



ENTERING YEAR 9 IN SEPTEMBER 2022



Introduction from the Principal

Year 9 is a really exciting time. Pupils will have the chance to grow and explore in their learning, develop lively, enquiring and well-informed minds and above all to become increasingly self-aware. At Monkton we want them to learn who they are as the basis of how they learn. The Year 9 curriculum is a rich diet which engages pupils in the broadest range of subjects possible so that they have real experience to base their GCSE choices on. They are encouraged to see this breadth as a real chance to find new passions as well as feed those which are already kindling.

In comparison to what most pupils will have experienced in Prep schools, the sciences are taught separately as Physics, Chemistry and Biology, taking full advantage of subject specialist teachers and superb teaching facilities to develop the distinctive skills acquired through the study of each discipline. Similarly, History and Geography are taught separately. Most pupils will continue with their study of French and some will choose to continue with Latin, but there is also the opportunity to begin or continue lessons in Spanish and Mandarin. Separate courses in Art and Design, Music and Drama give full expression to pupils' creative skills as well as providing a firm grounding in the techniques needed in later years. Lessons in Digital Learning ensure that students have the skills to access the available resources. Lessons in Religious Studies, Dance and Physical Education complete a rich and varied weekly programme of study. Trips and special events add an extra dimension to classroom learning and are carefully integrated into the school year.

All pupils are allocated a personal tutor. This teacher takes particular responsibility for progress in all areas of school life through regular one-to-one meetings. Your child's tutor will often be your first port of call for questions or concerns. In addition we report regularly throughout the year, and there is a parents' meeting early in the Lent term. Reports are accessed through the school intranet and details about this will be in the Parent Handbook.

Chris Wheeler
Principal



“Our aim is to excite pupils in their learning environments and, by providing a broad and balanced curriculum, to foster every pupil’s educational development.”

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The Year 9 Programme

Monkton places great emphasis on developing the attributes pupils need to be successful at learning. We focus particularly on:

- **Intentional:** Be deliberate and reflective in my choices
- **Imaginative:** “Can I do it this way instead?”
- **Inquisitive:** Display a desire to look beyond the familiar
- **Persistent:** Approach challenges with perseverance
- **Productive:** Work efficiently to make progress
- **Resilient:** Make positive use of failure
- **Resourceful:** “What resources can I use to make progress?”
- **Symbiotic:** Seek to positively influence others

The specific aims of the Year 9 courses are to help pupils:

- understand the processes of thinking and learning
- learn key skills to aid organisation
- apply specific thinking strategies to specific problems
- create a positive attitude towards learning
- take steps towards becoming resourceful and intentional learners

Internal exams

There are two sets of internal exams in Year 9. The first ones are held in the Michaelmas Term, and test Maths. These exams enable us to ensure that all our pupils have been correctly streamed.

The end of year exams, held in June, involve all academic subjects, and are an important way of measuring academic progress over the year.

Other assessments take place throughout the year in each of the subjects as appropriate.

In addition, all pupils are screened in the Michaelmas Term in reading and spelling to help identify any specific learning needs.



Year 9 timeline

- **June 2022:** Return online response form about Languages and learning support

MICHAELMAS TERM

- **October:** Setting Exams in Maths, followed by set changes where needed.

LENT TERM

- **February:** Parents' Meeting including discussions about GCSE choices
- **March:** Return of GCSE Options Form via tutors
- **March:** Bronze Duke of Edinburgh practice expedition

SUMMER TERM

- **June:** End of Year exams, followed by some set changes where appropriate
- **June:** Bronze Duke of Edinburgh assessed expedition
- **July:** Overseas trip to the Battlefields of France (tbc)

Chromebooks

All pupils will be provided with a Chromebook on their induction day. This is a hybrid between a laptop and a tablet and will be taken to all lessons and used as appropriate to enhance their learning. All their assignments will be accessible via their Chromebook; however not all work will be submitted electronically allowing pupils to develop a wide range of skills.



Co-curricular Activities

Monkton runs a co-curricular programme which offers both breadth and quality of experience, enhancing individual strengths and developing specialist achievements through many different activities.

In the Drama department, Year 9 are invited to audition for the Junior production which is performed in the Lent term. They are also able to help in the stage management crew designing costumes, making props and assisting backstage during the performances.

