

Bishop Vesey's Grammar School



Year 8 Parental Handbook

This handbook is designed for parents whose sons are studying in Year 8. Each department has provided a breakdown of how their course is structured with the intention that parents have a greater understanding of what is expected of their son during their first year at Bishop Vesey's Grammar School.

This handbook gives details of topics the students study, homework activities and types of assessment. Each department has additionally provided information relating to how you can support your son at home and what additional help there is available to students. These have been broken down into the following headings: Topics covered, How we assess the progress of pupils, Keeping up with and extending subject knowledge and useful websites.

At Bishop Vesey's each department sets a Minimum Expected Level (MEL) for each year. Every student should be achieving at least their MEL in every subject. Teachers will also challenge students by setting them targets above the MEL.

National Curriculum levels for each subject can be found at <http://curriculum.qcda.gov.uk/>

Simply log onto the website and choose the Key Stage 3 section. A link for individual subjects has also been put in the list of useful websites for each department

Art-	page 3
Citizenship-	page 5
Design Technology-	page 7
English-	page 9
French-	page 11
Geography-	page 13
German-	page 15
History-	page 17
Maths-	page 19
Music-	page 21
Physical Education-	page 23
Religious Education-	page 25
Science-	page 27
Spanish-	page 29
Urdu-	page 31

Art

Topics covered:

Theme: ENVIRONMENTS.

- **Project 1-Natural Environment**-Landscape based and including animal drawings
- **Project 2- Underwater World**

The Minimum Expected Level for Art is a 4b

How we assess pupil progress:

1. Baseline assessment to generate each individual's entry level to art. This will include a pencil line drawing of a Self Portrait and a tonal drawing of a Self Portrait using charcoal and chalk.
2. Core assessments following each topic of work
3. Homework is set in line with the school's homework policy
4. Peer and self assessment are used in all art lessons.

Keeping up with and extending subject knowledge:

- Check your son's homework regularly
- Familiarise yourself with key dates and deadlines
- Insist your child spends a minimum of 40 minutes on each Art homework
- Encourage them to see Art in the flesh! Visit local art galleries, museums and exhibitions
- Invest in a digital camera that they can use to record primary images relating to their projects
- Proof read written work
- Talk to them about their work
- Understand Art, career pathways i.e. How your child become the next architect: Sir Norman Foster
- Contact the Art department if you have any concerns by phone or by email: e.neville@bishopveseys.bham.sch.uk

Useful websites

<http://curriculum.qcda.gov.uk/key-stages-3-and-4/subjects/key-stage-3/art-and-design/Level-descriptions/index.aspx> for National Curriculum Levels

www.artcyclopedia.com

www.arthistory.about.com useful information, although not necessarily logically organised

www.artlex.com index of terms that link to definitions, examples, etc

Please be aware that most art galleries and museums do offer virtual tours and a wealth of information and resources online.

Citizenship

Citizenship is delivered in many different ways and as such forms part of everyday life.

- Form Time
- Subjects
- Special Events (Curriculum extension activities)
- Year/School Council
- House/Form Captains
- Charity events School policies
- Sports teams/events
- Productions
- Home/School agreements
- Assemblies
- School open to the community
- Business & community links
- Charity events and support

Topics covered:

- Knife Crime
- Emotional Health and Well being
- Diversity and Multi-culturalism
- Democracy
- The Media

The Minimum Expected Level for Citizenship is a 6b

How we assess pupil progress:

1. Peer and Self assessment in a key part of Citizenship lessons
2. Each department records with students which themes they are covering and link with. This can be found in student exercise books
3. 3 assessments over the year for which students will receive written feedback and set targets.
4. Attainment levels are discussed once per half term with students

Keeping up with and extending subject knowledge:

- Encourage your son to get involved in charity events and extra-curricular activities at school

