

Curriculum Outline

***Year 8
2022 – 2023***

Our Intent

At Bishop Stopford School, our aim is that every student should realise his or her unique potential. Our Christian ethos and core values are expressed in all that we do: the culture is articulated through highly productive relationships and there is a strong sense of identity and belonging. As a result, our curriculum nurtures and challenges, prioritises individual worth and social cohesion, and fosters independence and interdependence. Character development goes hand in hand with our striving for academic excellence. We want students to leave us happy and healthy, with a strong moral compass as well as with qualifications which have integrity.

Aspiration underpins our curriculum: it is designed so that no student is left behind or left out because of social-, learning- or other disadvantage. Both the taught and the wider curriculum are carefully planned to ensure that not only are students' basic skills secured, but they provide the foundation for future success. We aim to develop highly literate and knowledgeable learners who are creative, self-regulating and resilient. They have opportunities to develop depth as well as breadth, and because they are socially equipped, they can engage confidently with the wider world.

Underpinning Principles

- Leadership of the curriculum is active, reflective and research-informed.
- Our curriculum is unapologetically academic and knowledge-driven, ensuring Bishop Stopford students are engaged and thoughtful learners.
- Our curriculum is holistic: the spiritual, social and moral imperatives are as strong as the academic.
- Key Stage 3 lasts for Years 7-9 to allow the range of subjects to be studied and to build secure foundations for the two year GCSE programmes of study.
- Curriculum is structured to ensure effective progression through the key stages and beyond school to further study or employment.
- Our curriculum enables *all* learners to progress, through development of a rich language base and challenge in every lesson.

Dear Parents

In order to build on links between school and home which were established in Year 7, this booklet gives details of the curriculum followed this year.

This outline shows the teaching programme, which we trust will lead to enjoyable and meaningful learning. Students, of course, learn much more than can ever be listed in a booklet. Social skills, positive attitudes and other qualities form an important part of what we are aiming to develop at Bishop Stopford. A wide range of extra-curricular activities complements the planned timetable of lessons, and STEM days continue.

An overview of the timetable is given below:

	Number of lessons per fortnight	Organisation of teaching groups
Art & Design	2	mixed ability
Computer Science	2	mixed ability
Design Technology*	4*	mixed ability
Drama*		
English	6	mixed ability
Foundation Learning	1	mixed ability
Geography	3	mixed ability
History	3	mixed ability
Mathematics	6	setting
Modern Languages	6	setting
Music	2	mixed ability
Personal, Social, Health & Economic Education	1	mixed ability
Physical Education	4	setting
Religious Education	3	mixed ability
Science	6	setting
Tutorial	1	mixed ability
STEM Days	1 x 1 day	mixed

(Lessons last for one hour. Tutor groups consist of approximately 27 students).

*DT and Drama are taught in a carousel, with each block lasting between 7 and 8 weeks. Students will have 1 block of drama and 4 blocks of DT throughout the year.

Homework is an extension of the curriculum offered at school, nurturing self-reliance in learning as well as giving an opportunity for consolidation or extension of topics covered in the classroom.

You are required to sign the planner once a fortnight. You can also use it to record any messages you wish to pass to the form tutor. More information regarding homework can be found via this link: <https://bishopstopford.fireflycloud.net/parent-information/homework>

We will be pleased to respond to any concerns you may have about teaching, learning and life in Year 8. In this way, we hope to build on the good foundations laid down in the last year, and make this year a happy and fulfilling time.

Yours sincerely

Miss J Silverthorne
Headteacher

Year 8 Curriculum Mapping

The diagram below identifies the key opportunities for cross-curricular study in Year 8. Such opportunities enable students to see the links and the inter-dependency of their different subjects, to strengthen their understanding of the key topics and concepts studied and to make their learning vivid, real and memorable.

