

KS3

Parent Academic

Handbook



SAFA
COMMUNITY
SCHOOL

2024-2025



As teachers, we are repeatedly asked

“What can I do to support my child at home?”

so we have created a guide that is based on current educational research and best practice.

SECTION 1:

Meet the Team

SECTION 2:

Study Skills and Techniques

SECTION 3:

Online Platforms and Websites

SECTION 4:

Curriculum Maps

SECTION 5:

Departmental Topic Guide

SECTION 6:

Exam Technique

SECTION 7:

Inclusion



**Deputy Headteacher Head
of Middle School**

Mr. Mathew Ashton
mashton@safacommunityschool.com



**Assistant Headteacher
Head of Key Stage 3**

Ms. Kirsty Valentine
kvalentine@safacommunityschool.com



Head of Year 7

Ms. Finola Mulvey
fmulvey@safacommunityschool.com



Deputy Head of Year 7

Mr. Steven Geaney
sgeaney@safacommunityschool.com



Head of Year 8

Ms. Hannah Skidmore
hskidmore@safacommunityschool.com



Deputy Head of Year 8

Ms Alexandra Hay
ahay@safacommunityschool.com



Head of Year 9

Ms. Charlotte Jones
cjones@safacommunityschool.com



Deputy Head of Year 9

Mr Stephen Edwards
sedwards@safacommunityschool.com



Head of Whole School Islamic

Mr Feras Al Tahaineh
faltahaineh@safacommunityschool.com



Head of Whole School Arabic

Ms Rehab Khalifa
rkhalifa@safacommunityschool.com



Award Winning School



Study skills and techniques



Planning (spacing)

Your children will learn more if their practice with the material they encounter at school is spaced out over time. Repetition is essential, but repetition is most effective when the presentation of information is spaced out over time. Therefore, students need to revisit older information and review the most recently learned information.

Another way to think about this is that spacing out studying is more efficient. When your children cram, they may be wasting their time doing something that will not help their learning in the long run. We all know that time is limited, and the amount children need to learn is great. Short periods of practice at home can help children learn a great deal.

So, parents, here are some simple ways you can encourage your children to learn more by spacing their practice:

Help your child plan out a study schedule, and stick to it

At the beginning of the school year or each term, please help your child plan out a study schedule, and help them stick to it throughout the year. Explain to them why they need to space their studying. What your child should do during the scheduled time will depend on what they are doing in school and their age. For example, younger children can spend time reading or doing activities from school, while older children might self-direct review the material presented during school to reinforce their learning. If children get used to a routine of revisiting schoolwork for at least a little bit each day at home, it will likely be easier for them when they have a teacher- assigned homework or need to study for upcoming tests.

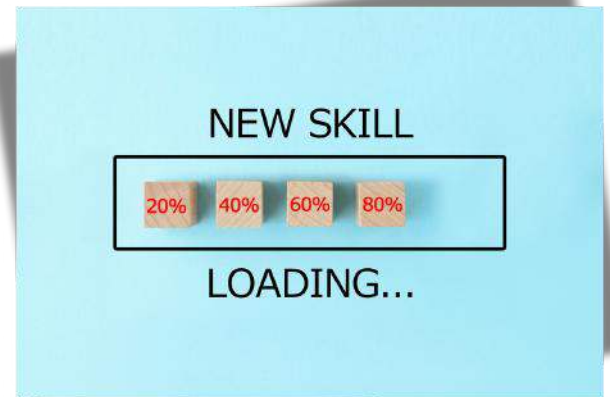
Encourage your child to revisit old topics

Repetition is essential, but repetition is most effective when the presentation of information is spaced out over time. Therefore, your child needs to revisit older information and review the most recently learned information. When your child is doing their homework, ask them how they are learning now related to what they learned earlier in the school year (or even in previous years!) Doing this also encourages interleaving, which is also helpful for learning. Interleaving ideas (going back and forth between them) encourages students to see the similarities and differences between pictures.