- Encourage him to help out at school events such as Open Evening and Music Concerts
- Could your son join a music group or sports club outside school
- Discuss current affairs and global issues with your son and encourage him to reach his own conclusions and develop his views about the world
- Encourage him to read a quality newspaper each week
- Help your son create an application for a student leadership role at the beginning of each academic year

Useful Websites

www.facinghistory.org has some excellent materials for discussing values and human rights

www.citizenshipfoundation.org.uk

<http://curriculum.qcda.gov.uk/key-stages-3-and-4/subjects/key-stage-3/citizenship/Level-descriptions/index.aspx> for National Curriculum Levels

Design Technology

Topics covered:

- **Light in a box CAD/CAM project:** pupils will be expected to develop their design skills and knowledge of the design process, especially the role and use of computers in modern manufacturing industry to include CAD/CAM. They will further develop electronics knowledge of basic components.
- **Engineering challenges project:** pupils will develop their theoretical knowledge of the ways things work including basic structures, energy, sustainable design and mechanisms. In addition students will work in a range of team tasks/challenges to understand the importance of teamwork and the roles within engineering.

The Key Skills for Design Technology in Year 8:

- Interpreting data
- Understanding developments (Nets)
- Electronics further knowledge of circuits LDR's and transistors as a switch (Darlington pair)
- Advanced Soldering skills
- Computer aided design (Techsoft 2D) and computer aided manufacture
- Teamwork
- Use of mechanical principles
- Use of structural principles
- Consideration of sustainable energy sources

The Minimum Expected Level for Design Technology is a 6c

How we assess pupil progress:

1. Homework is set in line with the school's homework policy
2. Core assessments following each topic of work
3. Peer and Self assessment are an integral part of teaching in the Design Technology department

Keeping up with and extending subject knowledge:

- Check your son's homework regularly
- Familiarise yourself with key dates and deadlines

- Insist your child spends a minimum of 40 minutes on each Design Technology homework
- All the activities and lesson materials pupils will encounter can be found on the department's pages of the virtual learning environment, from the PowerPoints for individual lessons to the resources and specific booklet pages they will have used or need to use in the case of absence.
- Encourage them to find out how and why things work and look beyond the wrapper/case.
- Product evaluation and disassembly is important and this does not need to be physical , but please encourage them to find the answer to "Why?"- there are some excellent documentaries and video clips on YouTube

Useful websites

<http://curriculum.qcda.gov.uk/key-stages-3-and-4/subjects/key-stage-3/design-and-technology/Level-descriptions/index.aspx> for

National Curriculum Levels

<http://vle.bishopveseys.bham.sch.uk/moodle/course/category.php?id=34>

Guest username is year8

Password is BVGSYear8 all case sensitive

English

Topics covered:

English topic areas are broken down into key skill areas such as creative writing and informative writing. Attached to each skill is a topic area.

Creative writing: extracts from Julius Caesar, Hamlet, Tempest, Macbeth and base their creative writing on Macbeth spells.

Contemporary novel- **Either** Horowitz Horror: A collection of horror stories, or the novel Face.

Creative writing: based on Myths and Legends

Character construction: based on Sherlock Holmes

Speaking and Listening: Group presentations on Visual Media

Creative writing: Performance Poetry with Dreadlockalien

The Minimum Expected Level for English is a 6c

How assess pupil progress:

1. Homework is set in line with the school's homework policy
2. Each unit of work is assessed for specific reading or writing focuses as specified nationally and related to National Curriculum levels. These pieces of work are kept in a folder at school and are marked so that your son is given specific targets to progress further.
3. Peer and Self assessment are used regularly in English lessons.

Keeping up with and extending subject knowledge:

- Your son will have a copy of the National Curriculum levels that their work will be marked against- why not try asking your son to show you where he thinks he has achieved these?
- Could you encourage your son to use books and websites to find additional information?
- Could you discuss your son's opinions with him and where he has included these?
- Could you proof read his work?
- Encouraging your son to read as much as possible is always helpful to progress in English. Your son will have the opportunity for private reading within English lessons and there is a wide choice of books

available from the school library. Could you talk to your son about what he is reading?

