



# The Greneway School



## PROSPECTUS 2015-2016



ROYSTON SCHOOLS ACADEMY TRUST



## Welcome to The Greneway Middle School

On behalf of the staff, governors and pupils, welcome to our prospectus which aims to give you an insight into life at The Greneway School. At Greneway, we create a strong ethos for learning. We are ambitious for our pupils and encourage them to be ambitious for themselves. We aim for pupils to grow in confidence and social skills as well as academically and practically. In this prospectus we have focussed particularly on curriculum areas to help you build a picture of what Greneway can offer. We encourage you to visit the school to witness the excellent achievements of our pupils and experience for yourselves the pride we all share in belonging to such a good school.

*“The school values each individual and offers a wide range of subjects and activities that appeal to all students’ interests and ambitions.”*

(Ofsted Inspection Report, October 2013).

Our aim is to provide a first class education that reflects a love of learning where differences and similarities are embraced, respected and celebrated. We recognise that between the ages of nine and thirteen a child’s character, potential and ability will develop rapidly. Our curriculum seeks to challenge, inspire and enrich, allowing each pupil to thrive and develop successfully. We strive to design a curriculum that enables learning to match the needs of young people in modern Britain, ensuring that a broad, creative curriculum is sustained. At Greneway, we use the acronym ‘TEAM’ – ‘Together Everybody Achieves More’. This is because we passionately believe that by working closely together as a school community we can all aspire to achieve our very best.

The Greneway School is a Middle School serving pupils aged 9 to 13 from the Royston area. In November 2011, Greneway became part of the first multi-school academy in Hertfordshire, in Partnership with Roysia Middle School and Meridian Upper School. This was formal recognition of the collaboration that was always present across Royston schools. Equally important is the partnership with the local First schools, collectively known as RASP (Royston Area Schools’ Partnership). As a partnership of schools, we work very closely to ensure that the learning journey your child starts in his or her first year at lower school and concludes when they leave the upper school, is as seamless as possible.

The Greneway Middle School is continually developing and is looking forward to an exciting future. Our pupils are conscientious, develop excellent relationships with staff and each other and want to succeed. We would be delighted to welcome you and your child to our school.



Mrs Laura Rawlings  
Headteacher

## **Community and Communication**

We look forward to getting to know you and your family. We value our strong partnership with parents/carers as a vital factor in making a child's time with us as happy, fulfilling and successful as possible. We believe strongly in a close and open relationship between school and home and parents/carers are always welcome.

### **Code of Conduct**

We expect very high standards of behaviour from our pupils and our Code of Conduct is an important expression of this. We believe it is very important for parents/carers and the school to work together on matters of behaviour and discipline and that this is an area where good communication and mutual support are essential if pupils are to meet the high standards of behaviour we expect of them.

***“Students feel safe. They behave very well and work well together.”***

(Ofsted Inspection Report, October 2013).

### **Out of School Learning (OSL)**

This is set regularly throughout the school and is designed to foster independent learning, autonomy, organisation and self-discipline. In addition to the Learning Journal, consultation evenings and written reports provide a more detailed insight for parents/carers into individual achievements.

**School website:** [www.greneway.herts.sch.uk](http://www.greneway.herts.sch.uk)

This provides resources to help maximise the potential of our learners and celebrate achievements. The Greneway School News is also emailed weekly to parents/carers.

### **Information Sessions**

Information sessions are organised each term for parents/carers. Topics look at issues such as OSL, how to help your child with maths and preparation for Statutory Assessment Tests (SATs). We also offer opportunities to visit your child's form base and view their work. In addition, parents and carers are invited in to school to discuss aspects of school policy, to air their views and consider ways in which we can further improve Greneway.

### **The Governing Body**

The Governing Body is comprised of parents, staff and members of the community. Governors work in a strategic role as 'critical friends' to monitor all aspects of school life. A list of members of the Governing Body is available via the school website. All Governors are happy to receive enquiries about the school via the Clerk.

### **Friends of the Greneway School (FOGS)**

School activities are well supported by the FOGS, who arrange a number of social and fund-raising activities. FOGS have helped improve the resources and facilities of the school and helped create links between parents/carers and friends of the school. All parents/carers qualify as a 'Friend of Greneway'.

### **Policy Documents**

These can be seen at any time. Please contact the office and request any documentation you require. Where possible these will be e-mailed or photocopied (photocopies will be charged) and sent. Alternatively use the school website to see key policies or come into school and read our policies.

## Safeguarding Children

The action we take to promote the welfare of children and protect them from harm is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

The Greneway School recognises the important responsibility for Safeguarding and promoting the welfare of children. The school's policies apply to the whole of the school's workforce, along with volunteers, governors and any contractors working on the site. Staff recruitment is key and all staff (including volunteers) have been appropriately checked for their suitability, using the Safer Recruitment procedures.

In addition we aim to:

- Raise awareness of safeguarding issues, equipping children with the skills needed to keep them safe.
- Develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse.
- Support vulnerable pupils, in accordance with an agreed, child-centred plan.
- Establish a safe and nurturing environment, free from discrimination or bullying, where children can learn and develop happily.

We recognise that because of their day-to-day contact with children, school staff are ideally placed to observe the outward signs of abuse. Staff in schools will therefore:

- Report any inappropriate behaviour/activities to designated staff.
- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure that children know that they can approach any adult in school if they are worried and they will receive a consistent, supportive response.
- Provide opportunities for children to develop the skills they need to recognise and stay safe from abuse.

The Greneway School is committed to Safeguarding and promoting the welfare of children and young people. To achieve our commitment, we will ensure continuous development and improvement of robust Safeguarding processes and procedures that promote a culture of Safeguarding amongst our staff and volunteers.

Designated Senior Person = Mrs Rawlings

Deputy Designated Senior Persons = Ms Bowyer, Mr Gee and Mrs Ofstedahl

Our Single Central Record Manager = Mrs Piper

## **School Life**

### **TERM DATES 2015-2016**

#### **Autumn Term 2015**

Term Starts	Thursday 3 September 2015
Term Ends	Friday 18 December 2015 at 1 pm
Half Term	Monday 26 October – Friday 30 October 2015
Inset Days	Tuesday 1 September 2015 Wednesday 2 September 2015 Monday 2 November 2015
Occasional Day	Friday 4 December 2015

#### **Spring Term 2016**

Term Starts	Tuesday 5 January 2016
Term Ends	Friday 1 April 2016 at 1 pm
Half Term	Monday 15 February – Friday 19 February 2016
Inset Day	Monday 4 January 2016
Bank Holiday	Friday 25 March 2016
Bank Holiday	Monday 28 March 2016

#### **Summer Term 2016**

Term Starts	Monday 18 April 2016
Term Ends	Thursday 21 July 2016 at 1 pm
Half Term	Monday 30 May - Friday 3 June 2016
Bank Holiday	Monday 2 May 2016
Inset Day	Friday 22 July 2016

## THE SCHOOL DAY

08.25	School doors open for pupils
08.35 - 08.45	Registration
08.45 - 09.45	Lesson 1
09.45 - 10.45	Lesson 2
10.45 - 11.05	Morning break
11.05 - 12.05	Lesson 3
12.05 - 13.05	Lesson 4
13.05 – 14.00	Lunch
14.00 – 14.05	Registration
14.05 – 15.05	Lesson 5
15.05 – 15.20	Assembly

### **Dress Code**

We want our pupils to wear school uniform because we believe it fosters a feeling of belonging to our school community. Pupils are expected to wear full school uniform and to take a pride in their appearance. Full details of school uniform can be found in Appendix 1 and on our school website.

### **School Lunches**

We have a good school kitchen and do our best to encourage our pupils to maintain a healthy lifestyle and diet. The menu, provided by Hertfordshire Catering, is varied each day and always includes vegetarian options. Pupils bringing packed lunches to school eat alongside those having a school lunch and are fully supervised by our mid-day team during the whole lunch time period.

*“Greneway’s approach to promoting healthy living is particularly comprehensive. This is genuinely an active school putting the welfare of pupils at the forefront.”*  
(Healthy Schools Award, 2012)

### **Assemblies**

Pupils' attitudes towards learning, their behaviour and their capacity for self-evaluation are outstanding and a considerable strength of the school. At Greneway there are daily acts of collective worship, which may be whole school, key stage, year group or form based. We take account in our collective worship of the great variety of beliefs held by our children and their parents/carers. We make our collective worship lively and interesting by using a mix of music, drama, poetry, readings and videos. Parents/Carers have the right to withdraw their children from all or part of the religious education and collective worship provided by the school by submitting a written request to the Headteacher in the first instance. In such cases, alternative arrangements are made for these pupils.

### **Extra-Curricular Opportunities and Educational visits**

All pupils are offered a wide variety of extra-curricular opportunities made possible by committed and talented staff. Appendix 2 details the opportunities available in the Autumn Term, 2015. Our extra-curricular programme has a key role in extending the skills and knowledge of our pupils as well as the wide range of enrichment and extension activities organised in and out of timetabled lessons. We offer a range of educational visits, for example to museums, art galleries, local farms and theatres. We think these visits are important for your child’s learning and all our visits are closely linked to the subjects pupils are studying in school. Pupils also have the opportunity to take part in residential journeys.

