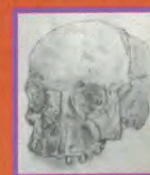


TERM 2

INFORMATION PAGE (AO1)



SKULL
DRAWING (AO3)



INK SKULLS (AO2)



PIZZA CHARACTERS (AO2)



RETRIEVAL PRACTICE:

Fortnightly homework quizzes set on GC. DO NOW tasks and recap introductions.



JON BURGERMAN

KEY SKILLS:

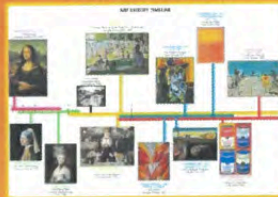
RESEARCH, DEVELOPMENT, PRACTICE, REFINEMENT AND APPLICATION.

Working through AO's based on a contemporary artist. Formal element skills will be key to high quality outcomes.

POINTILLISM
(AO1/2)



ART HISTORY (AO1)



TERM 3

CLAY CHARACTER MOLDING
& PAINTING (AO2/3/4)



CHARACTER DESIGN



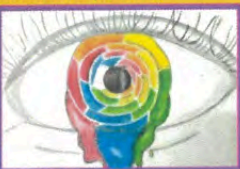
ISM'S PART ONE

KEY SKILLS

ANALYSE, DESIGN, RESEARCH, DEVELOPMENT, PRACTICE, REFINEMENT AND APPLICATION.

Introduction to art movements. Analysis tasks. Practical workshops exploring a range of materials and skills. Part two of the Ism's topic will continue in Year 8.

SURREALISM EYE
DRAWING (AO1/2/3)



CUBISM (AO1/2)



ON TO
YEAR 8

LINKS TO PREVIOUS TOPICS:

Formal Elements (Y7 Autumn Term)
Research Skills (Yr 7 Spring Term)



AO= ASSESSMENT OBJECTIVES

Your work will be marked out of 4 Assessment Objectives. These objectives are:

- AO1: Develop**
(Researching Artists)
- AO2: Explore**
(Experiment & Refine ideas)
- AO3: Record**
(Observational Drawing)
- AO4: Present**
(Quality of your presentation)

KEY: PURPLE BOX = ASSESSMENT PIECE
EMERGING SECURE MASTERING

Top Tips for Success in Art

Be open to trying new techniques – Art in secondary school goes beyond drawing; you'll explore paint, print, collage and 3D work. Don't be afraid to experiment.

Bring the right equipment – Keep pencils, a sharpener, rubbers, ruler, and colouring materials in your pencil case. It shows you're prepared and ready to learn.

Listen carefully to instructions – Teachers often demonstrate skills step by step; paying attention helps you get the best results.

Keep your book neat – Use a ruler to draw straight lines, don't press on really heavy so you can rub things out if you make a mistake. Put maximum effort in.

Practice observational drawing – Drawing what you see (not what you think you see) is the foundation of strong art skills. Practice little sketches at home.

Be creative and take risks – Don't always play it safe. Teachers love to see students trying bold ideas, even if they don't turn out perfect.

Use feedback to improve – Don't take it personally. Feedback is meant to help you grow, so apply it to your next piece.

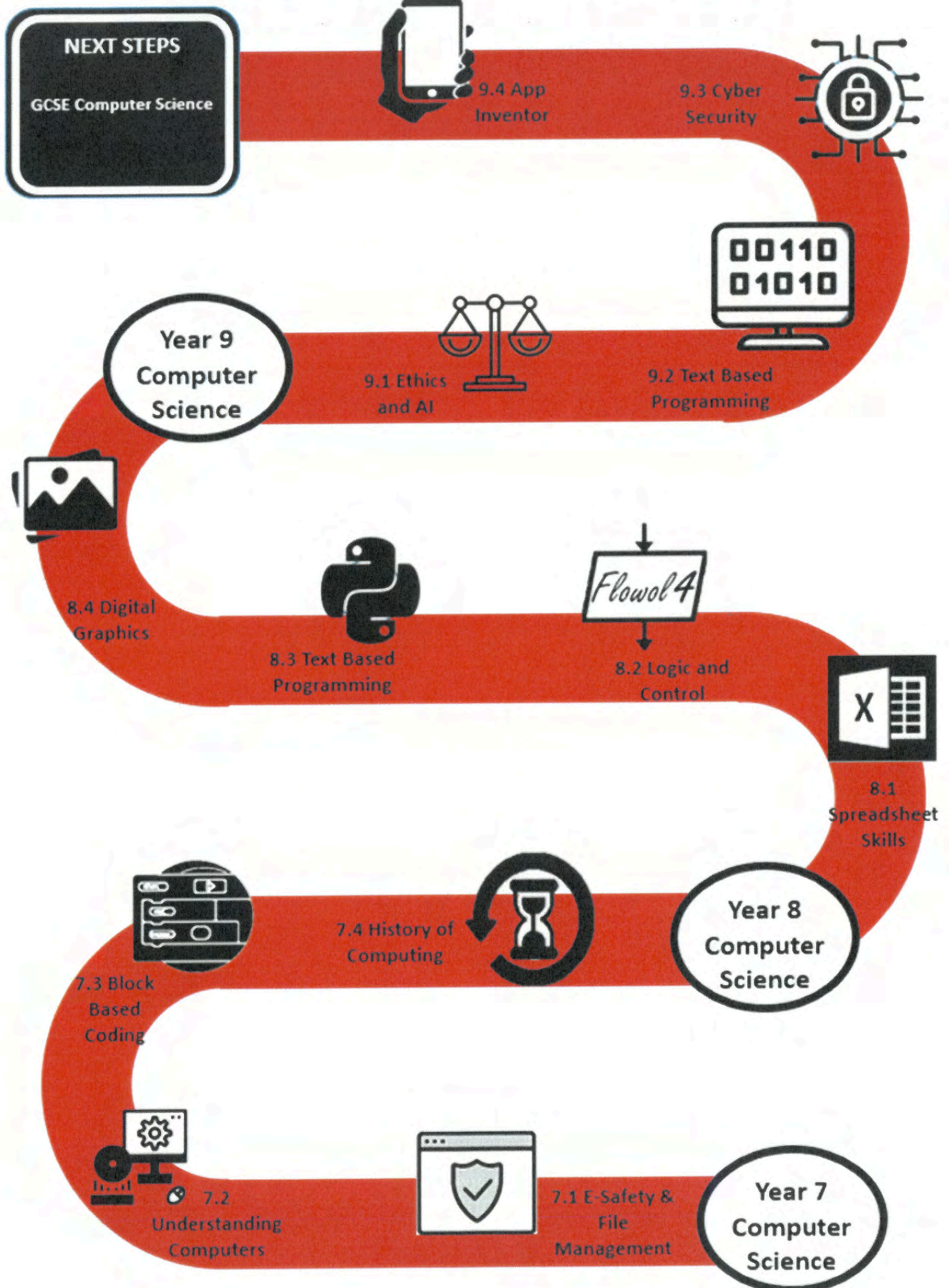
Look at other artists for inspiration – Whether modern or traditional, studying how artists work can spark your own ideas.

Be patient with yourself – Art takes time. Mistakes often lead to new discoveries, so don't give up if something doesn't look right at first.

Enjoy the process, not just the outcome –
Art is about expressing yourself and exploring ideas.
Have fun, and your skills will naturally improve.



Computer Science Key Stage 3 Learning Journey



Top Tips for Success in Computer Science

Be Prepared

- Always bring your booklet to lessons.
- Complete all tasks in the booklet.

Stay on Top of Work

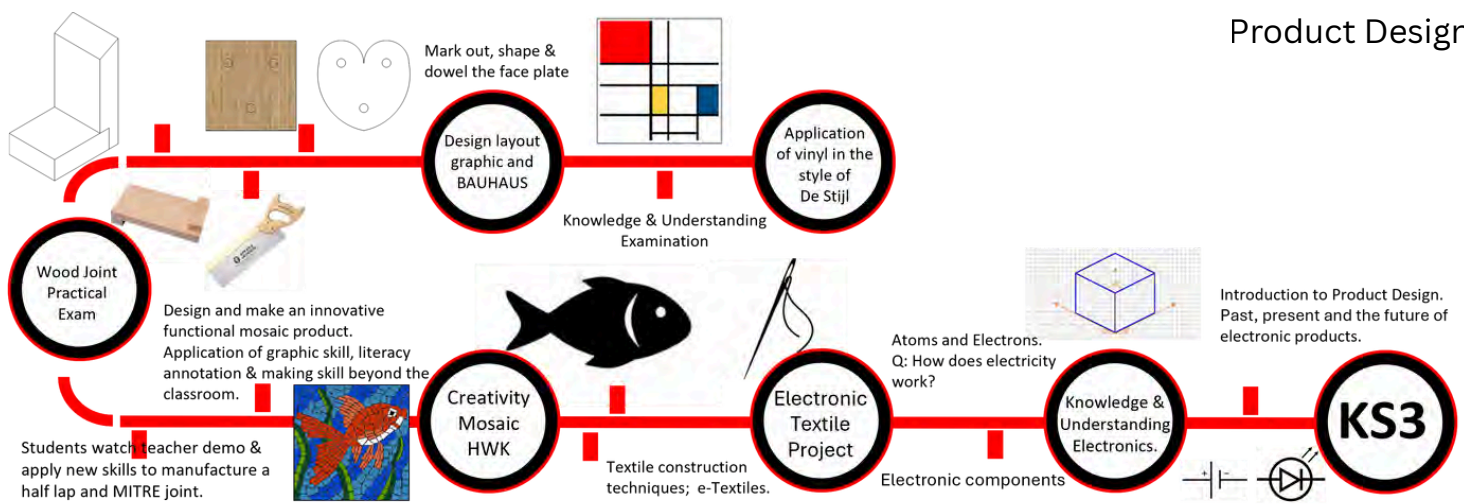
- Revise regularly for tests.
- Check ClassCharts for homework.
- If you're absent, all resources are on Google Classroom.