- If your son is studying a particular novel could you help him to find a film version, adaptation or even an audio book?
- Taking your son to the theatre to see a play he is studying is an excellent way to encourage him to explore different versions and ideas about a text.

Useful Websites

<http://curriculum.qcda.gov.uk/key-stages-3-and-4/subjects/key-stage-3/english/Level-descriptions/index.aspx> for National

Curriculum Levels

<http://www.bbc.co.uk/schools/ks3bitesize/english/>

French

Topics covered:

- Myself and my environment
- Free-time activities
- Using the past tense
- Holidays/going abroad including other French-speaking countries and regions
- Sporting events in France

The Minimum Expected Level for French is a 5c

How we assess pupil progress:

1. Homework is set in line with the school's homework policy
2. Core assessments following each unit of work. This is once per half term. These are carried out in lessons and following the assessments students are given feedback from the teacher and set targets to guide future learning.
3. Peer and Self assessment are carried out throughout the Year 8 French course.

Keeping up with and extending subject knowledge:

- Encourage your son to make full use of his planner.
- Strongly discourage the use of internet translators.
- Ensure your son is spending the correct amount of time on homework- about 30 minutes
- Assist him in learning vocabulary and spellings- could you test him on them? Could he write different words in different places around the house?
- Could you get him to access French newspapers on line- they have lots of children's sections!
- Could you practice what he has learnt in lessons by getting him to write questions down for you to ask him and then he can answer in French
- Encourage independent learning through the use of the websites listed below.

Useful websites

<http://curriculum.qcda.gov.uk/key-stages-3-and-4/subjects/key-stage-3/modern-foreign-languages/Level-descriptions/index.aspx>

for National Curriculum Levels

www.linguascope.com (login details required- these are available from your son's French teacher)

www.zut.org.uk (login details required from 9am until 4pm, Monday to Friday)

www.languagesonline.org.uk

www.wordreference.com (for help with vocabulary, verbs and phrases)

Geography

Topics covered:

- **Coasts:** Processes of erosion and the impact of coastal erosion on people.
- **Living Space** A study of the world's cities including megacities and UK case studies.
- **Weather** Why different places have different weather and measuring the weather.
- **Limestone** The formation of limestone, National Parks and conflict over resources.
- **Tourism** Both in the UK and across the world. The impacts of tourism on people and land.

The Minimum Expected Level for Geography is a 6b

How we assess pupil progress:

1. Homework is set in line with the school's homework policy
2. 6 core assessments are carried out. This is 1 per half term. These are marked and levelled in line with the National Curriculum
3. Following each assessment you son is given feedback from his teacher. He will also set targets in order to aid further learning
4. Peer and Self assessment are an integral part of the Year 8 Geography course

Keeping up with and extending subject knowledge:

- Check your son's homework regularly
- Familiarise yourself with key dates and deadlines
- Insist your child spends a minimum of 40 minutes on each Geography homework
- It is important for your son to take an interest in geographical events such as Tsunami and Earthquakes. Reading a good quality newspaper will give your son excellent incite into the geographical impact, both physical and human, of these events
- Travelling and taking an interest in different parts of the world will help your son extend his contextual knowledge of the world around him, whether that be the New Forest or New York!

Useful Websites

<http://curriculum.qcda.gov.uk/key-stages-3-and-4/subjects/key-stage-3/geography/Level-descriptions/index.aspx> for National Curriculum Levels

http://www.bbc.co.uk/schools/teachers/keystage_3/topics/geography.shtml

<http://www.rgs.org/HomePage.htm>

<http://www.nationalgeographic.com/>

German

Topics covered:

- Weather, Seasons and Time
- Talking about the past
- Holidays
- Body parts, Illnesses and Keeping fit
- Daily routine
- Food and Shopping
- Directions
- Future plans
- Friends

The Minimum Expected Level for German is a 5c

How we assess pupil progress:

1. Homework is set in line with the school's homework policy
2. Core assessments following each unit of work. This is once per half term. These are carried out in lessons and following the assessments students are given feedback from the teacher and set targets to guide future learning.
3. Peer and Self assessment are carried out throughout the Year 8 German course.

