

The  
**Folkestone**  
School for Girls



Year 12 Booklet  
2020/2021



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A very warm welcome to Sixth Form at the Folkestone School for Girls

We are committed to excelling in all that we do and expect our girls to share and exhibit those same high standards for themselves. We aim for and achieve outstanding academic results but are equally concerned to foster creativity, to encourage courtesy and sensitivity towards others and to develop self-discipline, self-motivation and self-confidence.

Our academic curriculum, therefore, is only a part of what we do. We also encourage all girls to explore other interests and to take part in the wider life of the school through our many co-curricular opportunities – be that debating society, music, dance, drama, sports, Young Enterprise, Duke of Edinburgh award.....the list goes on.

We believe this is in an incredibly important part of education. Being part of a club, a team, a cast or orchestra requires teamwork and commitment. It develops self-confidence and, simply, can allow us all to grow and flourish in other arenas. This belief in the power of co-curricular activities drives our thinking. Girls therefore do not complete an inordinate amount of qualifications. Typically, students sit 10 x GCSE and a further 3 A-levels. This allows time to focus efforts on achieving the very highest grades within these but also time to participate in other activities and interests – both at school and at home. Additionally, and importantly, there is also time to spend with friends and family. We feel a sensible balance - with girls able to excel and explore in the classroom but also on the stage, the sports field, the concert hall .... and time, too, to just be a young adult!

We encourage our girls to aspire, to find out who they are, what kind of person they want to be and to develop their strengths across a broad spectrum of activities. Our aim is to provide an outstanding academic curriculum, outstanding teaching and outstanding opportunities and experiences to ensure our girls leave as well-qualified and well-rounded young women. They will have a strong academic portfolio of qualifications, highly-developed interpersonal skills, a broad range of interests and are well prepared to pursue varied and fulfilling careers.

**Sixth form constitutes a new start. For the very first time in your lives you have sole responsibility for the courses you choose to study. You will have fewer subjects but more to do in each one. The depth of knowledge required to succeed at A level is a significant step up from GCSE and you will need to commit to private study and background reading to truly succeed. You will also be thinking about university, perhaps, and your next steps and so we implore you to consider your talking point for interviews – what else do you do beyond study? Duke of Edinburgh? Volunteering? Debating Society? Avail yourselves of all the opportunities provided at school so that you do indeed have something to say.**

I trust your daughters will approach Sixth form with enthusiasm, with optimism and with the determination and drive to make every lesson count and, simply, do her very best.

This booklet gives information on the basic organisation within the School and should prove invaluable as a quick reference point - so worth keeping safe!

Mr Mark Lester  
Principal

# The School Day

Assembly	08:40 to 09:00
Period 1	09:00 to 10:00
Period 2	10:05 to 11:05
Break	11:05 to 11:25
Period 3	11:25 to 12:25
Lunch	12:25 to 13:25
Period 4	13:25 to 14:25
Period 5	14:30 to 15:30

## **Academic Year 2020-2021**

### **Term 1 2020**

Wednesday 2nd September to Friday 16th October

***October Break: Monday 19th October to Friday 30th October***

*Staff Inset Day Tuesday 1st September*

### **Term 2**

Monday 2nd November to Friday 18th December

***Christmas Break: Monday 21st December to Friday 1st January***

### **Term 3 2021**

Monday 4th January to Friday 12th February

***February Break: Monday 15th February to Friday 19th February***

### **Term 4**

Monday 22nd February to Thursday 1st April

***Easter Break: Friday 2nd April to Friday 16th April***

### **Term 5**

Monday 19th April to Friday 28th May

***Bank Holiday: Monday 3rd May***

***May Break: Monday 31st May to Friday 4th June***

### **Term 6**

Monday 7th June to Thursday 22nd July 2021

## **Who's Who**

### **Principal**

Mr Mark Lester

### **Vice Principals**

Mr D Quinn

Mrs F Chapman

### **Assistant Principals**

Mr M Buckley

Mrs K Sauntry

Mr M Allingham

### **Head of Sixth Form**

Mrs A Hagedom

### **Directors of Learning**

Art & Design:	Mrs S Rowland
Dance:	Mrs Z Barnes
Drama:	Mrs C Dahroug
English:	Mr M Allingham
Geography/Travel & Tourism:	Mrs L Haigh (Maternity Leave)
History, Politics & Classics:	Mr C Higgins
Health & Social Care:	Miss S Norris
ICT:	Mr R Easton
Mathematics:	Mr P Birkman
Modern Languages:	Mrs F Motley
Music:	Ms K Livingston
Physical Education:	Mrs S Hutley
RE & Social Studies:	Mr M Bates
Psychology:	Miss K West
Science:	Mrs W Robertson
Careers/Internships:	Mr M Kennedy

### **Directors of Pastoral Care**

Mrs L Chan

Ms N Perry

### **Student Development Leaders**

Year 7	Ms D Phelps
Year 8	Miss L Hewlett
Year 9	Miss A McDermott
Year 10	Mrs T Schermuly
Year 11	Mrs J Fuller
6 <sup>th</sup> Form	TBC
Personal Development & Emotional Well-Being	Mr T Dixon

### **Examinations Officer**

Mrs S Burden

# Pastoral Information

In Year 12 and 13 the students move in to KS5 where they have a new student development leader and this is overseen by the Head of KS5.

Each girl is also allocated to a House when she joins the school and she will stay in this House throughout her time at FSG. Competitions are held between the Houses and a cup is awarded to the House with the most points at the end of the year.

**The Student Development Leader (SDL) for Year 12 will be confirmed at a later date, this booklet will be updated with the relevant contact information at that time.**

The SDL will usually be the first port of call should you have any questions/queries about school or your daughter's progress at school.

The important dates for the forthcoming year can be found on our school website however you can find those for year 8 specifically below for your ease.

Year 12 Parents Evening – Bookings Open	Monday 25 <sup>th</sup> January
Year 12 Parents Evening	Thursday 4 <sup>th</sup> February
<b>Year 12 Final report published</b>	Friday 16 <sup>th</sup> July

In addition, you can access up to date information via the SIMS Parent app/our website. Parents should have received a registration email for the app. If you have not received this please contact your SDL to arrange for this to be sent out.

# The Curriculum



‘...consideration must be given to the question, **what constitutes education and what is the proper way to be educated?** At present there are differences of opinion as to the proper tasks to be set; for all peoples do not agree as to the things that the young ought to learn, either with a view to virtue or with a view to the best life, nor is it clear whether their studies should be regulated more with regard to intellect or with regard to character’  
- Aristotle

The Folkestone School for Girls has a long established and enviable reputation of delivering outstanding academic results. However, in response to the questions posed by Aristotle all those years ago, we believe that education must maintain **a balance between intellect and character**. An outstanding education is not either/or. It is both.

Students therefore do not complete an inordinate amount of qualifications as a matter of course. Instead students at FSG complete what we believe to be a sensible number of qualifications. This allows students time to focus efforts on achieving the very best grades within these but also time to participate in co-curricular activities and interests – both at school and at home, and additionally, time to spend with friends and family. A justifiable balance between intellect **and** character

Our Curriculum aims to provide:

- 8 to 10 strong GCSEs at grades 5 -9;
- 3 or 4 good A levels in mainstream academic subjects;
- Work experience/internship placements to develop awareness of the world of work and key skills;
- Community service to develop and demonstrate character;
- Art, Drama, Music and Sport for breadth and balance as well as for their intrinsic value;

and after 7 years - happy, well-qualified and well-rounded young women prepared for varied and fulfilling careers and ready to take on the world!

Our curriculum naturally focuses on traditional, rigorous, academic subjects with the importance of these subjects reflected in the time allocated to their study.

## **KS3**

Our KS3 curriculum is completed by the end of Year 8 and every student studies the following subjects:

English (Language and Literature), Mathematics, Science (Biology, Chemistry and Physics), Computer Science & Digital Literacy, Art & Design, Drama, Geography, History, French, Music, Physical Education & Dance, Religious Education and PSHE.

## **KS4**

All students follow a core curriculum of:-

English Language, English Literature, Mathematics, Science (2 GCSE's covering Biology, Physics & Chemistry), Religious Studies & Physical Education.

Students then choose a further four subjects from:-

Art & Design, Business Studies, Computing, Dance, Drama, French, Geography, History, Health & Social Care, ICT, Music, Spanish, and Separate Sciences.

## **KS5**

We offer over 30 subjects at 'A' level and in addition students are encouraged to carry out a period of work experience. A more detailed outline of the courses currently on offer can be found at our website in the Sixth Form Options Booklet.



# FSG *Bacc*

Qualifications are what girls get; they do not define who they are and will play only a part in shaping who they become. Our academic curriculum therefore is **only a part** of what we do.

Complementing our traditional, rigorous academic curriculum our personal challenge programme ensures our girls leave us with a strong academic portfolio of qualifications, highly developed interpersonal skills, self-confidence, self- motivation and a broad range of interests - **The FSGBacc!**

**It's not just a pair of boots.**

**It's not just a rock face.**

**It's not just a bike ride.**

**It's not just an empty stage and a mic.**

It's what they represent.

It's standing on your own two feet.

It's taking everything life throws at you - sometimes in your stride but sometimes the path may prove harder.

It's never giving up!

It's leading the way.

It's offering a helping hand to those around you.

At **The Folkestone School for Girls**, all students take part in a personal challenge curriculum - albeit on the stage, the climbing wall, the sports field or concert hall, through debating, Young Enterprise, Duke of Edinburgh, CCF, the list goes on.....

It's not just a break from the classroom.

It's an essential part of **our** curriculum and an essential part of **your** development.

Our aim is not just to prepare you for exams.

It's to prepare you for life.

**What will you do as your personal challenge?**





# Art & Design

## Entry Requirements:

**GCSE Grade 6 in Fine Art, Textile Design, Photography or Art & Design equivalent**

## Course Content:

This new specification allows us to continue to provide for a flexible structure and an excellent choice of experiences, tailored to meet the needs and aspirations of each individual student. The emphasis is on achieving a balance of technical skill, personal expression and contextual knowledge, with each topic being taught and then further developed by each student's own aspirations. This is facilitated with support and guidance from the teacher.

Stand-alone workshops/events including artist workshops, life drawing and other media experiences will also play a part in widening each student's range of experiences before they decide upon and explore their Personal Investigation.

A wide range of disciplines are available to each student from which to construct an individual programme. These include: Drawing/ Painting/ Sculpture/ Ceramics/ Printmaking/ Textiles/ Mixed Media/ Collage/ Digital Media/ Photography. Critical/ Historical/ Contextual studies permeate all areas and visits to Visual Art Exhibitions are an essential element. The first task is a site-specific visit, which is used as a starting point for the first project.

## Assessment:

The work will be internally marked during the course with External Moderation by a Visiting Examiner occurring at the end of the course in Yr 13.

