

THE FOREST ACADEMY



Year 7 Curriculum Booklet

2016 – 2017

- **Year 7 Information Evening – Tuesday 4th October**
- **Year 7 Parents' Evening – Tuesday 25th April**
- **Year 7 Exams – Commence Monday 15th May**

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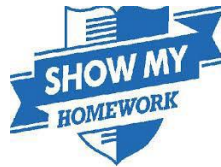
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September 2016

Dear Parent / Carer,

We are very pleased that your child has started Year 7 at The Forest Academy. This booklet is intended to provide you with information about the subjects your child will be taught this year as part of the Key Stage 3 curriculum. We do hope you will find it useful and that it will help you to become more involved in your child's education.

Students are encouraged to use the school library and ICT rooms at lunch time and after school to ensure they have access to a suitable working place to study, and to have access to books and computers, if needed. Homework Club is available to students at lunch time and after school. The Inclusion Unit also offers support for SEND, EAL and MABLE students for tailored support.



To support partnership with parents, all homework set can be viewed by visiting the "*Show My Homework*" link on the school's website. This keeps parents fully informed of the homework set by teachers and on what date it is to be handed in.

Homework will be set regularly and if you are having any issues checking the homework your child has been set do not hesitate to contact your child's form tutor or Miss Karia, Head of Year 7.

Should you require any further information please do not hesitate to contact us.

Yours faithfully,

W Thompson.

Mr W Thompson
Principal

The Year 7 Pastoral Team

Head of Year – Miss P Karia

7B1 Tutor – Miss J. Catmur

7B2 Tutor – Miss M. Ali

7G1 Tutor – Miss S. Ahsan

7G2 Tutor – Miss H. Schapira

7R1 Tutor – Mr S. Khan

7Y1 Tutor – Mr F. Hassan

Form Time

The students meet their tutor daily, spending 20 minutes with them during morning registration.

Their weekly schedule includes:

Monday	Assembly
Tuesday	Reading
Wednesday	Literacy/Numeracy
Thursday	Pastoral Curriculum
Friday	News Round, Attendance data, Stop Press

Books are provided to every student to encourage reading. The school strongly recommends that students bring in their own reading book if they wish to do so.

There is a pastoral curriculum which is taught once a week during form time and covers Personal, Social, Health and Education Topics. The aim is to increase students' awareness of themselves, of current affairs and the choices available to them.

Autumn Term - Whose Life is it anyway?

This Topic will cover Politicians, Media, Music Industry, Corporations and Consumerism and Personal Responsibility

Spring Term - Changes & Choice

This will include Being a Teenager, Body Image, Conflict and Communication and Staying Healthy

Summer Term - Personal Safety

This will include Personal Safety, Internet Safety, Road Safety and Bullying.

How Parents Can Help

- Ensure your child arrives to school on time
- Check and sign planners weekly
- Ensure your child has the right equipment and uniform for school
- Attend all mentoring sessions and parents' evenings
- Monitor Homework

Assessment at KS3

- All students are assessed at various points throughout the school year.
- Parents will receive three formal reports during the school year.
- Mentor meetings with parents take place on Monday evenings with form tutors, once a term.
- There will be a Parents Information Evening at least once during the academic year for all students where parents will have the opportunity to meet subject teachers.
- Students will be set attainment targets for the end of KS4 for every subject that they are studying with the exception of Citizenship and My World. They will also be set an aspirational target.

KS3 Reporting

Students at Key Stage 3 will be reported on the **progress** they are making using the following criteria.

Progress	Explanation
High Flier	The student is making rapid progress and is likely to exceed or is already exceeding the minimum expected level at the end of the year.
Secure	The student is making expected progress and is likely to meet the minimum expected level at the end of the year.
Emerging	The student is making progress, but there is a concern that the student might not reach the expected level at the end of the year.
At Risk	The student's progress is a cause for concern. He/she is not making expected progress for their year group and may not reach the expected level at the end of the year.

ART & DESIGN

TERM	MAIN ASSESSMENT TASKS
AUTUMN 1A	
<p style="text-align: center;"><u>SHIELD PROJECT</u></p> <p>Students will be given the opportunity to:</p> <ul style="list-style-type: none"> • Develop their recording, selecting and analytical skills. • Develop their second hand observational drawing skills. • Complete a project to help students share parts of their identity with the class. • Design their own shield which shows aspects of their identity. 	<ul style="list-style-type: none"> • Research on shields • Observational drawings • A shield design with students' own motif.
AUTUMN 1B	
<p style="text-align: center;"><u>POP ART</u></p> <p>Students will be given the opportunity to:</p> <ul style="list-style-type: none"> • Study the work of Roy Lichtenstein. • Learn how to break down objects into simple shapes so that they complete more accurate observational drawings. • Explore how to add tone to objects to make them look 3D. • Complete first hand observational drawings of still life compositions. • Use the pop art style to transform their observational drawings. • Complete an A3 final piece out of collage materials. 	<ul style="list-style-type: none"> • Observational drawing of simple objects. • Observational drawings of a still life composition. • Artist research page. • Development of compositions in Lichtenstein's style. • A3 collage.
SPRING 2A/B	
<p style="text-align: center;"><u>Portraits and Mask making</u></p> <p>Students will be given the opportunity to:</p> <ul style="list-style-type: none"> • Learn how to draw a self-portrait using proportion to achieve an accurate image. • Produce portraits of other students in the class. • Explore artists' different styles of portraiture. • Looking at how masks are used and what they are used for. • Students will create a 3D mask out of collage materials. 	<ul style="list-style-type: none"> • Tonal self-portrait drawing. • Research into the different styles of masks and what they are used for. • 3D mask
SUMMER 3A/B	
<p style="text-align: center;"><u>ANIMAL COLLAGE</u></p> <p>Students will be given the opportunity to:</p> <ul style="list-style-type: none"> • Explore artists who have looked at the theme of animals. • Learn how to draw animals by breaking them down into simple shapes. • Use a variety of materials to explore the texture and marks. • Use wax resist to capture the bold colours of tropical fish. • Explore animal collage through the work of Tiffany Lynch. 	<ul style="list-style-type: none"> • Artist research. • Observational drawings of animals. • Wax resist experiments. • Animal collage.