Keeping up with and extending subject knowledge:

- Encourage your son to make full use of his planner.
- Strongly discourage the use of internet translators.
- Ensure your son is spending the correct amount of time on homework- about 40 minutes
- Assist him in learning vocabulary and spellings- could you test him on them? Could he write different words in different places around the house?
- Could you get him to access German newspapers on line- they have lots of children's sections!
- Could you practice what he has learnt in lessons by getting him to write questions down for you to ask him and then he can answer in German

- Encourage independent learning through the use of the websites listed below.

Useful Websites

<http://curriculum.qcda.gov.uk/key-stages-3-and-4/subjects/key-stage-3/modern-foreign-languages/Level-descriptions/index.aspx>

for National Curriculum Levels

www.linguascope.com (log in details available from school)

www.klar.co.uk (log in details available from school)

www.languagesonline.org.uk

History

Topics covered:

Can the sixteenth and seventeenth centuries be classes as sinister?

- An Age of Death and Disease: The Plague of 1665
- An Age of Disaster: The Great Fire of London, The Gunpowder Plot
- An Age of Witchcraft
- An Age of Religious Change: Henry VIII and the Reformation
- An Age of War: The English Civil War
- An Age of Enlightenment: Science and Technology in the sixteenth and seventeenth centuries.
- The French Revolution

The Minimum Expected Level for History is a 6b

How we assess pupil progress:

1. Homework is set in line with the school's homework policy
2. 6 core assessments are carried out. This is 1 per half term. These are marked and levelled in line with the National Curriculum
3. Following each assessment you son is given feedback from his teacher. He will also set targets in order to aid further learning
4. Peer and Self assessment are an integral part of the Year 8 History course

Keeping up with and extending subject knowledge

- Check your son's homework regularly
- Familiarise yourself with key dates and deadlines
- Insist your child spends a minimum of 40 minutes on each History homework
- Your son will have a copy of the National Curriculum levels that their work will be marked against- why not try asking your son to show you where he thinks he has achieved these?
- Could you encourage your son to use books and websites to find additional information?
- Could you encourage them to use a range of websites rather than just the 1st one off the search list? Could you and your son look for the information together and discuss your findings?

- Could you discuss your son's opinions with him and where he has included these?
- Could you proof read his work?
- When involved in group work and presentations-could you encourage him to set clear guidelines for what each member of the group needs to do? Could you help him practice any spoken parts of a presentation?
- Encouraging your son to read as much as possible is always helpful to History. The 'Horrible Histories' series of books are excellent reading material for young historians- these are all available in the school library
- 'Horrible Histories' is a brilliant TV show. This is available on the CBBC channel, BBC iplayer and on DVD
- Museums and Galleries- these are an excellent, interactive way to further your child's interest and learning.
www.engage.org/resources/galleryfinder is an excellent tool to find free museums in your area and across the country.