	Art	Computer Science	Design	Drama	Foundation Learning	English	Geography	History
Art			Typography					
Computer Science	Representations		Mobile app development		Digital Literacy			
Design/Food	Design Ideas						Microplastics Food Miles	
Drama	Costume Design		Costume design			Blood Brothers script	North/South divide	
Foundation Learning		Typing skills Internet searching Cyber Security				Copyright, Plagiarism and referencing	Bedrock – academic vocabulary	Bedrock – academic vocabulary
English				Characterisation, narrative shape			Writing about places	Elizabethan England Victorians
Geography	TRF's			TRF's				Development & Ghana
History						Tudors and Stuarts		
Maths						Maths vocabulary		
MFL	Day of Dead masks		Food Unit - cooking					History of Festivals
Music			Romantic Period			Romantic Period		The Blues
PSHE	Mindful colouring					Private Reading		Racism
PE								
RE	Religious artwork						World Religions	Reformation
Science							Rocks	Black Death (Unicellular Organisms)

Subject where the topic is taught

Year 8 Curriculum Mapping

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	Maths	MFL	Music	PSHE	PE	RE	Science
Art						Cultural Masks	
Computer Science	Binary			Internet Safety			
Design/Food						Moral Issues & Food production	Metals
Drama			Musical: Blood Brothers	Impact of poverty			Nature vs nurture debate
Subject where the topic is taught	Foundation Learning						Bedrock – academic vocabulary
	English			Personal vs social responsibility			
	Geography	Climate graphs					Weathering Water & Nutrient Cycle
	History			Trans-Atlantic Slavery			Industrial Revolution
	Maths					Speed	Density
	MFL	Numbers			Body and Healthy Living		
	Music						
	PSHE						Drugs and Alcohol
	PE				Physical/Mental wellbeing		Anatomy (Muscles and Bones)
	RE			Worship			
Science							

Important Dates Year 8

Month	Item	Date
September	School opens School photos	1 st September 2022 8 th September 2022
October		
November		
December		
January	Reports issued	27 th January 2023
February	Progress Review	7 th February 2023
March		
April		
May		
June	Reports issued	9 th June 2023
July		

Parents have the right to withdraw their son/daughter from Sex and Relationships Education, Religious Education and Worship.

Please contact Mr G Kirke (Assistant Head Curriculum) if you wish to discuss this further.



Faculty: Expressive Arts

Department: Art

Faculty Introduction:

Techniques learnt in Year 7 are consolidated in Year 8 with a greater focus on 3D materials.

Topics/Modules to be covered:

Still life Project

- Students will be given the chance to experiment in a variety of mixed media including ICT.
- Direct observational study to investigate tone/texture/form.

Multi-cultural Studies

- Possible projects may include mask making.

Artist exploration

- Arcimboldo

Assessment:

Targets for improvement identified on individual assessment sheets and given verbally throughout.

Homework:

Extension tasks set over a number of weeks to complement classwork. Homework will amount to approximately 3 hours per term.

Enhancement Activities:

- Art Club
- Opportunity to have work displayed around school

Texts to be issued and arrangements for return:

Students are required to have the following items which can be purchased through the school: B pencil, blendable colouring pencils.



Faculty: Technologies

Subject: Computer Science

Faculty Introduction:

A high-quality Computer Science education equips students to use computational thinking and creativity to understand and change the world. Computer Science has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which students are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming.

Building on this knowledge and understanding, students are equipped to use information technology to create programs, systems and a range of content. Computer Science also ensures that students become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Topics to be covered in the year will include:

- Unit 1 Computer Systems
- Unit 2 Developing for the web
- Unit 3 Introduction to Python programming
- Unit 4 Mobile App development

Assessment

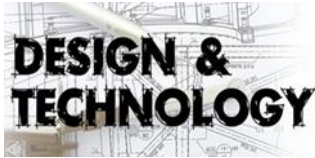
- The students will be assessed using a mixture of teacher assessment and end of unit tests, depending on the topic.