## **Inclusive Education - Responding to Pupils' Diverse Learning Needs**

We have a responsibility to provide a broad and balanced curriculum for all pupils. The National Curriculum is the starting point for planning our school curriculum to meet the specific needs of individuals and groups of pupils. Staff members aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. This may mean choosing knowledge, skills and understanding from earlier or later key stages so that individual pupils can make progress and show what they can achieve. We are aware that pupils bring to school different experiences, interests and strengths that will influence the way they learn and plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively. Staff take specific action to respond to pupils' diverse needs by:

- Creating effective learning environments.
- Securing their motivation and concentration
- Providing equality of opportunity through teaching approaches.
- Using appropriate assessment approaches.
- Setting targets for learning.

## **Achieving the Best**

We know that the high quality of the staff at Greneway makes an important contribution to the high standards achieved by our pupils. To maintain and improve on the high standards of expertise, we make a strong commitment to the training and development of all members of staff.

***“Teachers have high expectations of students and develop good working relationships in the classroom.”*** (Ofsted Inspection Report, October 2013)

We emphasise the importance of pupils aiming to achieve their best and set individual goals and encourage pupils to gain satisfaction and a sense of achievement from meeting these. We believe strongly that verbal and written praise are essential in motivating pupils and in developing their confidence.

***“Students achieve well. They make good progress and standards of attainment at the end of Year 8 are above the expected levels for their age.”***  
(Ofsted Inspection Report, October 2013)

The warmth and friendliness of our community gives pupils a sense of security and of belonging. Members of staff are happy to listen, talk, advise and support pupils. In addition, our team of ‘Active Listeners’ (pupils who themselves have been given training) provide an additional ‘ear’ at break and lunchtimes for those wishing to talk over their concerns.

## **The House System**

In September 2012 we launched a House system to support positive behaviour and achievements, increase participation in a wider range of activities and encourage teamwork across year groups. Pupils gain House points and work together as a House team, aiming to win the House Cup (The Wisdom Trophy). There is a keen sense of competition and enthusiasm for the House System.

## **Celebrating Success**

Greneway has been recognised and has achieved numerous awards, notably the Artsmark Gold, Sportsmark Gold and most recently Association for Physical Education (AfPE) Quality Mark with Distinction. Our work in the Arts stems from our belief that all pupils should have opportunities to develop their creative, aesthetic and practical talents. We have a strong reputation for our Arts work which covers activities both within and outside the timetable. The Arts Council, England has awarded

a 'special' Gold Artsmark to Greneway in celebration of our four consecutive occasions in recognition of the school's commitment to, and excellence in, arts education.

***'Greneway's quality of provision in the Arts is outstanding, consistently demonstrating an excellent commitment to providing high quality arts provision that is embedded across the curriculum. We (Arts Council) would like to congratulate Greneway school on the hard work and passion that went into achieving this prestigious award for an amazing fifth successive time!'*** (Josephine Buffery, Artsmark Assessor 2015)

We also believe passionately in the benefits that high quality physical education and school sport bring to children's health and also to their overall achievement. Sportsmark Gold and the AfPE Quality Mark recognise our commitment to PE and children learning to extend and challenge themselves and develop a positive approach which they then bring to their learning in other areas of the curriculum.

# Curriculum Statement

**The National Curriculum at Key Stages Two and Three covers:**

**Core Subjects:** English, mathematics, science, physical education and information technology and computing (ITC).

**Foundation Subjects:** art, design and technology, drama, French, geography, history, music, personal, social, health and economic education (PSHEe) and citizenship, religious education and Spanish.

At Key Stage 2, in Year Five, your child spends some of their time with their form tutor. They have access to specialist teaching areas for art, design and technology, information technology, library studies, music and physical education. The children continue to be broadly grouped by ability for English and mathematics.

By Key Stage 3, in Years Seven and Eight, the children will go to an increasing number of well-resourced teaching areas and be taught by 'specialist' teachers.

**As a result of our broad balanced curriculum we aim for all pupils to have:**

- at the very least the basic skills of reading, writing, speaking, listening and numeracy.
- the ability to plan, research and present projects both independently and as a member of a team.
- opportunities to explore scientific and creative thinking. To develop an appreciation of the past and our environment and help children make sense of the world in which they live.
- opportunities to participate in a wide range of clubs to the best of their ability.
- developed as individuals with an awareness of justice and fairness and respect for each other.
- begun to master the skills needed to be 'Learners for Life'.

# **The Greneway School**

## **Curriculum Statements**

### **Art and Design**

#### **Aims**

During their four years at Greneway we aim to give pupils:

- opportunities to experience many different approaches to art.
- encouragement to experiment and develop their practical skills.
- knowledge of and pleasure in the work of other artists.

#### **Years 5 and 6**

Art takes place either in the art room or in class bases and is taught by the leader of Art or by the form teacher. Schemes of work have been designed to give experiences of the processes involved in: drawing, painting, print making, 3-D work, creative textiles and computer-aided art. At times these are linked with topics explored in other subjects, for example, the Egyptians in Year 5 and Tudors in Year 6, and whenever possible, pupils look at the way other artists have used these processes in their work. We draw attention to and experiment with: colour, pattern, tone, line, texture, shape, form and space.

Pupils have the opportunity for large scale group work as well as individual responses. They all keep sketch books to record and develop their ideas. Extra opportunities for observational drawing are provided on day visits or school journeys.

During Years 5 and 6 we aim to give pupils experience of museum and gallery visits. These have included the National Portrait Gallery, Tate Britain and the Fitzwilliam Museum.

Pupils are encouraged to discuss their work and that of others and at times write evaluations of their results and set targets for the future.

An art club is run each week for years 5 and 6.

#### **Years 7 and 8**

Pupils have a one hour lesson each week with the Leader of Art, where they continue to develop their experiences of processes and their knowledge of the visual elements such as line, shape and form. The use of the sketch book is extended and pupils are encouraged to develop ideas for independent work. We aim to develop each individual's ability to discuss their own and others' work.

The school journeys provide opportunities to draw directly from observation. In North Wales, for example, pupils build up a visual diary to record their experiences during the week. During Years 7 and 8 we aim to give pupils at least one opportunity to visit an exhibition or an art gallery. Visits recently have been to the Henry Moore Foundation and the National Gallery.

There are many displays of pupils' art throughout the school including examples of the Year 8 Peace Posters inspired by the theme of the Lion's International Peace Poster competition. We also display work pupils have produced working alongside visiting artists.

Various extra-curricular art ventures are available for pupils to become involved in after school such as set design and painting for school productions and large artwork projects. Links with the Royston Arts Festival continue to grow year on year. Pupils are encouraged to choose to work in the art room during lunchtimes.

## **Design and Technology**

### **Aims**

Design and technology is concerned with developing skills through learning about and working with a range of materials. Pupils are taught to design and make products, plan stages of making, and to test and evaluate to improve the quality of results. The importance of knowing and following safe working practices is reinforced at all times. The subject is closely linked with science, mathematics and art, and develops pupils' literacy skills through procedural text and evaluation. The subject offers many opportunities for pupils' 'Talk for Learning'; for example discussing the stages in making a project when planning.

### **Years 5 and 6**

We aim to build on the knowledge pupils have gained in the First Schools and to develop skills further. During the two years, pupils work in form rooms and in the well-equipped specialist areas. Pupils spend one hour on one aspect of the subject a week, throughout the year.

In the food technology area, healthy eating, nutrition and the importance of a balanced diet are emphasised. Tasks range from designing and making healthy fruit and pasta salads, to planning and making a healthy packed lunch and hot bread snack. These activities have been devised to ensure pupils learn how to use materials and equipment safely whilst developing practical food skills.

Children experience working with textiles through designing and making a small seasonal decoration and a glove puppet project.

During Years 5 and 6 pupils work in units that involve resistant materials, graphics and computer control involving programming and construction kits. Outcomes range from solving problems using levers and linkages, to designing and making a pull-along mechanical toy, which draws on knowledge of movement and mechanisms.

### **Years 7 and 8**

Pupils experience two hours of design and technology a week. They are taught in teaching groups of approximately twenty and timetabled to ensure all groups have access to each of the three key design and technology areas of food, textiles/graphics and resistant materials.

In the food and textiles technology area pupils research, learn to adapt and modify recipes and evaluate both equipment and dishes made, including convenience foods. They are given opportunities to use sewing machines and continue to develop skills through projects such as designing and making a wall hanging storage device. Pupils' graphics skills are developed through participation in design-based units of work involving colour, lettering and logos, rendering and different techniques of printing. Pupils consider the role of graphics to promote and sell products and to highlight an issue such as endangered species. Formal drawing techniques such as perspective are taught alongside design based 'mini projects'. Computer-aided design is taught as a key aspect of designing and making.

In the area of resistant materials, projects involve outcomes in acrylic and wood. These include a battery-powered vehicle, media holder, clock and a computer-controlled model. Pupils experience working individually and as part of a small team.

Throughout the subject, reference is made to industrial applications of pupils' project work. This provides pupils with a greater awareness of, for example, the food industry.

Opportunities are sought to extend pupils' learning wherever possible, for example through the annual Royston Rotary Technology Tournament. As part of a Federated Academy, we liaise closely with both Roysia and Meridian Schools to ensure that the National Curriculum requirements are met for Key Stages 2 and 3 and that knowledge and skills continue to develop at Year 9 and beyond.