YEAR 7 COURSE DESCRIPTION – ART & DESIGN

Students use art and design to look afresh at the world around them. Experimenting with colours, materials, textures and patterns or trying out new processes helps them communicate, feel and imagine. They study different sorts of artwork from drawing, painting, print making, collage, three dimensional construction, ICT. They discover how images can tell stories or express ideas; they learn how art, craft and design enrich our lives and can lead to many kinds of interesting and creative jobs.

At Key Stage 3 students are taught to:

- Explore and develop ideas drawn from their imagination and experience, from their own observations and from the material they collect for research.
- Draw on an extended range of materials, tools, techniques and processes, mixing and adapting them to achieve effects.
- Look at art, craft and design in different times, in Western Europe and the wider world and review their own and others' work. Students do this on their own and through working with others.

ASSESSMENT

By the end of year it is anticipated that students should be able to demonstrate they can:

- Analyse the appearance, structure and function of what they see and record their observations and ideas for different purposes.
- Collect, analyse and organise relevant information to develop their own thinking, imagination and ideas.
- Use a wide range of media with confidence and understanding, showing efficiency in organising and completing tasks.
- Analyse the different ways artists use to convey meaning.
- Express and justify opinions about art.
- Understand key features of major styles and periods in art history and realise how particular artists contributed to both of these and to the development of art.
- Use what they have learned from other artists' work to enhance their own thinking and practical work.

HOMEWORK

It is expected that regular homework will be given once every other week to students in Year 7. Homework will be marked in accordance to school policy.

Homework will normally be either drawing from observation, research, using ICT, or preparation for projects.

HOW PARENTS CAN HELP

- Ensure that their child has adequate and appropriate drawing, colouring materials, e.g. a set of good quality shading pencils, colouring pencils, other materials as per teacher's request.
- Provide you child with an access to internet for research and developing ICT related projects.
- Assist in checking the quality of homework.
- Take students to art galleries during the holidays.

Mrs Hill
Head of Art and Photography

ENGLISH

TERM	MAIN ASSESSMENT TASK
<p>Autumn 1 – Identity</p> <p>Students explore their own identity and how it affects a writer’s work.</p> <p>This unit focuses on reading skills, in particular:</p> <ul style="list-style-type: none"> • Decoding texts • Analysing language • Exploring a writer’s intention 	<p>Comprehension paper – testing reading skills and based on the theme of identity</p>
<p>Autumn 2 – Childhood</p> <p>Students look at childhood in literature, using Charles Dickens texts – either A Christmas Carol, Oliver Twist or Great Expectations.</p> <p>This unit focuses on reading skills, in particular:</p> <ul style="list-style-type: none"> • Analysing characters • Using quotations • Exploring a writer’s intention 	<p>Structured essay answering question: How does Dickens use language to present Scrooge/Oliver/Pip?</p>
<p>Spring 1 – Tragedy</p> <p>Students introduced to their first Shakespeare play – Macbeth.</p> <p>This unit focuses on creative writing, inspired by a high level text. The skills developed are:</p> <ul style="list-style-type: none"> • Ordering ideas • Paragraphing • Sentence construction • Analysing language 	<p>Write a persuasive speech from the point of view of a character from Macbeth.</p>
<p>Spring 2 - Non-Fiction</p> <p>Students look at a range of non-fiction texts, considering purpose and styles.</p> <p>The unit focuses on writing skills, including:</p> <ul style="list-style-type: none"> • Vocabulary choices • Building an argument • Having an effect on your reader 	<p>Write an opinion article on an issue that interests, angers or frustrates you.</p>
<p>Summer 1 - Crime and Punishment</p> <p>Students read the play Coram Boy, considering the historical and cultural context.</p> <p>The unit is focused on speaking and listening skills, including:</p> <ul style="list-style-type: none"> • Analysing characters • Using quotations • Understanding the effect of context 	<p>Presentation on child trafficking in the 18th century to the present day.</p>
<p>Summer 2 – Conflict</p> <p>Students read a range of poems and extracts dealing with conflict.</p> <p>The unit is focused on reading skills, including:</p> <ul style="list-style-type: none"> • Analysing language • Making links between texts 	<p>Structured essay comparing how two poets present conflict in their work.</p>

YEAR 7 COURSE DESCRIPTION - ENGLISH

English is a core subject that all students will study throughout their five years at secondary school. Within English, students develop reading, writing, speaking and listening skills. They learn how to effectively communicate in different settings and for different purposes, as well as exploring literature from different eras, cultures and experiences.

At Key Stage 3 students begin developing the skills needed for GCSE and life beyond school. These include:

- Reading and interpreting non-fiction and fiction writing
- Developing writing skills and exploring how to manipulate writing for different purposes
- Communicating with different people and in different scenarios

ASSESSMENT

By the end of year 7, it is anticipated that students should be able to demonstrate they can:

- Understand and interpret the literal and deeper meanings from both non-fiction and fiction texts
- Use quotations to support their work and answers
- Write clearly and consistently, using correct spelling, grammar and punctuation and using structure and language to begin creating an effect

These skills will be assessed at the end of each half term and progress will be tracked in exercise books and through interim reports.

HOMEWORK

It is expected that regular homework will be given to students related to the topic they are studying, or connected to spelling, punctuation and grammar targets. Homework will be given once a week and will include a range of research, writing or reading tasks, spellings tests and quizzes.

As part of the Accelerated Reader programme (tracking student's reading levels and progress), reading will be explicitly set as homework once a term. It is expected that students are continuing to read outside of school throughout the term.