Take advantage of homework



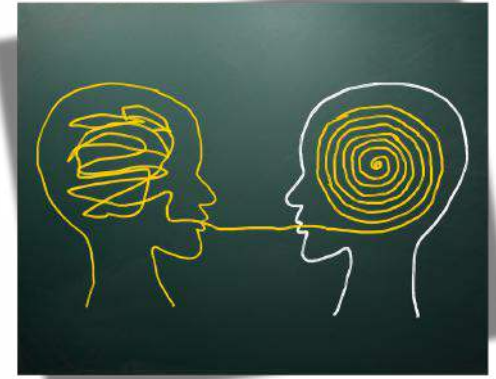
Spaced practice is one of the reasons why homework can be so important to encourage long-term learning in our kids. Ideally, homework should allow your children to practice what they have learned at school. As such, the goal should not necessarily be to “get everything right” but to make an effort to attempt the task at hand. Then, children should obtain feedback (either from you or their teacher) and try to understand where they went wrong. If you give feedback on your child’s homework attempts, try to make it about the content of the homework rather than how much of it they did correctly. That is: focus on how to turn mistakes into learning experiences rather than punishments.





Developing understanding

You can help develop your children's understanding of the world by combining the following elements into your conversations and activities. These activities do not always need to be academic – you can also help your child learn more effectively while playing or just spending time with them.



Elaboration

Encourage your child to elaborate by asking them how what they learned in school applies to their everyday experiences. Find opportunities to ask “how” and “why” questions about the way things around you work. It's ok if you don't know the answer yourself – you can explore this with your child. But make sure to look up the correct answer so you can both learn it! If your child is working on a problem-solving task, such as in math or science, ask them to describe what they are doing on each step – quite literally, what is going through their minds as they try to solve the problem. This can help you see where they are going wrong, but more importantly, it will help them understand the process better.

Concrete examples

Point out concrete examples in your environment that might relate to what your child is studying at school. For younger children, you should obtain a weekly curriculum where you can find the themes and topics your child is learning about at school; these are a reasonable basis for the concrete examples you point out. For older children, don't worry if you don't have access to their class materials – they're old enough to tell you what they are learning, which will help them because they'll be engaging in retrieval practice while telling you! See below for more about that.

Dual coding

Please help your child visually and verbally represent their learning concepts using simple sketches and explanations. With younger children, this might be something you are already doing naturally when you read to your child, and they are looking at the pictures in the book while you read. Your child might spontaneously point things out in the pictures as the words you are reading describe them, or you can stop reading and make a deliberate effort to explain how the image relates to the terms. With older children, you can still look at pictures or visuals that represent the concepts they are learning at school. If you find an image relevant to their studies, save it, and discuss it with your child. Demonstrate to your children that artistic proficiency is optional for visually depicting ideas; show them how a quick, rough sketch can illustrate a concept. You can take turns drawing and describing concepts with your child, making it into a game!

Reinforcement (retrieval practice)

Practising retrieval at home can be as simple as asking children at some point after school what they learned that day. It is ok if you don't know much about the material they are describing – just let them do most of the talking! If you can encourage your child to describe and explain the information from their memory, then you are helping them practice retrieval and reinforcement of what they've learned.

If you're having trouble encouraging your child to practice spaced retrieval through the homework they are already getting, you can encourage them to write out what they know on a blank sheet of paper, help them make flashcards, or help them make their questions for retrieval practice. Just make sure your child actively brings the information they have learned to memory. The activity may need to be adjusted if it is too easy or difficult for your child. In addition, you could even ask your child's teacher for resources that your child can use for additional retrieval practice.

Final tip: Make sure your child gets enough sleep! 

Even the best learning strategies become less effective when children need more sleep. Sleep is essential for consolidating or reinforcing what has been learned. Rest will make your child's spaced practice more beneficial. Importantly, spacing practice out across the week (rather than cramming practice right before tests) can help alleviate the need for students to stay up very late studying before tests. So, spacing out practice helps your children get to sleep, and sleeping more makes the spaced practice even more effective! Research shows that when students get a good night's sleep, they will remember more of the material they studied, and they will be able to relearn anything they forgot more quickly and efficiently.



Online Platforms and Websites

At SCS we have invested in a number of online platforms to support learning. These include:



Google Classroom

Google Classroom is our primary online Teaching and Learning platform. Individual teachers set up individual classes and can issue classwork and homework as assignments. Students will be given a class code to join their respective classes.