At the centre of all project work undertaken is the involvement of pupils in working creatively to produce practical solutions to problems, linked to clear design specifications.

## **Drama**

### **Aims:**

Throughout their time at Greneway we aim to give pupils:

- the opportunity to develop practical drama skills;
- the encouragement to express themselves in a variety of ways, thus developing self-confidence and creativity;
- a safe, stimulating and supportive environment in which to explore the subject.

### **Years 5 and 6**

Pupils in Years 5 and 6 have daily literacy lessons, the content of which will often include some drama work, plus an additional flexible hour of English in Year 5 which can be used for drama. The drama work in Year 5 and 6 is mainly taught by the pupils' form tutor and will usually be concerned with developing basic skills and techniques, such as role play, short improvisations and character work.

### **Years 7 and 8**

In Years 7 and 8 pupils have the opportunity to opt for a drama curriculum course which takes place outside of the normal school day. However, pupils that do not opt for the drama course will still experience elements of drama in Years 7 and 8 as many drama activities are incorporated into schemes of work across the whole curriculum.

The drama curriculum course is led by experienced drama teachers and is not considered an extra-curricular club, in that pupils will be assessed and receive a subject report. We believe that this area of study has an important role to play in the personal development of pupils, stimulating the imagination and allowing pupils to explore issues and experiences in a safe and supportive environment. In addition, skills and qualities developed by pupils in drama include: teamwork, communication, creativity, leadership and risk-taking which are assets in all subjects and all areas of life. Efforts are made to form links with the English department and work covered often relates to English units of work, thus allowing pupils to explore themes and issues in greater depth.

The resources for drama include a drama studio with a small stage lighting system, an Information Centre equipped with iMacs and iMovie film editing software and digital video and stills cameras, all of which combine to provide a huge range of opportunities available to pupils.

### **Examples of Projects Undertaken in Year 7 and 8**

#### **Year 7**

*Jekyll & Hyde* – showing character transformation on screen.

*Theatre Craft* – the whole process involved in staging a performance (pantomime focus).

*Issues Based Drama* - exploring social issues through drama.

*Beowulf* – pupils explore this epic poem in drama form.

#### **Year 8**

*Modern Morality plays* – exploring issues through drama (links to Chaucer).

*Monologues* – pupils devise and perform monologues, considering characterisation.

*Macbeth* – exploring key scenes from Macbeth through drama and ICT.

*History of the Theatre* – looking specifically at Ancient Greek theatre.

### **Extra-Curricular Drama**

All pupils have the opportunity to participate in a Drama Club (either KS2 or KS3). Performance opportunities include form, year and whole-school assemblies, the Christmas Concert, Greneway's Got Talent and the bi-annual school production.

# English

## Aims

In studying English, we aim for pupils to develop skills in speaking, listening, reading and writing. These literacy skills enable them to express themselves creatively and imaginatively and to communicate with others effectively. We have developed a reading culture within the school environment and recognise the importance of English across the curriculum.

We aim for our pupils to become enthusiastic and critical readers and writers of stories, poetry and drama as well as non-fiction and media texts.

At Key Stage 2 and 3 we follow the National Curriculum Programmes of Study for English.

## Years 5 and 6

English and drama are mainly taught by the pupils' form tutor, covering objectives outlined in the new curriculum. Pupils in Year 5 and 6 have five literacy lessons a week. Both years have an additional flexible hour in which to further work on PSHEE linked tasks, drama, personal reading, class story, spelling, and extended writing or to pursue the needs of the group.

Pupils receive English out of school learning in line with the year group policy. Pupils are issued with an OSL book for English and are set an activity per week by their teacher. These activities will ideally reinforce skills taught in the lessons to consolidate the children's learning. Alongside this, pupils are asked to read for a minimum of 45 minutes per week and form teachers monitor this each week.

## Years 7 and 8

English is taught by designated Key Stage 3 English teachers, and the programme is condensed into two years. Pupils have four hours per week dedicated to English. In Year 8 pupils are taught in groups set by ability; in Year 7 they are taught in mixed ability form groups. Both Drama and Media are incorporated into the English Schemes of Work and pupils also have the option to attend twilight drama sessions to enhance their learning experience.

We encourage active student involvement through annual visits from the actor Anthony Glenn, participation in Youth Speaks, house competitions (including a spelling bee) and our reading group 'Book Bites.' Gifted and Talented students have been able to extend their learning further through attendance at a writing workshop and Cambridge Wordfest.

Recent initiatives to promote reading and more frequent use of the library include regular "Library Lates" events, and pupils are now also encouraged to apply to be Reading Consultants in order to support their peers with their reading.

Pupils receive two English out of school learning sessions per week. This may take the form of reading, spelling investigations, punctuation activities, extended writing tasks or reinforcement of concepts being covered in lessons.

## Key Themes and Texts

### Year 5

The Silver Sword by Ian Serrailler  
A Small Miracle by Peter Collington  
The Highway Man by Alfred Noyes  
Poetry by Pie Corbett and Valerie Bloom  
Danny Champion of the World by Roald Dahl  
The Time Travelling Cat by Julia Jarman  
The Matchbox Diary by Paul Fleischman  
The Piano Animation by Aidan Gibbons  
Reading and writing for a variety of purposes linked to all areas of the curriculum and school journey

### Year 6

There's a Boy in the Girls' Bathroom (by Louis Sachar)  
The Magic Box - Exploring Poetic Devices  
Diagon Alley/Strange Creatures (Harry Potter and the Philosopher's Stone by J K Rowling)  
A Christmas Carol (by Charles Dickens)  
Epic Citadel - a creative writing 'workshop'  
The Graveyard Book (by Neil Gaiman)  
Poetry exploring Haiku/Kennings/Limericks/Cinquains)  
A Midsummer Night's Dream (by William Shakespeare)  
Room 13 (by Robert Swindells)

**Year 7**

Freak the Mighty (novel)  
The The Terrible Fate of Humpty Dumpty (play)  
Narrative Poetry  
Writing Workshop  
Myths and Legends (Iliad)  
Shakespeare (Macbeth)

**Year 8**

King of Shadows (novel)  
My Language (investigation)  
Language Origins  
The Media  
Crime Writing  
Picture Books

## **French**

At Greneway the learning of French plays a significant part in the whole curriculum throughout the four years.

### **Aims**

- To widen the educational experience of the children.
- To develop the ability to use language effectively for purposes of practical communication.
- To provide enjoyment and intellectual stimulation for children of all abilities.
- To develop an awareness of the nature of language and language learning.
- To encourage positive attitudes to foreign language learning and its speakers.
- To offer insights into other cultures and civilisations whilst developing a deeper understanding of our own culture.
- To form a sound base in the skills required for language learning e.g. speaking, listening, reading and writing also skills such as analysis, memorising and drawing of inference.
- To give pupils the opportunity, where appropriate, to develop and apply their numeracy, literacy and ICT capabilities.

### **The benefit of early language learning**

Research and experience have shown that language learning is most effective when the learners are young. The pupils are considerably enthusiastic and lacking in inhibitions when they arrive in Year 5. They are very receptive and many look forward to a new experience at a new school. They tend to have confidence in oral activities, which can be consolidated well before they reach Key Stage 3.

Learning a foreign language can provide a new start for some pupils who may have experienced difficulties in other areas of the curriculum.

### **Years 5 - 8**

Pupils are encouraged to use French in the classroom as much as possible and from the beginning will learn to follow instructions and speak simple sentences. We take advantage of a wide variety of songs and language games to support our learning throughout Years 5 to 8.

In Year 5 the children are taught in their form groups. Some of the language structures we concentrate on are:

- grammar – pronunciation, questioning, accents, masculine and feminine nouns
- ‘myself’ – greeting someone, giving name, age, address, birthday.
- ‘classroom’ – understanding classroom instructions, talking about what is in my pencil case and my classroom
- weather – talking about the seasons and the weather in them
- shopping – preparing dialogues, giving opinions

### **The French School Journey**

Year 8 pupils have the opportunity to take part in a five day visit to the Normandy region of France. We have been staying in Grandcamp, a small, delightful fishing port. The activities include: a day at the Mont St. Michel, a trip to see the Bayeux Tapestry, a visit to a local café and of course, visits to many of the sites which have strong connections to the D Day landings. The children really welcome the opportunity to put the French they have been learning in the classroom into practice.

## Geography

Geography is the study of the Earth; its landforms, physical processes and human systems. Basically, it helps us to understand the amazing world we live in.



**Studying geography is important** as it provides us with knowledge of our planet that has helped shape our history and will continue to shape our lives in the future. It is a link between the physical and social sciences, helping us to make informed decisions for both our planet and its inhabitants, viewed from different perspectives. Geographers develop their knowledge of places and environments, as well as their understanding of the diversity of different societies and cultures. This helps them to become responsible global citizens who understand how people and environments interact. If you watch or read the News, you will find that the most important issues facing the world are geography-related, so by studying geography we are learning about issues that will actually affect our own lives.