Useful Websites

<http://curriculum.qcda.gov.uk/key-stages-3-and-4/subjects/key-stage-3/history/Level-descriptions/index.aspx> for **National Curriculum Levels**

www.activehistory.co.uk is an excellent website full of revision games and Historical entertainment! (username= thebishop password= history245)

www.spartacus.schoolnet, www.johndclare.co.uk, www.schoolshistory.co.uk all provide excellent historical information that is easily accessible and perfectly designed to be included in assessments

Mathematics

Topics covered:

During key stage 3 we follow the national curriculum concentrating on topics at levels 5 – 8. In Year 8 we concentrate on Levels 6 and 7 which include:

- Trial and improvement method.
- Evaluate one number as a fraction or percentage of another.
- Equivalent fractions, decimals and percentages.
- Ratio – more difficult problems.
- Add and subtract fractions.
- Sequences – nth term formula of a linear sequence.
- Solve linear equations.
- Straight line graphs $y = mx + c$.
- Recognise 2D representations of 3D objects.
- Properties of quadrilaterals.
- Angle and symmetry properties of polygons.
- Angle properties of intersecting and parallel lines.
- Circles – circumference and area.
- Area of a triangle, parallelogram and trapezium.
- Volume of a cuboid.
- Enlargements – positive, whole number scale factor.
- Collect and record continuous data.
- Construct pie charts.
- Scatter graphs and correlation.
- List all the outcomes for 2 experiments.
- Probability problems.
- Significant figures.
- Understand the effect of \times , \div by numbers between 0 and 1.
- Decimals – \times and \div problems.
- Simple interest calculations.
- Find the nth formula of a quadratic sequence.
- Multiply 2 brackets of the form $(x + n)$ and simplify.
- Solve simultaneous equations algebraically and graphically.
- Solve simple inequalities.
- Pythagoras' theorem.
- Volume of a prism.

- Enlargement – fractional scale factor.
- Loci.
- Speed.
- Mean, mode, median and range of grouped data.
- Line of best fit.
- Frequency polygons for grouped data.

The Minimum Expected Level for Mathematics is

	End of Term 1	End of Term 2	End of Year
Y8	6b	6a	7c

How we assess pupil progress:

1. Homework is set twice a week, in line with the school's homework policy
2. Students will complete 6 core assessments each year. These will highlight strengths and weaknesses and clearly show where students require greater learning and revision
3. Peer and Self assessment occurs throughout the Mathematics course in Year 8

Keeping up with and extending subject knowledge

- In order to progress in Mathematics pupils need to be constantly practising the basic skills. Concentrating on the basic number skills at home is always helpful- can you get him to calculate different things whilst you are shopping or out and about?
- Encouraging the pupils to regularly revise previous topics that they have studied is also useful.
- The MyMaths website is a good source of both revision/extra work for the pupils to practise and also has a number of Maths games which may be of interest to many pupils.

www.mymaths.co.uk

user name: vesity

password: frequency

Useful websites

<http://curriculum.qcda.gov.uk/key-stages-3-and-4/subjects/key-stage-3/mathematics/Level-descriptions/index.aspx> for National Curriculum Levels

Curriculum Levels

MyMaths- details above

<http://www.bbc.co.uk/schools/ks3bitesize/maths/>

Music

Topics covered:

- Patriotic Music
- Programme Music
- March and Ternary Form
- Waltz
- Calypso
- Gamelan

The Minimum Expected Level for Music is a 5b

How we assess pupil progress:

1. Each unit of work includes listening, composing and performing. These skills are assessed using National Curriculum levels for every unit.
2. Homework will usually be set once per fortnight.
3. Students complete Self Assessment sheets in order to set targets for future work.
4. Peer assessment is also an integral part of the Year 8 Music course

Keeping up with and extending subject knowledge:

- Students are encouraged to listen to examples of music in the genre that they are studying. These are easily available online.
- Activities are available on the VLE.
- Students should see their teacher if they miss a lesson, as they may need to catch up on missed work or note the homework set in the lesson.
- Students can be encouraged to make links with the work studied in school and any extra-curricular music making they participate in.