In Music, there is a wide range of ensembles for pupils to get involved in with opportunities being as varied as Band Night, Choral Evensong in Bath Abbey, our Jazz band playing local venues, School productions, and our annual House Music Festival in September in which every pupil in the School takes part.

Service is one of the school's Core Values, and we encourage all our students to help where they can both in and out of school. All of Year 9 have the opportunity to take their Bronze Duke of Edinburgh so these pupils are all involved in volunteering in some form or other.

We always encourage our students to 'Try Something New' and this is a key aspect of our Year 9 activity programme where offerings vary from Journalism and Community Service to Robotics and Conservation. So whether pupils want to take part in physical activities or join a society with an academic focus, there is something for everyone.

We are blessed at Monkton to live in a beautiful valley on the outskirts of an historic city so there are plenty of opportunities to get outside and Year 9 are encouraged to be part of our 'Wild Monkton' programme that sees the mental and physical health benefits of being outdoors.



Aptitude Assessments

There are many aptitudes which our pupils develop implicitly; this year we are piloting a set of assessments which will help make them explicit, and in so doing, raise their profile.

The formal qualifications pupils take at the end of Year 11 are very good at assessing a relatively narrow set of academic and discipline-specific skills. That's important because they give our pupils an internationally recognised way to present their particular strengths in these areas.

However, they are limited in their scope and they don't speak to the much wider set of aptitudes which we are ambitious to develop in our pupils. There currently isn't a qualification which does this so we've been working with a number of other like-minded schools, organisations and the Department for Education to develop such a set of assessments.

There are all sorts of aptitudes which GCSEs don't assess - things like communication, collaboration, problem solving, digital and data fluency - and we want our pupils to have a clearer sense that they are making progress in them. We are doing this by making what is largely implicit in the curriculum (both the academic and co-curriculum), explicit.

From September we will be piloting some of these aptitude assessments in Year 9. Pupils will choose one of the aptitudes and then curate their own portfolio of evidence to document their developmental journey. Perhaps they might lead a small-group discussion in History, make a presentation in Physics and write a persuasive piece of text in English - each of these could be captured as evidence for the development of their aptitude in communication.

Teachers will flag opportunities within the curriculum to gather evidence and, as this happens, our pupils will have a stronger sense of the importance and ubiquity of aptitudes which are usually clear in mission statements but often disappear in the day-to-day curriculum.





The Year 9 Curriculum

All courses run for the whole academic year, including those which become optional in Year 10.



Art

The curriculum is based upon project work where the pupils will learn techniques, processes and media that will help them flourish at GCSE if they choose to take the subject further. The short projects include drawing, illustration, paint, printmaking and three-dimensional pieces, group work, ceramics, ICT (Photoshop) mixed media, photography and sketchbooks. Assignments are closely linked to practising artists. Written work on critical analysis and subject specific terms is encouraged, but the emphasis is on exploration and development of techniques. Visiting artists are also part of the programme. There is an Art Club in the department for pupils to try new things or catch up with set work. In the Summer Term, the pupils will begin elements of project work that will form part of their GCSE work, should they choose to take the subject at this level.



Design

Design in Year 9 is all about building confidence and most importantly an interest and understanding of Design. The projects are designed to develop basic design and workshop skills. Within the course, pupils will learn how to analyse products by experimenting with materials and processes to take this understanding into their own design work.

The department has a wide range of materials available and machines, tools and equipment to which pupils have access. This ranges from traditional materials such as wood, plastic and metal, but also modern smart materials. Manufacture also uses traditional techniques but combines these with innovative technologies such as prototyping, 3D printing and laser cutting. The work initially focuses on developing skills and knowledge, however as the year progresses work will be focused towards individuals applying learnt skills with greater independence.



Drama

Plays and performance will take you into other worlds, help you empathise with other lives, inspire you to communicate in a variety of ways.

Through the Year 9 Drama Curriculum, you will explore a range of specific skills through both theory and practical study. The course aims to both introduce those who have not had isolated Drama lessons prior to Year 9, and to stretch those who have had plenty of Drama experience.

The Drama department aims to build a secure and experimental environment in which students can explore new skills inspired by leading Theatre Practitioners and Companies: including elements such as, Mask work, Mime, Slapstick, Script work & Characterisation, Physical Theatre. We are passionate about helping you to try new things and take risks in order to find out where your skill level lies.