## The units that are studied are:

**Component 1 "Personal Investigation"** – After the exploratory 4 terms experimenting with a range of media and approaches, each student then at the start of term 5 in Yr 12 generates a topic/proposal of their choice to explore in detail, including 3000 word illustrated essay. This component is worth 60% of the overall marks and completed by January of Yr 13.

**Component 2 "Externally Set Assignment"** is given out on the 1<sup>st</sup> February in Yr 13 and is the exam paper with 8 starting points. Students choose one question to develop ideas during the preparatory stage and then complete a final piece in 15 hours of supervised study just after Easter in Yr 13.. This element is worth 40% of the overall marks.



# Biology

AQA A Level Biology is a linear qualification taken over two years.  
All assessments are taken at the end of year 2.

Paper 1 assesses the topics studied in year 12  
Paper 2 assesses the topics studied in year 13  
Paper 3 is a synoptic exam, which includes an essay.

Year 1 A level biology is taught by two teachers, with 9 hours of lessons each fortnight.  
The core content studied is as follows:

1. Biological molecules
2. Cells
3. Organisms exchange substances with their environment
4. Genetic information, variation and relationships between organisms

Each topic will be internally assessed by end of unit tests which will be used to inform students of their progress.

The following six practicals must be carried out by all students taking this course:

1. Investigation into the effect of a named variable on the rate of an enzyme controlled reaction.
2. Preparation of stained squashes of cells from plant root tips
3. Production of a dilution series of a solute to produce a calibration curve with which to identify the water potential of plant tissue
4. Investigation into the effect of a named variable on the permeability of cell-surface membranes
5. Dissection of animal or plant gas exchange system or mass transport system or of organ within such a system
6. Use of aseptic techniques to investigate the effect of antimicrobial substances on microbial growth

Practical work is at the heart of biology, so we have placed it at the heart of our lessons. Practical assessments have been divided into those that can be assessed in written exams and those that can only be directly assessed whilst students are carrying out experiments. A-level grades will be based only on marks from written exams. A separate endorsement of practical skills will be taken alongside the A-level. This will be assessed by teachers and will be based on direct observation of students' competency in a range of skills that are not assessable in written exams.

Universities require the Practical Endorsement for any degree course in a science based subject.

Useful websites for students studying Biology:

- [www.aqa.org.uk](http://www.aqa.org.uk) – download past papers, mark schemes and the examiners reports.
- <http://www.a-levelnotes.co.uk/biology-aqa-a2-notes-new-spec.html>
- <http://www.a-levelnotes.co.uk/biology-aqa-as-level-notes-new-spec.html>
- <https://www.youtube.com/user/MrPollockBiology>

# **BTEC Extended Certificate in Business**

## **Entry Requirements:**

GCSE level 5 or above in English and a level 5 or above in Mathematics.

## **Course Content:**

This qualification is equivalent to one A level. Units studied include:

1. Exploring Business
2. Developing a Marketing Campaign
3. Personal and Business Finance
4. Recruitment and Selection Process

## **Assessment:**

### **Exploring Business**

Exploring Business consists of 3 class based assignments which are internally assessed.

### **Developing a Marketing Campaign**

Developing a marketing campaign is a Controlled Assessment for 3 hours based on a pre-seen case study received 2 weeks prior to the assessment.

### **Personal and Business Finance**

Personal and Business Finance is an external examination.

### **Recruitment and Selection Process**

3 class based assignments focused around human resources which are internally assessed.

# Chemistry

AQA A-Level Chemistry is a linear qualification taken over two years which means all assessments are taken at the end of Year 2. The course is split into three distinct sections; Physical Chemistry, Inorganic Chemistry and Organic Chemistry. Year 1 A-level Chemistry is taught by two teachers, with 9 hours of lessons each fortnight.

The core content studied in Year 1 is as follows:

- Physical – Atomic Structure, Amount of Substances, Bonding, Energetics, Kinetics, Equilibria and Redox.
- Inorganic – Periodicity, Group 2 and Group 7
- Organic – Alkanes, Halogenoalkanes, Alkenes, Alcohols and Organic Analysis.

Each topic will be internally assessed by end of unit tests which will be used to inform students of their progress.

## Assessment:

A sample of the AS paper will also be used as an assessment at the end of Year 1, each 1hr 30min.

- *Paper 1:* Relevant Physical topics and Inorganic Chemistry
- *Paper 2:* Relevant Physical topics and Organic Chemistry

At the end of Year 2, you will sit three external exams in Chemistry (each 2hrs):

- *Paper 1:* relevant Physical topics and Inorganic Chemistry
- *Paper 2:* relevant Physical topics and Organic Chemistry
- *Paper 3:* a synoptic exam, which mainly focuses on practical techniques and multiple choice questions.

*Practical work is fundamental in Chemistry and therefore has been embedded throughout the course to ensure students are able to carry out practical work proficiently.*

AQA has divided practical assessments into those that can be assessed in written exams and those that can only be directly assessed whilst students are carrying out experiments. A-level grades will be based only on marks from written exams with a separate endorsement of practical skills will be taken alongside the A-level. This will be assessed by teachers and will be based on direct observation of students' competency in a range of skills that are not assessable in written exams. Universities require this Practical Endorsement for any degree course in a science based subject.

The following six practicals must be done in Year 12 by all students taking the course and will be assessed by teachers based on AQA Practical Endorsement Standards:

1. Make up a volumetric solution and carry out a simple acid–base titration
2. Measurement of an enthalpy change
3. Investigation of how the rate of a reaction changes with temperature
4. Carry out simple test-tube reactions to identify:
  - i. cations – Group 2,  $\text{NH}_4^+$
  - ii. anions – Group 7 (halide ions),  $\text{OH}^-$ ,  $\text{CO}_3^{2-}$ ,  $\text{SO}_4^{2-}$
5. Distillation of a product from a reaction
6. Tests for alcohol, aldehyde, alkene and carboxylic acid

## Useful websites for those studying Chemistry:

[www.aqa.org.uk](http://www.aqa.org.uk) – download past papers, mark schemes and the examiners reports.

<https://www.chemguide.co.uk/> - chemguide

<https://chemrevise.org/revision-guides/> - revision notes

Khan Academy- search their youtube page for videos on different topics.

# Computer Science

## AQA

### Entry Requirements:

Grade 6 in GCSE Mathematics. Studying Computing at GCSE level is not a requirement, however, if you have studied GCSE Computing, you will need at least a Grade 6, which shows that you have an aptitude for the subject.

### Course Content:

This course covers the fundamentals of computer science and develops a high level of programming skills. By the end of Year 12 you will be writing complex programs to solve given problems. Much of the theory will involve the use of software to explore different computational ideas. The coursework component is completed during Year 13.

At the heart of program design is the skill of problem solving. A large part of this qualification is the development of your problem-solving skills and your ability to think.

### Assessment:

#### Paper 1:

40% of A-level. Written exam of 2.5 hours. Students answer a series of short questions and write/adapt/extend programs in an electronic answer booklet.

#### Paper 2:

40% of A-level. Written exam of 2.5 hours answering short and extended answers to questions.

#### Non-exam assessment (coursework):

20% of A-level. Students solve or investigate a practical problem.

# Dance

## AQA

### Entry Requirements:

GCSE Grade 6 or above in Dance.

### Course Content:

- **Choreography:** Students must learn how to create an original piece of choreography, in response to an externally set task.
- **Performance:** Students must develop and apply the knowledge, understanding and skills required to perform as a soloist in the style of a practitioner and how to perform as part of a quartet.
- **Critical engagement:** The areas of study and set works provide an appropriate focus for students to critically engage with dance and understand the interrelationship between the creation, presentation and viewing/appreciation of dance.

You will study the following areas:

- **Rambert Dance Company**
- **The Independent Contemporary Dance Scene**

The Set Works are:

### Sutra by Sidi Larbi Cherkaoui



### Rooster by Christopher Bruce



### Assessment:

Component 1: Performance and Choreography: practical exam 50%

Component 2: Critical Engagement: written exam of 2 hours 30 minutes 50%

# Drama & Theatre Studies

## Entry Requirements:

GCSE Grade 6 or above in Drama.

## Course Content:

This course encourages students to develop their creativity, communication skills, confidence and team work, alongside developing a deep understanding of Drama and Theatre from both an actor's, and a director's point of view.

### Component 1 – Devising (40%)

In this unit you will create an original piece of theatre using text and a Drama Practitioner as a stimulus. You will develop a devising portfolio to map your progress.

### Component 2 – Text in Performance (20%)

In this unit you will perform extracts from a set text as a group, and a monologue from a different text.

### Component 3 – Theatre Makers in Practice (40%)

You will explore a set text, focusing on how it could be performed, from page to stage. In this unit you will also study and evaluate a live piece of theatre, and as a director, consider how to stage another set text.

All Drama students will be required to attend evening theatre trips and partake in evening performance work.

# Economics

## AQA

## Entry Requirements:

GCSE Grade 6 or above in English and Mathematics.

## Course Content:

The specification is split into two main sections. The first section introduces students to microeconomic issues and the second section covers mainly macroeconomic issues.

### Section 1: Economics: Markets and Market Failure

Candidates will explore the nature of demand for, and supply of goods in a wide range of situations and be able to use this understanding to explain why markets may fail and how governments intervene in the marketplace to rectify the situation.

### Section 2: Economics: The National Economy

This unit offers the opportunity to explore how we measure the performance of the UK economy investigating issues such as economic growth, unemployment, inflation and exchange rates and it looks at the use of government policy to manage the economy.

## Assessment:

The A-Level course is made up of 2 sections over 2 years;

The course is assessed by 3 examinations of 2 hours in duration, each worth 33.3%

These examinations consist of multiple choice and data response questions, and written essays. All exams are externally marked.



# English Literature

**Edexcel**

## Entry Requirements:

GCSE Grade 6 or above in English Literature and English Language.

## Course Content:

All prescribed texts are engaging yet rigorous, and through discussion and debate, we endeavour to bring all texts, both classic and modern, into a real life context. Of course, English Literature, as a facilitating subject, is an excellent building block for those wishing to take the subject further at university, but even if you have a different direction in mind, communication skills, both written and verbal, will flourish. We hope that this course will encourage the students' love of literature to thrive, and that it will provide them with a secure foundation for any area of further education.

## Assessment:

**Component 1:** Drama - one Shakespeare play and one other drama. (30%)

**Component 2:** Prose – two prose texts from a chosen area of study. (20%)

**Component 3:** Poetry - a modern poetry anthology, and a poetry collection based on a specific writer/genre. (30%)

**Component 4:** Coursework – a comparative analysis of two texts not studied in Components 1-3. (20%)

## Assessment:

**Component 1** – Internally assessed, Devising log will be externally moderated.

**Component 2** – Externally assessed by visiting examiner

**Component 3** – Written exam.

# English Language & Literature

**AQA**

## Entry Requirements:

GCSE Grade 6 or above in English Language and Literature.