Catch Up if You Miss Work

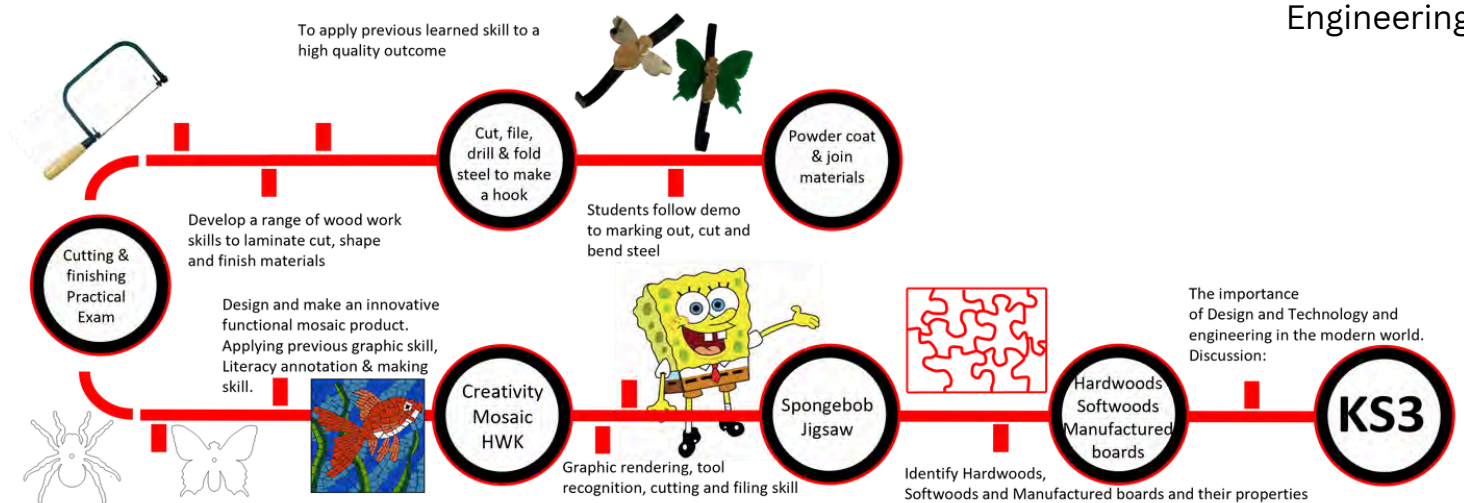
- Use Google Classroom to find what you missed.
- Try to complete your booklet to stay up to date.
- Remember: Being organised = success in Computer Science!



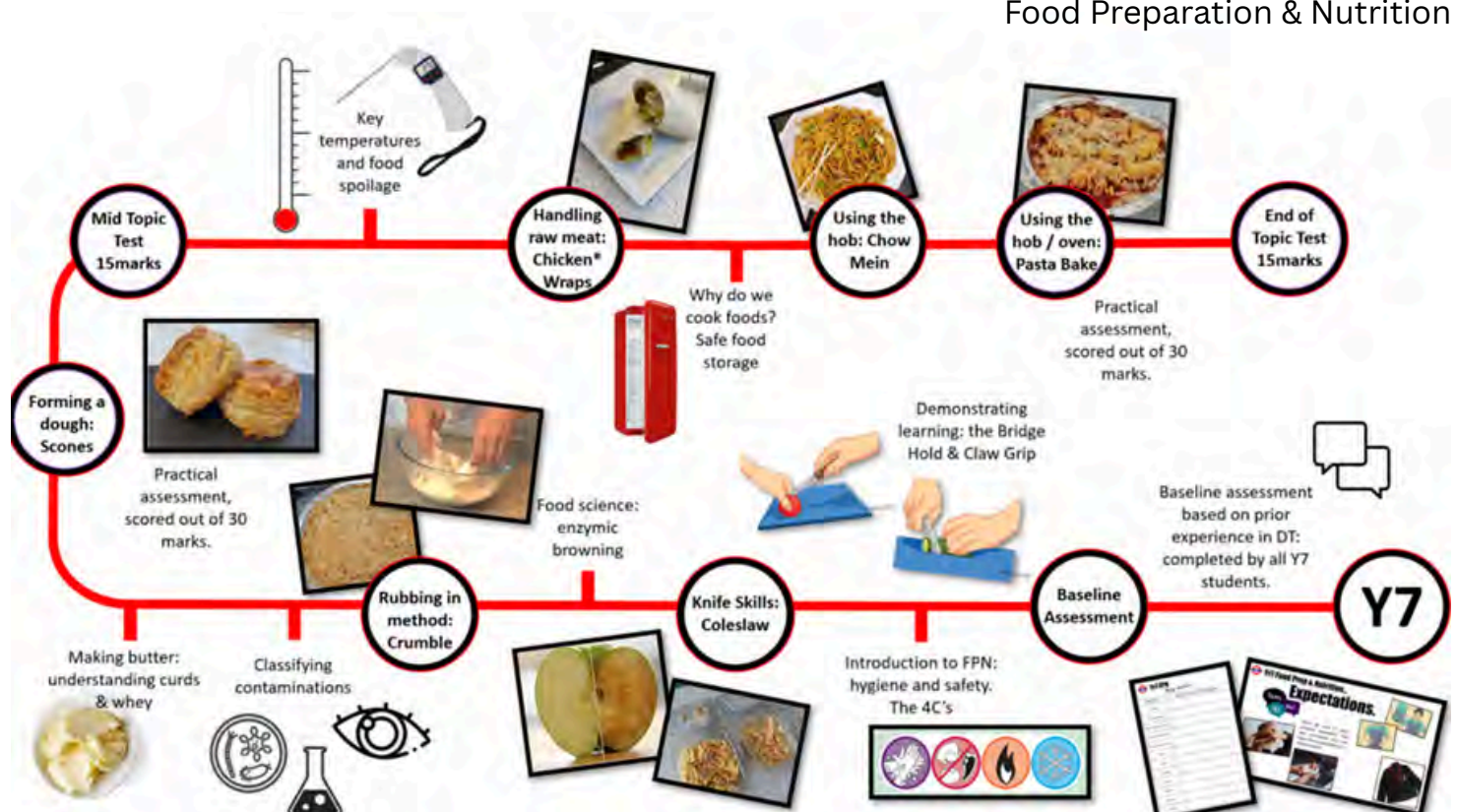
Product Design



Engineering



Food Preparation & Nutrition



Top Tips for Success in Design & Technology

Safety

Being safe, wearing an apron, tie hair back, wearing goggles when using machinery

No running in the classrooms, workshop or food rooms

Being aware of hygiene and taking steps to prevent cross contamination

Learning outside of the Classroom

Helping out at home, cooking a meal, helping with DIY.

Building a model, this could be out of card or a kit such as Lego, electronics, stitching, cooking etc.

Expectations

Straight into Do Now activity, quality colour rendering in one direction with even pressure.

Full sentences, use of connectives and tier 3 vocabulary.

Drawing with a sharp pencil, never a pen.

Meeting deadlines

Using your planner and remembering your ingredients in advance.

Share your homework with your family so that you can receive support in producing high quality work.

Practice using the Knowledge Organisers before end of unit tests

Asking for help and Guidance

Listen carefully to teacher instructions and always ask for help and support if needed.

In Design Technology we are team and encourage a team ethic.

Taking Risks

Always give a new skill a try

Adopt a 'Can do' attitude to all aspects of Design and Technology.

Solving Problems

Use the UNSTUCK learning resources and guides in lesson.

If you don't understand use a guide, ask a peer, see the teacher.

Stay Curious

Ask questions about how things work and why they're made the way they are.

Curiosity fuels creativity and innovation.