Drama at Monkton knows that all performers have their own comfort-zone, and we aim to enable you to work to your individual level within a group environment.

Through the year, we also work with other departments, exploring how novels or newspaper articles might be made into theatre, how you might design sets or costumes, how tension is created through lighting or sound, and how to use your own music composition skills to affect the atmosphere of a production.

Through working towards productions, and then performing in front of your peers, you will employ and practice a number of desirable life skills, including: Confidence, Resilience, Team work, Empathy, Creativity, Imagination, Leadership, Mediation, Communication, Analytical Thinking, Problem Solving.



English

A rich and diverse curriculum is followed by all pupils designed to prepare you for the rigours of your GCSE studies in Year 10. The curriculum covers: Romeo and Juliet, a challenging novel, a creative writing unit, different styles and purposes of writing and oracy skills (public speaking). This year we are also introducing two new units of study which explores the Gothic literary genre and non fiction media. Personal reading is thoroughly encouraged and we would hope that pupils will enter some of the many writing competitions available.

Each term, pupils will be expected to read widely through both their own personal readers and class texts. Aspects of spelling, grammar and punctuation are covered in every class at different levels. We have a 'no ceilings' approach in our department which ensures that all students are stretched and challenged.

The English department's aim is to inspire you to become as passionate about English as your teachers are, whilst teaching you how to write creatively and accurately.





Geography

The curriculum is designed to set some different and engaging challenges from those faced in Year 7 and 8. There are 3 topics covered throughout the year.

The Michaelmas Term begins with an in-depth look at Antarctica: the world's last great wilderness. We look at the fragility of the continent and the attempts being made to preserve it.

In the Lent Term we start by looking at Glaciation and the role it played in shaping the UK. Towards the end of the Lent term and into the Summer term we study conflict at global and local scales, focusing on piracy off the coast of Somalia and Nigeria and taking a look at conflicts that occur closer to home. The conflict module gives the students a taste of what GCSE geography is like particularly the evaluative nature of the course



History and Latin

History

The course offers history pupils both breadth and depth of historical learning as we focus on key developments and events in the Twentieth Century, as well as broader themes. The course also includes an element of local study, as pupils investigate the impact that World War 1 had on the School, the climax of which is a trip to the battlefields of Ypres and The Somme. The aims of the course are that the pupils will gain an understanding of change over time and the significance of historical interpretation, and that an enjoyment of this wonderful subject will be nurtured. Key sections and questions in the study of the Twentieth Century may include:

- What can the Olympics tell us about changes over this period of time?
- How have conflicts in the Twentieth Century affected soldiers & civilians?
- How have different ideologies caused conflict?
- How did dictatorship affect people's lives?
- Why did some women use violence to win the vote?
- How people have campaigned for equal rights?
- Why and how did the Holocaust happen?

Latin

Pupils studying Latin in Year 9 will have had a good taste of the Classical World, both in terms of language and culture. The year is spent exploring areas of linguistic knowledge in much greater depth, and time is dedicated to a more extensive and in-depth look at cultural aspects such as Greek mythology and the legends of Ancient Rome.

Latin is a suitable subject for those interested in language and in literature and who have had some experience of the language before. There is more emphasis on well developed processes, wider linguistic knowledge and producing better sounding translations. Challenge is always present, but so is the satisfaction of difficulties surmounted.

An aim is to prepare a number of pupils for GCSE Latin, whilst giving others more experience in a language which is so important as a basis for other languages. Ultimately, the subject involves an engagement with an ancient culture, which is interesting in its own right, but also as the ancestor of modern European culture.



Languages

In Year 9 there will be four lessons each week dedicated to language learning. Most pupils will study one language in the following classes: French continuers, Spanish beginners or Mandarin beginners. Pupils can also choose two languages: either French and Spanish or Latin and Spanish.

Some may receive extra Maths or English support in place of their language (see the section about extra Maths and English support). Choices will be made via the Joining Forms. Except in exceptional circumstances, pupils will only be selected for extra Maths or English after a few weeks at Monkton to give them time to experience some foreign language classes. English as a Second Language pupils do not normally take a non-English language course.



French

The main aim in Year 9 is to build upon and revise skills learned in previous schools. We want to encourage our learners to communicate with other speakers of the language. We aim to promote the enjoyment of learning a language for its own sake and to provide intellectual stimulation.