HOW PARENTS CAN HELP

- Ensure that their child comes equipped to class
- Provide their child with time at home to practise the skills learnt in class through homework set
- Encourage and support their child with reading (both fiction and non-fiction) outside of school time

Miss Ahmed
Head of English

FRENCH

TERM	MAIN ASSESSMENT TASKS
<p>AUTUMN</p> <p style="text-align: center;"><u>BIENVENUE TOI ET MOI</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Study greetings, colours, days of the week, months, numbers and items of stationery. • Talk about different nationalities, family members, physical & personal descriptions and animals. 	<p><u>END OF UNIT ASSESSMENT IN:</u></p> <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing • Translation; French to English, English to French • Grammar; adjectival agreements, definite article (le, la, les), indefinite article (un, une, des), negatives. Connectives, text enrichment (QuACNOT) • Extended project: Create a poster/leaflet showing your own family or a famous family, annotating it in French.
<p>SPRING</p> <p style="text-align: center;"><u>AU COLLÈGE MES LOISIRS</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Study School subjects and the school day. • Learn to tell the time in French. • Describe what clothes they wear for school and other occasions. • Talk about what sports they like and dislike, what activities they do in their free time. • Learn to talk about the weather and what they do in different weather. 	<p><u>END OF UNIT ASSESSMENT IN:</u></p> <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing • Translation; French to English, English to French • Grammar; Present tense verbs, agreements of colours and numbers, personal pronouns (mon, ma, mes, etc), connectives, text enrichment (QuACNOT) • Extended project: Create a model of a classroom, or a model of your favourite sports/leisure facility, labelling it in French
<p>SUMMER</p> <p style="text-align: center;"><u>CHEZ MOI LES VACANCES</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Study different types of houses, the home and rooms and what there is in their bedroom, to describe where they live. • Describe what they usually do at home and what they do in the evening. • Talk about where they spend your holiday, what they are going to do during the holidays. • Be able to ask and give directions in town, buying souvenirs and reading menus at a restaurant 	<p><u>END OF UNIT ASSESSMENT IN:</u></p> <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing • Translation; French to English, English to French • Grammar; Present tense and future tense verbs, positional prepositions and phrases, connectives, text enrichment (QuACNOT) • Extended project: Create a presentation on your favourite holiday destination or activity in French, to be filmed or performed in front of the class.

YEAR 7 COURSE DESCRIPTION – FRENCH

At Key Stage 3 students are taught to:

- Communicate through speaking and writing and to understand French through listening and reading on a variety of different topics, including authentic texts and materials.
- Learn about French grammar.
- Develop speaking and listening skills by understanding and responding to in French.
- Develop reading and writing skills in order to write simple sentences and find information from a short written text.
- Manipulate the language by adding extra details e.g. opinions and justification.
- Learn to be able to accurately translate short phrases from French to English and English to French.

ASSESSMENT

Students will assess themselves and be assessed by teachers during lessons, through homework and in end of unit tests. At the end of the year, there will be an end of Year 7 exam in which the majority of students should be able to write about themselves and familiar topics, give opinions and use different tenses with more confidence; they will also be able to translate short texts into English from French and into French from English.

HOMEWORK

Homework will be set once a week on SMHW to reinforce what has been learnt during the week's lessons. There will also be regular vocabulary tests.

Enrichment

There will be the opportunity to go to France for a day trip and also to communicate with French School children through letters and emails.

HOW CAN PARENTS HELP

- Check SMHW to see what homework has been set and ensure that the student has completed it.
- Buy a French dictionary and look up French websites.
- Encourage your child to ask the teacher after the lesson if they have not understood the work.
- Show an interest in your child's work and ask them to teach you the words/phrases they have learnt in class (this will help them practise speaking).

Ms Catmur
Head of Modern Foreign Languages

GEOGRAPHY

	MAIN ASSESSMENT TASKS
<p style="text-align: center;">AUTUMN</p> <p style="text-align: center;"><u>LONDON: AN URBAN SETTLEMENT</u></p> <p>Students study population distribution in London, and the reasons for this distribution. They study disparities in wealth across the city and the reasons for the massive economic divides faced by Londoners. Finally, they consider London as an ethnic city and discuss the strengths and challenges posed by living in such a culturally diverse city.</p> <p style="text-align: center;"><u>MAP SKILLS</u></p> <p>Many students think map skills are a thing of the past due to the rise in technology and mobile phones. In this unit, students learn how scale, direction, and grid references remain highly relevant. This skills-based unit is enjoyed by all and is particularly accessible to those who may struggle with literacy. This unit develops critical skills for GCSE.</p>	<p style="text-align: center;">Numeracy</p> <ul style="list-style-type: none"> • Use of numbers as evidence to support written statements • Use of scale • Use of ratios, range, mean (graph analysis) <p style="text-align: center;">Literacy</p> <p>In most lessons, students are presented with extended writing tasks asking them to:</p> <ul style="list-style-type: none"> • Describe • Explain • Assess • Justify • Evaluate
<p style="text-align: center;">SPRING</p> <p style="text-align: center;"><u>AFRICA</u></p> <p>This is a holistic unit which looks at the continent of Africa as a whole. Students study Africa's climate, development, disparities in wealth (both across Africa and within individual countries), and migration within Africa.</p> <p style="text-align: center;"><u>GLACIATION</u></p> <p>Students study the formation and distribution of glaciers, and how they can alter the shape of the landscape from small-scale erosion to large-scale avalanches.</p>	<p>These may be in the form of essays, leaflets, newspaper articles, or diary entries. Students also complete project-based work each year as part of a synoptic assessment</p> <p>Other literacy skills include:</p> <ul style="list-style-type: none"> • Reading comprehension • Sequencing of information • Decision-making exercises
<p style="text-align: center;">SUMMER</p> <p style="text-align: center;"><u>HURRICANES</u></p> <p>Students look at the formation, distribution, impacts of, and responses to hurricanes. They study many of the issues surrounding these national disasters through a case study of Hurricane Katrina, which devastated New Orleans (USA) in 2005.</p> <p style="text-align: center;"><u>INDIA</u></p> <p>Students study India as a holistic topic, looking at its environment, economy and people. Topics include India's relief, climate, economy, slums, and diversity. The topic culminates in a project assessing how developed students think India is.</p>	<p style="text-align: center;">Analysis of visual sources</p> <ul style="list-style-type: none"> • Graph construction • Graph analysis • Choropleth mapping • Climate graph interpretation • Population pyramids • GIS images • Photograph interpretation

YEAR 7 COURSE DESCRIPTION - GEOGRAPHY

In Geography, students are encouraged to engage with the contemporary issues and debates that the world is exposed to every day. Students study a wide array of topics, ranging from environmental disasters such as hurricanes and avalanches, to human disasters such as Chernobyl, to everyday issues including poverty and migration.