Sketch Your Ideas

Practice drawing and annotating your designs clearly.

Use arrows, labels, and notes to explain your thinking.

Measure Twice, Cut Once

Always double-check measurements before cutting or assembling.

Accuracy is key in both design and construction.

Learn Your Tools

Get familiar with basic tools like saws, files, and CAD software.

Know a range of processes in food such as the 'Bridge and Claw'

cutting, folding, forming a dough, rubbing in methods

Know how to use them safely and effectively.

Use Technical Vocabulary

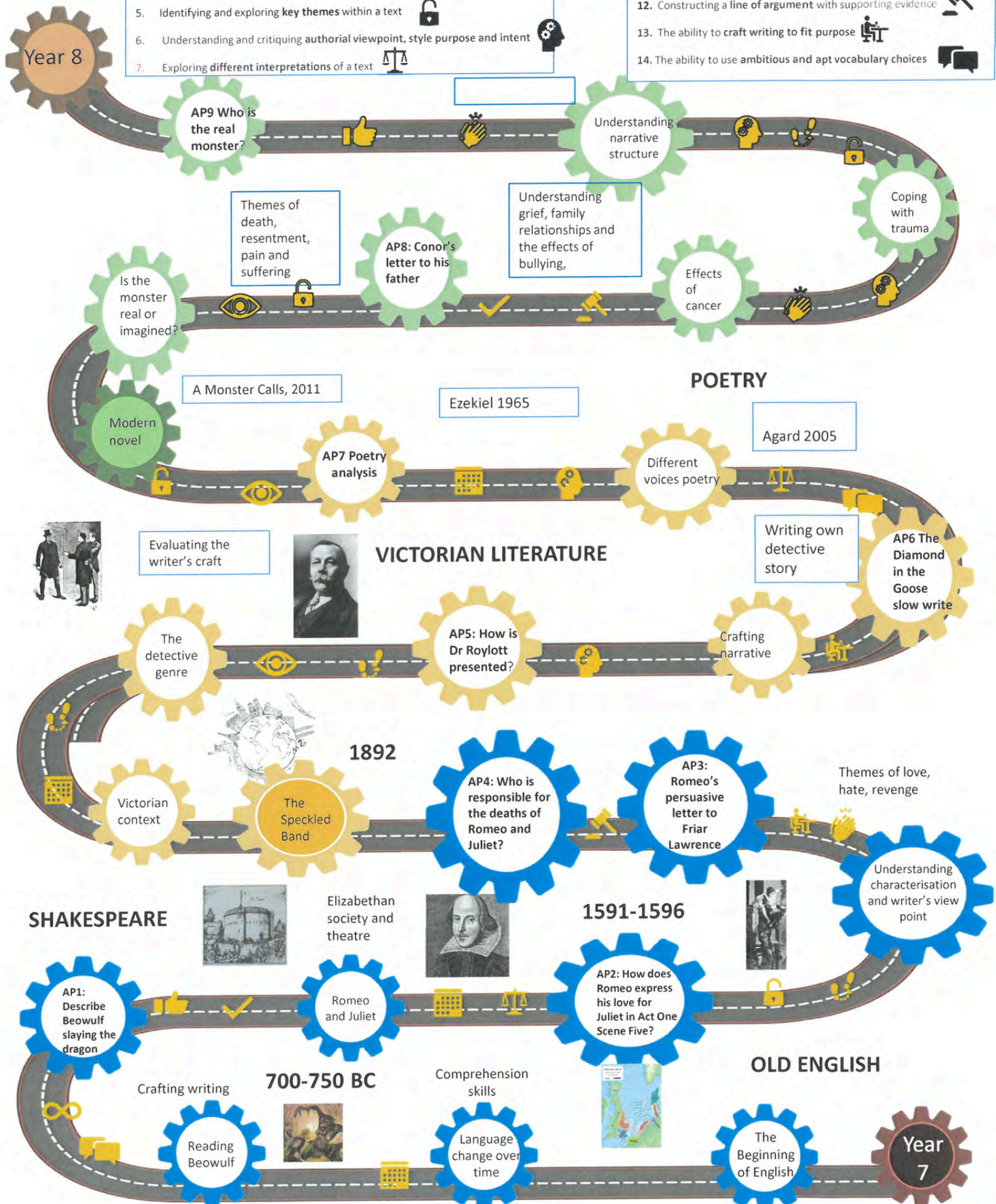
Learn and use terms like "ergonomics," "aesthetics," "function," and "specification."

In food Write out the key terms in your booklet marked GREEN on the board.



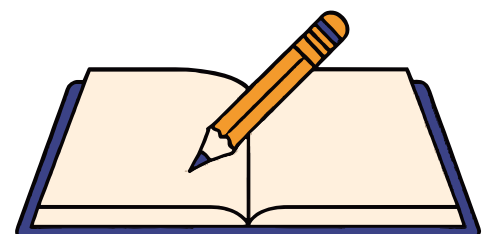
Year 8

8. Understanding and crafting of **narrative structures** 
9. Understanding and crafting of **characterisation** 
10. Understand the relationship between **grammar and meaning** 
11. Ability to **write with accuracy and clarity** 
12. Constructing a **line of argument** with supporting **evidence** 
13. The ability to craft writing to fit **purpose** 
14. The ability to use **ambitious and apt vocabulary choices** 



Top Tips for Success in English

- Read every night for at least 20 minutes. This could be your Accelerated Reader book as well as other reading books, including non-fiction.
- If you are struggling with your reading, speak to your English teacher or attend the Larks/Nightingale reading support session with the LRC staff.
- Read a good quality news article at least once a week. Explain and discuss the content and the line of argument that the journalist is presenting.
- Revising topics using the Knowledge Organiser (in the front pages of your booklets). Show your understanding by asking someone to quiz you on the key knowledge, quotations and the tier two and three vocabulary.
- Learn a poem off-by-heart poem! This could be from a poetry unit you are studying or from this website: <https://poetrybyheart.org.uk/for-pupils>
- Enjoy creative writing in your own time – whether it is writing your own short story, poems, song lyrics or keeping a journal. Writing is a fantastic creative outlet, improves your communication skills and can help to manage your emotions.
- Participate in our extracurricular opportunities e.g. creative writing club, theatre visits, author visits, lunchtime and after-school book clubs etc.
- Become 'word mad' – impress people around you by learning one new word every day! You could use this site: <https://blog.wordsmyth.net/category/word-of-the-day-ii/> . Expand your knowledge about words by researching where they have come from and how they have been constructed (their etymology).



KS3 French Learning Journey

Curriculum Map

At the end of KS3, you can choose to continue to study French for your GCSEs and further improve your language.

GCSE French

Skills:



Listening



Speaking



Reading



Writing

Extra-Curricular:

- Spanish Club
- French Club
- French Trip

My personal world

- Your identity
- Your weekend routine
- Discussing friends and what people look like
- Positive role models
- Talking about celebrations

My studies and school

- School life in francophone countries
- School subjects and school life
- Discussing school rules
- Talking about making progress at school
- What school used to be like
- Learning languages

Media and technology

- Events in the francophone world
- What you do online
- Talking about what you watch
- Making plans to go out
- What you did last weekend
- Taking part in an interview

Year 9

Leisure activities

- Celebrities and TV shows
- Digital technology
- Arranging to go to the cinema
- Leisure activities
- Shopping
- What you do to keep healthy
- Injuries and illnesses
- Normal activities, yesterday's activities and tomorrow's activities

My holidays

- Discussing school holidays
- What you did during the holidays
- A visit to a theme park
- Where you went and how
- Talking about your normal routine vs your holiday routine
- A disastrous holiday
- Talking about an amazing holiday
- Planning a future holiday

My town

- Places in a town
- Where you go at the weekend
- Inviting someone to go out
- Buying food in a market
- Ordering in a cafe
- What you are going to do in town
- Planning a trip to somewhere special
- A school trip

Year 8

Friends and family

- Pets you have
- Numbers 40-100
- Family members
- Hair and eye descriptions
- Where you live
- Describing your home
- What you normally eat for breakfast
- A cartoon family

My School

- Likes and dislikes
- School subjects
- Colours
- School uniform
- Telling the time
- My school day
- The canteen and food
- A typical French school

Free time and hobbies

- The weather
- Playing sports
- Activities you do
- What you like to do
- Planning activities for the future
- Asking questions about free time activities

Talking about yourself

- Greetings
- Phonics
- Cognates
- Alphabet
- How to spell things
- Numbers 1-21
- Ages

Introduction to French

Year 7

Top Tips for Success in French

- Memorise the weekly vocabulary quiz (set on ClassCharts) from the Knowledge Organiser (also available on Google Classroom)
- Practice little and often (5 minutes every day)
- Try your best in French lessons
- Watch French programmes on online platforms such as Netflix, Amazon Prime or Channel 4



End of Year Assessment

What are the impacts of earthquakes

What are the different plate boundaries and volcanoes?