Enhancement Activities:

- Coding Club
- Cyber First year 8 girls' competition
- E-Safety week activities
- Lunchtime and after school computer use with Internet access.
- Lunchtime and after school computer use with Internet access.
- Raspberry pi competitions.

Texts to be issued and arrangements for return:

No textbooks are issued for Computer Science. All resources (including the course textbook) are available on-line using a Dynamic Learning login that is issued to every student in September.



Faculty: Technologies

Subject: Design Technology

Faculty Introduction:

In Key Stage 3, students follow a varied programme of study which covers all aspects of the National Curriculum.

Year 8 develops subject knowledge, whilst enhancing practical skills and abilities. Students will complete all modules of work on a carousel basis.

Topics/Modules to be covered:

- Textile Technology – Assembling three-dimensional fabric products.
- Product Design – A combination of hand tools, power tools and computer-controlled equipment.
- Food Preparation and Nutrition - Cultural cuisine and healthy eating.

Assessment:

All work will be assessed according to the Bishop Stopford assessment system.

Homework:

Within Year 8 homework comprises two set pieces for each project designed to both test and broaden a student's knowledge.

Enhancement Activities:

- Rotary Club Technology Tournament
- STEM days

All students are actively encouraged to enhance the presentation of their work by the use of ICT. ICT facilities are available within school at lunchtimes.

Texts to be issued and arrangements for return:

Texts are used during lesson time for specific learning objectives as and when required.



Faculty: Expressive Arts

Subject: Drama

Faculty Introduction:

Drama in Year 8 is taught as part of a carousel. Following on from the devising skills learnt in Year 7, Year 8 progress to the use of a play script. Students learn about the features of a play script whilst acquiring knowledge of the context, plot and characters of the play: Blood Brothers.

In the second half of the block, students build upon their knowledge of theatrical styles by learning about Naturalistic and Non-Naturalistic performance. Students learn about the context of both theories and practitioners. They identify the two styles within Blood Brothers, and use what they have learnt to create their own performance work of contrasting styles.

Topics/Modules to be covered:

- Blood Brothers
- Naturalism / Non-naturalism

Assessment:

- Group work
- Vocal and Physical Skills
- Characterisation
- Analysis and Evaluation
- Devising Process
- Delivery
- Style, Genre, Conventions
- Design

Enhancement Activities:

- Involvement in Drama Club and School Production
- Theatre visits

Texts to be issued and arrangements for return:

n/a



Faculty: Wider Curriculum

Department: Foundation Learning

Faculty Introduction:

We aim to develop highly literate, numerate and knowledgeable students. The Foundation Learning programme is a critical way of us achieving this aim. It helps students to make an effective transition from primary to secondary school and into more challenging learning. It develops essential skills, and very importantly literacy for learning. These fortnightly lessons for Year 7 and 8 students have the following components:

- Vocabulary Building - Using Bedrock (an online vocabulary platform), students extend and expand their vocabulary.
- IT Skills – Students will become familiar with the IT systems and skills that they will use as they progress through school.

IT Modules to be covered in the year:

- Learning to touch type
- PowerPoint
- Searching the Internet
- Copyright
- Avoiding Plagiarism
- Cyber Security

Assessment:

There is a short digital assessment at the end of each Foundation Learning lesson.

Year 8 students will also have their progress on the Bishop Award monitored during the Foundation Learning lessons.

Homework:

Bedrock is set as homework during Foundation Learning lessons – Year 8 students are expected to complete 20 Bedrock points each week and also to acquire evidence for their Bishop Award.

Enhancement Activities:

The 'Bishop Award' is designed as an enhancement activity.

Resources to be issued and arrangements for return:

All resources are available on Firefly. Students will be provided with headphones each lesson, but are encouraged to bring their own if possible.



Faculty : Modern Languages

Subject : French Second Language Year 8

Faculty Introduction:

Students in Sets 1 and 2 in Bands A and B will begin studying French as a second language. They will have 2 lessons a fortnight of French and 4 of their first language Spanish.