## Course Content:

This course is both creative and analytical. The specification focuses closely on Stylistics, with careful consideration given to how language choices create representations, both in literary and non-literary texts. We consider how “words create worlds” and the specification encourages students to analyse a range of texts, and in some cases, to create texts of their own based on what they have studied. Students develop skills as producers and interpreters of language by creating texts themselves and critically reflecting on their own processes of production.

## Assessment:

### Paper 1: Telling Stories

Section A – Remembered Places: One compulsory question on the AQA Anthology: Paris.

Section B – Imagined Worlds: One question from a choice of two on prose set text.

Section C – Poetic Voices: One question from a choice of two on poetry set text.

### Paper 2: Exploring Conflict

Section A – Writing about Society: One piece of re-creative writing using set text accompanied by a written commentary.

Section B – Dramatic Encounters: One question from a choice of two on drama set text.

### Paper 3: Making Connections (Coursework)

A personal investigation that explores a specific technique or theme in both literary and non-literary discourse.

# Geography

## AQA Geography A Level – 2 year linear course

Geography is all around us every day and everywhere and to be a good global citizen you will need to develop your understanding of the world we live in. Across the A Level course you will investigate how the planet influences people and how we are, in turn, having a dramatic influence on the planet. The course includes 4 days of fieldwork to collect data both for the local place study in Hythe and the distant place study in Whitechapel as well as trips to other locations in Kent to collect data for the coursework element of the course.

### **Component 1: Physical Geography – 40% of the A Level – written exam**

- Section A – Water and Carbon Cycles
- Section B – Coastal Systems and Landscapes
- Section C – Hazards

### **Component 2: Human Geography – 40% of the A Level – written exam**

- Section A – Global Systems and Global Governance
- Section B – Changing Places
- Section C – Population and the Environment

### **Component 3: Geography fieldwork investigation – Non-Examined Assessment (NEA) – worth 20%**

Students will complete an individual investigation which must include data collected in the field. The individual investigation must be based on a question or issue relating to any part of the specification content. The investigation is teacher assessed and externally moderated.

### **Year 12**

- **Hazards** – this topic focuses on the lithosphere and atmosphere, which present natural hazards to human population, often in dramatic and catastrophic fashion. You will explore the origin and nature of different hazards and the various ways in which people respond to them..
- **Global Systems and Global Governance** – this topic focuses on globalisation – the economic, political and social changes associated with technological and other driving forces which have been a key feature of global economy and society in recent decades.
- **Changing Places** – this topic focuses on people’s engagement with places, their experience of them and the qualities they ascribe to them. You will consider the importance of how places are known and experienced, how their character is appreciated, and the factors and processes which impact upon places and how they change and develop over time. You will study two contrasting places, one local and one distant. This will involve a field trip to Hythe to collect data for your local place study and a field trip to Whitechapel for the distant place study.
- **Coastal Environments** – this topic focuses on the dynamic coastal environment in which landscapes develop by the interaction of winds, waves, currents and terrestrial and marine sediments. You will look at the different processes and landforms that occur in coastal environments as well as the diversity of coastal environments and their importance as human habitats.
- **NEA (Non-Examined Assessment)** – you are required to undertake an independent investigation which must incorporate a significant element of fieldwork (there will be the opportunity to complete 3 days of fieldwork within school time). This can be based on human or physical aspects of geography, or a combination of both and may incorporate field data from fieldwork collected individually or in groups. You will need to contextualise, analyse and evaluate your work to produce a report that demonstrates required fieldwork knowledge, skills and understanding.

Useful website: <http://www.aqa.org.uk/subjects/geography/as-and-a-level>

<b>Key Books</b>	<b>ISBN</b>	<b>Publisher</b>	<b>Textbook/Revision Guide</b>
AQA Geography A Level and AS: Human Geography	978-0-19-836654-6	Oxford University Press	Textbook
AQA Geography A Level and AS: Physical Geography	978-0-19-836651-5	Oxford University Press	Textbook
AQA A Level Geography Fourth Edition	978-1-4718-5869-7	Hodder Education	Textbook
My revision notes AQA AS/A Level Geography	978-1-4718-8671-3	Hodder Education	Revision Guide

# Government & Politics

## AQA

### Course Content:

**Unit 1** - The Government of the UK: key constitutional laws, e.g. Magna Carta & Bill of Rights and how laws are made; structure & role of Parliament; the powers of the PM; the role of the judiciary; democracy & participation; electoral systems; evolution of political parties; role of pressure groups.

**Unit 2 -The Government & Politics of the USA:** foundation of the USA and the constitution; powers of Congress and of the President; differences between parties, esp. Republicans and Democrats; role of pressure groups; civil rights in USA; comparison of UK and US institutions.

**Unit 3 – Political ideas:** students study 3 core ideologies that have shaped the modern political world plus one optional ideology. Core ideologies are: liberalism; conservatism; socialism. Optional ideology: feminism. Students are also able to study nationalism, multiculturalism; anarchism; ecologism as an additional ideology.

### Assessment:

Three 2hour exams on each of the topics outlined above, each worth 1/3 of the overall total marks.

### Text books used:

Philip Lynch, *UK Government and Politics, Fifth Edition* (Hodder)

Anthony Bennett, *US Government and Politics, Fifth Edition* (Hodder)

Neil McNaughton & Richard Kelly, *Political Ideas for A-Level* (Hodder)

### Extra-curricular activities:

Students may wish to attend Debating Society and take part in the debating and public speaking activities advertised throughout the year, including Mock Bar, a courtroom based team competition.

Every year, the department organises as visit to the Houses of Parliament and there are regular visits by guest speakers including politicians and local university academics. In addition, every other year the department organises a trip to Washington, to support students' studies of the Civil Rights element of the course.

### Useful websites and online resources:

AQA website: [www.aqa.org.uk/subjects/government-and-politics](http://www.aqa.org.uk/subjects/government-and-politics) (for past papers, exam specs and examiner reports)

BBC News website: [www.bbc.co.uk/news](http://www.bbc.co.uk/news) (for updates on UK and US politics and links to useful podcasts, documentaries and social media)

Online talks and lectures are available via Massolit which supplement the course and are tailored to the exam board requirements.

# **BTEC Level 3 National Extended Certificate in Health & Social Care**

## **Pearson**

**Entry Requirements:** Level 2 merit or above if studied Health and Social Care

GCSE Grade 5 or above in English Language.

**The Pearson BTEC Level 3 National Extended Certificate in Health and Social Care aims to provide an introduction to the sector. In both year 12 and year 13, you will study one internally assessed unit and one externally assessed unit.**

## **Course Content:**

**Unit 5: Meeting Individual Care and Support Needs** (internally assessed unit). This unit introduces you to the values and issues that need to be considered when planning care and support that meet the needs of an individual in a social care environment.

**Unit 1: Human Lifespan Development** (externally assessed unit). You will study every age range, from conception through to old age, and consider how different life factors impact on our lives.

You will be assessed through a number of short and essay style questions. You will need to explore and relate to contexts and data presented. The questions will assess understanding of growth and development through the human lifespan, the factors that affect growth and development and the effects of ageing.

**Unit 2: Working in Health and Social Care** (externally assessed unit). This unit will help you to understand what it is like to work in the health and social care sector.

You will be assessed through a number of short- and essay style questions. The paper consists of four sections, and each section is based on a different short scenario briefly explaining the situation of a person with health and social care needs. Each scenario is relevant to a different service user group. Each section of the paper is structured with questions of 2, 4, 6 and 8 marks.

**Unit 14: Physiological disorders and their care** (internally assessed unit). In this unit, you will learn about the signs and symptoms of physiological disorders and how they are investigated and diagnosed. You will also learn about the different types of treatment and support available for individual service users, including surgery, rehabilitation and complementary therapies.

## **Assessment:**

Units 1 and 2 are externally assessed through written examinations which are both 1½ hours long. The external assessment carries a weighting of 58%. Units 5 and 14 are assessed through internally-marked assignments and carry a combined weighting of 42%.

All key resources will be put on google classroom.

Course textbook: BTEC National Health and Social Care Student Book 1. ISBN: 9781292126012

BTEC National Health and Social Care Revision Guide. ISBN: 9781292230443

BTEC National Health and Social Care Revision Workbook. ISBN: 9781292230580

Revise BTEC National Health and Social Care Practice assessments plus unit 1. ISBN 9781292256689

Revise BTEC National Health and Social Care Practice assessments plus unit 2. ISBN 9781292256696

# History

## AQA

### Course Content:

#### Unit 1 – The Tudors: England 1485-1603

This paper examines how effectively the Tudors restored and developed the powers of the monarchy, how relations with foreign powers changed, the changes in the cultural, intellectual and religious climate of the nation and the importance of prominent individuals.

#### Unit 2 – The Russian Revolution and the Rise of Stalin, 1917-53

This paper examines the origins and impact of communism in Russia. It explores the rise of significant individuals such as Lenin and Stalin, as well as the ways in which ideology and terror were used in establishing dictatorships in Soviet Russia.

#### Unit 3 – Historical Investigation

American History from the emancipation of slaves (1883) until the assassination of Kennedy (1963). Students study the evolution of the USA from the end of the Civil War to its rise as a superpower nation.

Then, as an individual research project they are free to explore any one of a variety of themes, for example social or political change; the impact of key individuals; the effects of war or the country's changing perception of its place in the world. Students will need to formulate a challenging and appropriate enquiry question and explore the issues it raises through personally selected primary sources.

#### Assessment:

Two written exams of 2 hours 30 minutes (80%) each, as well as an independent study of 3000 – 3,500 words, internally assessed (20%).

#### Text books used:

David Ferriby, *The Tudors, England 1485-1603* (Hodder)

Sally Waller et al, *Revolution and Dictatorship, 1917-53* (Hodder)

#### Extra-curricular activities:

Students may wish to attend Debating Society and take part in the debating and public speaking activities advertised throughout the year. In addition, you may wish to take part in Mock Bar, a courtroom based team competition.

Every year, the department organises a visit to the National Archives to examine primary source material and take part in a source skills workshop and there are regular visits by guest speakers including authors and local university academics. In addition, every other year the department organises a trip to Washington, to support students' studies of the Civil Rights element of the course.

#### Useful websites:

**AQA website:** [www.aqa.org.uk/subjects/history](http://www.aqa.org.uk/subjects/history) (for past papers, exam specs and examiner reports)

History Learning Site & Spartacus Educational: useful 'encyclopaedia' sites, with primary sources and links to additional reading

History Extra: website linked to BBC History magazine with useful links to podcasts, documentaries and other online resources

JSTOR (ask your teacher for the access codes to this invaluable archive of academic journals and papers)

Online talks and lectures are available via Massolit which supplement the course and are tailored to the exam board requirements.