Why is the Tesso Nilo being cut down?

What makes Las Vegas extreme?

What is an extreme environment?

What are the impacts of climate change?

What are the causes of climate change?

What are the different types of rainfall?

What is air pressure and what are air masses?

How can we measure the weather?

What is industrialisation?

What are the causes of inequality?

Is trade really fair?

What is Fairtrade?

Does tourism help development?

How does the hydrological cycle work?

How do we measure development?

What is latitude and longitude?

How do we show direction and scale?

How do we show height on a map?

What are 4 and 6 figure grid references?

What are map symbols?

What is fieldwork?

What are field sketches?

What are geological timescales?

What are the British Isles?

What are the 7 continents?

Year 7

Top Tips for Success in Geography

- Be curious about what you see around you - What is happening? Where is it happening? Why is it happening?
- Learn the key vocabulary - e.g. development, sustainability.
- Stay up to date with what is happening in the news!
- Think 'like a geographer' - What are the causes? What are the effects? Who is impacted?
- Don't be afraid to ask questions!



History Curriculum Map

CAREER PATHS

Administrator • Analyst • Archaeology • The Arts & Media
Copywriting • Education • Journalism & Broadcasting • Law
Marketing • Museum Curator • Politics • Researcher
Social Media Analyst • Social Worker • Writer

FURTHER STUDY

Ancient/Modern History • Archaeology • Economics •
English Literature • English Language • History of Art
Journalism • Law • Media • Philosophy • Politics •
Sociology

SKILLS

Analysis • Attention to Detail • Communication • Cultural
Understanding • Empathy • Literacy • Organisation Problem
solving • Research • Patience • Logical Thinking

REVISION & EXAMS

TRIAL EXAMS

Elizabethan England: 1558-88

- The Religious Settlement
- Challenges to Elizabeth
- Mary, Queen of Scots

Elizabethan England: 1558-88

- Northern Earls Rebellion
- Catholic Plots
- Anglo-Spanish Relations
- Spanish Armada

Elizabethan England: 1558-88

- Education & Leisure
- Poverty & Poor Relief
- Exploration
- Colonisation of Virginia

- Migration Notting Hill
- Caribbean Migration
- Notting Hill Riots
- Black Activism
- Caribbean Festival

- Migration 1900 – present
- Reasons for migration
- Experience & Impact
- Case Study: Bristol & Leicester

- Migration 1700 – 1900
- Reasons for migration
- Experience & Impact
- Case Study: Irish in Liverpool, Jews in East End

- Migration 1500 – 1700
- Reasons for migration
- Experience & Impact
- Case Study: Flemish, Walloon & Huguenots

- Migration 800-1500
- Reasons for migration
- Experience & Impact
- Case Study: York under the Vikings

YEAR 11

- Cold War: End
- Detente
- Olympics
- Boycott
- Fall of Berlin Wall
- End of USSR

- Cold War: Crisis
- Berlin Ultimatum
- Berlin Wall
- Cuban Missile Crisis
- Prague Spring

- Cold War: Origins
- Communism vs Capitalism
- Postwar Conferences
- Arms Race
- Truman Doctrine
- Berlin Blockade
- Hungarian Uprising

EXAMS

AFL: How did persecution change from 1933 to 1945?

AFL: What were the different ways the Cold War was fought?

End of Year Assessment

- The Holocaust
- Nuremberg Laws
- Kristallnacht
- Wannsee Conference
- Concentration Camps
- Was there justice?

- Cold War
- Arms Race
- Space Race
- Berlin Wall
- Cuban Missile Crisis
- Vietnam War

- End of Empire
- Indian Independence
- Windrush
- 'Winds of Change'
- Suez Crisis
- Falklands War

YEAR 10

- Weimar Germany
- End of WW1
- Weimar Constitution
- 1923
- Golden 20's
- Depression

- Rise of the Nazi Party
- Hitler's early years
- NSDAP
- Munich Putsch
- Wilderness Years
- Rise to power
- Consolidation

- Life in Nazi Germany
- Women
- Children
- Workers
- Minorities
- Jewish People
- Kristallnacht

EXAMS

- World War Two
- Battle of Britain
- Pearl Harbor
- Stalingrad
- D-Day

AFL: Which country won WW2?

AFL: What were the consequences of WW1?

AFL: How did Britain's imperial power change after 1945?

End of Year Assessment

AFL: What caused people to protest in 19th century Britain?

AFL: What were the consequences of the Industrial Revolution?

- Causes of WW2
- League of Nations
- Rise of Mussolini & Hitler
- Great Depression
- Lebensraum
- Appeasement

- Consequences of WW1
- Treaty of Versailles
- Weimar Germany
- Health Care
- Lenin's Russia
- Votes for Women

- World War One
- Causes of WW1
- Empire at War
- Gallipoli
- Tanks & Planes
- Home Front
- Zeppelin Raids

YEAR 9

- 19th Century Protests
- Luddites
- Peterloo
- Chartists
- Match Stick Girls
- Suffragettes

- Industrial Revolution
- Population
- Inventions
- Coal Mining
- Great Stink
- Jack the Ripper

- British Empire
- India
- Indian Mutiny... or Revolution?
- Africa
- Cecil Rhodes statue controversy
- Ireland & the Potato Famine
- Opium Wars

AFL: How similar or different was British rule across the Empire?

AFL: What caused the Second World War – who was to blame?

AFL: Which was the most significant African kingdom?

AFL: What were the consequences of the Tudors?

AFL: What makes the First World War significant?

AFL: What were the consequences of the Slave Trade?

AFL: How similar or different were the Medieval monarchs?

- Medieval Monarchs
- William II
- Henry II
- Bad King John
- Magna Carta
- Edward I
- Henry V
- Agincourt

- African Kingdoms
- Kingdom of Mali
- Kingdom of Songhay
- Kingdom of Benin
- Kingdom of Asante

- The Tudors
- Henry VII
- Break with Rome
- Religious Rollercoaster
- Poverty, Crime & Entertainment

YEAR 8

- Challenges to the Monarchy
- The Gunpowder Plot
- Charles I & the Civil War
- Cromwell's England
- Glorious Revolution

- Slave Trade
- Trade Triangle
- Impact on Birmingham, Ogunia & Bridgetown
- Edward Colston & Mary Prince
- Abolition of Slavery

AFL: What caused the power of the monarchy to change during the 17th century?

AFL: What caused England to change after 1066?

- 1066 & Normans
- Contenders
- Battle of Stamford Bridge
- Battle of Hastings
- Domesday Book
- Feudal System
- Harrying of the North

- Invaders
- Why did Romans invade?
- Why did Vikings invade?
- Why did Saxons invade?
- Who impacted Britain the most?

- Pre-History
- Stone Age
- Warwickshire
- Bronze Age
- Warwickshire
- Iron Age
- Warwickshire

YEAR 7

AFL: How much has Warwickshire changed from over 1000 years ago?

'Those who cannot remember the past are condemned to repeat it' – George Santayana

Top Tips for Success in History

For successful History lessons, students need to:

- Bring their exercise books
- Bring their unit booklets (from the second unit, Invaders, onwards, there is not a booklet for the pre-History unit)
- Have their purple pen with them
- Come into lesson, sit down, books and pens out, write and underline the date, write 1-3 in the margin and answer the quiz questions on the board.
- Try to speak and write like a historian by using the key words for each lesson.
- If they want to do their own research outside of the lesson, there is a reading list in the back of unit booklets for books we hold in the school library. Horrible Histories Youtube channel is an excellent place to watch videos.
- There are many local, free places to visit as well: the Nuneaton Museum in town; Mancetter Church has a Roman and Boudicca Museum as well as the libraries in both Nuneaton and Atherstone.
- Further afield: Bosworth Battlefield, Tamworth Castle, Warwick Castle, Herbert Museum and Art Galley in Coventry.