Students study four modules of work. Modules comprise language for communication, with the associated vocabulary and grammatical structures. There are also opportunities for ICT and independent reading.

Topics/Modules to be covered in the year:

- Personal ID
- Free time and technology
- House and home
- Town

Assessment:

- 3 common assessments per year.
- 3 end of module pieces of formally marked work.
- Targets for improvement identified.

Homework:

30 minutes homework is set once per week.
Students will be using the on-line resource Quizlet

Enhancement Activities

- International Day

Texts to be used:

Students will use a variety of resources in class



Faculty: Humanities

Subject: Geography

Faculty Introduction:

'What other subject tells us so much about the great issues of the age – global change, natural and human?'

Students are taught in mixed ability groups for 3 lessons a fortnight.

Topics/Units to be covered:

- Tropical Rainforests
- Antarctica
- Development in Ghana
- Coasts

Assessment:

- End of topic assessments using BSS levels.
- WWW/EBI mid-assessment tasks.
- End of year exam.

Homework:

Homework tasks will include a variety of mediums. These will include research prior to learning, independent research tasks, planning for presentations or developing revision skills. There will also be extended writing pieces or completion of questions.

Enhancement Activities:

- Independent research and project-based work

Texts to be used in class:

'Geography Matters', 1, 2 and 3' and 'Progress in Geography Key Stage 3'. All textbooks utilised are kept and used at school.



Faculty: Humanities

Subject: History

Faculty Introduction:

Students are taught in mixed ability tutor groups in Year 8. A variety of topic areas are covered. The emphasis is on British history.

Topics/Modules to be covered:

- Tudor England
- English Civil War
- Restoration and Enlightenment
- Trans-Atlantic Slave Trade and Empire
- Industrial Revolution

Assessment:

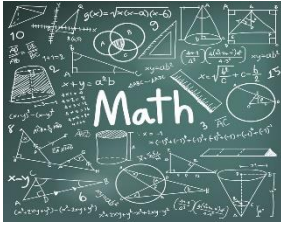
- Specific assessments are given using the Bishop Stopford assessment system
- Targets for improvement identified.

Homework:

Some homework will be research, planning or revision. Some will be completing extended writing tasks or assessments.

Texts

Exploring History textbooks are kept and used at school.



Faculty: Mathematics

Subject: Maths

Faculty Introduction:

Students are taught in four broad ability sets, covering topics to differing depths. During the year they are regularly assessed and will have opportunities to move groups. Students will spend time ensuring they have mastered a concept before moving on.

Scientific calculators and maths equipment must be bought by all students and brought to all lessons. We recommend all students use the same calculator which can be bought from the finance office for approximately £8.50.

Students will follow the KS3 National Curriculum Scheme of Work and with the following aims:

- Become **fluent** in the fundamentals of Mathematics
- **Reason** mathematically eg giving reasons, explaining answers, developing a “proof”
- **Solve problems** by breaking down a question and applying their mathematical knowledge

Subject Content:

Content from Year 7 will be reviewed/covered at various stages for students who need more time to consolidate.

Number:

Rounding, Percentages, reciprocals, factors, multiples and primes, fractions and recurring decimals, estimations

Algebra:

Solving linear equations, substitution, graphs of linear and curved functions, sequences

Ratio, Proportion and Rates of Change:

Simplifying ratios, sharing in a ratio, converting a ratio to a fraction, best buys and combining two ratios

Geometry and Measures:

Vectors and translations, Pythagoras Theorem, Speed and Density, constructions, areas of 2D shapes including circles, Volume and Surface Area

Probability and Statistics: set notation, Venn Diagrams, Probability and Scatter Graphs

Homework and Assessment:

- Students will have up to four formal assessments each year which could influence group changes. Students will be given reflection time and targets to improve.
- Students will be informally assessed regularly through class questioning, teacher and peer marking of classwork and homework.
- Students will each have a starter book which consolidates previous learning and identifies strengths and weaknesses.
- Homework is set for 30 minutes up to twice per week. Homework is generally further practice/consolidation of the topic covered in class, so usually needs to be completed by the next lesson. Assessment revision tasks may take slightly longer to complete.
- Maths Help is available weekly for extra assistance with homework or classwork.
- The school has a MathsWatch subscription. Each student will have a password and login provided at the beginning of the year. MathsWatch can be used for homework, revision or enrichment.