# **BTEC Extended Certificate in Information Technology**

**(Equivalent to one A Level)**

**Pearson**

## **Entry Requirements:**

Grade 6 in GCSE ICT or equivalent. Students that have not taken GCSE ICT will be considered if they have an interest and aptitude in the subject.

## **Course Content:**

The course covers and develops a wide range of IT areas and skills. There are three compulsory units and one optional unit. The compulsory units cover digital devices, emerging technologies, online communities, databases, social media as well as investigating the moral and ethical issues around IT. The optional unit will be chosen from Data Modelling or Website Design.

## **Assessment:**

Unit 1 – Externally Assessed 120 minute exam. There is just one re-sit opportunity per exam series and the best score stands.

Unit 2– Creating Systems to Manage Information. Externally Assessed Controlled Assessment completed on a computer.

Unit 3– Using Social Media in Business. Internally Assessed Controlled Assessment.

Optional Unit – Internally Assessed Coursework; either Data Modelling or Website Design.

# Mathematics

The A-level Mathematics curriculum follows the Edexcel exam board specification and consists of modules in Core Mathematics, Statistics, and Mechanics. The Year 12 content is:

## **Core Mathematics Modules**

Manipulation of algebraic polynomials  
The binomial expansion  
Algebraic division and the factor theorem  
Laws of indices  
Surds and rationalising the denominator  
Quadratic functions and the discriminant  
Solving quadratic equations by factorising, formula and completing the square  
Solving linear and quadratic simultaneous equations and inequalities  
Sketching quadratic, cubic and reciprocal graphs  
Transformation of graphs  
Straight-line coordinate geometry  
Equations of circles  
The Sine Rule and the Cosine Rule  
Trigonometric graphs and solving trigonometric equations  
Trigonometric identities  
Exponential functions  
Logarithms  
The number  $e$   
Calculus – differentiation and integration  
Vectors

## **Statistics Modules**

Measures of central tendency  
Standard deviation and variance  
Linear coding  
Cumulative frequency graphs and histograms  
Scatter graphs and regression lines  
Discrete and continuous probability distributions  
Binomial distribution  
Hypothesis testing and significance levels

## **Mechanics Modules**

Kinematics  
The equation of constant acceleration  
Vertical motion  
Displacement-time and velocity-time graphs  
Variable acceleration  
Forces  
Newton's law of motion  
Connected particles  
Pulleys



# Modern Languages (French and/or Spanish)

## AQA

### Entry Requirements:

Grade 7 or above at GCSE in your chosen Modern Foreign Language is recommended, however, a minimum of a Grade 6 is required.

### Assessment:

Each specific theme examines contemporary life and work in the countries where your chosen language is spoken.

Your understanding of authentic, contemporary French/Spanish is promoted through recordings and reading matter dealing with issues of interest and concern to young French/Spanish people. Students will be required to study historical, cultural and literary texts relating to French/Spanish speaking countries..

Paper 1: Listening, Reading and Translation (50%)

Paper 2: Written Response to Work (20%)

Paper 3: Speaking (30%)

All examinations are externally marked. Speaking exams are usually conducted by one of the class teachers.

### Course Content:

#### French

Study of Themes and Works:

#### **Theme 1: Aspects of French society: current trends**

- The changing nature of family
- The Cyber-society
- The place of voluntary work

#### **Theme 2: Aspects of artistic life in the French-speaking world**

- Contemporary francophone music
- The cinema: the 7th art
- A culture proud of its heritage

#### **Theme 3: Aspects of french Society: current Issues**

- Positive features of a diverse society
- Life for the marginalised
- How the criminal are treated?

#### **Theme 4: Aspects of political life in the French-speaking world**

- Young people and politics, right of vote
- Demonstrations and strikes
- Politics and immigration

Study of literature and film (or two pieces of literature). In the past students have been working on:

- Un Sac de Billes (Joseph Joffo)
- Le Château de ma Mère (Marcel Pagnol)
- La Haine (Mathieu Kassovitz)

# Modern Languages (French and/or Spanish)

AQA

## Spanish

### **Theme 1: Aspects of hispanic society**

- Modern and traditional values
- Cyberspace
- Equal rights

### **Theme 2: Artistic culture in the hispanic world**

- Modern day idols
- Spanish Regional Identity
- Cultural Heritage

### **Theme 3: Multiculturalism in hispanic society**

- Immigration
- Racism
- Interration

### **Theme 4: Aspects of political life in the hispanic**

- Today's youth, tomorrow's citizens
- Monarchies and dictatorships
- Popular movements

Study of literature and films:

- La Casa de Bernarda Alba (Federico García Lorca)
- El Laberinto del Fauno (Guillermo del Toro)
- Volver (Pedro Almodovar)

# Further Mathematics

The Further Mathematics course follows the Edexcel exam-board specification. There is compulsory content, and then students can choose two of three options to study as their remaining modules, choosing between Mechanics, Statistics and Discrete Mathematics. Mechanics is a popular choice with those also studying Physics due to the overlap of content. The Year 12 content is:

## **Compulsory content:**

Proof;

Complex Numbers;

Matrices;

Further Algebra and Functions;

Further Calculus;

Further Vectors;

Polar Coordinates;

Hyperbolic Functions;

Differential Equations;

Trigonometry;

Coordinate Geometry.

## **Mechanics content**

Dimensional analysis;

Momentum;

Energy and power;

Circular motion;

Moments

## **Statistics content**

Discrete random variables;

Poisson distribution;

Type 1 and type 2 errors;

Continuous random variables;

Chi tests;

Exponential distribution.

## **Discrete Mathematics content**

Graphs and Networks;

Linear programming;

Critical path analysis;

Game theory;

Binary operations.

# Music

## Edexcel

### Entry Requirements:

GCSE Grade 6 or above in Music, or Grade 4-5 standard on an instrument or voice.

### Course Content:

You will be required to:

- Develop your skills through performing;
- Develop musical ideas through composition;
- Gain a depth of understanding of the development of music in specific areas such as instrumental music, vocal music, music for film, popular music.

### Assessment:

Unit 1: Performing: Solo/Ensemble Performances – 8 minutes.

Performances can be recorded/re-recorded in March and April of the examination year.

Internally assessed and externally moderated (30%).

Unit 2: Composing: 1 Free Composition & 1 Composition to a Brief Assessing Compositional Technique.

Coursework under controlled conditions and externally assessed (30%).

Unit 3: Appraising Application of knowledge through the context of six areas of study, each with three set works:

- Vocal Music;
- Instrumental Music;
- Music for Film;
- Popular Music and Jazz;
- Fusions;
- New Directions;

2 Hour Examination that includes listening and essay writing (40%).

<https://folkestonegirls.musicfirst.co.uk/app/> You will be given your user name and password.

# Physics

AQA A Level Physics is a linear qualification taken over two years.

All assessments are taken at the end of year 2.

Paper 1 assesses Units 1-5 and 6.1

Paper 2 assesses units 6.2, 7 and 8

Paper 3 assesses practical skills and Astrophysics optional unit

Year 12 A level Physics is taught by two teachers, with 9 hours of lessons each fortnight.

The units studied content studied are as follows:

1. Measurements and their errors
2. Particles and Radiation
3. Waves
4. Mechanics and Energy
5. Electricity

Each topic will be internally assessed by end of unit tests which will be used to inform students of their progress.

During year 12 the following six practicals must be carried out by all students:

- Investigation into the variation of the frequency of stationary waves on a string with length, tension and mass per unit length of the string.
- Investigation of interference effects to include the Young's slit experiment and interference by a diffraction grating.
- Determination of  $g$  by a free-fall method.
- Determination of the Young modulus by a simple method.
- Determination of resistivity of a wire using a micrometer, ammeter and voltmeter.
- Investigation of the emf and internal resistance of electric cells and batteries by measuring the variation of the terminal pd of the cell with current in it.

Practical work is at the heart of physics, so we have placed it at the heart of our lessons. Practical assessments have been divided into those that can be assessed in written exams and those that can only be directly assessed whilst students are carrying out experiments. A-level grades will be based only on marks from written exams. A separate endorsement of practical skills will be taken alongside the A-level. This will be assessed by teachers and will be based on direct observation of students' competency in a range of skills that are not assessable in written exams.

Universities require the Practical Endorsement for any degree course in a science based subject.

Useful websites for students studying Physics

- [www.aqa.org.uk](http://www.aqa.org.uk)
- [hyperphysics.phy-astr.gsu.edu/hphys.html](http://hyperphysics.phy-astr.gsu.edu/hphys.html)
- [www.s-cool.co.uk/a-level/physics](http://www.s-cool.co.uk/a-level/physics)
- [www.kerboodle.com](http://www.kerboodle.com)
- [www.physicsclassroom.com/](http://www.physicsclassroom.com/)

# **Psychology**

**AQA**

## **Entry Requirements:**

GCSE Grade 6 or above in Biology (or Biology equivalent) and Grade 6 or above in English Language, along with a Grade 5 in Maths.

## **Course Content:**

Paper 1: Social Influence, Memory, Attachment, Psychopathology.

Paper 2: Approaches in Psychology, Biopsychology, Research Methods.

Paper 3: Issues and Debates in Psychology and then 1 option from Relationships, Gender or Cognition and Development, 1 option from Schizophrenia, Eating Behaviour or Stress, and 1 option from Aggression, Forensic Psychology or Addiction.

## **Assessment:**

Papers 1, 2 and 3: all assessed through individual written examination of 2 hours each.

# Sociology

## AQA

**Entry Requirements:** GCSE Grade 6 or above in English Language.

At A Level students of Sociology critically examine core assumptions about everyday social life and draw on theoretical ideas to understand societies and the forms they take. They use and then challenge these perspectives to investigate substantive problems and ethical dilemmas such as *Why does gender inequality persist? Why do social norms change? Why do some people commit crime?*

Students will also examine theories about the nature of social existence and change and explore different methods of social research.

Sociology is an immensely challenging and exciting discipline. Its aim is to understand how societies work. The study of sociology fosters a critical awareness of contemporary social processes and change. It investigates the structures, relations and cultures of different societies throughout the world and throughout history.

In studying sociology you will develop a sociological imagination. You will draw connections between the small every day and often individual problems people face to the 'big questions of the day. You will engage in critical analyses of the big changes that happen in society and explore why some of these changes take place and what the implications are for the rest of society and the world.

Sociology raises critical philosophical issues about how a society can ever be studied, and it charts social trends which may help us understand the dilemmas of modern life.

**Skills:** As well as disciplinary knowledge, students will develop skills and an understanding of what it means to think as a member of the Sociology community.