**Our aims** in geography closely support the aims of Greneway in that they:

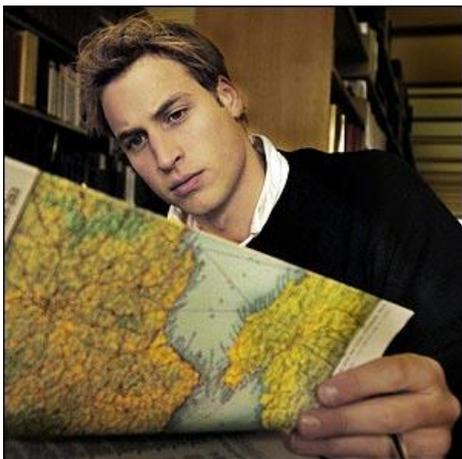
- Encourage awareness of the present through a study of different societies, both in time and place.
- Help pupils to develop a geographical knowledge and understanding.
- Introduce pupils to geographical enquiry, practical fieldwork and mapping skills (including digital mapping).
- Encourage children to think critically and to assess evidence.
- Help pupils develop a sense of identity through learning about their own lives and our relationship with other places.
- Develop socially responsible and informed attitudes.

### The geography programme of study:

<b>YEAR 5</b>	<ul style="list-style-type: none"><li>• Autumn Term: <b>St Lucia</b></li><li>• Spring Term: <b>Mountain environments</b></li><li>• Summer Term: <b>Route 66</b></li><li>• Summer Term: <b>Maps and mapping</b></li></ul>	<b>YEAR 6</b>	<ul style="list-style-type: none"><li>• Autumn Term: <b>The geography of chocolate</b></li><li>• Spring Term: <b>Tourism in Spain</b></li><li>• Summer Term: <b>Geography of the UK</b></li></ul>
<b>YEAR 7</b>	<ul style="list-style-type: none"><li>• Autumn Term: <b>The geography of food</b></li><li>• Spring Term: 1: <b>Rivers</b> 2: <b>The rise of China</b></li><li>• Summer Term: <b>Settlement</b></li></ul>	<b>YEAR 8</b>	<ul style="list-style-type: none"><li>• Autumn Term: <b>Risky hazards – Volcanoes, earthquakes &amp; tsunamis</b></li><li>• Spring Term: <b>Weathering &amp; Coastal geography</b></li><li>• Summer Term: <b>African issues – Kenya</b></li></ul>

**Geography is taught** through group, paired and individual work, using a wide variety of media designed to engage learners using a fun and hands-on approach, where possible. Resources are often visual or tangible, and include videos to bring geographical processes to life, i-pads, computers, play doh, newspaper articles, compasses, aerial photos, and a variety of different maps as well as Ordnance Survey's Digimap service, where pupils create their own digital maps. Pupils complete independent research to produce reports, give oral presentations, collect and analyse their own data, and interpret maps and photographs to plan journeys. Fieldwork is an important component of geography. At Greneway in Year 7 we visit Church Farm to support the Food Miles unit of work and specialist practical coastal fieldwork is undertaken at Clacton-on-Sea and Walton-on-the-Naze in year 8.

Fieldwork enables pupils to experience different environments, develop observational, investigative and problem solving skills and provides them with real-life learning..



Prince William studied  
Geography to Masters level.  
It is comforting to know  
that our future King understands  
the interconnectivity of our  
world, both physically and in  
human terms.

# History

## Introduction

History is a tool of learning and communication looking at people and their progress over different periods of time. It plays a key part in our understanding of the development of the modern world. The skills pupils develop through the study of history are applicable to everyday life.

Our aims in history teaching reflect the aims of Greneway in that they:

- Encourage awareness of the present through a study of different societies, both in time and place.
- Appreciate the role of discovery, endeavour and achievement.
- Develop historical concepts of time, cause and effect.
- Encourage children to think critically and to assess evidence.
- Use a variety of sources to collect information about the past.
- Develop socially responsible and informed attitudes.
- Develop the ability to communicate historical knowledge in oral, written and visual forms using appropriate vocabulary and techniques.
- To provide pupils with opportunities to express their thoughts and opinions about important historical figures and events.

Our current programme of work in history is as follows:

<p><b><u>Key Stage 2</u></b> <b>Year 5</b> History Skills Children in World War II Visit to Duxford Ancient Egypt Egyptian Re-enactment visitors Rich and Poor in Tudor Times</p>	<p><b>Year 6</b> Becoming a History Detective Henry VIII Tudor Exploration Explorers Re-enactment session Mayan Civilisation Britain since 1948</p>
<p><b><u>Key Stage 3</u></b> <b>Year 7</b> History Skills Black Death Norman Conquest Medieval Re-enactment day School journey to Wales Thomas Becket Magna Carta Crusades of Islam</p>	<p><b>Year 8</b> Tudor &amp; Stuart Period Queen Elizabeth I Guy Fawkes &amp; the Gunpowder Plot English Civil War / Re-enactment The Black People of the Americas</p>

The History programme of study includes a range of interactive lessons including re-enactment days for all year groups enabling history to be in the present at Greneway. The schemes of work in place support and link well with the school literacy targets encouraging pupils to demonstrate their understanding in a range of imaginative ways.

Greneway's developments in technology have also enhanced the history curriculum with the use of iPad's, google chrome books and the smart response system to help to engage pupils and to support the assessment of their learning.

To aid the development of the subject all staff delivering lessons meet regularly to review and enhance the teaching resources and to discuss future plans. Pupils are encouraged to reach their full potential through the provision of varied opportunities including independent projects where pupils can select events and individuals that they have a particular interest in to study in more depth.

## **Information Technology and Computing (ITC)**

Information Technology and Computing plays an important part in education at Greneway, and is used widely in all curriculum areas. We are very well resourced and have a variety of software and hardware available for pupils' use. We have three computer suites which are equipped with PCs and iMacs as well as class sets of laptops, multiple sets of Google Chrome books, a number of Android tablets and three sets of iPads. This means that currently the ratio of devices to pupils is an excellent 1:1.3. This provision is available for pupil use during lessons and at lunchtime computer clubs supervised by staff.

### **Aims:**

- To use ITC to support the curriculum.
- To develop skills associated with ITC.
- To encourage children to assess the value of ITC and use it when appropriate.
- To foster confidence in the use of ITC.
- To understand applications of ITC in the wider world.
- To develop an awareness of using digital technologies safely.
- To understand the importance of e-Safety.
- To facilitate computational and creative thinking to understand and change the world.

### **Technology provision:**

- 150+ Computer Network with Windows 7 Workstations with access to high speed Internet and collaborate online workspace.
- Two networked iMac Computer Centres designed for use in media based projects.
- All teaching areas have access to Interactive Whiteboards and projectors.
- Digital cameras and digital video editing facilities.
- Interactive technologies eg Smart Response and Quizdom
- Scanners, black/white and colour laser printers.
- iPads, Android Tablets, Laptops, 200+ Chrome books, projectors and visualisers
- Onsite technical provision and support in ITC lessons.

**Software:** There is a variety of software which supports the following:

- Animation
- Authoring
- Control
- Computing
- Databases
- Desk top publishing
- 2D Design
- E-mail
- Internet
- Modelling
- Presentations
- Qwizdom Interactive Voting System/Smart Response System
- Research
- Simulations and decision making
- Spellodrome
- Web-authoring
- Word processing
- App Design

## **ITC as a discrete subject and across the curriculum**

Pupils have a discrete ITC subject lesson in which digital literacy and computing skills are developed and discussed. The following shows **examples** from each year group of topics which particularly engaged and motivated pupils:

<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>	<b>Year 8</b>
Using Pixton, a multimedia authoring tool to create animations based on storyboards.	Using Hopscotch software on the iPads to control characters and design and code simple games and activities.	Using Go Control to control models. Using Scratch to develop games and Touch Develop to work with the BBC micro:bit.	Using Dreamweaver and Google Sites to create webpages to form their own website and MIT App Inventor to create applications for scratch.

The skills developed throughout the projects described above, are clearly transferable throughout the curriculum. ITC across the curriculum is a very important focus at Greneway.

The following examples demonstrate some of the work, which especially lends itself to ITC:

- Using Pixton, a multimedia authoring tool to enhance learning across the curriculum.
- Data handling in Mathematics, Science and Geography.
- Desk-top publishing and Word processing in all subjects.
- Accessing information using a variety of media (e.g. websites, audio sound-bytes, video clips).
- Using editing and photo-processing software to produce films and animated videos.
- Control projects in Technology.
- Using data-loggers in Science.
- Developing Podcasts across the curriculum.
- Using iPads for video analysis within Physical Education.

### **E-mail**

Each pupil is given a school e-mail account which they are encouraged to use for all school-based communication.

### **Google Sites**

Greneway has gone Google. All children have a Google account which enables them to access Google Drive, Google docs/sheets/slides/forms/Classroom and other useful Google applications. This means that children are able to work collaboratively across the curriculum as well as access their documents to share at home. We are currently developing Google sites for class and curriculum areas to enable them to have an online personal learning space.

### **Extra Curricular Activities and Extended activities.**

There are daily computer clubs that allow pupils to complete out of school learning tasks, play educational games or explore further software introduced on ITC lessons. There is also a Google leaders club for some pupils to participate in developing their classes' site.

We hold Year 5/6, Year 7 and Year 8 Computer Enrichment Clubs so pupils can develop the work they are currently completing in lessons. Pupils who show a flair for ITC are invited to take part in a 'Challenge' Club run by Meridian School which enables those pupils to extend their skills beyond the curriculum. In addition, once a half term, a selection of KS3 pupils will be invited to Greneway Programmers club to experience some exciting ways to develop their understanding of programming. Links have been developed with IBM where pupils have had the opportunity to use and learn how to solve crimes using the most up to date forensic and analytical software.