Enhancement Activities:

- Extension activities for students who are showing clear understanding of topics
- MathsWatch and Maths Help.
- Termly literacy and cultural challenges
- The most able mathematicians enter the UK Junior Mathematical Challenge.



Faculty: Expressive Arts

Subject: Music

Faculty Introduction:

Students develop their musical skills through topics which allow them to cover the National Curriculum. All topics are taught with an integrated approach to the three disciplines of performance, composition, and listening and appraising.

Topics/Modules to be covered:

- Blues arrangement/composition– blues scale and twelve bar blues chord structure, syncopated rhythms, performing, improvising
- Popular music – developing knowledge of harmony and song structures
- Intervals – use of intervals in composition and their effect., creating a blending 3rds piece
- Ground Bass – repeating bass lines with changes in texture and melodic lines above. Arrangement of Pachelbel's canon.
- Keyboard skills, building on 5 finger technique from y7, adding bass notes and chords.
- Short 'set works' listening, performing, keywords and context. Dvorak's "Largo"

Assessment:

- Assessment using Bishop Stopford Assessment system.
- Tasks set and feedback sent via firefly.
- Targets for improvement identified through verbal and/or written feedback.

Homework:

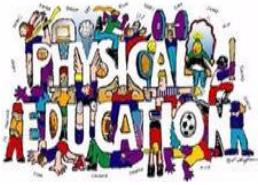
No homework is set in Year 8. Music is available for optional practice between lessons.

Enhancement Activities:

- A wide variety of choirs and instrumental ensembles are open to all students throughout the year.
- Carol Service
- End of term concerts
- Junior choir and ukulele ensembles, open to all.
- NMPAT recital team
- Visiting musicians workshops

Texts to be issued and arrangements for return:

Not applicable.



Faculty: Physical Education

Subject: Physical Education

Faculty Introduction:

PE helps students to develop positive associations with physical activity, acquire skills and apply tactics, evaluate and improve performance, gain knowledge, understand about fitness and health and develop their personal qualities.

All students will experience an ambitious PE curriculum, which challenges them every lesson, nurtures their talents and enables them to learn about and through physical activity.

We aim to:

- equip them with the fundamental and advanced skills to participate in a range of activities with competence and confidence;
- develop their understanding of rules, conventions and key knowledge related to health and well-being to enable them to participate in physical activities in a safe and beneficial way;
- give them the opportunity to foster desirable personal qualities, leaving them socially equipped to become valued members of their community, both in and outside of physical activity;
- to challenge them cognitively, giving them opportunities to develop creativity, solve problems and acquire critical evaluation skills
- prepare them for the next stage of their physical activity journey; whether they choose to study examination PE, participate in competitive sport or become recreationally physically active

We want all students to develop a positive association with being physically active, so that they choose to include physical activity in their future lives. They can then experience the life-enhancing benefits it brings, continuing to be healthy and happy individuals.

Topics/Modules to be covered:

- Games Activities: hockey, football, rugby, netball, handball, rounders, cricket, basketball, badminton, tennis, volleyball, softball and table tennis.
- Athletics Activities: athletics.
- Body Management: rhythmic gymnastics and health related fitness.