To further enhance their understanding and critical thinking skills students are encouraged to develop an interdisciplinary approach where they look across subject boundaries to critically consider how other viewpoints they have studied understand and study the social world. We wish for students to develop the confidence and skills to question their own values and those of others responsibly and ethically. Learners develop useful skills including: how to create cogent and rigorous arguments; analyse texts and arguments; how to explain difficult material clearly and concisely, and how to develop criticisms of other people's arguments and views.

### **Course Content: Components studied in Year 12**

Education, Methods in context; Research methods; Families and households.

### **Components studied for A Level**

1. Education with theory and methods;
2. Families and Households

**Assessment:** The A-level is assessed by three written exam papers at the end of the course:

Paper 1 – Education with Theory and Methods (two hours)

Paper 2 – Topics in Sociology (two hours) Mass Media and Families and Households

Paper 3 – Crime and Deviance with Theory and Methods (two hours).



# Sport

## **BTEC Level 3 National Extended Certificate**

A BTEC National in Sport is one of the most popular courses in the country. It is a vocational qualification that will help prepare you for a huge range of careers, but particularly to those interested in the sport sector. The qualification is equivalent in size to one A level

BTEC Nationals provide a vocational context in which learners can develop the knowledge and skills required for particular degree courses, including:

- reading technical texts
- effective writing
- analytical skills
- creative development
- preparation for assessment methods used in degrees.

The requirements of the qualification will mean that learners develop the transferable and higher order skills that are valued by higher education providers and employers.

Study of sport particularly encourages the development of skills and behaviours such as teamwork, leadership, performance analysis, resilience, evaluation, analysis and synthesising concepts. These skills are developed through the variety of approaches to teaching and learning enabled by the specification.

What will I learn on this course?

Module 1- Anatomy and Physiology (12G0GLH) Written exam; set and marked by the exam board Year 12

Module 2- Fitness Training and Programming for Health, Sport and Wellbeing (120GH) External task; set and marked by the exam board. Year 13

Module 3- Sporting industry (60GLH) Assignment based; set and marked internally. Year 12

Module 4- Sports Psychology (60GLH) Assignment based; set and marked internally. Year 13

<http://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.html>

# Additional Subjects

Additional subjects available through our partnership with The Harvey Grammar School:

## Film Studies

**WJEC**

### Course Content

Component 1: Varieties of Film and Filmmaking including a focus on Hollywood, American film and documentaries. (Examined unit: 35%)

Component 2: Global Filmmaking perspectives, including modern British Film, Global Film and various film movements. (Examined Unit: 35%)

Component 3: Practical Production (Coursework) - a creative and task with self-evaluation. (30%). This might require students to write a screenplay or make their own film.

Why take an A level in Film Studies?

For well over a century, film has represented one of the most powerful global means of communicating the local, national, and transnational stories that matter to humankind. Understanding the power of films to reflect reality is part of being a culturally literate and engaged citizen in the fullest sense. The study of cinema is important on a microcosmic and a macrocosmic scale: it allows you to explore the interconnectedness of personal visions, artistic and technological developments, social changes, as well as processes by which cultures and nations are defined through audio-visual means.

The Film Studies A-Level is designed to develop students' critical thinking, evaluative and analytical skills as well as deepening their understanding of how different cultures express themselves through the medium of film.

Students will be exposed to a wide range of film genres and students' understanding, appreciation and enjoyment of film will be greatly enhanced as well as expanding their creativity and practical skills. A variety of forms of assessment are used, with the intention of shaping the students into independent, active learners.

## Design & Technology: Product Design

**Edexcel**

### Course

### Content

This course aims to equip students with the skills to recognise design needs and develop an understanding of how current global issues, including integrating technology, impacts on today's world.

Component 1: Principles of Design and Technology: Written Examination 2 hours 30 minutes 50% of the qualification. This Component covers: Materials, Performance characteristics of materials, Processes and techniques, Digital technologies, Factors influencing the development of products, Effects of technological developments, Potential hazards and risk assessment, Features of manufacturing industries, Designing for maintenance and the cleaner environment, Current legislation, Information handling, Modelling and forward planning, Further processes and techniques.

Component 2: Independent Design and Make Project Coursework Centre assessed 50% of the qualification. This component covers: Students individually and/or in consultation with a client/end user identify a problem and design context.

# Art & Design: Graphic Communication

## OCR

### Course Content

This subject aims to allow you to extend and further develop your abilities gained through GCSE Art and Design and encourages you to experiment with a variety of different processes and methods. It also asks you to consider the work of professional artists in relation to your own work, and to form an understanding of the nature of art and design by developing a body of work that is personal and expressive.

The course offers the opportunity to gain a fundamental understanding of visual communication, encouraging you to identify your own strengths and interests in the subject as the course progresses. You will explore a variety of image making techniques, incorporating computer based Graphics, Illustration, Printmaking and Photography. Alongside drawing, you will develop an appreciation of Graphic Arts including Typography, Calligraphy and the use of signs and symbols. Audience and the professional context of Graphic Communication form the focus for the projects. In the Design Studio, you will work to strict deadlines and take part in regular group critiques. In addition, you will be encouraged to attend Life-Drawing classes and aim to spend some of your private study time working in the Art department.

### Further Information

In Graphics, trips to galleries and museums form an important part of your project and exam work.

Your coursework will be assessed on manipulative and analytical skills, aesthetic qualities, knowledge and critical understanding. There are clearly defined assessment objectives for each of these areas, through which your teacher will guide you.

## Sport - BTEC Level 3 National Diploma in Sport

### Pearson

A BTEC National Diploma is a Level 3 practical, work-related course. You learn by completing projects and assignments that are based on realistic workplace situations, activities and demands. As well as learning about the employment area you have chosen, you develop the skills you need to start a career.

This qualification is equivalent to two A Levels.

### What is the course structure?

The course is made up of nine units covering a large range of sports related topics. In Year 1 of the course, the students complete four units, which make up the Extended Certificate (equivalent to 1 A Level). In year 2, they complete an additional 5 units to complete the Diploma.

1 Anatomy and Physiology Written Exam

2 Fitness Training and Programming for Health, Sport and Well-being Task set and marked by exam board

3 Professional Development in the Sports Industry Assignment set and marked internally

4 Sports Leadership Assignment set and marked internally

22 Business for Sport Task set and marked by exam board

23 Skill Acquisition Assignment set and marked internally

9 Practical Sports Performance Assignment set and marked internally

10 Sports Event Organisation Assignment set and marked internally

18 Work Experience in Active Leisure Assignment set and marked internally

### How is the course assessed?

One unit is assessed via external examinations; two through a controlled assessment task and the remainder are assessed and graded via coursework activities.

# Extra-Curricular Activities

The school is proud of the range and excellence of its extra-curricular activities. Most of them take place within the lunch hour and you are encouraged to take full advantage of the programme which is available. Games, athletics and Dance are popular pursuits and our record of sporting achievement in the Shepway District is impressive.

The school has achieved the Gold Artsmark Award for activities offered at school involving Art, Dance, Drama and Music.

**The Drama Department** offers you an opportunity to take part in productions each year, from simple one-act plays to original devised pieces. There are regular Drama clubs running at lunch times and after school.

**Modern Languages** run regular after school clubs and clinics.

**The Music Department** is renowned for the excellence of its performances and the variety of activities available speak for themselves.

Activities currently available include:

Vocal Ensemble	Chamber Choir	Sax Group
Orchestra	Choir	String group
Wind Band	Jazz Ensemble	Piano club
Junior band	String Ensemble	
Ukulele Club	Flute Ensemble	Barbershop group
Music technology Club	Brass ensemble	

**The Mathematics Department** run a Maths Clinic for all year groups and a Maths Puzzles club for Years 7 and 8.

**Christian Union** – Enabling Christians to encourage and support one another by discussing how your faith can affect and influence your journey through secondary school.

**Debating Society** - We run a weekly Debating Society with topics ranging from ‘Should animal testing be banned?’ to ‘Why do schoolchildren have to wear uniforms?’ There are competitions throughout the year for students of all age groups, including the Mock Magistrates Competition, in which students debate and reach a verdict on real life cases, to the English Speaking Union Public Speaking Competition, the Rotary Club’s Youth Speaks Competition and Debating Matters in which students go head to head with teams from across the country, debating questions posed to them by a panel of expert judges. Open to students of all ages from Year 7 to 13!

**The Art Department** - Various activities are available in the ART department at lunch or after-school throughout the year. Some are open to anyone and some are made available to particular year groups, for example:

Folkestone Triennial workshop, "Charivari" workshops, Textile workshop, Life Drawing and Various Competitions.

There are opportunities for your work to be selected for Exhibitions outside school, both in galleries and on-line e.g:

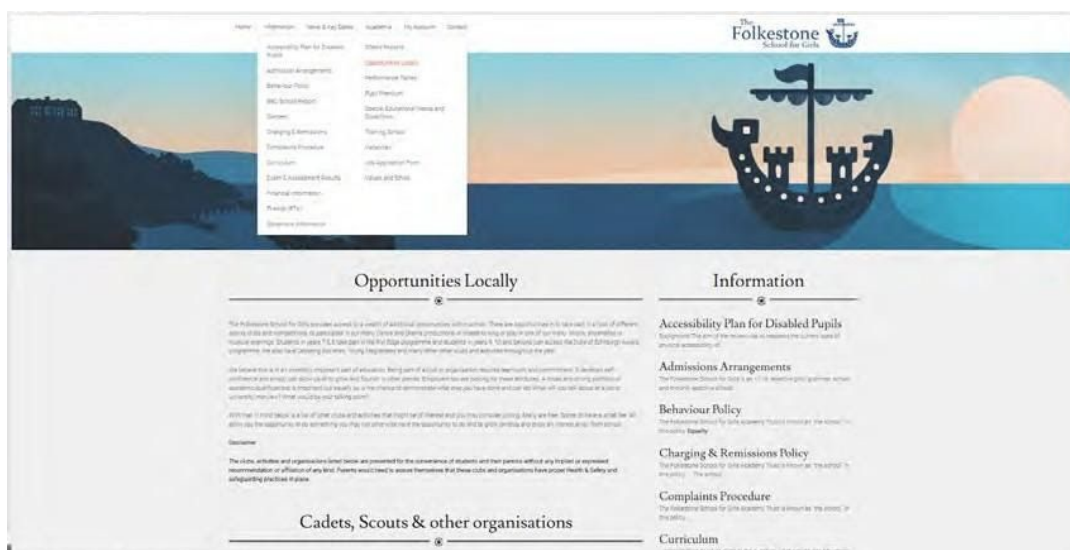
- Folkestone Arts Society Exhibition (Junior Section)
- Rotary Club (Photography all ages)
- John Downton Exhibition (Kent County)
- National Exhibition of Children's Art (Mall Galleries, London)
- Page Turner – Turner Contemporary (all ages - online and in gallery)
- Saatchi Gallery (online)

Visits are made in each year and have recently included:- British Museum, National Gallery, National Portrait Gallery, Royal Academy of Art, Tate Britain, Tate Modern as well as more local trips. The Art rooms are also open each lunch-time and most days after school for personal development regarding current home or class work.