At Key Stage 3 students are taught to:

- Use real news reports to create essays based on factual evidence
- Balance arguments and reach justified conclusions
- Question the world around them
- Discuss and debate contemporary issues, accepting that there are a range of attitudes and opinions in the world
- Research issues using a range of resources including ICT
- Present ideas or research to the class

ASSESSMENT

Students will be assessed at the end of each topic, each half term. These assessments will alternate between:

- **End-of-unit exams:** these will be unseen short and long answer questions based on the knowledge acquired that half term. Students will be required to revise for these assessments. Teachers will make students aware of these exams well in advance and will provide revision resources.
- **Extended writing or project-based work:** this will be a piece of extended writing or a project based on that half term's topic. Students will be allowed to work on their writing either at home or at school, and will be given them success criteria to help them achieve their very best.

HOMEWORK

Homework will be given once a week to students in KS3 and marked in accordance with school policy.

HOW PARENTS CAN HELP

- Frequently check SMHW to ensure your child is completing their homework
- Assist in checking the quality of the finished work.
- Discuss global issues in the news such as migration, earthquakes and flooding with your child
- Provide your child with access to the internet for research and developing ICT related projects

Miss Allen & Mr Johnstone
Heads of Geography

HISTORY

YEAR 7	
Autumn Term	<ul style="list-style-type: none">• An Introduction to History and the skills required to be a historian• The Vikings in England• Medieval England
Spring Term	<ul style="list-style-type: none">• The Tudors, including:• The lives of the Tudor Monarchs (Henry VIII, Mary I, Edward VI and Elizabeth I)• The Reformation
Summer Term	<ul style="list-style-type: none">• A study through time: Crime and Punishment in Britain, c. 1000 to present

YEAR 7 COURSE DESCRIPTION - HISTORY

Knowledge of History is critical to the development of a child's understanding of both the immediate society of which he or she is a part of, and of the wider world society. The past influences all aspects of our lives. It shapes the attitudes, beliefs and customs of the communities in which we live. History can offer students a sense of time, sequence, change and chronology. This knowledge allows a greater understanding of human situations. Therefore, learning about the past through taking part in historical investigations, arguments and debates helps students make sense of the world in which we live.

Studying History develops a range of skills and is based upon a number of conceptual foundations reflected in key elements of chronological awareness, historical knowledge and understanding, interpretations of History, historical enquiry and organisation and communication.

Students will investigate and develop these concepts including evidence, interpretation, time, chronology, sequence, cause, motive, consequence, change, continuity, similarity, difference, process and regression.

The main aims of the course are to:

- Develop an understanding of how the past explains the present and students' sense of time, sequence, change and chronology.
- Develop students' use of historical evidence and the ability to handle it critically.
- Develop students' capacity to use the concepts of cause and consequence.
- Investigate important cultural, social and political issues with sensitivity to the range of attitudes and values.
- Develop an understanding of some of the important characteristics of significant events and personalities in the past.
- Develop an awareness and appreciation of the ethnic, cultural, economic and political diversity of human society.
- Encourage the production of clear, accurate and well-presented work.
- Demonstrate an understanding of subject specific words and general vocabulary acquisition and comprehension.
- Demonstrate recall and application of information.
- Develop students' awareness of the different geographical dimensions of human experience from the local to the global.

HOW PARENTS CAN HELP

- Help your child with reading and spelling and encourage him/her to read outside of school, for example books, papers and magazines.
- Check planners for teacher comments.
- Encourage your child to take an interest in History and the world around them – they could research topics of interest on the internet, watch documentaries and maybe even visit places of interest.

HOMEWORK

Homework is designed to extend students' learning in the classroom by developing further knowledge and skills.

At Key Stage 3 students are set homework booklets. They are given out each half term, with teacher guidance given periodically during the half term to ensure that students are making good progress. Once completed and marked, targets for improvement are set.

Miss Love
Head of History

ICT & COMPUTING

TERM	MAIN ASSESSMENT TASKS
AUTUMN	
<p><u>E-Safety</u></p> <p>Students will be given the opportunity to:</p> <ul style="list-style-type: none"> • Research the risks and dangers involved using the internet • Understand the importance of keeping personal information safe, whilst online • Discuss the technological developments in the world around them, including the benefits and drawbacks in society. <p><u>Super heroes Database</u></p> <p>Students will be given the opportunity to:</p> <ul style="list-style-type: none"> • Use simple and complex queries within a database to find specific information • Understand the benefits and drawbacks of a database • Distinguish between different data types through the use of examples • Create a database 	<p>Use a database to find specific information within a database using simple and complex queries. Students will then create a flat database using data types and fields to store information.</p>
SPRING	
<p><u>Scratch</u></p> <p>Students will be given the opportunity to:</p> <ul style="list-style-type: none"> • Be introduced to a visual programming environment • Explore the features and logical aspects of algorithms and coding • Understand the basic programming constructs • Refine solutions so that they efficient 	<p>Using programming concepts introduced (e.g. sequences, selection, loops and variables), students will create an animation/games for a given scenario.</p>
SUMMER	
<p><u>Blue Digital</u></p> <p>Students will be given the opportunity to:</p> <ul style="list-style-type: none"> • Explore industry standard multimedia software • Use the internet wisely to locate appropriate content for a given scenario • Use a range of hardware and software 	<p>Students will create an advert for a theme park using audio and video multimedia application software.</p>

YEAR 7 COURSE DESCRIPTION – ICT & COMPUTING

At Key Stage 3 students are taught to:

- Explore and develop idea
- Be creative users of IT & Computing in the use of specialist software.
- Be active participants in the rapidly changing world of technology.
- Develop and extend their knowledge, skills and understanding through problem solving and project based tasks.
- Develop a logical mind frame in order to become confident programmers.
- Appreciate how computing can be used to solve problems.

Students do this on their own and through working with others, using a range of ICT application software and programming environments.

ASSESSMENT

By the end of KS3, it is anticipated that students should be able to demonstrate they can:

- Use programming knowledge to refine a sequence of instructions.
- Understand how hardware is used to process data.
- Explore how data is represented and manipulated.
- Make use of the Systems Life Cycle whilst working on a project.
- Have a firm understanding of the dangers and implications of accessing the Internet.
- Use appropriate software to create a working solution for a given scenario.

HOMEWORK

It is expected that regular homework will be given once a fortnight to students in Year 7.

Homework will be marked in accordance to school policy.

Homework will normally be either research, solving computational problems, reinforcing e-safety principles and planning and preparation for projects.

HOW PARENTS CAN HELP

- If they have access to a computer, encourage your child to improve their practical application skills of information research and data presentation at home.
- Encourage your child to be a responsible computer user by not viewing unsuitable material on the Internet, or copying another person's work and presenting it as their own.
- Support your child to be an independent and discriminate user of computing rather than using his/her time playing computer games. Instead, encourage them to build their own and play it.