Useful Websites

<http://curriculum.qcda.gov.uk/key-stages-3-and-4/subjects/key-stage-3/music/Level-descriptions/index.aspx> for National

Curriculum Levels

<http://www.spotify.com>

<http://www.youtube.com>

http://www.philharmonia.co.uk/thesoundexchange/the_orchestra/instruments/

Physical Education

Topics covered:

- Developing Skills (DS) in physical activity in a variety of sports, such as hockey, rugby, basketball, athletics.
- Making and Applying Decisions (MAD) in game related sports.
- Developing Physical and Mental Capacity (PMC) in badminton, tennis, hockey, rounders, cricket, swimming, basketball, athletics.
- Evaluating and Improving (EI) their own and others' strengths and weaknesses in different games and scenarios.
- Making informed decisions about Healthy Active Lifestyles (HAL).

The Minimum Expected Level for Physical Education is a 4b

How we assess pupil progress:

1. Homework is set in line with the school's homework policy. This often relates to the Healthy Active Lifestyles aspect of the course
2. Peer and Self assessment are an integral part of the Physical Education Curriculum

Keeping up with and extending subject knowledge:

- Encouraging your son to be active wherever possible is important in maintaining and developing a healthy lifestyle
- Could you encourage your son to take part in a sport outside of school?
- Could you as your son about the teams he is involved in at school?
- If he is keen to improve his skills in a sport could you encourage him to take part in lunchtime sessions?
- Exercise and sport can be something the whole family gets involved in from football in the park to participating at club level.

Kit information:

1. For Games lessons which will be on a Thursday afternoon from 1.45-3.40pm your son will be expected to wear his striped reversible shirt, black shorts and striped socks.
2. For his PE lessons he will need to wear his white PE polo shirt, white shorts and white socks.
3. Footwear will depend on the activity that he is participating in.

Useful Websites

<http://curriculum.qcda.gov.uk/key-stages-3-and-4/subjects/key-stage-3/physical-education/Level-descriptions/index.aspx> for

National Curriculum Levels

Religious Education

Topics covered:

- Festivals
- Holy Books
- Pilgrimage
- Environment
- Religious Symbols

The Minimum Expected Level for Religious Education is a 6b

How we assess pupil progress:

1. Homework is set in line with the school's homework policy
2. 6 core assessments are carried out. This is 1 per half term. These are marked and levelled in line with the agreed National Curriculum.
3. Following each assessment your son is given feedback from his teacher. He will also set targets in order to aid further learning.
4. Peer and Self assessment are an integral part of the Year 8 Religious Education course.

Keeping up with and extending subject knowledge:

- You could help your son by highlighting interesting and relevant newspaper articles, magazines and documentaries.
- Could you encourage your son to use the local library to find books about the chosen topic?
- Could you and your son look for the information together and discuss your findings?
- Could you help him practice any spoken parts of a presentation or oral activity?
- Encouraging your son to read as much as possible is always helpful to R.E.
- The Big Questions is a useful BBC debate show discussing many areas of religious controversies, which may help your child to extend his own knowledge.

Useful websites

<http://curriculum.qcda.gov.uk/key-stages-3-and-4/subjects/key-stage-3/religious-education/Level-descriptions/index.aspx> for

National Curriculum Levels

www.request.org.uk is an excellent website for general R.E information.

www.natre.org.uk is an excellent website for film clips and competitions for R.E.

www.reonline.org.uk is an excellent website for resources and information of a wide variety of topics.

Science

Topics covered:

Chemistry

- Atoms
- Compounds and Mixtures
- Our Changing World
- Reactions of Metals and Metal Compounds
- Patterns of Reactivity
- Environmental Chemistry
- Using Chemistry

Physics

- Gravity and Space
- Light
- Magnetism
- Pressure and Moments
- Sound

Biology

- Ecology
- Food and Digestion
- Microbes
- Respiration

The Minimum Expected Level for Science is a 6c

How we assess pupil progress:

1. An end of topic test is carried out for each topic
2. Homework will be set once per week
3. Formal peer assessed activities are carried out three times a year

Keeping up with and extending subject knowledge:

- We recommend that students read through their notes before each lesson as a recap to work undertaken
- CGP KS3 Science revision guides are recommended for extra reading or catching up on missed work. These will be available half price from the Science Department at the start of the year.