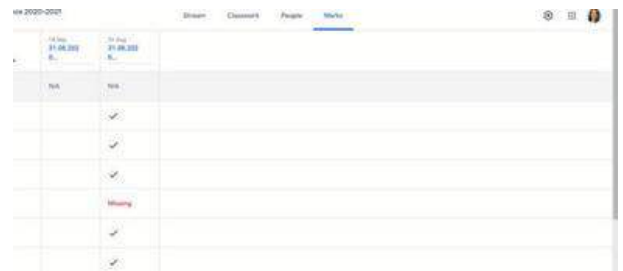
Student dashboard

This will be the student dashboard where they can see all of the classes that they have been added too.



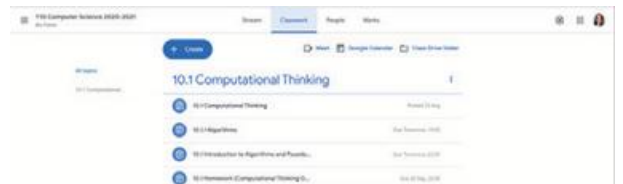
Marks and feedback

Under the 'Marks' section in Google Classroom, students can see their marked work and teacher feedback.



Student classwork tab

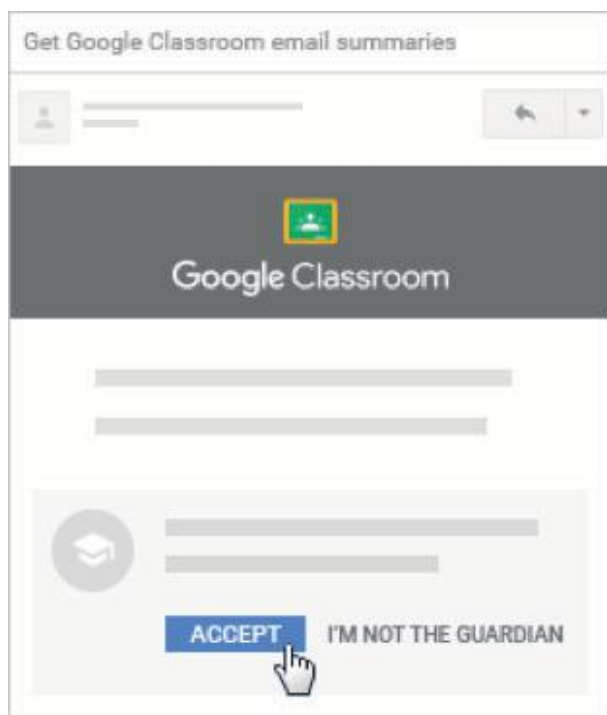
Under the student classwork tab in each individual classroom is where your child will see all of their classwork, topics, assignments and homework.





Google Guardian

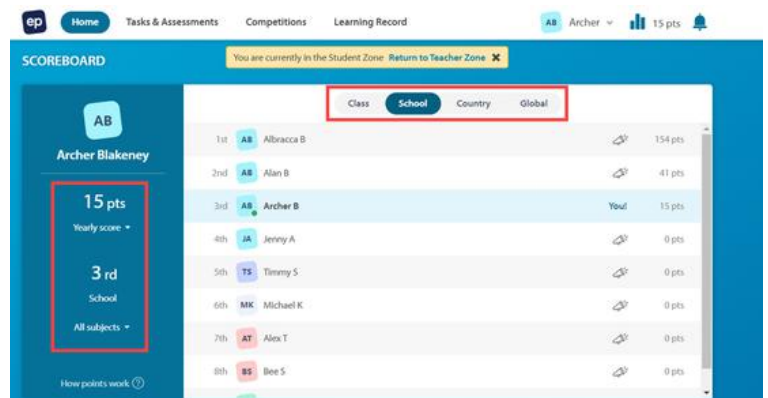
The Google Guardian was set up for each year group. You will receive an email asking you to accept the invitation. Which looks like this:



Once you accept, you will be given the option to opt for daily or weekly summaries for your child. You will receive the daily summaries at midnight at the end of each day or on a Friday if selected weekly.

Education Perfect

Education Perfect is a cloud-based online learning platform, combining a full bank of curriculum-aligned resources with tools for differentiation, marking, feedback and reporting. The platform was created by a team of learning designers and teachers who are employed to design best-in-class lessons and assessments.