With access to several language learning websites and applications, pupils are encouraged to practise their language skills outside of the classroom using authentic materials such as film and song. This will be a GCSE course spread over three years to enable students to benefit fully from their studies.

Mandarin Chinese

Mandarin Chinese is one of the most useful and intriguing languages to learn today. Used not only in mainland China, but from Hong Kong to Sydney; Mandarin can be used wherever there are communities of Overseas Chinese. The skills learned will be useful and with Mandarin Chinese you could even set your sights on working at the United Nations.

For those who are new to the language, or who have less than a year's experience, there are four lessons each week.

For those who continue to GCSE, over a 3-year course, pupils are taught "Putonghua" - the "common language" - or, as it is widely known, Mandarin - the official language of the People's Republic of China. The rudiments of reading and writing are taught, essential to understanding the foundations of Chinese culture and language. By the end of the 3 years pupils should know about 600 basic Chinese characters and be able to read passages and write short essays. Pupils also have the opportunity to learn about the Chinese and Overseas Chinese culture, Chinese history and politics.

Mandarin in Year 9 is not available for native or near-native speakers of the language.

Languages

Spanish

Spanish is the third most widely spoken language in the world - after English and Chinese - and it presents a wealth of cultural aspects which make the learning of the language a worthwhile experience. Spanish is derived from Latin, so if you have studied Latin or even French you will find lots of common aspects between these languages.

Spanish in Year 9 is suitable for those who have either no or some experience of the language. It gives an excellent introduction to the language and allows pupils to master the basics and build their confidence through role-plays, presentations and games. The emphasis is on the practical side of the language, and they will be expected to participate actively in lessons. Given that the course will also provide the foundation for Spanish GCSE, pupils will be expected to work at a fast pace. We cover a wide variety of topics such as family, town, home, free time and school. Pupils will also learn about the cultural aspects of Spanish speaking. As with French and Mandarin, the Spanish GCSE course is spread over three years to ensure students are fully able to access the language and make substantial progress.



Mathematics

Set 1 will work through an accelerated programme designed to provide them with a stimulating and challenging syllabus. The class will begin the IGCSE course after the setting examinations in the Michaelmas term with a view to most students completing both Edexcel iGCSE and AQA Further Mathematics. This gives an enriching course with good breadth and is a great stepping stone to A-level Maths.

Sets X, Y and Z will typically be taught in mixed attainment groups until the end of Year 9 when they will be setted. They will practice mastery of key concepts, particularly in algebra and co-ordinate geometry. This is to ensure that all of our students are comfortable and confident with key mathematical skills and concepts before they start their IGCSE course. These classes will begin the iGCSE syllabus towards the end of Year 9 and complete the Higher Tier iGCSE examinations in June of Year 11.



Music

The Year 9 Music curriculum aims to engage all students, whatever their previous musical experience. All students develop skills across the three main strands of the GCSE Music course - composing, performing and listening/ appraising. Even if students do not opt for GCSE Music in year 10, they are introduced to musical opportunities which remain available to them throughout their time at Monkton - and beyond of course!

Throughout the year, students will have the opportunity to develop their knowledge of contrasting styles of music, from minimalism to pop music to music for film and TV. Students will develop their ensemble playing skills by performing together in small groups and as a whole class. Students will also have access to professional standard music production software (Logic Pro) and will learn how to input and manipulate sounds for creative purposes. Throughout the year there will be opportunities for students to develop ability to perform on a variety of different instruments such as tuned and untuned percussion, ukuleles, guitars, pianos and digital keyboards.

All students entering year 9 will have access to the fantastic musical resources that the department has to offer. These include:

- A state-of-the-art rehearsal hall with digital recording facilities, equipped with a Steinway Model B grand piano for major ensembles
- 12 instrumental teaching and practice rooms each with an upright piano, sound-proofed and air-conditioned.
- A music library and listening room.
- A professional recording studio, live recording room and vocal booth.



Personal Development (PD)

The aim of Personal Development is to develop a positive relationship and attitude towards, health, themselves, each other and the world in which they live. Personal Development is an important part of any pupil's education at Monkton. We provide a safe environment in which to openly discuss relevant and topical issues for all our teenagers. Open discussion and acceptance of each other's opinions is highly encouraged in a more informal setting.