Mr Hassan
Head of ICT & Computing

MATHEMATICS

TERM	MAIN ASSESSMENT TASKS
1a	
<p style="text-align: center;"><u>Number 1</u></p> <p>Students will cover the topics of:</p> <ul style="list-style-type: none"> 1.1 Place value and decimals 1.2 Multiply and divide by 10, 100 or 1000 1.3 Negative numbers 1.4 Calculator methods 1 1.5 Indices 1.6 Fraction notation 1.7 Adding and subtracting fractions 1.8 Multiplying and dividing fractions 1.9 Fraction of a quantity 1.10 Percentages 1.11 Fractions, decimals and percentages 	<ul style="list-style-type: none"> • End of topic tests • End of half term tests • Books marked on a regular basis with feedback • Homework is set and marked weekly
1b	
<p style="text-align: center;"><u>Geometry 1</u></p> <p>Students will cover the topics of:</p> <ul style="list-style-type: none"> 2.1 Units of measurement 2.2 Converting between units 2.3 Perimeter and area of a rectangle 2.4 Perimeter and area of a triangle 2.5 Area of a parallelogram and trapezium 2.6 Circumference of a circle 2.7 Area of a circle 2.8 Surface area of a cuboid 2.9 Volume of a cuboid 2.10 Calculating angles 2.11 Angles and parallel lines 2.12 Angles in triangles and quadrilaterals 2.13 Properties of triangles 2.14 Properties of quadrilaterals 	<ul style="list-style-type: none"> • End of topic tests • End of term tests • Books marked on a regular basis with feedback • Homework is set and marked weekly
2a	
<p style="text-align: center;"><u>Algebra 1</u></p> <p>Students will cover the topics of:</p> <ul style="list-style-type: none"> 3.1 Using letter symbols 3.2 Collecting like terms 3.3 Indices in algebra 3.4 Expanding brackets 3.5 Factorising expressions 3.6 Using a formula 3.7 Writing a formula 3.8 Further substitution 3.9 Further simplification 3.10 Simplification and division 	<ul style="list-style-type: none"> • End of topic tests • End of half term tests • Books marked on a regular basis with feedback • Homework is set and marked weekly

2b	
<p style="text-align: center;"><u>Data Handling</u></p> <p>Students will cover the topics of:</p> <p>4.1 Planning a statistical investigation 4.2 Types of data and averages 4.3 The mean 4.4 Frequency tables 4.5 Bar charts 4.6 Pie charts 4.7 Collecting data 4.8 Designing a questionnaire 4.9 Grouping data 4.10 Comparing data 4.11 Scatter diagrams and correlation</p>	<ul style="list-style-type: none"> • End of topic tests • End of term tests • Books marked on a regular basis with feedback • Homework is set and marked weekly
3a	
<p style="text-align: center;"><u>Algebra 2</u></p> <p>Students will cover the topics of:</p> <p>5.1 Coordinates 5.2 Plotting horizontal and vertical lines 5.3 Plotting straight-line graphs 5.4 The equation of a straight line 5.5 Real-life graphs 5.6 Line graphs for time series 5.7 Solving equations 5.8 Unknowns on both sides 5.9 Further equations 5.10 Equations with fractions 5.11 Constructing equations</p>	<ul style="list-style-type: none"> • End of topic tests • End of half term tests • Books marked on a regular basis with feedback • Homework is set and marked weekly
3b	
<p style="text-align: center;"><u>Ratio and Proportion & Probability</u></p> <p>Students will cover the topics of:</p> <p>6.1 Introducing proportion 6.2 Direct proportion 6.3 Ratio 6.4 Dividing in a given ratio 6.5 Ratio and proportion 6.6 Percentage problems 7.1 The probability scale 7.2 Equally likely outcomes 7.3 Mutually exclusive outcomes 7.4 Experimental probability 7.5 Comparing probabilities</p>	<ul style="list-style-type: none"> • End of topic tests • End of term tests • Books marked on a regular basis with feedback • Homework is set and marked weekly

YEAR 7 COURSE DESCRIPTION – MATHEMATICS

Year 7 students begin the year in mixed ability groups before being set four weeks in. Their class teacher will initially assess their students' ability and then a baseline test will be taken. Once the results have been collected the sets are formed based on performance and KS2 outcomes. Work varies between whole class teaching and individual work with time allocated to numeracy. The department will use Numeracy Ninjas to promote strong numerical foundations and interventions will be put in place for students deemed to be at risk of not making sufficient progress.

Each class at The Forest Academy benefits from a curriculum taught using a wide range of resources supported by a number of course textbooks targeted at a range of abilities. We follow a scheme of work that is linked to mymaths.co.uk which also feeds into a 3 year GCSE scheme of work, commencing in Year 9. In line with the national changes, the students will be carrying out some "rich tasks" throughout the year to allow them to demonstrate their ability to use and apply their mathematical thinking skills.

ASSESSMENT

Throughout the year, each set is assessed on a regular basis. Class work and homework are monitored frequently, and tests will be given after several units of work. The setting is flexible and there may be regular movements between groups throughout the year. We are aware that mistakes can be made in the initial setting or children can improve; we will attempt to rectify any errors as quickly as possible.

It is essential for each student to arrive to lessons fully prepared and equipped with Mathematical equipment, including a scientific calculator.

At the end of Year 7, the students will complete internal assessment papers so that all students will be aware of their current attainment before entering Year 8.

HOMEWORK

Homework is set at least once a week and should last for approximately 30 minutes. This is a minimum requirement and any spare time should be used for revision of previous topics.

Homework is usually set to consolidate what is covered in lessons. It will be uploaded onto "Show My Homework" and a paper copy will be handed out in lesson.

HOW PARENTS CAN HELP

Resources to support your child:

Maths booster booklets which can be found on The Forest Academy's website,

<http://www.theforestacademy.org/>

Times Tables Rockstars (free login provided for by The Forest Academy, at

<https://trockstars.com>) Mymaths (free Login provided by The Forest Academy, at

www.mymaths.co.uk)

The Khan Academy (free login, but does require registration at www.khanacademy.org)

Nrich (web resources for stretching and provoking thought at www.nrich.maths.org)

Mr D Clarke
Year 7 Mathematics Coordinator

YEAR 7 COURSE DESCRIPTION – MUSIC

Students develop many skills in Music. They discover many genres of music, including music from around the world, historic and current music, as well as exploring a variety of musical instruments. Through these lessons, students gain the skills to work individually, as well as part of a group; they develop their creative skills through performance and composition and also learn how to express what they can hear by using musical key words.