Website address: <http://www.greneway.herts.sch.uk>

Email address: [admin.greneway@rsat.org.uk](mailto:admin.greneway@rsat.org.uk)

## **Mathematics**

### **Introduction**

The Greneway School is a designated Specialist Maths and Computing College in recognition of our excellence in Mathematics Curriculum and high levels of pupil achievement and progress. We have introduced new schemes of work this year to take into account the 2014 National Curriculum with more focus on improving number work and calculation skills. The School has subscribed this year to a range of online support website – Mymaths, Mangahigh and Education City. Together these offer a wealth of services for pupils, parents and teachers to help with the engagement in and promotion of mathematics. This is part of the future for teaching and it is now common practice for work to be set and assessed in this way.

### **Years 5 and 6**

At Key Stage 2 pupils are taught a daily mathematics lesson by their form teacher or a member of the specialist mathematics team usually in a KS2 classroom. A variety of different teaching and learning approaches occur, including paired and small group work, which supports the less able and extends the more able. Pupils are grouped according to ability in order to support the learning needs of all. Small group maths intervention is available for a few pupils in KS2. Pupils regularly use the plentiful computers to compliment the more conventional paperwork.

### **Years 7 and 8**

Pupils at Key Stage 3 are taught four hours of mathematics a week. The groups are mainly ability based, with careful and regular monitoring by their teachers to ensure the correct placing of the pupils. Topics include Number and Algebra, Shape Space and Measures, Data Handling and Problem Solving. Pupils get involved in a wide range of practical activities which help to develop understanding of maths in everyday situations.

### **Out of school learning**

Weekly homework tasks in KS2 are set to focus on and improve basic mathematical skills.. In Year 7 and 8 out of school learning is set every week so that pupils of varying abilities can pursue a worthwhile activity at their own pace away from the school environment. The work relates closely to that which is being studied in class. As mentioned above this is now often set to be done on computers. Study support club and computer clubs are available daily should pupils have the need for this to be done in school. Occasionally, longer projects are set, usually reflecting the use of mathematics in the real world.

### **The Maths Centre**

The teaching base consists of three spacious teaching areas and is equipped with 15 laptops and 15 iMacs. Year 7 and 8 pupils come here for their lessons and all year groups have access to the wide range of resources available in the centre. All rooms have the added benefit of interactive whiteboards.

As well as our schemes of work, and The National Curriculum Strategy, we also select appropriate material from a range of published schemes. We make use of both standard and scientific calculators in carefully planned situations, designed to improve the pupils' understanding of mathematics and its representation in graphical form.

## **Music**

Practical lessons have always been important at Greneway and the majority of lessons include instrumental work. This emphasis on composing and performing as well as listening and appraising is in line with the National Curriculum and our pupils achieve above the national average in both key stages.

### **Aims**

The music department believes that progress and high standards are achieved primarily through enjoyment and self-motivation and aims to provide all pupils regardless of ability with the opportunity to:

- Enjoy and understand different types of music.
- Sing, compose, notate, perform, listen and appraise with confidence, accuracy and enthusiasm.
- Extend their music making outside of the classroom.

### **Music Curriculum**

All pupils have one hour of music a week. There is a well-equipped music room and five practice rooms. The curriculum includes several recurring short topics such as Pulse, Rhythm and Notation and a number of major topics in each year (Year 5 - Mysterious Castle and Graphic Scores; Year 6 - Chinese Music and Horror Music; Year 7 - GarageBand and African Music; Year 8 –Composing for a film trailer and work based on the show ‘Stomp’). The nature of the work and mixed ability teaching methods are designed to stretch the most gifted and talented pupils as well as provide for the needs of the less able.

### **Extra-Curricular Activities**

Individual tuition is available on: cello, clarinet, drum kit, flute, French horn, guitar (electric and acoustic), keyboard, oboe, piano, recorder, saxophone, tenor horn, trombone, trumpet, viola, violin and voice. About ninety children receive these instrumental lessons, which cost £132.50 a term, though costs are reduced if pupils ‘share’ a lesson.

Extra-curricular activities include:

Four choirs, including a Chamber Choir and the ever popular Boyz Choir, School Orchestra, Woodwind Ensemble, String Ensemble, Guitar Ensemble, Recorder clubs and GarageBand Club.

There is a major concert every term involving all ensembles and in addition the pupils have the opportunity to perform solos and duets. Last year's production of ‘The Wizard of Oz’ was an overwhelming success involving over one hundred pupils on stage from all year groups, with many more taking on vital roles behind the scenes. This year there will be the ever popular ‘Greneway’s Got Talent’ which showcases the very best of our performing arts. In addition, we participate in annual concerts at the West Road Concert Hall in Cambridge and in the Royston Festival and this year, in the Hertfordshire Schools’ Gala at the Royal Albert Hall.

# Physical Education

Physical Education encompasses:



Enjoyable participation for all, leading to achievement, fulfillment and excellence are integral to our PE programmes. Learning in, and through, physical education enables our children to become:

- successful learners who enjoy learning, make progress and achieve.
- confident individuals who are able to live safe, healthy and fulfilling lives.
- responsible citizens who make a positive contribution to society.

Our four year programme builds upon firm foundations from the First Schools and we develop the children further for their next, post-Greneway experiences. All curricular activities are taught in mixed-gender groups.

We passionately believe that:

**Together Everyone Achieves More**

## The PE Programme

Curriculum Time Allocation:

Years 5 and 6 3 x 60 minute lessons each week

Years 7 and 8 3 x 60 minute lessons each week

Year 5	Year 6	Year 7	Year 8
Athletics Dance Gymnastics	Athletics Dance Gymnastics	Athletics Dance Gymnastics	Athletics Dance Gymnastics
Minor games: • mini basketball • mini cricket • mini hockey • mini rounders • mini rugby (Tag) • mini soccer • short tennis	Minor games: • mini basketball • mini cricket • mini hockey • mini rounders • mini rugby (Tag) • mini soccer • short tennis	Minor games: • mini basketball • mini cricket • mini hockey • mini rounders • mini rugby (Tag) • mini soccer • short tennis	Minor games: • basketball • cricket • hockey • rounders • rugby (Tag & Contact) • soccer • tennis
Orienteering Swimming	Orienteering Swimming	Orienteering Softball Swimming	Orienteering Softball Swimming
<b>Key Stage 2</b>		<b>Key Stage 3</b>	

## The Extra-Curricular Programme

A wide variety of extra-curricular activities and clubs are available, for example:

Activity	Year 5	Year 6	Year 7	Year 8
Athletics	✓	✓	✓	✓
Basketball	✓	✓	✓	✓
Cricket	✓	✓	✓	✓
Dance	✓	✓	✓	✓
Dodgeball			✓	✓
Gymnastics	✓	✓	✓	✓
Handball			✓	✓
Hockey	✓	✓	✓	✓
Netball	✓	✓	✓	✓
Rounders	✓	✓	✓	✓
Rugby	✓	✓	✓	✓
Softball			✓	✓
Speedstacks	✓	✓	✓	✓
Swimming	✓	✓	✓	✓
Table Tennis	✓	✓	✓	✓
Tennis	✓	✓	✓	✓
Volleyball			✓	✓

## Facilities

- excellent, fully-equipped gymnasium
- floodlit, all-weather playing area
- changing rooms and showers
- extensive playgrounds
- extensive, well-maintained playing fields (approx. 7 acres)
- easy access (150m) to, and use of, Royston Leisure Centre Swimming Pool (25m)
- a dance/drama studio
- a hall with stage, lighting and sound systems

## Religious Education

Pupils in all years study Religious Education for one hour each week.

As part of each scheme of work pupils learn about people of different religions, cultures and beliefs. Pupils look at how belief and faith can affect the way people live their lives.

Pupils are encouraged to think about their own beliefs, how these affect their lives and how they might differ from people of different faiths and cultures. They explore the idea of a diverse society and how each belief deserves respect.

A wide variety of activities are experienced in RE lessons in order to help pupils express their opinions in different ways. During the four years at Greneway pupils will experience drama, dance music, art, film, debate, story-telling and come across many important artefacts.

We aim for pupils to ask questions about life, beliefs about God, right and wrong and what it is to be human in a safe and open-minded environment. As pupils learn more about different religions they are encouraged to reflect on their own lives and how they might be similar or different to those of particular religions. With this deeper understanding of themselves and the beliefs of others, pupils should develop a greater sense of identity and belonging; as well as the importance of respecting and understanding others. Combined with the variety of religions and cultures studied this contributes greatly to their spiritual and moral development without promoting any particular faith.

### Overview of Religious Education Years 5 – 8

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>YEAR 5</b>	Journey of life Judaism Bible stories Christmas	Learning from Values Belonging to different groups Important people Easter	Exploring Worship in different religions Artwork project: In the beginning there was...
<b>YEAR 6</b>	Hinduism – worship, rites of passage, artwork, Divali, in the Hindu home Christmas	Buddhism Commitments Morals and Ethics Easter	Christianity – The Bible, Artwork project: What questions would you ask God?
<b>YEAR 7</b>	The ‘self’ Music with meaning Islam – how does behaviour express belief? Christmas	Who am I – My beliefs and actions Morals and Ethics Sikhism Easter	What is the meaning of life? Meaning and purpose Being spiritual Worship through song, dance, art Creative project: Bollywood.
<b>YEAR 8</b>	Morals and Ethics Philosophy Decision making Debate Christmas	Persecution of Jews: Why? Extended project	Portrayal of Islam in the media Christianity

## Science

"Science is an integral part of modern culture. It stretches the imagination and creativity of young people. Its challenges are quite enormous."