In Year 9, pupils undertake a detailed programme based around the issues of self-awareness and self-esteem in order to promote healthy relationships. Considering their perceptions of themselves, and the way that the media portrays young adults is a vital part of this course. We also pay close attention to e-safety and how much we are influenced by new technologies.

An understanding of these two key topics is central in enabling pupils to make wise decisions when confronting difficult situations or choices.

Within these two topics we look more specifically at:

Who am I? Where have I come from? What influences who I am? Who influences what I am? What is important to me? Goal setting, bullying/cyber bullying, peer on peer abuse, diversity, how to maintain a positive self-image, sex education, drugs and alcohol education, self-confidence, choice and responsibility, finance, personal safety and mental health.



Physical Education and Games

Monktonians play sport and those entering Monkton Senior School in Year 9 will enjoy the many opportunities there are to participate in a range of physical activities. The school is fortunate to be able to offer the following facilities for the pupils to use during both timetabled lessons and extra-curricular activities:

- Sports Hall [including a weights room]
- Astroturf
- 4 Rugby pitches / 2 Cricket squares
- 18 Tennis courts [6 grass courts, 9 Astro courts, 3 hard courts]
- 2 Squash courts
- Indoor swimming pool
- Boathouse and Rowing centre
- 3 Netball courts

Year 9 pupils will have one double lesson of PE. This is taught in mixed groups and covers areas of the curriculum not taught as part of the major games programme; we aim to introduce pupils to a wide variety of sports and develop various aspects of their general and specific fitness. The PE programme allows pupils to learn that physical activity comes in many forms and with something to suit everyone. Our pupils will understand the benefits of being physically active, which lead into the GCSE course for those that select it as an option in Year 10, as well as being aware of the many opportunities available to them to remain active and healthy.



During Year 9 pupils also have 2 games sessions per week. These lessons give pupils the chance to concentrate on developing their skills and understanding in Monkton's traditional team sports. School teams are selected from participation in games sessions These lessons give pupils the chance to concentrate on developing their skills and understanding in Monkton's traditional team sports.

Year 9

Term	Team Sports	Team Sports
Michaelmas	Rugby	Hockey
Lent	Hockey	Netball
Summer	Cricket or Rowing	Tennis, Rowing or Cricket

Many Monkton pupils have represented the district, county, region or achieved national honours and the School provides every opportunity for these pupils.

Further sporting opportunities are open in the form of extra-curricular activities such as fencing, shooting, table tennis, squash and many more.



Science

Science and its applications are of daily relevance to us all. There are many exciting, ground-breaking and interesting careers that use the skills taught in Science. In Years 9 to 11, pupils are taught Biology, Chemistry and Physics separately by subject specialists in the AC Maths & Science Centre, with its outstanding teaching environment. Pupils have six lessons a week of science in Year 9 (two in each discipline).

Before entering Year 10 students will choose which Sciences they study within the option blocks. It is compulsory for students to take at least one science option, and it is normal for students to choose two or all three sciences if they wish. They should consider their enjoyment of Science, future studies and careers when making this decision, as well as the wider skills that are developed. In Year 10 and Year 11 pupils will have four lessons of each of the Sciences they have chosen for their option blocks as they work towards their GCSE.



The topics studied in Year 9 are an introduction to many of the GCSE topics they will encounter in Years 10 and 11 and so provide excellent preparation for the next two years. There is also an emphasis on scientific thinking and processes, aiming to enhance the pupils skills in practical experimentation, the application of theories and analysis of data.

The key aims of these Science courses include:

- Acquire scientific knowledge and understanding.
- Be able to apply one's scientific knowledge and understanding.
- Sustain and develop an enjoyment and interest in the scientific world.
- Appreciate the practical nature of science, acquiring experimental skills based on correct and safe laboratory techniques.
- Appreciate the importance of accurate experimental work and reporting as scientific methods.
- Develop a logical approach to problem solving in a wider context.
- Evaluate the benefits and drawbacks of real-life applications of science.
- Prepare pupils for GCSEs in the three Sciences.



Theology, Philosophy and Ethics (TPE)

TPE at Monkton is all about learning how to think, not what to think. This begins in Year 9 where pupils are introduced to a range of ethical and philosophical questions and invited to reflect on how they affect our understanding of reality and of God. It is an opportunity for pupils to clarify their own beliefs and values, as well as to seek understanding of the views and beliefs of others.