Assessment:

- Three assessment strands within PE; Physical (Body), Cognitive (Brain), Personal (Behaviours) which link into whole school assessment system
- Short and long-term reports
- On-going self, peer and teacher assessment in lessons

Enhancement Activities:

- Inter-house competitions – various activities.
- Level 3 School Games (winter and summer) in some activities.
- School teams are organised in all the major games and activities, with practices at lunchtimes and with matches after school.
- The school enters a team in the District Cross Country and Athletic championships. Talented students are put forward for selection at district/county level.
- Year 8 students have the opportunity to attend a residential in the Isles of Scilly where they experience a variety of outdoor activities.



Faculty: Personal, Social and Health Education

Subject: PSHE

Faculty Introduction:

PSHE helps students to develop inter-personal, communication and social skills. Topics are divided between:

- A tutorial led by the students' form tutor.
- Personal, Social and Health Education lessons, taught by a member of the Personal, Social and Health Education team.

Topics/Modules to be covered:

Personal, Social and Health Education

- Health Issues
 - alcohol and drugs
- Citizenship
 - prejudice and racism

Tutorial

- Study skills; identifying strengths
- One to one interviews and monitoring of progress
- Everyone reading in class
- Preparation for residential visit to Isles of Scilly
- Assembly preparation
- Families
- Thinking and study skills
- Careers
 - Health & Safety in the workplace
 - Take your child to work day – briefing and debriefing activities
 - Understanding the world of work
 - Skills for work
 - British values and extremism

Homework:

Homework is not set, although students may sometimes need to collect materials for use in lessons.

Enhancement Activities:

- External Speakers
- Take Our Children to Work Day



Faculty: Humanities

Subject: Religious Education

Faculty Introduction:

In Religious Education, students are encouraged to reflect on religious, non-religious, philosophical, moral and spiritual questions. They will have the opportunity to explore a range of worldviews which highlight the complexity of the world they live in today. Our aims are aligned with the Diocese of Peterborough Syllabus for Religious Education. The focus of Year 8 are the Dharmic Religions.

Topics/Modules to be covered:

- Christianity – The Fall and Salvation
- Kindu Dharma
- Buddhism
- Sikhi

Assessment:

- Specific assessments are given using the Bishop Stopford assessment system
- Knowledge tests
- Evaluative Essays

Enhancement Activities:

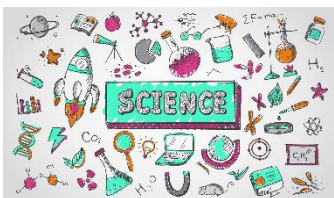
- Analysing and interpreting sources of authority eg the Bible
- ICT used to create project work
- Meets the Faiths Workshop
- Souster Youth lessons
- The use of artefacts

Homework:

In Year 8, students have 3 hours of RE a fortnight. Some homework may be research, planning or revision; some will be finishing extended writing tasks or assessments.

Texts to be issued and arrangements for return:

Textbooks are available for lessons but are not taken home. Electronic versions available through Kerboodle.



Faculty: Science

Subject: Science

Faculty Introduction:

The second year of Key Stage 3 develops skills further and introduces new areas of knowledge. Students are set in broad ability groups.

Topics/Modules to be covered:

- Plants
- Food and nutrition
- Light
- Multicellular organisms
- Breathing and respiration
- Periodic table
- Heat transfers
- Rocks
- Earth and space
- Fluids
- Combustion

Assessment:

- End of topic tick tests
- End of term tests (3 per year), using the Bishop Stopford internal assessments
- Targets for improvement identified
- Required practical investigation work
- Weekly homework

Homework:

30 minutes homework is set each week.

Homework tasks include questions to test knowledge and understanding; revising for tests; research and planning; writing up investigations and work to develop skills e.g. graph work. In addition, students are expected to use time at home to formally assess key work and assessments.

Enhancement Activities:

- Information and additional homework tasks are available on the VLE
- Science, Technology, Engineering and Maths (STEM) Activities

Texts to be issued and arrangements for return:

A KS3 revision guide can be purchased from the Science Faculty. Additional workbooks are available.