KS3 Mathematics – Learning Journey

	 Autumn 1	 Autumn 2	 Spring 1	 Spring 2	 Summer 1	 Summer 2
Year 7	Numbers and Operations  - Place Value - Operations - Directed Numbers - BIDMAS Intro to Algebra x^2 - Functions - Simplifying - Substitution - Solving	2D Shapes  - Symmetry - Area - Perimeter Factors and Multiples  - Types of Number - Prime Factor Trees - HCF and LCM	Sequences x^2 - Picture Sequences - Term-to Term Rule n^{th} Term Rule Angles  - Drawing and Measuring - Angle Rules - Parallel Lines - Proof and Problem Solving	Checking Calculations  - Mental Strategies - Rounding and Bounds - Estimation - Standard Form	FDP  - FDP Equivalence - Finding Fractions and % - Four Operations - Multipliers Review and Consolidation 	Data Diagrams  - Data Collection - Drawing and Interpreting - Finding Averages Review and Consolidation 
Year 8	Algebra and Brackets x^2 - Index Laws - Expanding - Factorising - Forming and Solving 3D Shapes  - Nets and VEF - Volume - Surface Area - Problem Solving	Ratio and Proportion  - Dividing in a Ratio - Conversion - Proportional Reasoning - Scales Manipulating Expressions x^2 - Formulae - Changing the Subject - Proof	Measures  - Metric Units and Time - Conversion - Speed, Distance and Time - Density and Pressure Linear Graphs x^2 - Coordinates - Gradient - Intercept $y = mx + c$	Loci and Construction  - Accurate Drawing - Constructing Triangles - Bisectors - Loci and Regions	Probability  - Sets - Probability Scale - Experimental Probability - Probability Diagrams Money Matters  - Percentages - Money Problems - Interest - Tax and Wages Review and Consolidation 	Money Matters  - Percentages - Money Problems - Interest - Tax and Wages Review and Consolidation 
Year 9	Equations and Inequalities x^2 - Forming and Solving - Number Lines - Solving Inequalities Circles  - Circumference - Area - Cylinders	Direct & Inverse Proportion  - Proportional Reasoning - Direct Proportion - Inverse Proportion Transformations  - Reflection and Rotation - Translation and Enlargement - Describing Transformations - Similarity and Congruence	Real-Life Graphs  - Line Graphs - Scatter Graphs Non-Linear Graphs x^2 - Quadratic Graphs - Non-Linear Graphs - Simultaneous Equations - Solving	Pythagoras and Trig  - Finding Hypotenuse - Finding Shorter Sides - SOHCAHTOA - Problem Solving	KS4 Learning Journey Begins...	

Top Tips for Success in Maths

- Show all your working out – laying your work out clearly makes it easier for both you and your teacher to spot mistakes.
- Ask for help in lessons if you're unsure of anything – if you are stuck then chances are so are other students in the class!
- Copy the model examples – it is important to have high quality examples in your book to refer back to.
- Know your times tables – being confident with times tables up to 12×12 will make almost every topic easier – from fractions and division to algebra and problem-solving.
- Make sure you are fully equipped for all your Maths lessons – bring a pen, pencil, ruler, compass, protractor and scientific calculator to every lesson.
- Make sure you know your MyMaths and Dr Frost log in details – your teacher can give these to you, and these will be used for homework and independent learning. Check Google Classroom and ClassCharts regularly for homework.
- Practise little and often – when you are revising for a test or assessment, 10 to 15 minutes of practice a day is better than one long session once per week.
- Keep a Growth Mindset – don't say "I'm just bad at maths". You can improve. Mistakes are part of learning and the more you practise, the better you'll get.



[illegible]

GCSE MUSIC...?

YEAR 9

Small ensemble performance

Small ensemble - vocal and instrumental performance

Developing improvisation skills

Introduction to Improvisation

Aural tradition

Introduction to steel pans

Ensemble performance skills

Calyпсо Music

World Music - Caribbean

Indian Classical Music

Indian instrumentation

Harmonic composition

4 Chord Composition

Harmonic understanding

Keyboard skills development

Hallelujah

Conventions of pop listening

Developing Keyboard skills

1950s Rock n Roll 'Hound

Instrumental performance skills development

HLS Has Talent!

Radio and TV Jingles

Developing vocal performance skills

Percussive composition

Rhythms of the world Listening

Djembe Drumming

Aural tradition

World music - West Africa

Djembe performance skills

Rhythmic, vocal composition

Ensemble skills

The Christmas Rap

Musical Notation

Listening to 'the Great Composers'

Elements of Music

Key vocabulary

YEAR 8

Conventions of pop listening

Understanding of notation

Conventions of Pop Listening

The Blues and Walking Bass Line

Small ensemble skills

Music technology

Vocal performance development

Pop Ballads

Conventions of Pop Listening

Understanding of notation

Keyboard skills development

World Music - Caribbean

Calyпсо Music

Ensemble performance skills

Introduction to steel pans

Aural tradition

Indian Classical Music

Introduction to Improvisation

Developing improvisation skills

World Music - Indian traditions

Harmonic composition

4 Chord Composition

Harmonic understanding

Keyboard skills development

Hallelujah

Conventions of pop listening

Developing Keyboard skills

1950s Rock n Roll 'Hound

Instrumental performance skills development

HLS Has Talent!

Radio and TV Jingles

Developing vocal performance skills

Percussive composition

Rhythms of the world Listening

Djembe Drumming

Aural tradition

World music - West Africa

Djembe performance skills

Rhythmic, vocal composition

Ensemble skills

The Christmas Rap

Musical Notation

Listening to 'the Great Composers'

Elements of Music

Key vocabulary

YEAR 7

Small ensemble performance

Small ensemble - vocal and instrumental performance

Developing improvisation skills

Introduction to Improvisation

Aural tradition

Introduction to steel pans

Ensemble performance skills

Calyпсо Music

World Music - Caribbean

Indian Classical Music

Indian instrumentation

Harmonic composition

4 Chord Composition

Harmonic understanding

Keyboard skills development

Hallelujah

Conventions of pop listening

Developing Keyboard skills

1950s Rock n Roll 'Hound

Instrumental performance skills development

HLS Has Talent!

Radio and TV Jingles

Developing vocal performance skills

Percussive composition

Rhythms of the world Listening

Djembe Drumming

Aural tradition

World music - West Africa

Djembe performance skills

Rhythmic, vocal composition

Ensemble skills

The Christmas Rap

Musical Notation

Listening to 'the Great Composers'