**Amongst Other activities which are currently available are;** reading groups, Coding clubs, History workshops, STEM, Duke of Edinburgh, Psychology club.....

## Other opportunities locally

Our school website also provides information (via the 'information' drop down menu) on the many other clubs and activities available locally that might be of interest and girls may consider joining. Many are free. Some do have a small fee. All allow you the opportunity to do something you may not otherwise have the opportunity to do and to grow, develop and enjoy an interest away from school.



# Reports & Target information

Reports are published twice a year. In combination with parents evening, parents have three scheduled opportunities for feedback on progress made in school over the year. There are, of course, more frequent updates available via the ParentApp and parents are also encouraged to contact the school should any concerns or queries arise.

In Years 10, 11, 12 and 13 (examination years) both reports are **full reports** with information on attendance, target grades, current attainments and teacher comments.

In years 7, 8, 9 midyear reports are full reports, as above with comments. An end of year report based solely on data is also provided to serve as a quick academic progress check and in addition a comment is written about personal development and progress made outside of the classroom!

## Target setting

Academic targets in years 12 and 13 naturally focuses on progress towards A level grades.

Students are set individual target grades for each individual subject that they study. These targets are based on how students of similar ability at GCSE went onto achieve at A level in the past.

## How do I know if my daughter is progressing?

Clearly students at the outset of year 12 will not yet be working at the same level as they should be at the end of Year 13. We would, though, expect girls to be making steady progress towards their final A Level grades and that progress is judged via traffic light colour coding on our reports. Reports are published via the Parent App and text alerts are sent to parents when these become available. Students are also sent a copy of their school report.

How do the grades compare?									
New GCSE	9	8	7	6	5	4	3	2	1
Old GCSE	A*		A	B	C	D	E	F	G

## How do we set target grades for students?

The Folkestone School for Girls aims to set challenging but achievable targets for students. Targets set are always based on the latest national information available and the Department for Education has one of the largest educational databases in the world to facilitate this. This records how students achieve at various stages of their journey through school. Grades achieved at the end of GCSE are compared with the A Level results achieved by the very same students a few years later. This allows estimated grades to be produced for students currently preparing for A Level. Of course there a range of possible grades for any ability group – some students will achieve A, some B, some C etc but it is possible to estimate the average grade that students of a particular ability attain.

The word 'target' though, of course, suggests a level of challenge – rather than simply achieving in line with similar students. That said, it is equally true that not everyone can be 'above average'. And so, we seek to make targets challenging but achievable. So if your daughter is targeted a grade B in History, for example, this is for one of two possible reasons.

**either**

1) because most students who achieved the exact same GCSE grades went on to achieve a grade B in History A Level

**or**

2) whilst her most likely grade is C, she stands a good chance of being able to achieve B because in the past a significant number of similar students nationally have gone onto achieve grade B

In this way targets set, we believe, strike the correct balance between challenge and achievability.

**Do targets set change over time?**

As a general rule we try not to continually adjust student targets. Girls need a clear goal to aim for and if this is constantly changing this can be disruptive. However, we are in the midst of considerable change in education with new specifications and new grading structures and indeed new performance tables to contend with. As schools have been adjusting to this there has been considerable turbulence over the past few years in terms of exam results nationally. This is likely to continue to be the case for the next few years too. **Students and parents are encouraged to discuss targets – for some they will be something to aim for, for others they may be something to beat!**

**Attendance & Attitude to Learning**

Our reports also publish and 'traffic light' attendance figures and Attitude to Learning scores.

- Attendance of 98% or above is considered outstanding
- Attendance of 96 - 98% is considered to be good
- Attendance of 91- 95% or above requires improvement
- Attendance of 90% or below is considered to be inadequate.

Attitude to Learning scores range from 1 – 5, (5 being the highest). Clearly an ATL score of 1 or 2 is unacceptable and parents would have had communication from the school, in advance of such a grade being issued, to alert them to problems in lessons as soon as possible.



# Conduct

We have the highest expectations of girls and expect girls to exhibit those high standards for themselves in and around school. We don't subscribe to too many rules but we expect girls to wear their uniform smartly and with pride.

We also expect girls to be polite and courteous in their interactions with each other, with staff and when out in the wider community. We all like 'Please'. We all like 'Thank- you' and we all like the door held for us and being asked 'Can I help?'

We expect all our students to **L.E.A.R.N** and **G.R.O.W**

**L**ISTEN – make sure that you always listen to staff and each other. Do as staff ask. First time – every time.

**E**NTER ON TIME AND BE PREPARED – arrive at lessons on time having topped up your water bottle and gone to the toilet if needed. Bring everything that you might need for the lesson.

**A**LWAYS DO YOUR BEST – there is never an excuse for not working as hard as you can in every lesson. This might include having a go at something you find challenging.

**R**ESPECT – respect everyone. This includes staff, students, the school building, other people's property and yourself.

**N**O EXCUSES – you are responsible for your own choices and behaviour. Classwork and homework must always be given in by the deadline stated.



**G**OALS - be ambitious in what you want to achieve.

**R**ESPONSIBILITY - become a leader, someone who can be relied upon.

**O**PPORTUNITIES - make the most of all the opportunities available to you.

**W**IDER WORLD - explore the world around you, experience other cultures.

To ensure the safety and well-being of everyone, the following items should never be brought to school:

- any type of aerosol can
- alcohol
- drugs, other than prescribed medication for your own use
- cigarettes, e-cigarettes, matches or lighters
- chewing gum
- prohibited electrical equipment (e.g hair straighteners)

**Mobile phones and other personal items are brought to school at your own risk. Mobiles and other electronic devices must never be switched on during lessons, assembly or tutor time.**

# Your Achievements - Rewards/Sanctions

We hope that you will do well and take responsibility for your progress in all aspects of school life; in games and all kinds of extra-curricular activities as well as in your academic, creative and practical subjects. Certainly, the school believes that rewarding good behaviour, outstanding achievement, outstanding progress, positive contribution and 100% attendance encourages students to make the most of their time here at The Folkestone School for Girls.

We recognise all the good work girls do in school in a number of ways. We have traditional prize evenings where we formally recognise both academic attainment and progress. We also have a number of more frequent ways of celebrating successes throughout the year such as positive phone calls or postcards home, certificates of achievement etc. Similarly, we have a number of celebration assemblies and events throughout the academic year where achievements in the classroom or on the sports field, the stage, the concert hall, the debating society etc are recognised. Celebration events can take the form of Celebration breakfasts, Pizza & Movie afternoons or occasionally we even had the odd band play live! Girls earn places at these events not only through academic achievement but also through positive contributions to the wider life of the school. This might be representing the school at an event or an open evening or for an outstanding attitude to learning or simply for being kind, considerate and helpful to a member of staff or another student.

The school believes in keeping parents informed about the many successes students achieve and in our school there are many, many individual successes on a daily basis! To ensure that we record and recognise these we have tried to ensure that this is not a labour intensive task for teachers. Positive 'Achievements' therefore are most typically recorded and shared with parents via our Parent APP (Page 28) but may also be in the form of positive phone calls, postcards, certificates or letters of commendation.

We also of course communicate any problems or concerns at school. Any minor indiscretions (forgotten PE kit etc) is recorded on the ParentApp. Any more serious concerns would be discussed with parents in conversation with the Student Development Leader or Form Tutor who will make contact by telephone, text or email. Clearly effective communication between home and school is crucial – be that by telephone, text or email. **Please ensure that you notify us of any changes to your contact details at the earliest opportunity.**

## Charity

At the beginning of the academic year students will select the School Charity.

Over the course of the year there will be a variety of charitable events such as fairs, tag days, talent contests, raffles etc. Each tutor group will be encouraged to arrange at least one event to raise money for their 'School Charity'

# Information for Parents and Communication

## Communicating with the School

Tel: (01303) 251125

Fax: (01303) 258084

If you need to visit the school for any reason, (eg to collect your daughter or to drop something off), you must report to Reception. If you bring things to School that your daughter has forgotten, please ask her to collect them from Reception.

## Telephoning the School

The School switchboard is manned during term time from 8:30am until 4:30pm. The telephone is always answered with a recorded message, but by following the options the receptionist can be reached if necessary.

## Contacting Staff

Parents are welcome to make an appointment with their daughter's Form Tutor or Student Development Leader to raise any concerns about academic or pastoral matters. If the issue cannot be resolved at this level, the tutor or Student Development Leader will contact either the relevant Director of Learning or the Student Development Manager.

## SIMS Parent App/Website

SIMS Parent is a secure app and website, which allows parents to access

- Attendance
- Conduct (Achievements & Behaviour)
- Homework
- Timetable
- Data Collection Sheet
- Reports

## How do I access SIMS Parent?

You should receive an email from [noreply@sims.co.uk](mailto:noreply@sims.co.uk) with a registration link. Simply follow the on screen instructions to register. A user guide can be found on our school website, under **My Account >>> User Guides**

## What should I do if I have not received the registration email or forgotten my chosen login method?

Please contact your SDL so that a new registration email can be issued.

## **ID Card**

Your daughter will be issued with an ID card, which will allow her access to school buildings during normal school hours - 08:00am to 4:00pm. The ID cards also used for other school systems such as the canteen and printing, therefore she must carry this card with her at all times. It is the property of the School and if she loses it this must be reported immediately to the IT Technicians. A replacement will cost £1.00.

## **Locker keys**

Lockers are available for a £10.00 refundable deposit. Please contact the Finance Office for more information.

## **School Fund**

The School Fund Voluntary Contribution remains at £10 per student and £15 per family for the academic year 2017/2018. We suggest you pay annually by standing order. A mandate is included in this. Payment may also be made by the following methods:-

- If you wish to pay by cheque please put it in an envelope with the student's name, form and house on the front and place it in one of the finance payment boxes.
- Cash should be taken directly to Finance for a receipt.

The School Fund provides many extra-curricular activities as well as the running costs for two minibuses.

## **Medical Problems**

The school should be notified of any medical problems. If your daughter has to take any medication during the school day, this should be handed to Reception for safe keeping, with her name and any instructions. Students who have inhalers should carry them at all times. If your daughter is ill before leaving home please do not send her to school. Please ensure that the school has two current emergency contact numbers and update them on the Gateway if necessary.

## **Letters from the School**

Routine letters are distributed to parents via email. Occasionally a reply slip has to be returned. Copies of all important letters, the school calendar and the newsletter can be viewed on our school web site at [www.folkestonegirls.kent.sch.uk](http://www.folkestonegirls.kent.sch.uk).