Faculty: Modern Languages

Subject: Spanish

Faculty Introduction:

Students will follow four modules. Modules comprise language for communication, with the associated vocabulary and grammatical structures. There are also opportunities for completing ICT activities and independent cultural projects.

Topics/Modules to be covered:

- Holidays, travel and transport
- Free time and technology
- Healthy living
- Festivals and celebrations

Assessment:

- 3 written common assessments per year, one of which is an end of year exam.
- 3 end of module pieces of formally marked work
- Targets for improvement identified.

Homework:

30 minutes homework is set once per week.

Students will be using the on-line resources Quizlet, linguascope and languagenut

Enhancement Activities:

- International Day

Texts to be used:

“Viva 2” used in class on a needs basis. Students are expected to bring their own bi-lingual dictionary to lessons. Students will also have the opportunity to subscribe to a Spanish foreign language magazine.

Careers Education, Information, Advice and Guidance (CEIAG)

We live in a time where the pace of change is more rapid than at any point in history. Changes in society and the nature of work (including the use of technology and the influences of the global market) will have a profound effect on patterns of employment. To meet these challenges, the CEIAG programme helps our students to develop the knowledge, confidence and skills they need to make well informed, considered choices and plans which enable them to progress smoothly into further learning and work, now and in the future.

The CEIAG programme for Year 8 is delivered within the tutorial programme. It is mapped to the learning outcomes of the Career Development Institute's (CDI) Career Development framework.

Topics:

In Year 8, students have the opportunity to take part in Take a Child to Work Day. They gain an insight into the world of work and apply their learning from school into the work environment. Students undertake a number of preparatory sessions in their careers lessons. Once back in school, there is time to reflect on their day.

- **What is work?** - students recognise the value of different forms of work to individuals in society and identify the opportunities and rewards from each of the pathways available.
- **Health and safety in the work place** - activity linked to Take a Child to Work Day.
- **Careers in Northamptonshire** students develop labour market information skills, major sectors in the county, jobs data, local employers and different careers, they explore how individuals can be affected by the changing supply and demand for labour.
- **Take a Child to Work debrief** - reflection and evaluation of the work shadowing day.

These lessons are supported with a workbook containing all the completed activities and reference resources to assist with learning. Students who visit the work place have a further workbook to document these activities and learning points.

Enrichment Activities:

- **Careers help and advice** - parents and students are welcome to book an appointment with the Careers Adviser. Email: careers@bishopstopford.com
- **Careers Talks** – Year 8 students are welcome to attend any of the lunchtime Careers Café or career talks arranged at lunchtimes across the school year.
- **Progress Review Evening** - an opportunity for students and parents to meet with the school's Careers Adviser.
- **Take a Child to Work Day** - Students spend the day work shadowing in a business setting. Placements are provided via parents, relatives or agreed family / network contacts. An enterprise and career development activity is provided for any students who are not able to go out of school. This is provided to the school by The Young Enterprise Company – Learn to Earn Programme.

Quality Assurance

The CEIAG programme at Bishop Stopford School is delivered to nationally accredited standards. The school are holders of, a national Quality in Careers Standard .

STEM Days

Students take part in one technology day to 'join up' their learning in the technology subjects (Design and Technology, Maths and Science).

On each of the days, students take part in a variety of activities which enables them to make links between the subjects and enhance their own learning.

Learning takes place in teams and will be themed.

Enhancement Activities

Trips and Visits: Voluntary Contributions

The viability of trips and visits is entirely dependent on parents recognising their value, and therefore supporting them with voluntary contributions. There is no obligation to contribute, and students will not be deselected because of a lack of parental contribution. However, information regarding trips or visits will state processes for cancelling a trip and returning monies, should the school not receive sufficient voluntary contributions for the activity to go ahead. Consideration for students facing financial hardship will be detailed in any information issued.

NOTES