Elements of Music

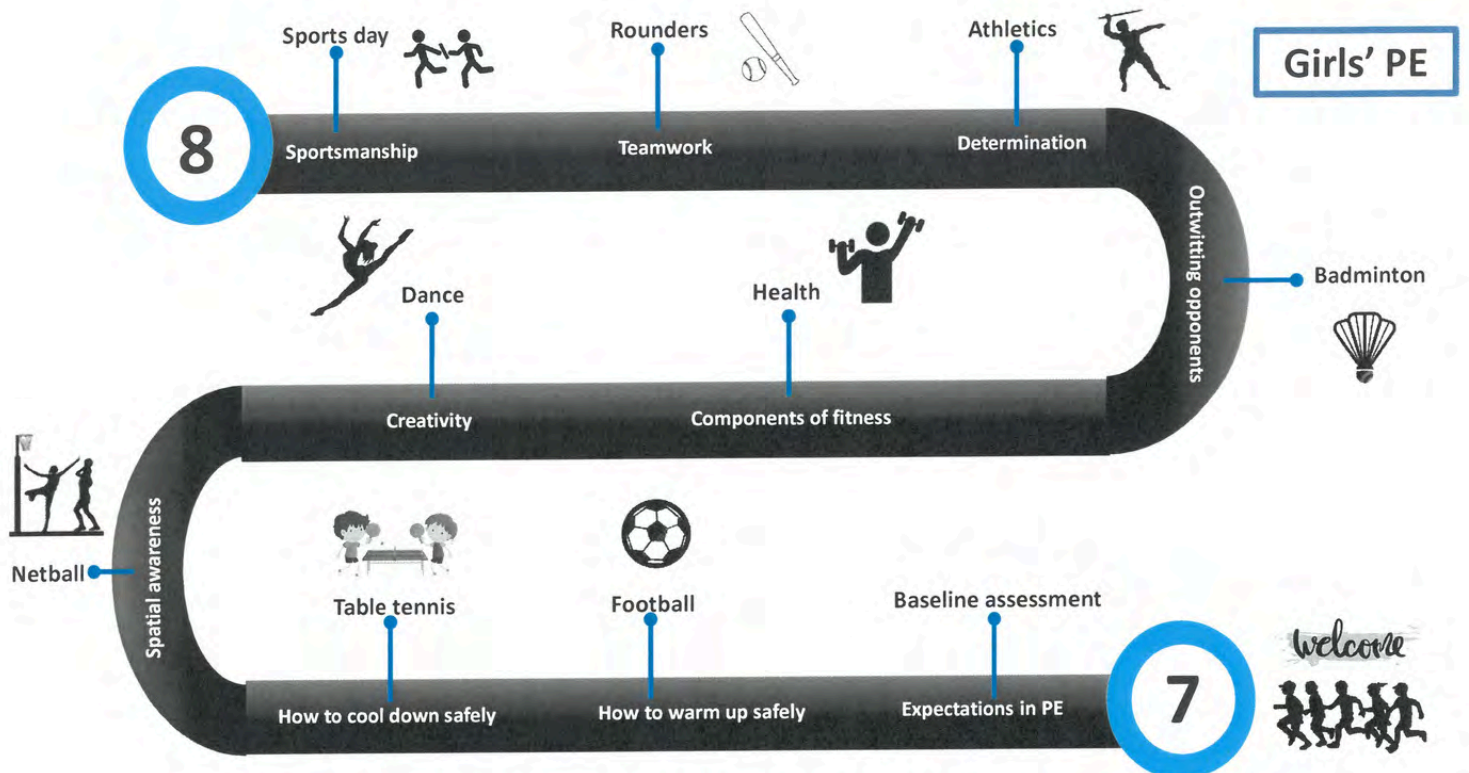
Key vocabulary

KS3 Music Curriculum Map

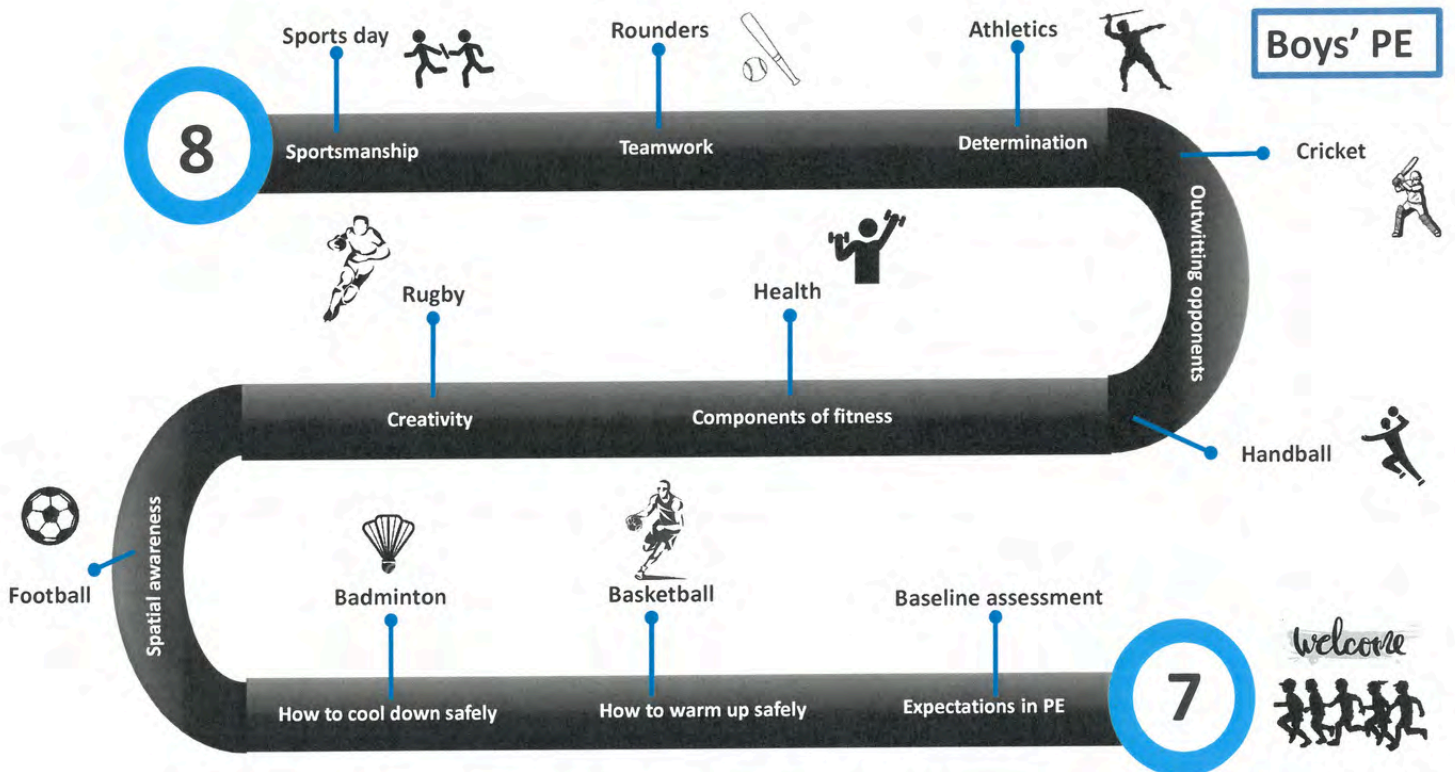
Top Tips for Success in Music

- Come to lessons open minded and ready to listen to a wide style of music from all over the world.
- Give everything a go! You get out what you put in.
- Actively listen to music when you can. Consider the tempo, beat, dynamics and structure. How does it make you feel?
- Give yourself time to build the confidence and skills in each new challenge.
- Consider signing up for instrument lessons with Warwickshire Music Service! Musicians come into school to teach a wide range of instruments. <https://warwickshiremusic.org/north-warwickshire>
- Play and sing as much as you can. We have choir and orchestra every week. Practice rooms are also available in the music department.
- Share your creative ideas and be ready to perform solo or in a group.





"Having fun whilst developing physically, mentally and socially!"



"Having fun whilst developing physically, mentally and socially!"

Physical Education

Top Tips for Success in Physical Education

- Bring your PE kit - pack it the night before.
- Make sure you are ready and safe to participate – no jewellery, hair back, water, inhaler (if asthmatic)
- If you are excused, bring a note.
- Give every activity 100%.
- Embrace learning new skills and tactics.
- Work effectively as a team and support each other to learn.
- Develop your knowledge of sport and healthy, active lifestyles by using your home learning booklet
- Attend co-curricular opportunities to improve your skills, tactics and physical attributes.



End of Year
Assessment

Year 8

Karma and
Reincarnation.

Kirat Karni

Sewa

Identity- The
5Ks

The
Gurdwara.

The Guru
Granth Sahib.

The
formation of
the Khalsa.

Guru Nanak
and Equality.

Jesus in
Islam



Evidence for the
existence of
Jesus.

The
incarnation.

What was
Jesus' world
like?

Miracles.

Parables.

Was Jesus a
good role
model?

Holy Week.

The
Resurrection.



Non-religious
worldviews.

Prayer.



Literal and
non-literal
interpretations

Karma.

The Four
Noble
Truths.

The Book
of Job.

The Problem
of Suffering.

The Design and
First Cause
Arguments.



Atheism,
Theism and
Agnosticism.

The
dimensions
of religion.

Year 7

Religion & World Views

Top Tips for Success in Religion & World Views

- Broaden your understanding by reading the knowledge booklet ahead of your lessons.
- Learn keywords and apply them.
- Develop your writing skills with well structured arguments.
- Make sure your work is well presented.
- Be prepared for lessons and have your equipment ready.
- Work hard and be a good listener.