## **Careers**

Careers advice is available on request.

## **Assembly and Religious Education Lessons**

All students attend these unless parents write to request that they are withdrawn.

## **Citizenship**

Citizenship topics will be covered in the Personal, Social and Health Education Programme.

## **Sex & Relationships Education**

As part of the personal development programme, students will cover subjects of a personal nature appropriate to their age and development.

Specialist outside speakers will cover issues including personal hygiene, contraception and HIV. Subjects will be covered in a factual manner with consideration of moral values and the importance of the family unit.

A copy of the school's policy on Sex & Relationships is available on request. Government legislation gives parents the option to withdraw their children from sex education if they wish. A loose form for this purpose can be found at the back of this booklet. Please sign this and return it to your daughter's Form Tutor. If the form is not returned by Friday 9 September 2016 then it will be assumed you are happy for your daughter to participate in Sex & Relationship Education.

## **Curriculum Complaints**

A copy of the procedure may be obtained from the Clerk to the Governing Body at the school or directly downloaded from the school website.

## Attendance and Registration

Registers are important legal documents and must be kept accurately. You must be in your classroom for 8.40am. **If you arrive late at school for any reason you must sign in at reception before going to the correct lesson.**

### Absence through illness

- If you feel really ill in the morning, please do not come to school.
- If you are ill, your parent/carer must contact the school by 9:30am on the first day of your absence (stating your name, your tutor group and a brief reason for your absence); by telephoning 01303 251125 (option 1), by emailing your SDL or by emailing [headteacher@folkestonegirls.kent.sch.uk](mailto:headteacher@folkestonegirls.kent.sch.uk). A telephone call is expected each day a student is absent unless previously advised.
- For absences that extend to a week (5 school days) or more, some form of medical evidence is required; this can be in the form of a Doctor's/walk-in-centre note, copy of a prescription or sight of prescribed medication.
- If we have not received notification we will contact your parent/carer to find out why you have not registered at school.
- If we are not informed of your absence it has to be recorded as truancy and this will be investigated further.
- When you return to school it is important that you talk to your teachers to find out about the work you missed and what you need to do to catch up.

### Going out of School for Appointments

- Bring a note from your parent/carer, giving the details of your appointment and show it to your subject teacher.
- Before leaving the site, report to Reception, hand in your note and sign out.
- If you come back to school after your appointment, you must sign in at Reception and then go straight to your lesson.

***It is expected that, whenever possible, appointments will be made out of school hours***

### Leave of Absence

If you know that you are going to have to miss school for any reason, then bring in a note in advance for your Form Tutor. However, please note that GCSE assignments and public examinations are set in school time and must not be missed under any circumstances. ***Students will only be given permission for authorised absence from school in exceptional circumstances. Permission for family holidays during term time cannot be granted and if taken, will be recorded as unauthorised absence. The school will request that fixed penalty notices are issued in the case of unauthorised absence and these may result in a fine. If your parent/carer wishes to take you out of school for any reason other than a medical appointment, they must request permission from the Assistant Principal.***

It should be noted that we are required to report all students with attendance below 85% and/or whose attendance is of concern to the schools Liaison Officer, regardless of the circumstances. We are also required to refer students with attendance below 85% to the SLO if they can not provide a medical certificate to support their absence for a current medical need.

### If you are unwell

- If you feel ill in a lesson you should inform the teacher who will give you a note and send you to the SDL/Admin Office if they think you may need to go home.
- Your SDL will decide whether arrangements need to be made for you to go home.
- We cannot allow you to leave the school premises without authorisation from your parent/carer. The Receptionist or SDL will phone home and ask for someone to come and pick you up. Students must not make their own arrangements for their parents to collect them.
- If you have an accident at school or see someone else have an accident, you must report it at once to the nearest adult.
- If you have to take prescribed medicine during the school day, please hand this to the Admin Office for safe keeping and report for it as necessary. Inhalers should be kept by you and be available at all times. A spare, up to date, inhaler with your name on should be kept in the Admin Office in case of emergencies.

# Attendance

## Why is school attendance important?

- Each day's learning builds on what has been learnt before, so losing even one day makes all future learning more difficult.
- School attendance is linked to the number of GCSEs and Advanced Level qualifications a young person achieves. Research shows that of those young people who have less than 90% attendance, fewer than 30% achieve 5 or more GCSEs at grade 5 or above.

**Are you aware** that 90% attendance means that a student has missed the equivalent of four whole weeks of lessons in the school year? It equates to 1 day off every fortnight!

## How good is your daughter's attendance?

- 96 -100% attendance is good and gives your daughter the best chance of success.
- 90 - 95% attendance is worrying and makes it much harder for your daughter to progress.
- Below 90% is very worrying. If there is no good reason for the absence, your daughter may receive a sanction and you, as parents could be issued with a Penalty Notice\*.
- If attendance falls below 80% Court Action will almost certainly follow.

## Punctuality

### What happens if your daughter is late for school and lessons?

- She misses the beginning of the lesson.
- She doesn't know what to do.
- She stops others listening and learning to ask them what to do.
- She may have to disturb others to get to her seat.
- The teacher may be in the middle of giving instructions which she/he then has to waste time repeating.
- She may find it difficult to catch up.

### What should you as parents do?

- Ensure that your daughter attends school regularly and arrives punctually
- Book medical appointments outside school hours whenever possible
- Plan holidays in the 175 non-school days each year
- Celebrate special occasions after school, at weekends and during the holidays
- Go late-night shopping or at weekends, not during the school day
- If your daughter is unavoidably absent, ensure that she talks to her teachers about catching up with her learning

\***Penalty Notices** of £60.00 per parent per child may now be issued to parents for:

- Student truancy
- 10 sessions (five days) of unauthorised absence across 2 terms
- Holidays in term time
- Delayed return from extended holidays
- Persistent lateness after the register has closed

# Transport

## Cyclists

Girls may cycle to school, however, the school accepts no liability for any loss or damage to cycles left on school premises. It is therefore strongly advised, that if a student cycles regularly to school her bicycle is covered by her parents' insurance.

Girls are expected to wear school uniform when cycling to and from school; we also advise them to wear a safety helmet.

## Home to School Transport (Bus and Train)

KCC offer help with school transport to families who need it, but not everyone is eligible for their help. An application form can be obtained from the Admissions and Transport Team, Room 2.24, Sessions House, County Hall, Maidstone, Kent ME14 1XQ, telephone 03000 412121. Applications can also be made online on the KCC website [www.kent.gov.uk/education-and-children/schools/school-transport/free-school-transport](http://www.kent.gov.uk/education-and-children/schools/school-transport/free-school-transport).

It is your responsibility to apply for these in advance. They will be distributed by the school on the first day of term. If your daughter loses her bus pass, it is the family's responsibility to obtain a replacement.

## Young Person's Travel Pass (formerly called Kent Freedom Pass)

It is your responsibility to apply for these in advance. An application form can be obtained from Kent County Council, Transport Integration, Aylesford Highways Depot, St Michael's Close, Aylesford, Kent ME20 7TZ, telephone 03000 418484. Applications can be made online on the KCC website [www.kent.gov.uk/roads-and-travel/school-transport/young-persons-travel-pass](http://www.kent.gov.uk/roads-and-travel/school-transport/young-persons-travel-pass).

It is your responsibility to apply for these *in advance*. They will be distributed on the first day of term. If your daughter loses her bus pass, it is the family's responsibility to obtain a replacement.

## Cars

When dropping your daughter at school we ask that NO CARS COME ONTO THE SITE OR BLOCK THE ENTRANCES at any time. Please obey the road markings and do not park on the yellow zigzags. Please show due consideration for our neighbours and do not block their drive ways.



# **Trips and Visits**

## **School Visits**

School visits have always been considered to be a vital part of education, whether for recreation or as part of the curriculum. Regular school visits that are made to plays, concerts, museums and places of geographical, historical and technological interest will always be communicated to parents. Please see the 'Charging Policy for School Activities' (below) for details of how such visits are funded in accordance with the 1988 Education Act. Families who are in receipt of KCC Free School Meals are not required to contribute. Notice of any planned visits will be given well in advance with full details of the expenses involved.

## **Charging Policy for School Activities**

The School, although unable to make charges for any activities undertaken within school hours, has the right to request voluntary contributions from parents in support of any aspect of a school's work, including swimming and Sports Centre activities, provided that no Student is denied the opportunity to participate. Parents will, therefore, be invited to cover the costs of any school visit, for which the amount will be clearly stated. Confirmation of the activity will depend on the fund raising response. No contribution will be required from those in receipt of KCC Free School Meals.

*No charge can be made:-*

- 1) for education provided during school hours or for activities arising from the requirements of the National Curriculum or the teaching of Religious Education
- 2) for the provision of materials, books, instruments and equipment
- 3) for examination entry fees (see below)
- 4) for transport between different parts of the school premises or to other centres where the School or the Governors have arranged for education to be provided and
- 5) for education out of school hours, required as part of the syllabus for external examination, see (ii) below.

*Charges may be made for student participation, with the prior acceptance of parents, in the following activities:-*

- 1) individual or group tuition in music, providing the tuition is not a requirement of a school examination course;
- 2) for board and lodging on curriculum-based activities in or out of school hours;
- 3) for the recovery of:
  - a) an examination fee if a student is in default
  - b) a non-prescribed examination or re-sit
  - c) the cost of materials for practical subjects where parents are willing to accept the finished product
  - d) wilful damage to school property
  - e) travel directly from home to a work experience placement; and
  - f) lost or damaged library materials.

## School Journeys Outside School Hours/Residentials

These will be classed as optional extras, not directly related to the curriculum. For these visits, charges may be made, which must not exceed the actual cost of the optional extra divided equally between participating students. Costs do not include the expenses of escorting teachers who, if necessary, will be specifically engaged for the activity on a separate contract for services. **Attendance next day at school is a necessary condition of accepting a place on a visit.**

## Passports & EHIC

Students joining the school will require an EHIC card and a current passport.

## Trip Oversubscription information

Where a trip is regarded as extra-curricular, it may have a limited number of places, and there are often more students who wish to go than there are places. We have to limit places on some trips, as they require specific staffing ratios and logistically can be challenging. This will usually apply to overseas residential trips. In the event of an oversubscribed trip, expressions of interest will be sent out via a letter to parents. The expressions of interest are collated and names will be drawn at random from the pool of students interested. The students selected will then be eligible to proceed with the trip. The remaining students will be drawn, placed on the waiting list, in the order that they are drawn. The exception to this may be for twins. If one twin gains a place, we will endeavour to allow the second twin a place. In the case of siblings one sibling who gains a place will be able to go but should a second sibling miss out they will have a reserved space for the next time the trip leaves for the same destination.