At Key Stage 3 students are taught to:

- Explore sounds and instruments through listening and playing.
- Listen and appraise their work and the work of others.
- Perform and compose music in different styles and genres.

ASSESSMENT

By the end of the year it is anticipated that students should be able to demonstrate they can:

- Perform simple pieces with reasonable accuracy of pitch, intonation and rhythm.
- Perform simple pieces in a way that demonstrates reasonable technical ability in tone, dexterity and control.
- Perform with an appropriate sense of artistic interpretation and idiomatic style suitable for very simple pieces.
- Create melodic phrases with an appropriate structure.
- Compose a very simple accompaniment for a melodic part.
- Compose pieces that show appropriate organisation and sequence.
- Describe music using some basic musical terms.
- Accurately identify simple musical changes.
- Use adjectives to describe the mood or atmosphere of musical pieces

HOMEWORK

It is expected that regular homework will be given once a fortnight to students in year 7. Homework will be marked in accordance to school policy.

Homework will normally be reviewing music and identifying features, or self assessment tasks.

HOW PARENTS CAN HELP

- Provide your child with access to the internet for research and developing ICT related projects
- Assist in checking the quality of the finished work.

Mrs Roberson
Head of Music

MY WORLD

COURSE OVERVIEW

My World is an alternative curriculum that students in Y7 & Y8 study and which builds on their primary school experience. The My World curriculum is a form of project-based learning and allows students to develop their independent enquiry skills by completing creative and dynamic projects with their teachers.

Teachers have planned units that enable students to build knowledge and understanding, whilst developing key skills that can be widely applied across school but importantly are also preparing our students for life in the 21st Century.

Within My World, students will be able to explore, grow, fail, learn and thrive as well as exploit opportunities to reflect on their learning and develop skills beyond purely academic ones.

Aims

- To develop students' confidence through reading, writing and speaking and listening activities
- To focus on developing personal, learning and thinking skills (PLTS) such as: independent learning, team skills, reflection on learning, participation skills, communication skills, self and well-being skills.
- To consolidate skills developed in primary school and further develop PLTS that supports success in other subjects, as well as preparing students for life outside of school
- To ease the transition between Y6 and Y7 learning
- To teach projects to other students which they undertake, where the teacher is simply the facilitator
- For students to develop skills in problem solving, collaboration, communication, self-motivation and self-management
- For students to understand the thematic approach of project-based learning and how it applies to the wider world.

ASSESSMENT

PiXL Edge is a framework for secondary schools and sixth form providers to develop students' attitudes and accredit attributes and skills essential for employability and life.

Through a series of accredited tasks and activities (including target-setting and self-reflection) PiXL Edge enables students to systematically enhance their skills.

Students are assessed on five key attributes over the two-year programme:

1. **Leadership**
2. **Organisation**
3. **Communication**
4. **Initiative**
5. **Resilience**

All of the units studied focus on one or more of the above areas and students need to complete ten projects in order to receive an apprentice level accreditation, which we hope for them to achieve by the end of Y8.

HOMEWORK

If any homework for My World is set, this will be indicated via Show My Homework. Students are expected to submit homework in on time and if they have any concerns, they should speak to their teacher.

HOW PARENTS CAN HELP

As part of the My World curriculum there may be opportunities for students to attend extra-curricular trips and it is vital that you ensure your child goes on these trips as failure to do so could hinder them from achieving accreditation.

PHYSICAL EDUCATION

TERM	MAIN ASSESSMENT TASKS
AUTUMN	
Girls Netball Rugby Basketball Boys Football Rugby Basketball	Assessment is carried out in all activity areas, based on practical performance; assessment is subdivided into 4 key areas: <ul style="list-style-type: none"> • Developing skills in Physical Activity • Making and applying decisions • Developing Physical and Mental Capacity • Evaluating and Improving
SPRING	
Girls Dance Trampolining Boys Dance Trampolining	Assessment is carried out in all activity areas, based on practical performance; assessment is subdivided into 4 key areas: <ul style="list-style-type: none"> • Developing skills in Physical Activity • Making and applying decisions • Developing Physical and Mental Capacity • Evaluating and Improving
SUMMER	
Girls Athletics Tennis Rounders Boys Athletics Tennis Cricket	Assessment is carried out in all activity areas, based on practical performance; assessment is subdivided into 4 key areas: <ul style="list-style-type: none"> • Developing skills in Physical Activity • Making and applying decisions • Developing Physical and Mental Capacity • Evaluating and Improving

YEAR 7 COURSE DESCRIPTION – PHYSICAL EDUCATION

The Forest Academy provides a broad and balanced curriculum that offers the opportunity for every child to make progress in all areas of the PE National Curriculum. We aim to support the whole school development of your child and to offer them the opportunity to become Independent enquirers, Creative thinkers, Reflective learners, Team workers, Self-managers and Effective participators.

ASSESSMENT

Students are assessed in 4 key areas:

- Developing skills in Physical Activity
- Making and applying decisions
- Developing Physical and Mental Capacity
- Evaluating and Improving

Assessment for Learning

Students will be made aware of their current attainment performance and expected targets, they will also be aware of how they can improve their current performance.

HOMEWORK

Students may from time to time receive formal homework, these will be directly related to their current activity and learning focus.

HOW PARENTS CAN HELP

Students take part in 2 hours of PE each week, please be aware of 'PE days' and encourage your child to organise themselves with the appropriate equipment.

PE Kit

Forest Academy Black Polo Shirt

Forest Academy Black Fleece Jumper

Forest Academy Black Polo Shirt

Forest Academy Black tracksuit bottoms or Plain Black Shorts

Change of socks

Trainers in addition to school shoes

In cold weather long sleeved tops will be permitted under the polo shirt and the fleece. Please note for health and hygiene reasons students are not permitted to wear tights under their tracksuit bottoms or shorts during the PE lesson.