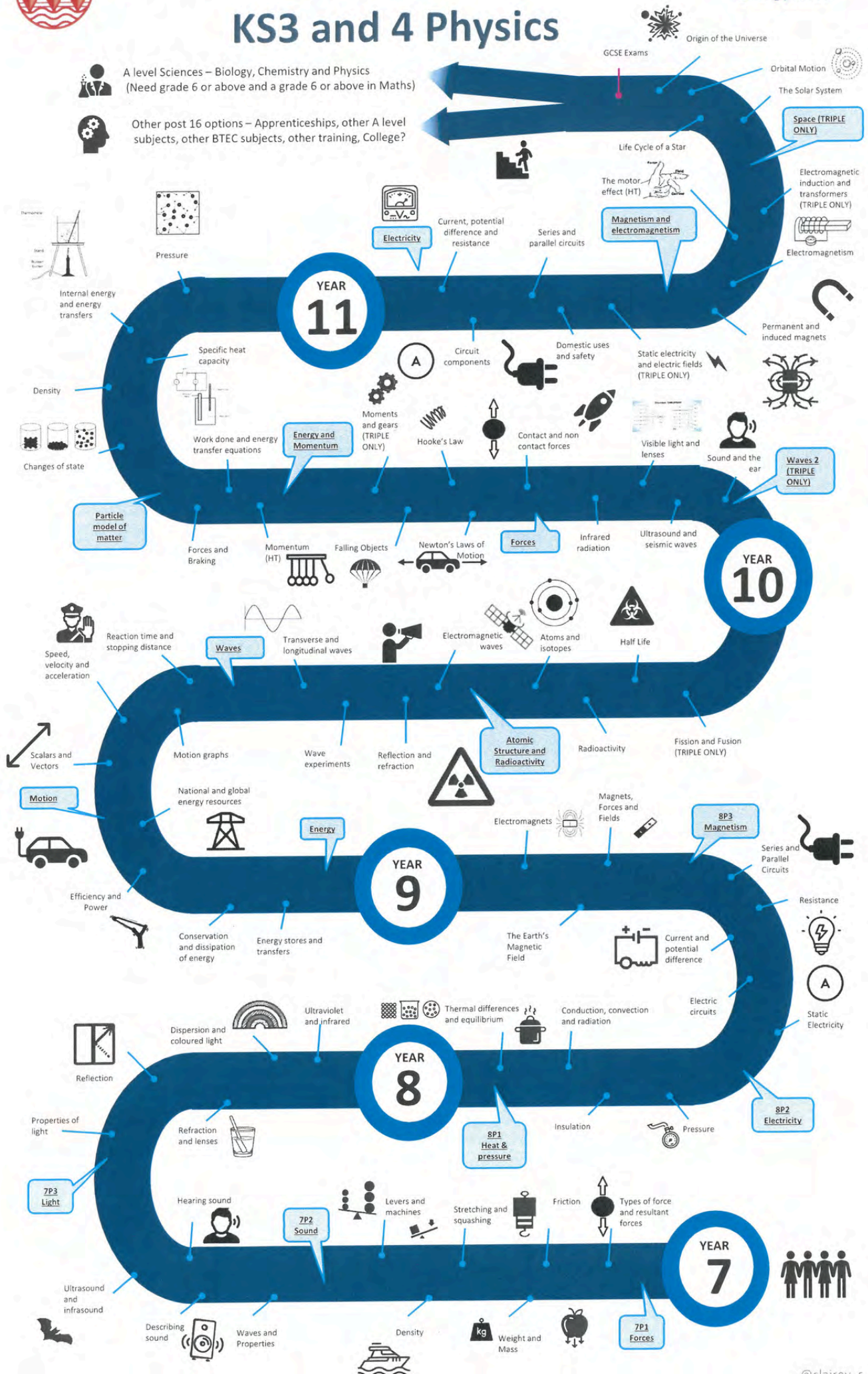
KS3 and 4 Physics



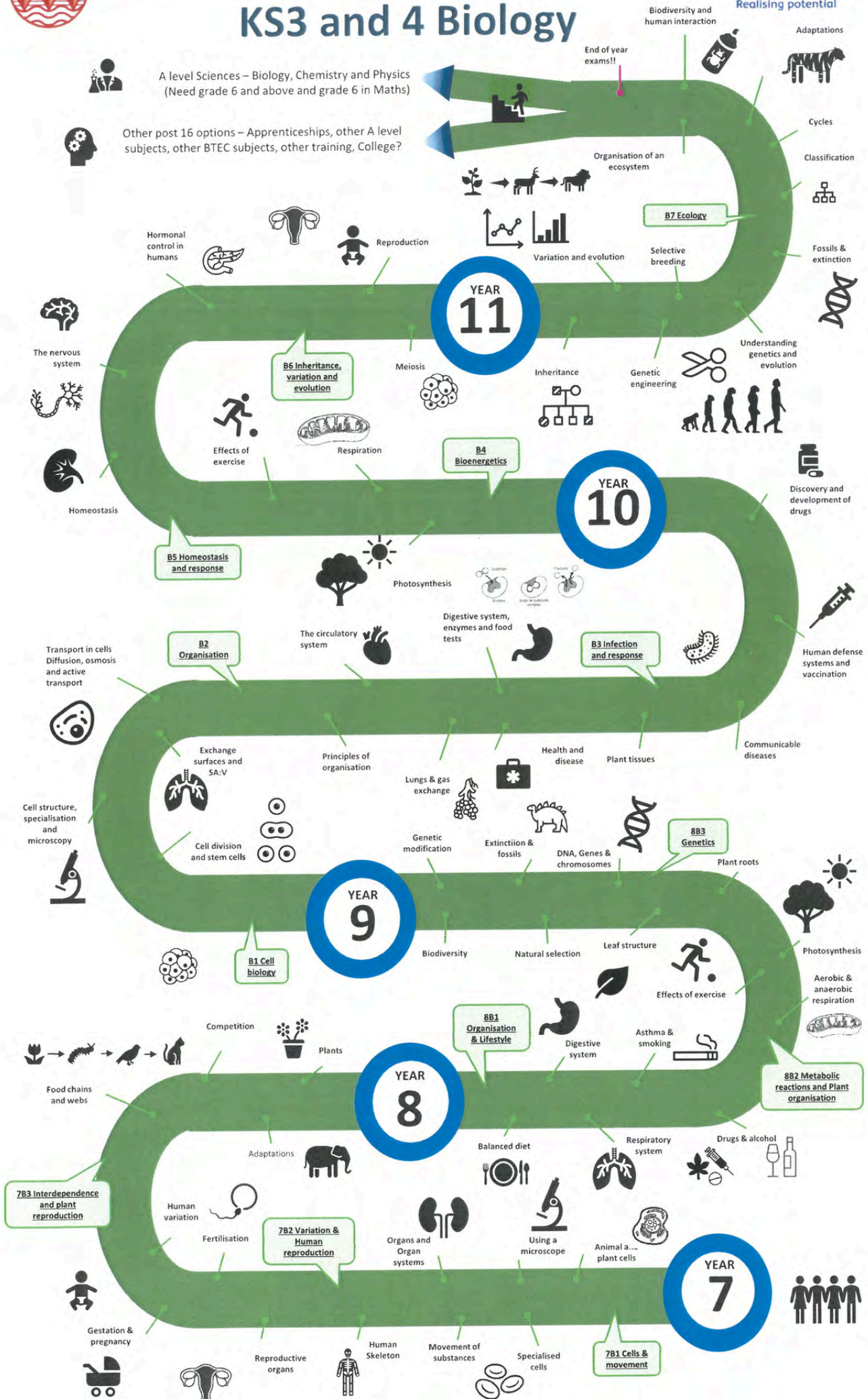
A level Sciences – Biology, Chemistry and Physics
(Need grade 6 or above and a grade 6 or above in Maths)

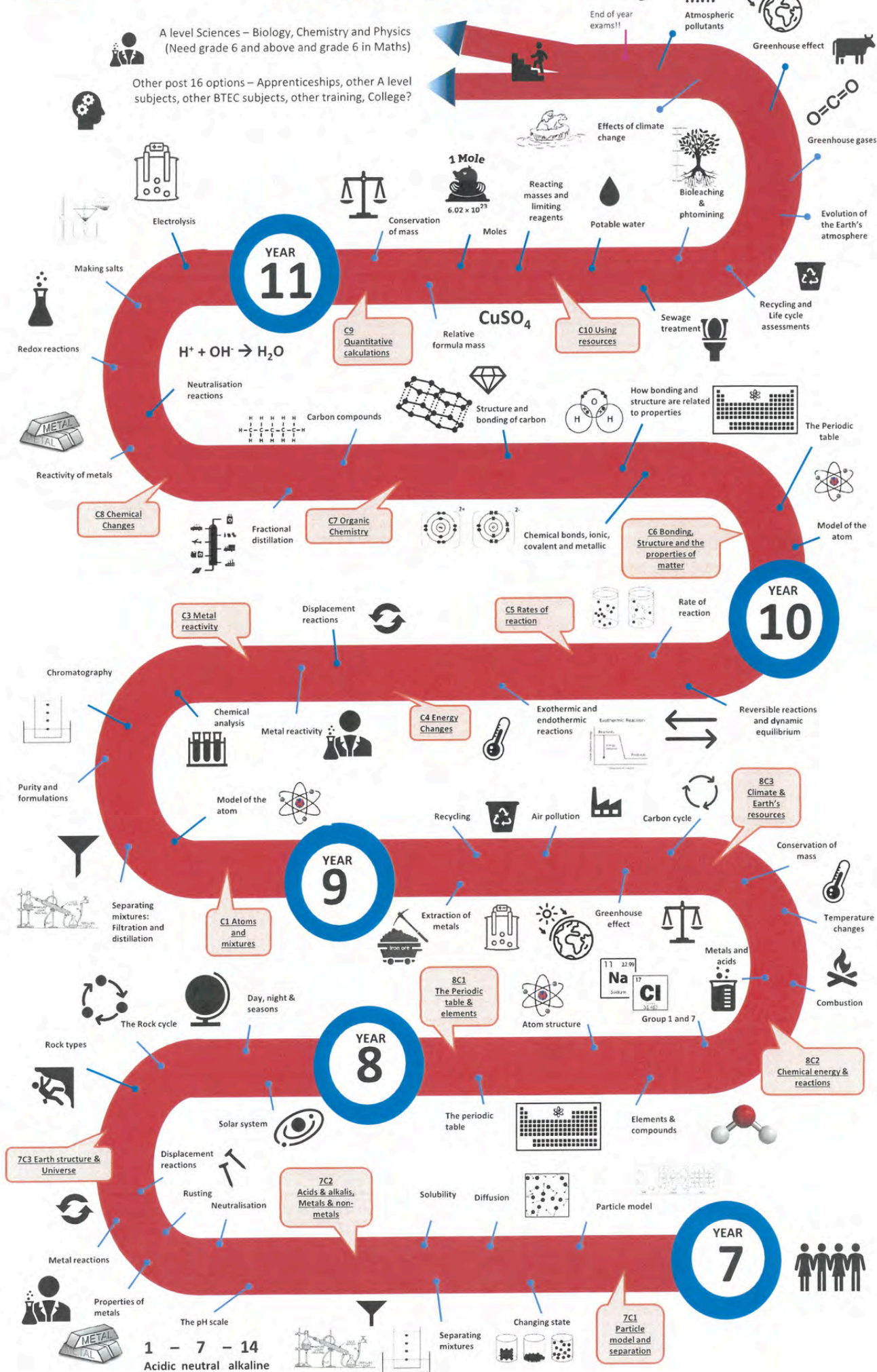


Other post 16 options – Apprenticeships, other A level subjects, other BTEC subjects, other training, College?