Education Perfect provides the right balance between challenge and support through personalised, adaptive learning. The platform empowers your children with automated differentiation and creative, engaging classroom activities.



Seneca

Seneca is a free revision for your GCSE & A Level exams, as well as Key Stage 3 material.

Students can join over 6.5 million students learning 2x faster across 250+ exam board specific A Level, GCSE & KS3 Courses.



GCSE Pod

GCSE POD is an online platform that allows for an exam-mapped curriculum through flipped learning experiences in the classroom and at home. It will enable teachers to set video pods for various subjects and allow students to study topics at their own pace independently.

The web address for GCSE POD is: <https://www.gcsepod.com/>



Students in Year 9 will have been issued with login details from their teachers. If there are any activities that the teacher is asking for, they will permanently be assigned through Google Classroom so that students have all of their assignments in one central place.



Language Gym



THE LANGUAGE GYM

The Language Gym website was created in the belief that language learning is very much like building strength, flexibility, endurance, muscles and speed in gym sports such as, for example boxing, gymnastics and crossfit.

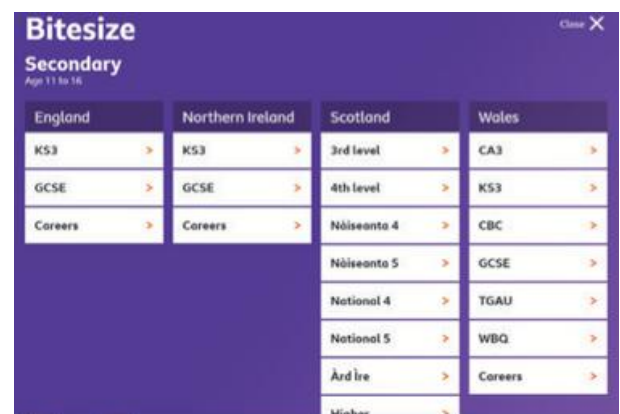
The Language Gym offer French, Spanish, Italian and German. Students in Key Stage 3 are set work by their teacher to complete on The Language Gym as part of their homework.

BBC Bitesize

Accessible via Google with no login required, the BBC Bitesize website breaks learning down into bitesize chunks.

On this website, you are looking for

England- KS3.



SPARX Maths

Sparx Maths is a complete solution that improves students' progress in maths through personalised learning and reduces teacher workload.

Teachers receive fully resourced lessons, the ability to pause and progress students' tasks during the study and real-time insights into class and student progress. Sparx provides detailed lesson outlines, supported by thousands of carefully crafted questions and video tutorials that encourage independent learning, covering the KS3 and GCSE curricula. Students receive personalised homework, which is challenging but achievable for them.

epraise

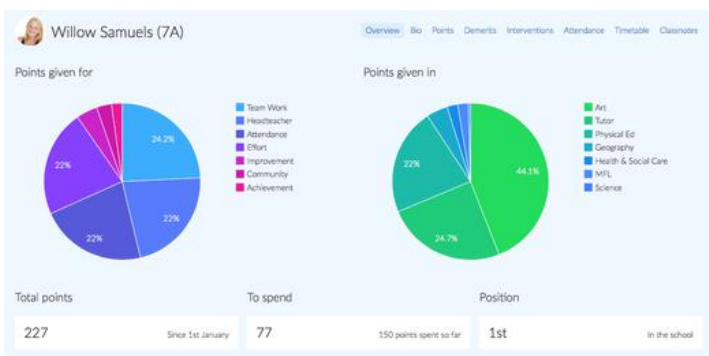
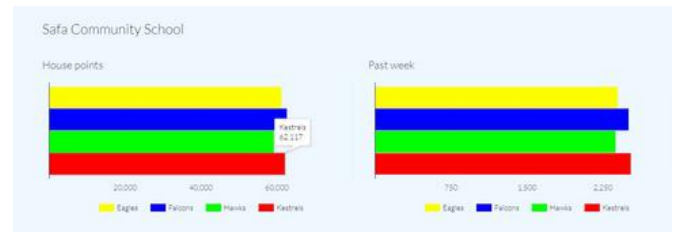
Epraise is an online platform for schools, that helps parents to engage more with their children's education.

At Safa Community School, we use Epraise to reward our students for all of the fantastic things they do on a daily basis.

Not only that, it is used as a platform to record our House Competitions, with weekly, termly and annual rewards.