Hair band for hair longer than shoulder length

No Jewellery

All students are expected to change for PE even if excused. Excused students will be expected to engage in the lesson in other roles: supporting the teacher with equipment, coaching, umpiring or referring.

If your child is excused from the lesson, please provide a note to clarify the injury/illness so that their PE teacher is aware of their needs and can provide the best learning environment for them.

Extra-curricular clubs are advertised in the fortnightly 'Stop Press' and within the PE department; students should be encouraged child to attend as many clubs as they can, as this will help them develop skills learnt within the lesson and give them the opportunity to take part in Level 2 competitions (Inter school)

Clubs are available throughout the week for a variety of activities. These take place lunchtime and after school. On occasions teams will be expected to train before school. Students have the opportunity to take part in Level 1 competition (Intra School) through regular inter-house competitions at the school. Sports teams offer the opportunity to take part in Level 2 competition (Inter school) against other schools in Redbridge and Essex. The department is committed to offering ongoing support for those students moving onto Level 3 competitions (County and District representation).

FAQ

What do I do with my Valuables?

Valuables are items such as mobile phones, wallets, money, Ipods...

Valuables are not permitted with you during the lesson

You can either: leave them in your bag in the locked changing room or hand them in to a member of the PE department in the valuable system. Please remember to collect them from your teacher before you leave!

What shall I wear?

You are expected to wear the School T shirt, tracksuit bottoms and fleece jumper.

If you wish to wear shorts these must be plain black.

If you fail to bring an item of kit you can borrow kit from the department.

This will result in a 20 min immediate detention.

What clubs are available?

Sports clubs will be offered every lunchtime and after school.

The timetable for clubs will be displayed in the main foyer of the PE department.

You will need to wear a PE kit or sports appropriate clothing for all clubs.

If you do not take part in your Core PE lesson and regularly forget your kit, you will not be allowed to take part in PE clubs.

When are the clubs?

Lunchtime clubs run from 1.40pm – 2.05pm.

After school clubs start from 3.30pm onwards. Finish times may vary; please check with the member of staff involved.

Can I use the Fitness Suite?

There are 2 sections to the fitness suite:

- Cardiovascular; treadmills, exercise bikes and cross trainers

- Weight machines; Fixed weight machine

If you are in years 10 and 11 you can use both sections

If you are in Years 7-9 you can only use the Cardiovascular section

You must be wearing your PE kit or other sport specific clothing to use the fitness suite.

It would be advisable to bring a bottle of water with you.

Trainers are essential.

Mrs Irving

Head of Physical Education

SCIENCE

COURSE OVERVIEW	
TERM	MAIN ASSESSMENT TASKS
<p>AUTUMN</p> <p>Students will study the following topics :</p> <ul style="list-style-type: none"> • Cells, tissues, organs and systems : This includes - Life processes, Organs, Tissues, Microscopes, Cells, Organ systems, Transplants • Mixtures and separation : This includes - Mixtures and separation, Mixtures and Solutions, Safety when heating, Evaporation, Chromatography and Distillation • Energy : This includes - Energy and changes/Energy from food, Energy transfers and stores, Fuels, Other energy resources, Using resources • Sexual reproduction in animals : This includes - Animal sexual reproduction, Reproductive organs, becoming pregnant, Gestation and birth, Growing up 	<p>Practical assessment and end of unit tests</p>
<p>SPRING</p> <p>Students will study the following topics :</p> <ul style="list-style-type: none"> • Acids and alkalis : This includes - Controlling risk, Indicators, acids and alkalis, The pH scale, Neutralisation, Neutralisation in everyday life • The Particle Model : This includes - Solids, liquids and gases, Particles, Brownian motion, Diffusion, Air pressure, Waste • Current Electricity :This includes - Discovering electricity/Current, Models in science, Models for circuits, Series and parallel, Voltage and resistance, Using electricity/A world without electricity • Muscles and bones : This includes - Muscles and breathing, Muscles and blood, the skeleton, Muscles and moving, Drugs 	<p>Practical assessment and end of unit tests</p>
<p>SUMMER</p> <p>Students will study the following topics :</p> <ul style="list-style-type: none"> • Ecosystems: This includes - Adaptations, Effects on the environment, Transfers of energy and poison • Atoms, elements and compounds : This includes - Sorting our resources, The air we breathe, The Earth's elements, Metals and non-metals, Making compounds, Chemical reactions • Forces : This includes - Forces, Different forces, Springs, Friction, Pressure, Balanced forces • Sound: This includes- Animal sounds/making sounds, Moving sounds, Detecting sounds, Using sound, Comparing waves 	<p>Practical assessment, end of unit tests and end of year exams</p>

YEAR 7 COURSE DESCRIPTION – SCIENCE

KS3 Science – Working Scientifically

The main aim of the KS3 Science course is for students to develop a deeper understanding of a range of scientific ideas. They start to make connections between different subject areas and be mindful of some of the concepts that are the foundation of scientific understanding.

The more challenging Key Stage 3 curriculum focuses on depth of knowledge, numeracy and mathematical reasoning skills. Some GCSE concepts are now included at KS3. This should better prepare students for the new Science GCSEs, which are set to be more rigorous. For the new-style GCSEs, students are required to demonstrate a greater understanding of mathematics in science, provide more comprehensive answers to questions, be able to fully incorporate practical work into their studies, as well as sit Linear examinations.

Students are taught the following skills across all Biology, Chemistry and Physics:

- Scientific attitudes
- Experimental skills and investigations
- Analysis and evaluation
- Measurement

Assessment

Students' progress in learning is closely monitored through regular assessments. Students will assess themselves and be assessed by teachers during lessons, through Practicals, through homework and in end of unit tests. At the end of the year, there will be a 7 exam. Books and homework tasks are marked using the School's marking Policy.

Homework

Homework will be set once a week on SMHW to reinforce the learning done during the lesson or prepare for topics that they are scheduled to study.

How Parents Can Help

- Check SMHW to see what homework has been set and ensure that the student has completed it.
- Encourage your child to use BBC Bitesize website to complete homework and revise regularly.
- Encourage your child to attend homework club.
- Encourage your child to ask the teacher after the lesson if they have not understood the work.
- Show an interest in your child's work and ask them to teach you what they have learnt.