**Professor Malcolm Longair,  
University of Cambridge**

*"Science is valuable because it meshes with all our lives and allows us to channel and use our spontaneous curiosity."*

**Professor Susan Greenfield,**

Children are very curious and Science can satisfy children's fascination with nature and how things work. Science at Greneway seeks to encourage this investigative approach to the world by giving them opportunity to explore and discover for themselves. We have a very practical and hands on way of discovering scientific principles through activities grounded in the real world as well as theoretical work. We seek to present new discoveries as they happen. Science is all around you!

The New Programme of Study was introduced to Years 5 and 7 in 2014 and this year to 6 and 8. We work closely as an Academy with our partner schools to ensure continuity of teaching. Consequently a new transition unit between the Academy schools has been developed.

### Provisions

Greneway is fortunate to have three large, well equipped and recently modernised laboratories, which are used by all year groups. In Year 5, pupils experience two hours of science teaching per week, which increases to three hours science teaching per week in Years 6, 7 and 8. ICT is embedded firmly in our DNA and is used throughout the programme of study. The following help provide engaging resources which support the teaching and learning of Science

- Interactive Whiteboards
- Networked computers with Internet access
- Digital cameras
- USB microscope
- iPads with probes to act as dataloggers
- Chromebooks

### Extra Curricular Activities and Enhancement

Each year the whole school takes part in Science and Engineering week and invite visiting speakers to come and share science in the real world with us. We have had ex pupils come back to explain their research on Sustainable development or the effect of glucagon like peptides on the gut with respect to diabetes, which enthuses the pupils to realise that they are the scientists that will shape our world in the future. We have been privileged to be the pioneer school in the Chemistry Society's Big Global Experiment for 2014. We have taken part in the Royal Society of Chemistry's global experiment for several years. We also have links to Glaxo Smith Klein who have come in to run enhancement projects. Johnson Matthey are involved in a ongoing link with year 5/6 which allows a group to visit the factory and perform 'real science' there and see Science in action in modern Britain. They also send in experts to deliver continual professional development to the science staff.

## The Science Curriculum

We have a continuing emphasis on thinking scientifically in our new Program of Study which is outlined below.

Year 5	Year 6
Introduction to Science Properties and changes of materials- solids liquids and gases Light Earth and Space Living things and their habitats- life cycles Living things and their habitats - variation	Properties and changes of materials- reversible and irreversible reactions Forces Animals including humans Evolution and inheritance Electricity
Year 7	Year 8
<b>Biology:</b> Cells Reproduction Interactions and Interdependencies Genetics and evolution  <b>Chemistry</b> Particles Acids and alkalis Earth and atmosphere  <b>Physics</b> Energy Motions and forces Electricity and electromagnetism	<b>Biology:</b> Nutrition and digestion Gas exchange systems and cellular respiration Photosynthesis and Plant reproduction  <b>Chemistry:</b> Atoms, elements and compounds Chemical reactions Periodic table  <b>Physics:</b> Physical changes Waves: sound and light

## Spanish

After children have been learning French for two years, we aim to give them the opportunity to build upon their language learning skills by introducing Spanish as their second foreign language in years 7 and 8.

### Aims

In studying Spanish, we aim for pupils to develop skills in speaking, listening, reading and writing. We encourage positive attitudes into learning a foreign language and aim to nurture an awareness of different cultures and civilisations. We aim to provide enjoyment and intellectual stimulation for children of all abilities.

### Year 7 – 8

In years 7 and 8 the children are taught in their form groups in a dedicated language classroom, with nearby shared access to computers, chrome books and to a class set of iPads. In the early stages of language learning, pupils are taught various skills which help them to use and respond to Spanish:

- Children are taught how to listen carefully in order to discriminate sounds, identify meaning and develop auditory awareness.
- Oral work plays a key part of lessons and children are encouraged to develop their confidence through asking and answering questions. Correct pronunciation and intonation, are reinforced.
- Children are shown different techniques for memorizing key words and vocabulary and helped to see how to use context and clues to interpret meaning.
- Grammar is introduced and children are taught how to apply the rules of grammar in order to construct sentences effectively. They are encouraged to draw upon the grammar they have already covered in French.

Topic	Content
<b>Introductions Year 7-Autumn</b>	Greetings/ Introducing yourself / Age/ Birthday/ Counting to 31/ The alphabet/ Spanish speaking countries/ In the classroom/ definite and indefinite articles / verb Tener / Phonics
<b>School Year 7-Spring</b>	School subjects/ Opinions on teachers and subjects / Talking about what you do in lessons / adjectives and agreements / Learning a selection of present tense verbs in the first person.
<b>Family Year 7 Summer</b>	Your family members/ physical descriptions/ personalities/ pets/ verbs ser and tener. Beginning to conjugate a variety of verbs in the present tense.
<b>At home Year 8- Autumn</b>	Countries/ describing where you live/ talking about your house and what you do in it/ conjugating verbs in the present tense / stem changing and reflexive verbs in the present tense/ prepositions
<b>Free Time Year 8 –Spring</b>	What you do in your free time/ Telling the time / Talking about sports / verbs: salir, hacer and ir - Irregular verbs in the present tense / Using the verb gustarse with infinitives/ Future tense in the first person
<b>My town Year 8-Summer</b>	Describing your town/ directions/ Weather / talking about what you do at weekends (using 2 tenses together)

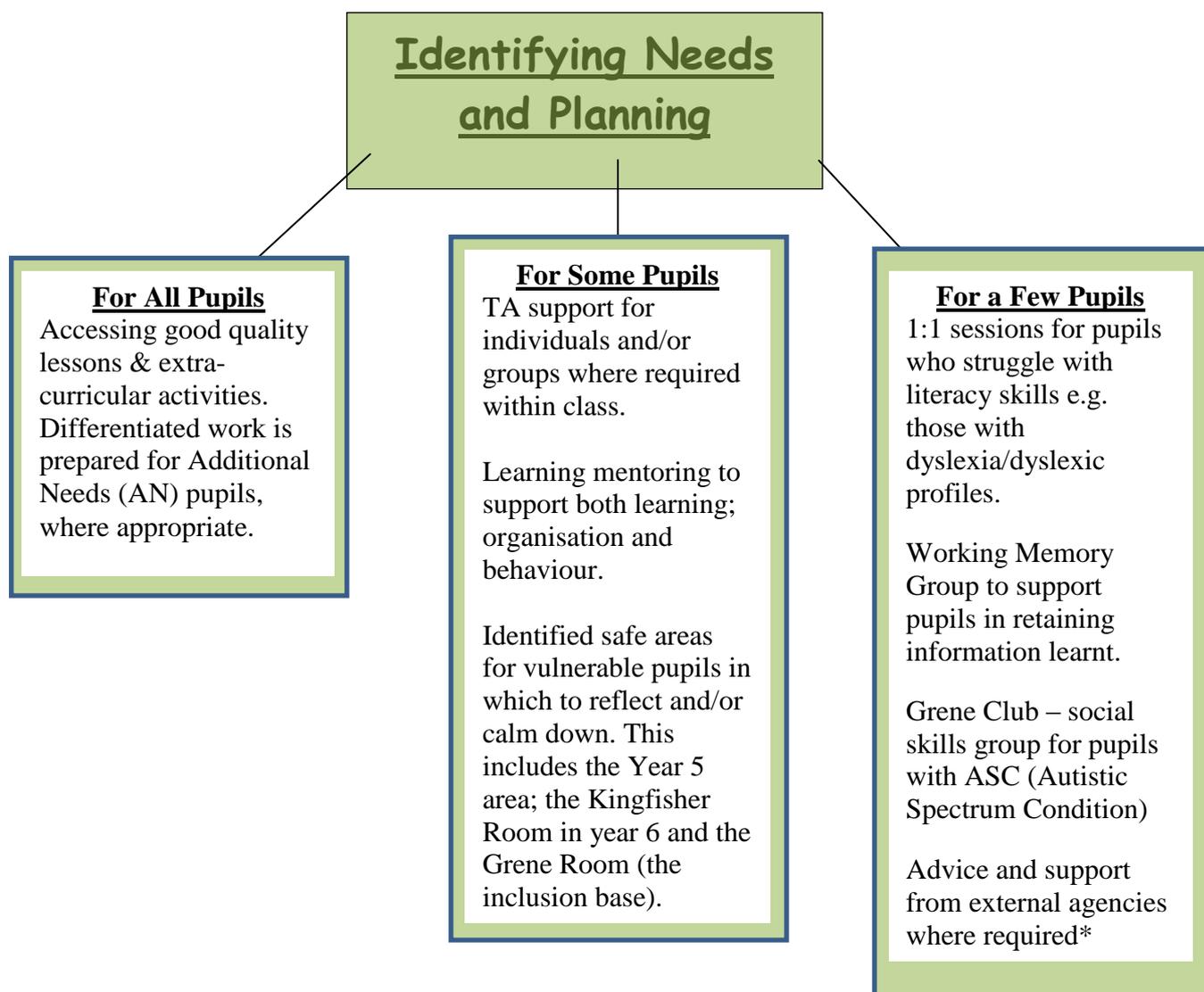
## The Inclusion Department

One of our key aims at Greneway School is to ensure that all pupils access the curriculum and the extra-curricular activities on offer.