KS3 and 4 Biology





Top Tips for Success in Science

Key Stage 3 Science 2025-26

Year 7 Google classroom:

Use this to access the learning journeys, knowledge organisers, exam checklists, glossaries, booklets.

Revision guides:

CGP Key Stage 3 Science Revision Guide - Higher (ISBN: 9781841462301) and Key Stage 3 Science workbook - Higher (ISBN: 9781841462394)

Useful websites:

<https://senecalearning.com/>
<https://www.bbc.co.uk/bitesize/subjects/zng4d2p>
<https://www.thenational.academy/pupils>

Student guide: How to revise

- 1) Select an area or topic you want to revise
- 2) Read the section through
- 3) Create a set of revision notes on that area:

The important thing about creating revision notes is that you change the form of work. If you copy something your brain is very inactive, and you will remember very little. If you change the form e.g. turn text into diagrams, your brain is much more active and you will remember much more depth and detail.

Some examples of possible types of revision notes:

- Mind maps
- Concept maps (this will link topic areas & ideas together so you can see the links and patterns in the learning)
- Create question and answers
- Cue cards (these could be used in conjunction with questions & answers, as well as key terms & definitions or key concepts)

You have to find out what works for you. We all have a different favourite food and our brains all have a different favourite way of revising. Try many different methods until you find what works best for you. Variety is also important for your brain so give it a change every now and again as well.

4) Have a break away from your revision

5) Do a brain dump

On a blank sheet of paper write down everything you can remember about your revision notes in as much detail as possible.

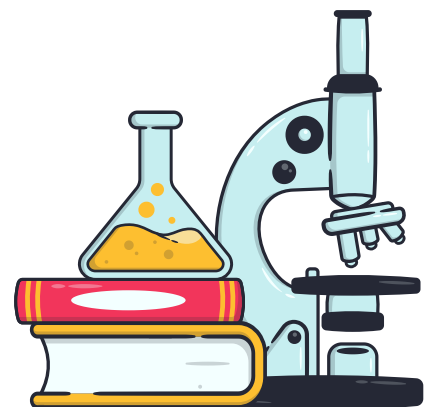
6) Review what you know and what you don't know

Go back to your revision notes and compare it to your brain dump. Highlight on the revision notes all the things you didn't write in the brain dump. These are the things you don't know and now need to do more work on.

7) Produce a second set of revision notes just on the highlighted areas.

Make a big effort to personalise it as much as possible. Mnemonics or rhymes are really good way to help tricky information or concepts stick. Try them as part of your revision notes.

You will need to keep reviewing with brain dumps throughout your revision for all the notes. To keep checking what you know and trying to move information from short term to long term memory. Just like walking you only got so good at it by practicing again and again and again...



How do I find out the school holidays and INSET days?

Refer to the school information area on the school website

Where do I find out about the school curriculum?

Go to the Teaching & Learning area of the school website

What time can my child arrive at school from?

Our gates open at 8.15am and the library is open for quiet study

Who do I contact if my child has an issue in one of their subjects?

Contact the subject teacher or subject leader either by phone or via the contactus@highamlaneschool.co.uk email address.

Who do I contact if I have a pastoral concern?

Your child's form tutor in the first instance or their Progress Leader

Who do I contact if my child has lost something in school?

Your child's form tutor or call the school and ask for student services

Who do I contact if I have an issue with ParentPay?

Please call into school and ask to be put through to the school finance department

My child is ill. How do I inform school?

Please call school and use option 1 on the automated phone service. Leave a short message indicating your child's full name, form and reason for absence. You can also leave a message on the Classcharts app.

My child has forgotten a piece of equipment. How do I get it to them?

Please bring the item into reception and our staff will ensure your child receives it.

How do I find out when Parents evening is?

Please go to the parents & Students area of the school website and find the Student Progress Evening applicable to your years group.

How do I find out what extra-curricular clubs are on?

Refer to the school website in the teaching and learning section. We also post updates frequently on our Facebook page.

How do I contact the SEN department or the SENDCo?

Please email support4learning@highamlaneschool.co.uk, where you can talk directly to the department.

What apps do I need for communication?

Classcharts for parents and Myed for general messages. You can use classcharts to also report absences, and Myed can be used to message the school in addition to contactus@highamlaneschool.co.uk.

When do Year 7's get school reports?

They will be emailed you to week commencing 19th January 2026 and week commencing 6th July 2026.

How do I request authorisation from the Headteacher to take my child out of school?

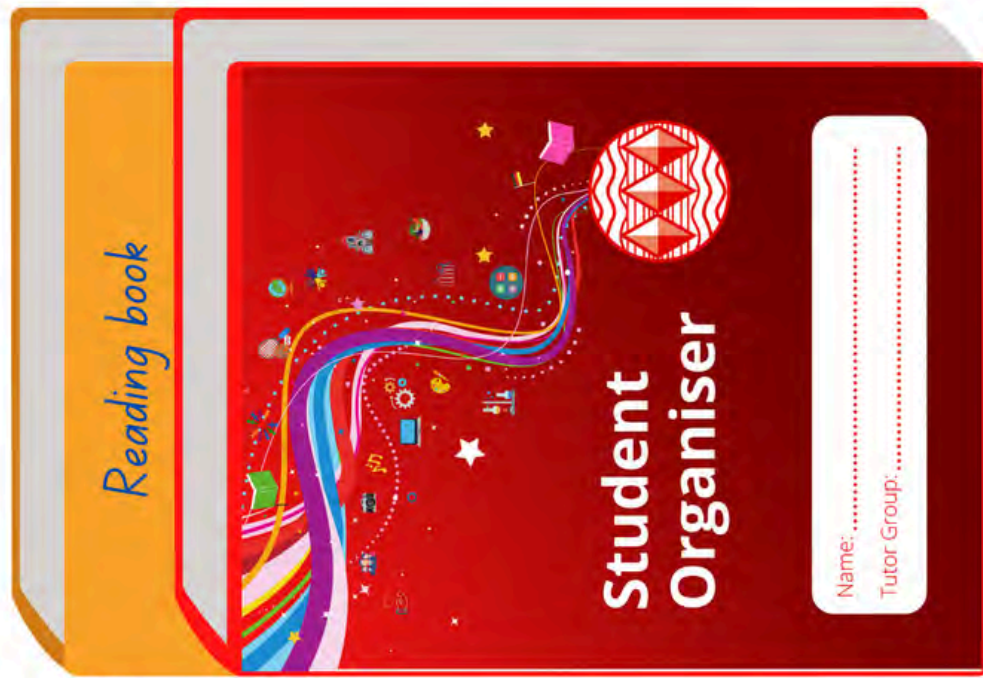
In order to acquire authorisation for you to remove your child from school you will need to fill in a request form and then either post or take it to student services. The Headteacher then has to make a decision based on the information provided in the authorisation form, in addition to the evidence you have provided.



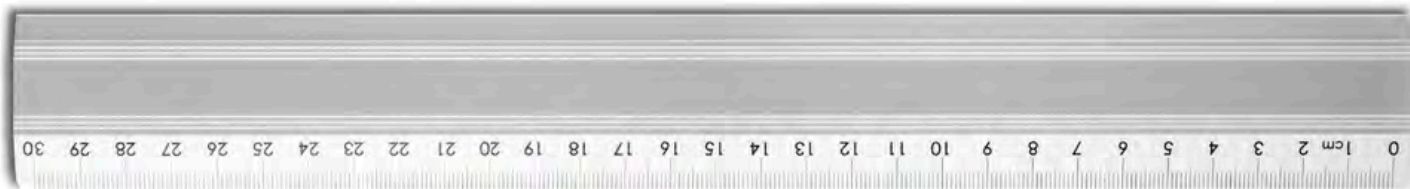
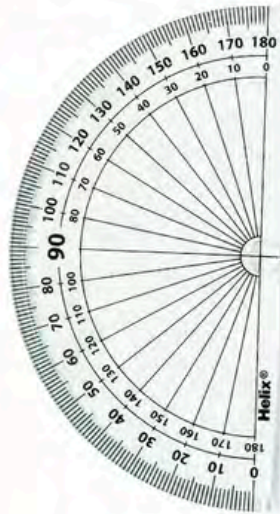
Higham Lane School
Helping Learners Succeed



Headphones for
school use only



Are you
fully equipped and
ready to learn?





WORK HARD.

BE KIND.

TAKE

RESPONSIBILITY.