- It is vital that pupils see their teacher if they miss a lesson, as they will need to catch up on missed work
- We coach pupils on making thorough revision notes for tests and examinations using their revision guides and text books. It is important that pupils learn and practice these skills early on in the course.

Useful Websites

<http://curriculum.qcda.gov.uk/key-stages-3-and-4/subjects/key-stage-3/science/Level-descriptions/index.aspx> for National

Curriculum Levels

<http://www.bbc.co.uk/schools/ks3bitesize/science/>

<http://www.darvill.clara.net/myon.htm>

<http://richardanderson.me.uk/keystage3/keystage3.php>

<http://www.docbrown.info/ks3science.htm>

<http://vle.bishopveseys.bham.sch.uk/moodle/>

Spanish

Topics covered:

- Myself and my family including pets
- Home life
- School life including friends
- Free-time including sports and daily routine
- Town and Local Area
- Using the future tense

The Minimum Expected Level for Spanish is:

	Term 1	Term 2	Term 3
Year 8	3b	4c	4a

How we assess pupil progress:

1. Homework is set in line with the school's homework policy
2. Core assessments following each unit of work. This is once per half term. These are carried out in lessons and following the assessments students are given feedback from the teacher and set targets to guide future learning.
3. Peer and Self assessment are carried out throughout the Year 8 Spanish course.

Keeping up with and extending subject knowledge:

- Encourage your son to make full use of his planner.
- Strongly discourage the use of internet translators.
- Ensure your son is spending the correct amount of time on homework- about 40 minutes
- Assist him in learning vocabulary and spellings- could you test him on them? Could he write different words in different places around the house?
- Could you get him to access Spanish newspapers on line- they have lots of children's sections!
- Could you practice what he has learnt in lessons by getting him to write questions down for you to ask him and then he can answer in Spanish
- Encourage independent learning through the use of the websites listed below.

Useful Websites

www.linguascope.com (login details required)

www.zut.org.uk (login details required from 9am until 4pm, Monday to Friday)

www.espanoextra.co.uk (login details required)

www.languagesonline.org.uk

www.wordreference.com (for help with vocabulary, verbs and phrases)

Urdu

Topics covered:

- Alphabets, numbers ,days and months of the year
- Myself and my family including pets
- Home life
- School life including friends
- My town
- Free-time including sports and daily routine
- Food and drink
- Weather
- Religion
- Shopping, directions
- Using the future, past and present tenses
- Verbs and nouns

The Minimum Expected Level for Urdu is a 5c

How we assess pupil progress:

1. Homework is set in line with the school's homework policy
2. Core assessments following each unit of work. This is once per half term. These are carried out in lessons and following the assessments students are given feedback from the teacher and set targets to guide future learning.
3. Peer and Self assessment are carried out throughout the Year 8 Urdu course.

Keeping up with and extending subject knowledge:

- Encourage your son to make full use of his planner.
- Strongly discourage the use of internet translators.
- Ensure your son is spending the correct amount of time on homework- about 40 minutes
- Assist him in learning vocabulary and spellings- could you test him on them? Could he write different words in different places around the house?
- Could you get him to access to documents written in Urdu on line?
- Could you practice what he has learnt in lessons by getting him to write questions down for you to ask him and then he can answer in Urdu

- Encourage independent learning through the use of the websites listed below.

Useful Websites

<http://urduinstitute.com/>

<http://www.ildc.in/urdu/udownload2k.html>

www.crup.org

<http://www.urdustan.net/u-hoo/index.php?action=displaycat&catid=12>

<http://www.urduweb.org/en/about.shtml>

<http://meltingpot.fortunecity.com/mlk/470/urdupage.htm>

http://www.filebuzz.com/findsoftware/computer_Free_Dictionary_Urdu_To_English/1.html