Assessment of pupils is carried out through close monitoring; observation; testing and discussion with pupils. This helps us to gauge the type of support required, promoting achievement and progress.



The Assessment Cycle is an important tool used by all teaching staff to identify the requirements of the needs of all pupils and how to plan for all; some and a few pupils. Barriers to Learning sheets for each class also provide a snapshot of pupil requirements, supporting staff in their lesson preparations



**\*External Agencies providing further advice and support**

- A School Mentor who works with identified pupils in liaison with form teachers and year leaders.
- A Drama Therapist is employed who can provide therapeutic support for pupils who are emotionally vulnerable.
- A Transition Worker who supports anxious and/or vulnerable pupils when transferring to the next stage of schooling.
- A Family Support Worker who supports families and their children in a variety of circumstances.
- The Grange Base in Letchworth specialises in literacy and maths difficulties, more specifically dyslexia, dyscalculia and dyspraxia, providing us with invaluable strategies and advice for pupils in year 5 and 6, when requested.
- The North Herts Education Support Centre (otherwise known as Behaviour Outreach) provides advice and mentoring for pupils who find it difficult to regulate their behaviour, and both the school and this service work closely together to ensure barriers to learning are overcome or reduced.
- The Educational Psychologist also has close links with Greneway, providing the necessary assessments; advice and strategies to support pupils with additional needs or very specific needs, when required.
- The Specialist Advisory Service supports pupils with a diagnosis of ASC and again offers practical support and guidance for both pupils and parents, as well as school staff.
- Woolgrove, a specialist primary school in Letchworth, can also support us with advice and training sessions, should they be required, on specific disabilities and programmes that may be useful for identified pupils in Greneway.
- The Speech & Language service also offers support where the therapist comes into school approximately three times a year to work with pupils on their register.
- A Health Professional can be contacted and involved in cases which require specific advice.

For further information please look on the school website for the School Offer within the “About Us” section - <http://www.greneway.herts.sch.uk/aboutus/index.html>

## Years 5 and 6

Years 5 and 6 are the third and fourth years of Key Stage 2. We aim to continue and develop the approach to teaching and learning that has gone on in the latter part of the First Schools. Your child will have a form teacher, who will be their key contact. The Form Teacher is central to the child's development both academically and socially whilst at school and it is hoped that through a good relationship with you and your child, positive progress will occur. We aim where possible to keep classes below 30 as we believe this best caters for the individual needs of the child. They will be taught in a self-contained year base and the curriculum is planned and organised to meet the needs of the individual. We have close links with the First Schools before, during and after transition, to try and make the process as smooth and happy as possible for the children.

All areas of the curriculum are covered including; mathematics, English, Science, French, ICT, Geography, History, Art, Design and Technology, PE, Music, PSHEE and Citizenship and RE. Many of these subjects will be taught by the class teacher.

Day visits and school journeys alongside regular extra-curricular activities play a major part in the life of the school and are a valuable part in the children's wider education.

For example:

### Year 5

Visit to Duxford  
School Journey to The Manor, Norfolk  
Lakes – residential (May)

### Themes

Children of World War 2  
Personal development, team building and  
confidence boosting

### Year 6

School Journey to Isle of Wight -  
residential (June)  
Visit to Harry Potter Studio Tour (Nov)  
Visit to Crucial Crew (June)

### Themes

Team building, confidence boosting  
and personal development  
Creative writing  
Personal safety awareness and  
development

### Out of school learning (formerly called Homework)

Out of school learning is an integral part of school life and develops a three-way partnership between the school, child and parents/carers. In Year 5 we aim to build up the out of school learning gradually during the first half term. Pupils are issued with an OSL book for both English and Mathematics and are set an activity per week by their teacher. These will ideally reinforce skills taught in the lessons to consolidate the childrens' learning. Alongside this, each term children will have the opportunity to pursue some project work linked to other curriculum areas, World War Two History project and an Art project later on in the year.

The pattern continues in Year 6 with four Out of School Learning tasks set, each approximately 40 minutes in length per week.

Finally, to re-iterate, our overall aims in the first two years at Greneway are to build on earlier practices to ensure each child has a well-rounded and balanced education, thoughtfully planned to meet their individual needs, and to assist in their 'whole' development as a person.

# APPENDICES

## Appendix 1

We take a pride in our uniform and expect pupils to look smartly dressed in full school uniform.

### General uniform:

- White shirt (standard top buttoning or tailored, revere-necked)
- Greneway School tie (not required with revere-necked shirt)
- Bottle green V-necked sweatshirt with school motif
- Plain grey skirt, a divided grey skirt or plain grey trousers (not multi-grey, coloured or black and not cords/jeans)
- In the summer pupils may wear plain, dark grey tailored knee length shorts or a green and white school uniform dress if they choose
- Grey, white, or black socks; neutral colour, black or grey tights
- Black shoes (either lace-up, velcro, zip or buckle fastening). Heels should be no higher than 1 – 2 cm. Boots and trainers are not allowed.
- In addition pupils may wear a watch but no other form of jewellery
- Extreme fashion hair cuts, coloured or beaded hair and make-up are not permitted
- Coats should be suitable for all weather conditions and not extreme fashion items

### PE and Sports Wear

#### Outdoor activities:

- Plain white T-shirt, plain black shorts, long red socks
- Red/black reversible rugby shirt and/or post box red sweatshirt with school motif
- Plain black tracksuit/jogging trousers (optional) – no contrasting piping, stitching or logos
- Training shoes/plimsolls
- Football boots

#### Outdoor summer activities and indoor work:

- Plain white T-shirt, plain black shorts, white socks
- Training shoes/plimsolls

#### Swimming activities:

- Swimming costume/trunks (not LONG shorts)
- A waterproof bag for wet/dirty kit/towel
- Change of underwear

Towel and soap for showers will be needed for all activities.

In the summer pupils are allowed to wear plain, dark grey shorts or a green and white dress.

Children should **not** wear make up or nail varnish in school.

**ALL BELONGINGS MUST BE NAMED IN FULL**

**GRENEWAY SCHOOL CLUBS/ACTIVITIES  
(AUTUMN/SPRING 2015/2016)**

<b>DAYS</b>	<b>LUNCHTIME # Before school</b>	<b>AFTER SCHOOL</b>	<b>EVENINGS</b>
<b>Monday</b>	1.15 Yr 8 Young Sports Leaders Club (TG) 1.25 Yr 7/8 Computer Club 1.25 Yr 5/6 Computer Club (DD) 1.15 Yrs 5/6 Football (RD KF) 1.25 Yr 5/6 Choir (SC)	3.20 – 4.45 Yr 7 B/ball (TG RD AJ) 5.00 – 6.00 Yr 8 B/ball (TG RD AJ) 3.20 – 4.30 Orchestra (SC) 3.30 – 4.30 Study Support Club (JHe)	
<b>Tuesday</b>	1.15 Yr 7/8 Rugby (TG RD) 1.15 Yr 5/6 B/ball (KF) 1.15 Google Leaders (JST) 1.25 Yr 5/6 Computer Club (DD) 1.25 Year 6 OSL Club (CM)	3.20 – 4.30 Yr 5/6 B/ball (RD TG ) 3.30 - 4.30 Drama club (JW)@  @ Yr5/6 and Yr 7/8 Alternate weeks	6.00 - 8.15 Jazzercise (Hall)
<b>Wednesday</b>	1.15 Yr 7/8 Gymnastics (TG VO AJ) 1.15 Yr 5/6 TAG Rugby (RD) 1.15 All Years Speedstacks (GC KF) 1.25 Yr 5/6 U2 Club (MM) 1.25 Yr 7/8 Computer Club (RDt) 1.25 Yr 5/6 Computer Club (DD) 1.25 Year 6 OSL Club (JSt)	3.20 – 4.30 Yr 7/8 Football(TG RD GC AJ)* 3.20 - 6.00 Matches (TG RD GC VO AJ) 3.30 – 4.30 Study Support Club (JHe) 3.30 - 4.30 Young Carers (JST JW SLi)#  * Only when there are not Matches (See Fixture List)	6.30 – 7.30 Royston Junior Netball (O/S/ Gym) 7.30 - 9.00 Royston Netball (O/S) 7.15 – 8.45 Zumba (Hall) 7.15. – 9.00 Guy Sing (Music Room)
<b>Thursday</b>	1.15 Yr 5/6 Gymnastics (TG KF) 1.20 Intermediate Recorders (CC) 1.25 Yr 7 ITC Curriculum Extension (AJ) 1.25 Yr 5/6 Computer Club (DD) 1.25 Yr 7/8 SPACE (MM ) 1.25 Active Listeners Drop-In (JST) 1.25 Royston Festival Choir (CM SC) 1.25 Yr 7/8 Choir (SC) starts Oct 13 <sup>th</sup>	3.30 – 4.30 Yr 7/8 Badminton (VO ) 3.30 – 4.30 Study Support Club (JHe) 3.00 – 3.20 Advanced Recorders (CC) 3.30 – 4.45 Leo Club (JC) 3rd Thursday of the month	6.30 - 8.45 Jazzercise (Hall) 4.00 – 5.00 Years 3/4 Corvus Basketball (KF) RLC 5.00 – 6.00 Yrs 5/6/7 Corvus Basketball (JD) RLC 6.00 – 7.30 8/9/10/11 Corvus Basketball (AJ SI) RLC 8.30 – 10.00 Adult Corvus b/ball (RP) RLC
<b>Friday</b>	7.45 – 8.15am Yr 6/7/8 Table Tennis (RD)# 7.45 – 8.15 Yr 8 Basketball (RD)# Jan 2016 1.15 Y5 5/6/7 Streetdance (VO,KF) 1.15 Yr 7 B/ball (TG GC) 1.25 Year 6 Maths Clinic (HG) 1.25 Yr 8 ITC Curriculum Extension (JG) 1.25 Year 5/6 Computer club (TLi)	3.30 – 4.30 Maths Club (LBK JH) 1.25 All Years Book Group* 1 x ½ term Tues/Weds/Thurs tba	
<b>Saturday</b>	8.45 – 10.15 Jazzercise (Hall)	10.30 – 1.00 GMax (Gym)	
<b>Sunday</b>		9.00 Royston Football Club	