## Financial Matters

The Folkestone School for Girls prefers to receive payments for trips online.

The WISEPAY payment system gives you a more convenient and flexible way to pay for school trips.

The benefits to parents are:

- Quick and easy to use
- Safe and secure to use
- Balances can be viewed 24/7
- Simple way to find information
- Own private account history available at anytime
- Payments can be made when the school is closed

Once your daughter has started at the school in September, you will receive your log in details to set up your personal account.

This is now the preferred method of payment for the school. We are still accepting cash and cheques but please be aware that online payments are immediate and will guarantee a place for your chosen trip in real time. Please note that we still require your signed permission slip for you to be eligible for the trip.

If you have any queries, please do not hesitate to contact the Finance Team.

Our School takes payments online by credit and debit cards

All major credit and debit cards are accepted. All payments are highly secure.

WisePay

# Homework

At a grammar school you are expected to work hard right from the start. At The Folkestone School for Girls, you can enjoy work too. Learning to study on your own is very important and classroom teaching needs to be supported by regular homework. This can take many forms, such as: written accounts and exercises; learning of facts for testing; research for assignments, and practical assignments.

Homework must always be completed and handed in on the correct day. If you are unable to do this you must see the teacher concerned to avoid incurring a sanction. There will be regular assessments in all your subjects.

The School provides a homework diary with easy-to-use pages to assist with good organisation. Parents are asked to check and sign the diary weekly to assist in the regular monitoring of their daughter's efforts. If a note is written in the diary to make contact, students should bring this to the attention of the parent/tutor. Homework can also be viewed on the ParentApp

Each student will be allocated a homework timetable at the start of the year. As a guide students in Year 7 will have 30 minutes per subject per week. There will be a maximum of four pieces of homework per night and students in Year 8 will have 40 minutes per subject per week.

## Student Bulletin

The daily bulletin is a valuable source of community news. Students may write notices for this, for example if they have lost property or they wish to invite students to attend activities. All notices must be checked by Form Tutors before publication and then taken to Reception for publication.

## Health and Safety

In the interests of the implementation of the school's Health and Safety Policy, students are expected to:

- exercise personal responsibility for the safety of themselves and others
- observe standards of dress consistent with safety and hygiene
- observe the safety rules of the school and, in particular, the instructions of staff given in an emergency
- use and not wilfully misuse, neglect or interfere with any item provided for safety.

# Looking After Your Property

If you tend to lose things, join the club! In our experience, students are not very good at looking after their property. We do all we can to remind you, we encourage you to be careful, and we help countless students to find their possessions. Usually, lost property is restored to the grateful owner. However, please follow the advice below.

## **Have All Your Possessions Clearly Named**

This is especially important for all items of school uniform. You should also make sure that you find a way of naming purses, pencil cases, calculators, phones, watches and bags.

## **Keep Money On Your Person**

Keep any money in your blazer pocket or in a purse that you keep in a safe place at all times. Large sums of money should not be brought into school, unless you are paying for a school trip in which case the money should be taken to a member of staff in the Finance Office immediately upon arrival where a receipt will be issued to your daughter for the cash.

## **Look After Musical Instruments**

Take musical instruments to the Music Department for safe keeping; do not leave them in cupboards in your Form Room. Also, ensure that insurance terms are met.

## **Do Not Bring Any Valuables Into School**

Do not bring jewellery, games systems etc into school. Do not buy expensive fountain pens and watches for use in school. If you bring in a mobile phone, it must not be switched on during lessons, house time or assembly. (If you are caught using a mobile phone during lesson time assembly or house time, it may be confiscated). Students are not allowed to charge their phones on the school premises.

**Any valuables brought into school are the sole responsibility of the student and should not be left unattended. Money, keys and other valuables should be kept with students at all times and if this is not possible, locked in their locker. The school cannot accept responsibility for the loss of valuables**

## **What To Do If You Lose Property**

Retrace your footsteps. Get a friend to check your locker, desk or bag. Ask at Reception. Report your loss to your Form Tutor. Reception looks after unclaimed lost property until the Friday of the week in which it was lost. Items can be collected from the door way at the side of the Staff Room on a Friday at break time so if you have lost something you should look at the display as items are then disposed of appropriately. Valuables are locked in the safe. Write a note for the Students' Bulletin informing others of what you have lost and asking them to hand it in to Reception.

## **What To Do If You Find Property**

If named and you can find the owner, return it immediately. Otherwise, bring it straight to Reception. Everyone is always very grateful for people being honest.

# SCHOOL UNIFORM

School uniform is worn by all students, except those in the Sixth Form. Standard items of uniform are available from the School Uniform Shop or Channel Uniforms Ltd in Folkestone.

## Years 7-11

- Navy blue blazer with school logo\*
- Kilt in tartan plaid or school trousers in navy\*
- White reversed blouse with three quarter length sleeves\*
- Navy blue slipover (*optional*)\*
- Plain navy blue long sleeved V-neck jumper (*optional*)\*
- White polo shirt with school logo (terms 5 and 6 only - *optional*)\*
- Plain dark coloured outdoor coat or jacket (not leather, denim or fur)
- Plain black tights (not patterned)
- Plain black socks (ankle or knee socks - not over the knee)
- Plain black leather shoes in a sensible style

## PE

- PE shirt in school colours\*
- PE skort in school colours\*
- Black leggings and/or navy blue jogging bottoms\*
- White ankle/trainer socks
- Predominantly white trainers (with non-marking soles)
- Plain navy blue hoodie with school logo\*

All items marked with an asterisk are available from the School Uniform Shop and second hand uniform is also available.

### **ALL CLOTHING MUST BE CLEARLY NAMED**

**In addition to wearing the uniform, students must abide by the following regulations:**

- Students are expected to wear full school uniform to and from school daily;
- Skirts should be worn at an appropriately modest length (no more than 15cm above the knee when kneeling);
- Scarves must be removed before going into lessons/assembly/tutor time;
- No leggings to be worn in school other than for PE/Dance lessons;
- No veils or any item that covers the face to be worn in school;
- No jewellery except for one small stud earring to be worn in each ear, no other body piercing or ear stretchers;
- No visible make-up or nail varnish or any kind of tattoo (including temporary henna tattoos);
- Hair should not be artificially dyed in an unnatural colour or strongly contrasting colours;
- Hair to be tied back in practical lessons;
- Shoes must be a sensible style in plain black leather. The following are not permitted:-
  - Canvas shoes;
  - Heels higher than 2.5cm;
  - Trainers/Trainer style shoes;
  - Shoes with sports logos;
  - Boots of any type (except when there is snow lying on the ground);
  - Open toes, sling backs or pointed heels;
  - Platform shoes

# Break and Lunchtime

## Breakfast Club

The cafeteria is open between 8:15am to 8:40am for those of you who have missed that all-important first meal of the day!

## Morning Break

Snacks are available from the cafeteria or you may bring your own from home and eat them in the dining area. You should clear away litter from the tables and put cans into the recycling bin. Please make sure that your chair is tidied away before you leave. You may stay in your form room at break time but remember to put all your rubbish in the bin and leave it tidy. **Do not eat whilst walking around school.**

## Lunch Time

The mid-day supervisors will look after you in the dining area and around the school.

The cafeteria, which is run by outside caterers, provides a range of hot meals and cold food. You will be asked whether you wish to use the cafeteria or bring packed lunches before you join us. The letter explaining the cashless system can be found in the admissions pack.

During the summer term all students are expected to go outside when not using the canteen if the weather is fine. During the winter and inclement weather students are allowed to stay in their classrooms. However, they must not use the whiteboard or any classroom equipment and should sit down on the chairs.

The library is open for your use at break and lunchtime, but you are not allowed to eat or drink there. It is a place for quiet, purposeful activity and your conversations should be carried on elsewhere.

You may use the hall for a rehearsal or activity if you have obtained permission from Reception and if a teacher supervises you. In the interest of health and safety, no one is to touch the curtains on the stage or try to open or close them. You are not allowed to play the piano in the hall or to touch the sound system without supervision.

## Meals

Letters concerning the cafeteria service should be addressed to **Mrs N Foster** who will pass them on to the Catering Manager.

## Applications for Free School Meals

Applications should be made online on the KCC website [www.gov.uk/apply-free-school-meals](http://www.gov.uk/apply-free-school-meals).

# Top 10 Healthy Lunchbox Tips

1. Base the main part of the lunch on starchy foods like bread, rice, cereal, pasta or potatoes
2. Get creative with some alternatives to sandwiches such as wholemeal pitta pockets, tortilla wraps or pasta salad
3. Include some protein such as lean meat, chicken, tuna, ham, cheese, eggs or hummus
4. Aim to have at least one fruit or vegetable based food or drink in the lunchbox to count towards your 5 a day
5. It is important to eat regularly to maintain energy levels, so don't forget to include a snack. These might include fruit, a box of raisins, a small packet of crisps, crackers with cheese, biscuit, yoghurt, samosa, chapatti, scone, fruit bun or chocolate as a treat
6. Add a portion of semi-skimmed milk or other dairy food such as fromage frais or cheese
7. Fluids are an important part of everyone's diet. Try a variety of different drinks such as a carton of fruit juice, water, yoghurt or milk drink
8. Try the mini-sized versions of your favourite foods – a healthy lunchbox does not mean giving up all the foods you enjoy
9. Check out the Guideline Daily Amount information on the front of many food products and experiment with some different choices
10. Pop a cool pack or frozen drink in the lunchbox to keep it cool and remember to wash hands before preparing and eating food

## Healthy Living

Healthy eating should be balanced with regular physical exercise, matching energy intake with energy output. As childhood obesity continues to rise, the development of a healthy lifestyle has become more important than ever.

To find out more visit [www.healthylunchbox.co.uk](http://www.healthylunchbox.co.uk)

## Suggested reading list

January	Stoner – John Williams ( <i>Mr Lester</i> )
February	The Unlikely Pilgrimage of Harold Fry – Rachel Joyce ( <i>Mrs Stucken</i> )
March	Elizabeth – David Starkey ( <i>Mr Higgins</i> )
April	The Secret Life of Bees - Sue Monk Kid ( <i>Miss Saunders</i> )
May	Prisoners of Geography – Tim Marshall ( <i>Mrs Haigh</i> )
June	The Reader- Berhard Schnick ( <i>Mrs Brown</i> )
July	American Gods - Neil Gaiman ( <i>Mrs Field</i> )
August	The World's Wife - Carol Ann Duffy ( <i>Miss Chandler</i> )
September	Night Fall – Nelson De Mille ( <i>Mrs Mundy</i> )
October	The Selfish Gene – Richard Dawkins ( <i>Mr Quinn</i> )
November	The Corrections - Jonathan Franzen ( <i>Mr Allingham</i> )
December	Last Orders - Graham Swift ( <i>Mrs Fenton</i> )