This focus on discovery and reflection is continued into Year 10 when all pupils are given the opportunity once a week to engage with some of life's big questions, and to research them through a variety of projects, group tasks, presentations and debate sessions. Over the course of the year they will study some of the key beliefs of the major world religions and secular world views in this way.

At Monkton we deliver the AQA Religious Studies GCSE course in Years 10 and 11 and this is chosen as an option, rather than being compulsory for pupils. The course is divided between the beliefs, teachings and practices of both Christianity and Islam, and then moves on to religion, philosophy and ethics in the modern world for year 2. Pupils cover topics such as belief about angels, life after death and the concept of salvation as well as exploring the influence of religious belief on issues such as peace and conflict or family relationships. Lessons are lively and interactive, offering a wide range of opportunities for pupils to develop their ability to formulate, present and defend an argument as well as to question, listen and reflect.

GCSE Religious Studies is a fantastic foundation for any further study, but also equips students more broadly to take their place in the world as confident individuals, clear and informed about their own views, respectful of the views of others, and able to form healthy and enriching relationships with a wide variety of people in a range of different contexts.





Skills Carousel

The Year 9 Skills Carousel introduces our pupils to areas of study that will help them develop interests and skills outside the main curriculum.

Areas include a Finance module which will be an introduction to the real world of business, including financial management, the pros and cons of risk taking and how businesses succeed and fail. Pupils will also develop their IT literacy skills by applying the theory they learn to a real-life business context and presenting their findings to fellow peers and entrepreneurs.

Pupils will also take part in an Outdoor Education programme with an opportunity to learn some important life skills, making good use of the natural environment surrounding the school. Teambuilding and problem solving activities help the Year 9 pupils to collaborate effectively as a year group, whilst testing some leadership, teamwork and communication skills. In the better weather, bushcraft lessons can be a real highlight and the students learn to light fires and cook basic camp food like marshmallows and bread. They also make the most of time on the River laying and paddle boarding from our own boat club on the River Avon.

In another area, pupils take part in dance classes for a few to develop their previous skills but for most to learn new ones in a new context. Dance is a powerful ally for developing many of the attributes we celebrate and helps pupils grow emotionally, socially, and cognitively. This will be linked to the Expressive Arts faculty where pupils will be able to develop their filming and editing skills.

The final area of study will be gaining experience with our own catering team, learning to do some cooking and baking, as well as how to run an event and work Front of House.





WINKTON

English as an Additional Language

English as an Additional Language - charges may apply

Pupils who have English as an Additional Language (EAL) are assessed in reading, writing, speaking, listening and grammar on entry to Year 9, to assess the level of support needed by each individual. If needed, pupils will then start an EAL course ranging from two to eight lessons a week. The aim is to provide Year 9 pupils with a secure language base from which to begin their GCSE studies in Year 10.

Pupils attend EAL lessons while other pupils are taking mainstream English, Classics and a Modern Language.

In addition to their integrated skill development course, pupils receive scientific vocabulary teaching, and take an intensive reading course in which they are

individually monitored, encouraged and stretched as this is such a vital aspect in achieving success across most of the curriculum.

Year 9 pupils are formally assessed in all skills in September, February and June. If a pupil's level of English is strong enough, they will also take the mainstream English paper in June, to see whether they are ready to switch to mainstream English for Year 10.

All Year 9 pupils taking EAL enter a writing competition, take a reading challenge and participate in the internal round of an inter-school speaking competition called International Voice. The strongest speakers will then have an opportunity to participate in the final round against other Bath schools.



Extra Learning Provision

Extra English and Extra Maths is provided on the recommendation of the Heads of English and Maths.

Extra English and Maths Support

We strongly encourage all our students to choose at least one foreign language course, and to this end, the extra support for Maths and English (which is timetabled against the foreign languages lessons) are, except in exceptional circumstances, opted for after starting at Monkton. This allows all pupils to experience language classes at Monkton. Once it becomes clear that a pupil would clearly benefit from either extra support in Maths or English, the Head of that department would contact parents directly to discuss the options.

Extra English Support

Extra English lessons are designed to support the mainstream curriculum. The lessons allow more time for the development of the essential key skills of grammar, punctuation, handwriting and textual organisation. Whilst these are also taught during mainstream English lessons, the extra curriculum time enables pupils to build upon the foundation areas.