Mr Dignon
Head of Science

HARD TECHNOLOGY

COURSE OVERVIEW	
TERM	MAIN ASSESSMENT TASKS
AUTUMN LED Torch / Creature Feature	<i>To develop understanding of design and technology, understating of tools and their uses. Understanding HEALTH and SAFETY in DT.</i>
SPRING Pencil Box	<i>To develop and build on understanding of DT. Students will also start to develop their skills with carpentry. Students will work with new tools and develop basic carpentry and joinery skills.</i>
SUMMER Graphics Project	<i>To develop their design and drawing skills, working with modelling materials and creating design ideas with realism. Students begin to draw in 3D Via ISOMETRIC skills and 2 point perspective learning.</i>

YEAR 7 COURSE DESCRIPTION – HARD TECHNOLOGY

All students in KS3 have the opportunity to study a range of projects. Each project in KS3 has a specific DT focus, which ranges from Resistant Materials, Graphics with some incorporating key CAD/CAM SKILLS using 2D Design™

Each KS3 group has an allocation of 2 hours per fortnight and students are in groups of mixed ability. Each KS3 Project has been specifically chosen to develop and enhance the learning and understanding of a modern DT curriculum. Students work on individual projects as well as working in project teams to again develop their leadership and team building skills. The department enjoys state of the art DT classrooms housing 3 multi-functional workshops; these classrooms include a range of cutting edge machinery, hand tools and CAD/CAM equipment.

ASSESSMENT

By the end of year 7 it is anticipated that students should be able to demonstrate they can:

- Show evidence of research from **two sources independently**
- Be able to explain how the images they have sources could be used in their design
- Write a design specification which reflects their research
- Produce a **minimum of one A4 page** of analysis
- Use simple modelling to show their ideas
- Talk about their ideas with their teacher and explain their reasons behind the design
- Use tools and equipment **with supervision**
- Produce a product which has a **basic level** of making
- Identify **one quality check** for their practical work
- Identify what is working well and what can be improved
- Can say if they were successful or unsuccessful
- Can answer a question about what was hard during the making of their product

HOMEWORK

It is expected that regular homework will be given once every fortnight to students. Homework will be linked to encourage the development of the projects they are currently working on in school. Homework will be marked in accordance to school policy. Support with homework will be offered by all DT Staff.

Mr Gregory
Head of Hard Technology

SOFT TECHNOLOGY

COURSE OVERVIEW	
<p>Design process</p> <p>Design and make a layered dessert for a supermarket of your choice.</p> <ul style="list-style-type: none"> • Go through the various stages of the design process. • Learn how to design a food product for a target group, and how it could be produced in larger quantities. • Be able to Research for ideas using computers. • Know and to understand a design brief and the factors to be considered in a design brief. • Generate their own design specifications. • Plan their task by the use of a brainstorm / mind mapping. • Conducting surveys to find out opinions of consumers. • Representation of ideas in different forms. • Developing their design ideas. • Developing food packages. • Making of actual food product. • Evaluation of products made. • Suggestions to improve products. 	<p>Areas of study during the academic year:</p> <ul style="list-style-type: none"> • Health, safety and hygiene. • Hazards. • Kitchen equipment and their uses. • Food and nutrition. • Healthy eating. • Basic menu planning. • Fruits and vegetables. • Packaging and labelling of food. • Food additives. • Practical: Food preparation, cooking and presentation. • Frit kebab, fruit salad or smoothie; French bread pizza or pizza with already made base; Vegetable wrap; Layered dessert; Pasta and vegetables; Fairy cakes; Apple crumble; Scones; Calzones (already made base); Stuffed peppers. • Extension work: Design and make their own healthy dishes preferably multicultural meals.

YEAR 7 COURSE DESCRIPTION – TECHNOLOGY SOFT FOOD TECHNOLOGY

ASSESSMENT

Students will be assessed on the development of their skills, knowledge and understanding of a range of topics and the quality and acceptability of food products and designs they make. Each classwork, homework, class test, examination and food product made is individually assessed. These are graded as higher, secure, emerging or at risk.

HOMEWORK

It is expected that regular homework will be given to students which is related to the topics. Homework will be given every other week. For example if homework is give in week 1, it will be collected in week 2 and marked in accordance to school policy.

HOW PARENTS CAN HELP

- Ensure that your child has the right ingredients for practical lessons.
- Assist and monitor to make sure that your child’s homework has always been completed.
- Provide your child with an apron, a container and a mathematical set for written and design work.

EXTRA CURRICULAR ACTIVITIES

Clubs are available in the Food Technology room throughout the week for a variety of cooking activities. These takes place every lunchtime and support students to develop their cooking skills.

Mr Amponsah
Teacher i/c Food Technology

INCLUSION

The Inclusion department is comprised of the English as an Additional Language (EAL) department and the Special Educational Needs and Disabilities department (SEND).

Special Educational Needs and Disabilities (SEND)

The SEN department supports students who have a variety of Special Educational Needs (SEN) and students who have gaps in their learning that have become barriers, stopping them from making expected progress. The SEN team supports students while in class and through withdrawal for specific interventions. Teaching Assistants who support in a class will support all students in that class contributing to the progress of the whole group.

When students are withdrawn, they are taught in groups with low student to staff ratios, allowing students to make accelerated progress. The amount of time that students are withdrawn for depends on the needs of the students, but typically interventions last 12 – 14 weeks.

Withdrawal lessons support students in developing literacy skills, numeracy skills, communication skills, strategies for managing specific learning difficulties and social skills. In addition the school works with a variety of outside agencies who provide specialist support to students and offer advice and guidance to staff in order to support students with specific learning needs.

The English as an Additional Language department (EAL)

For students who are new to English we offer a short term intensive settling in programme in our Induction classes. This equips students with enough English and other skills to get started in lessons. We work with other teachers to prepare materials to help the students access the curriculum.

Ongoing support is provided throughout Key Stage 3 (year 7-9) through withdrawal groups which are small groups taught by an experienced EAL teacher.

Lunchtime clubs are on offer, where students can get help with homework and use bilingual resources. Parental engagement (including providing translators) and celebration of different cultures are also supported through the work of the EAL department.

For further information including the school's SEN offer and report on SEN please see the school's website

<http://www.theforestacademy.org/teaching-learning/departments/inclusion/>

If you would like to know more about the EAL department or if you would like to become a parent volunteer, please contact Mr Nerguti on the email below.

k.nerguti@theforestacademy.co.uk