**All clubs organised by The Greneway School are run free of charge**

### Appendix 3

#### Details of Schools Admission September 2015

*Total number of places allocated reflects the number of pupils in the catchment area.*

Admission Limit – the number of pupil places available in the intake year for the school	120
Total number of requests for places –Preference 1, including late applications	130*
Total number of places allocated, including late applicants	120
Number of pupils not allocated a place	0

*\*In 2015 Greneway School was over-subscribed*

#### Details of Schools Admission September 2014

*Total number of places allocated reflects the number of pupils in the catchment area.*

Admission Limit – the number of pupil places available in the intake year for the school	120
Total number of requests for places –Preference 1, including late applications	102
Total number of places allocated, including late applicants	102
Number of pupils not allocated a place	0

#### Details of Schools Admission September 2013

Admission Limit – the number of pupil places available in the intake year for the school	120
Total number of requests for places –Preference 1, including late applications	106
Total number of places allocated, including late applicants	108
Number of pupils not allocated a place	0

#### Details of Schools Admission September 2012

Admission Limit – the number of pupil places available in the intake year for the school	120
Total number of requests for places –Preference 1, including late applications	122*
Total number of places allocated, including late applicants	120
Number of pupils not allocated a place	0

*\*In 2012 Greneway School was over-subscribed*

## Appendix 4

### Achievement at Greneway

Greneway is an inspiring and exciting place to learn. The outstanding curriculum is exceptionally well matched to pupils' needs and is central to securing pupils' positive engagement and good achievement.

Middle Schools occupy the formative central ground in the education process and a distinctive and valuable feature of our school is that we span Key Stages Two and Three. This ensures that the assessments at the end of Key Stage Two and the work which follows them all take place within one school, rather than at the point of transfer. This system reaps the full benefits for the pupil of using these results formatively and diagnostically to maximise learning. We are immensely proud of the progress pupils make during their learning journey.

#### Key Stage 3

Reflecting the accelerated two-year Key Stage 3 curriculum, attainment at the end of Year 8 is high and consistently above comparable levels nationally. Pupils make consistently strong progress in a wide range of subjects developing secure knowledge and understanding.

Target setting is based on the expectation that pupils make 4 points progress per year (exceeding the traditional national expectation of 3 points progress per year). For example, progress across all four years is good in English and outstanding in Maths, Science, ICT and PE. Data shows progress from Year 5 entry (Autumn term in core subjects and Mid-year for Foundation subjects, therefore progress above 12 exceeds national expectation).

APS Progress Year 5 to Year 8	2013	2014	2015
English	13.47	12	11.52
Maths	15.87	16.9	17.47
Science	13.91	12.9	11.35
ICT	13.77	13.33	13.11
PE	14.42	13.29	13.47

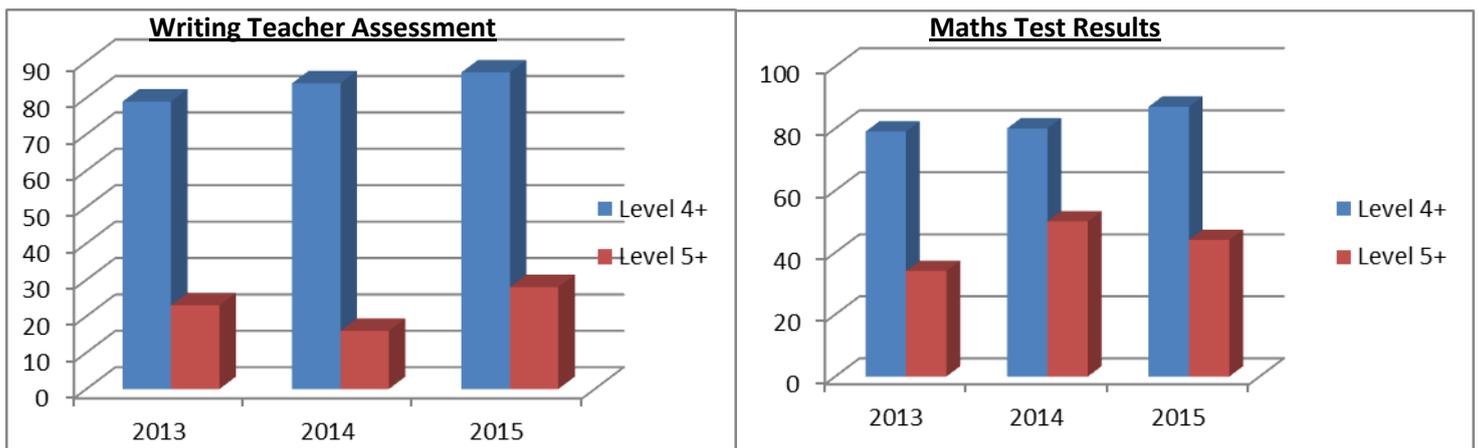
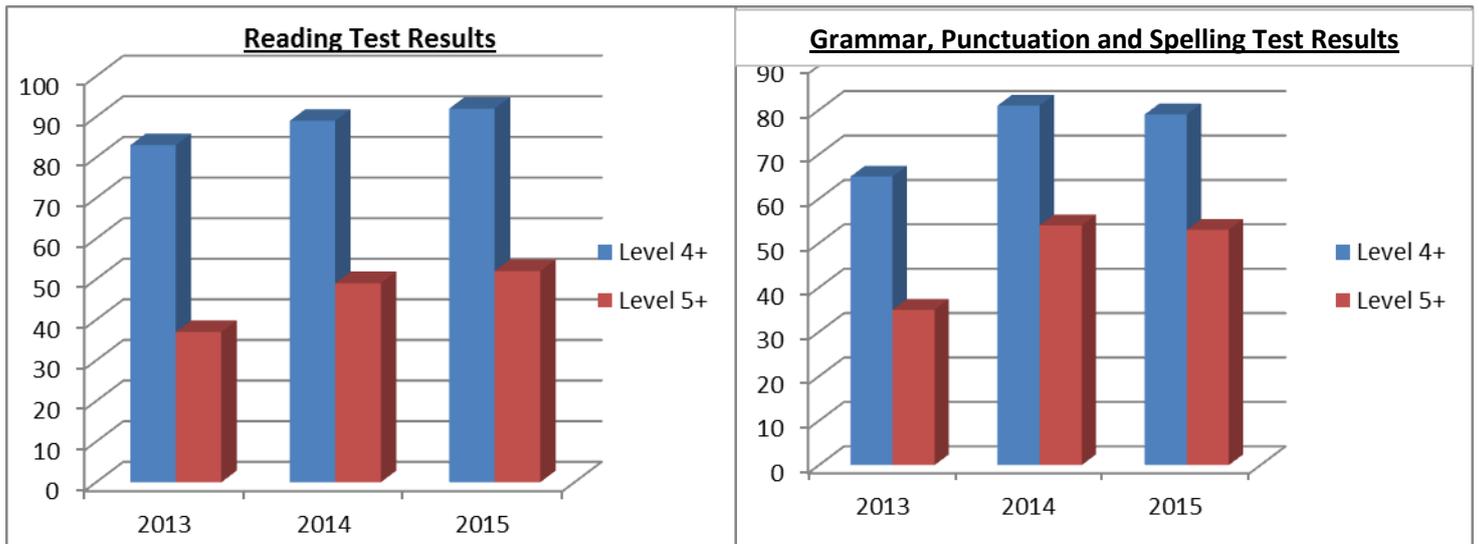
#### Key Stage 2

Key Stage 2 covers school years 3 to 6 and age ranges 7 to 11 of which we cover Year 5 and Year 6 (ages 9 - 11). We use and apply assessment data from Key Stage 1 to Key Stage 2 and measure progress from the beginning of Year 5 to the end of Year 6. It is a statutory requirement that children are tested at the end of Key Stage 2 (Year 6). Tests are used to assess the children in reading, spelling, punctuation and grammar (SPAG) and maths. These tests are marked externally. Writing is assessed internally by the school.

The link below shows the Department for Education School Performance Tables:

<http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=137658>

The graphs below highlight the Key Stage 2 Results for 2015:



Please contact the school office if you would like a copy of the Key Stage 3 Exit Data and Key Stage 2 Test results.