Extra English enables pupils to hone their writing skills in order to complement their work in all areas of the curriculum. Guidance and advice will also be available for coursework in all subjects.

There are 2 lessons available every week. Each one will be devoted to either reading skills, writing skills or a combination of both.

Extra Maths Support

Extra Maths lessons are designed to support the mainstream curriculum. These lessons allow more time for pupils to become comfortable and confident with the skills they are learning in their normal set and are primarily intended for those who do not find Mathematics the easiest of subjects. Extra Maths lessons provide the opportunity for pupils to seek clarification on a particular point, gain help with the assignment that they have been set that week, or seek help with revision of a previous topic. Lessons are steered wholly by the needs of the individuals within the class - at any point each pupil may be undertaking a different task to the other pupils, supported by their teacher.

There are 2 lessons available each week.

Extra Learning Provision

Learning and Study Support - charges apply

Some pupils, often because they are dyslexic or struggle with organisation, benefit from having a weekly session 1:1 in the Learning Support Department. This individual support is available up to Year 13, if required, although the nature of the provision changes over the years from being focussed mainly on literacy and maths skills to more broad based study and revision skills. The use of Assistive Technologies such as text recognition software is also explored. Pupils may not require support continuously throughout the Senior School; some may just need support through the transition into the secondary education and some may find that it is not till Year 12 that the demands of studying at a higher level require some study support.

Programmes are based on the individual needs of each pupil and are designed to build confidence and meta-cognition alongside subject knowledge and skills. In Year 9 the emphasis is often on reading accuracy, comprehension, writing skills and spelling. All programmes are structured and cumulative and take account of the need to learn in a multisensory way to assist memory. Sometimes a short intensive programme is required to fill in a particular learning gap or strengthen a specific skill like spelling or reading comprehension. Alternatively the support is student-led responding to the needs of the student at that moment be it with a specific assignment or with overlearning more generally. Lessons in years 9-11 take place during Extra English or Extra Maths sessions, before school at 8am or during lunchtime so students do not miss any core subject lessons. For those in years 12-13 lessons are scheduled during a study period.

Arranging individual support

It is helpful if parents can inform Monkton before arrival that their child is having Learning Support lessons in their current school so that the Head of Learning Support can contact that school and find out what the support has been given to date and what should be put in place on arrival at Monkton. Parents may also indicate on the Pupil Information form that they would like their child to have Learning Support lessons. Generally a term's notice to cease this provision is required. However where a limited course of lessons has been arranged this will not be necessary. If a pupil's teachers feel that some support with learning would be of benefit to a child the tutor or house parent will contact parents to discuss the options.

Word Processors

In Year 9 pupils are encouraged to develop the skills of writing by hand unless a specific difficulty has been identified. All year 9 pupils will now have a Chromebook and typing will become their normal way of working however it will still be beneficial for pupils to learning touch typing, especially if they might want to type their exams eventually. It would be ideal if they were to start in the holidays before Year 9 and they could look at Typingclub.com which is a free online touch-typing programme. It is likely that there will be a touch-typing activity running and those pupils who wish to type exams will be required to attend this unless they are already proficient. Typing will qualify as a skill for those doing the Duke of Edinburgh Bronze Award.

Diagnostic Assessment for Exam Access Arrangements

Assessment for exam access arrangements is carried out by the Learning Support Department in line with the Joint Council for Qualifications' regulations, so there is no requirement for parents to commission assessments for this purpose.

The results of the baseline literacy and maths assessments which are taken at the beginning of Year 9 are analysed to identify pupils whose scores indicate they may have difficulty with exam skills at GCSE or some unidentified specific learning difficulty. Additional screening from the LUCID range may then be carried out to check reading and writing speeds, working memory capacity and processing speed. Following on from this and where there is corroborative teacher recommendation, it may be suggested to parents that some further diagnostic assessment is carried out in the department to find out whether there is justification and evidence to apply for Exam Access Arrangements, for example extra time, in public examinations.





For more information

Please take a look at www.monktoncombeschool.com for more detailed information on all aspects of school life. We are always delighted to welcome visitors either on an individual visit or to one of our regular open mornings.

Monkton Senior School

Monkton Combe

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