There is also a shop, with items created by students, that they can buy using the House Points they gain.

As a parent, you can use Epraise to see how and where your child is being rewarded. Please see the example below:



epraise

Great Work = Points

epraise.co.uk

The award winning school reward system

Furthermore, Epraise is used as a tool for booking appointments for our Parent Teacher Conference. A 'How to' Guide will be shared with you closer to your first session.



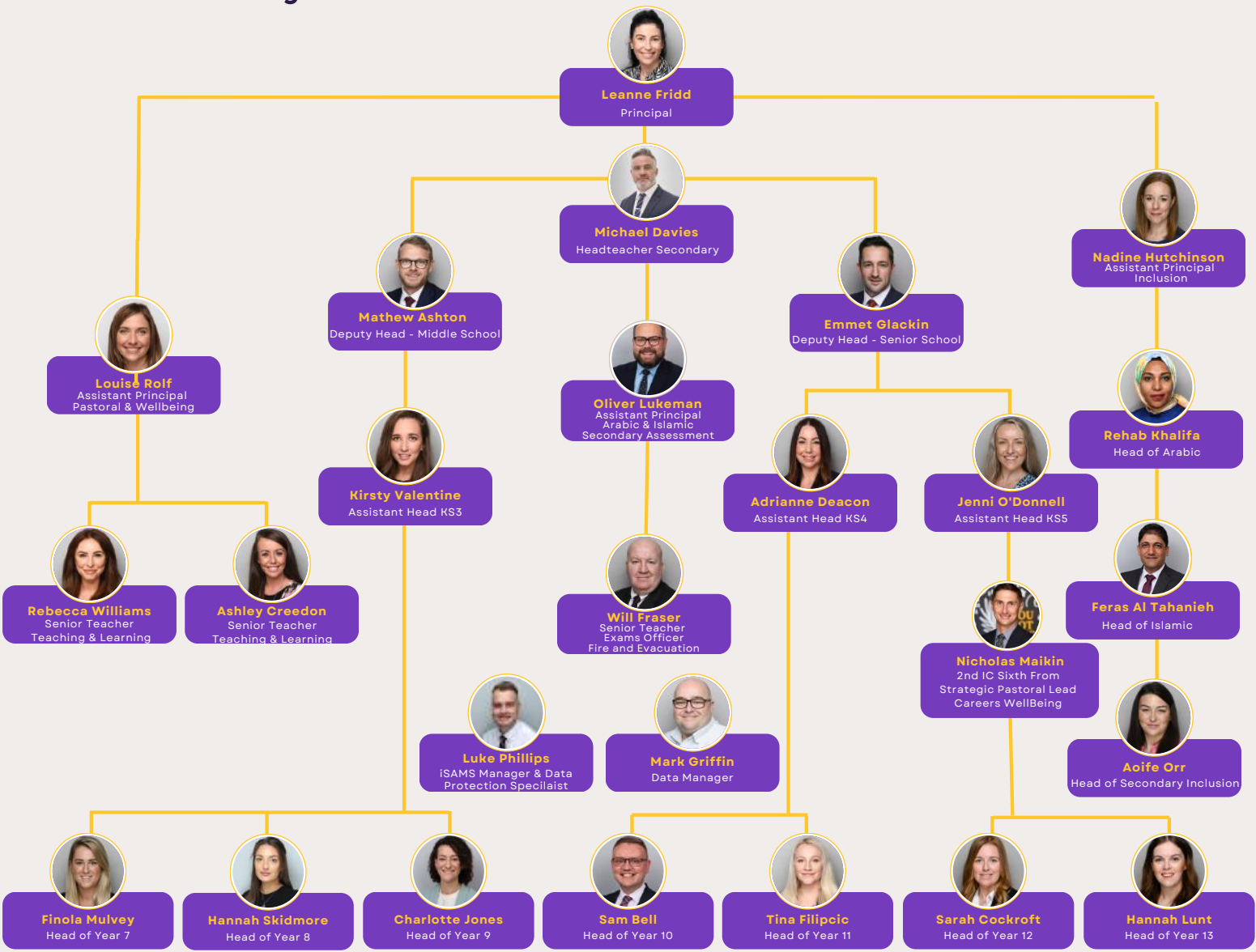
Year 7 & 8 Parents' Evening

Friday 2nd August 2019

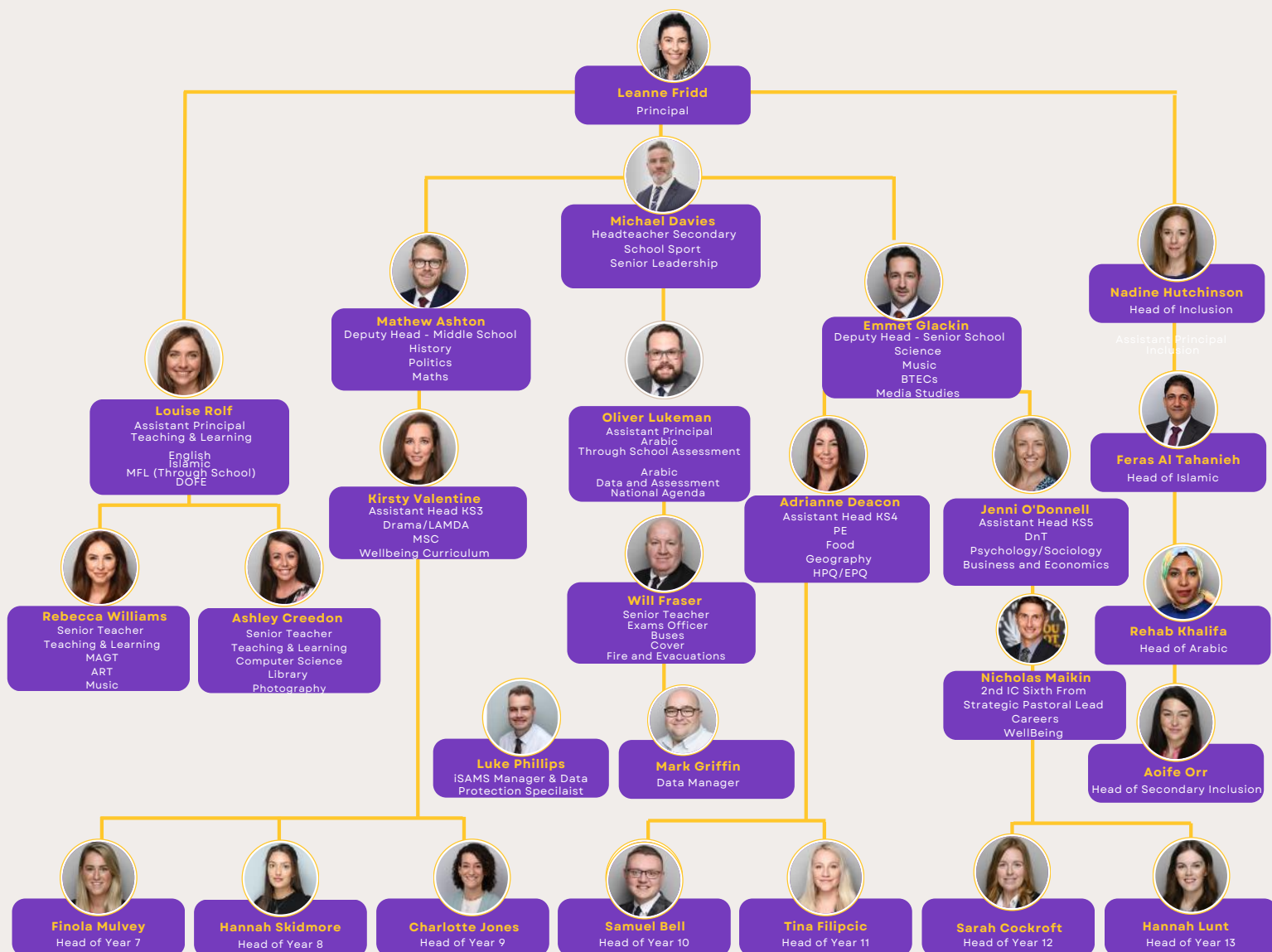
Time	Length	Teacher	Class	Child	Your notes	Book appointment
16:00	5 minutes	Mr A Piraney	7A/7B (Religious Ed)	Willow Samuels		✗
16:05	5 minutes	Miss K Burrows	Science Boom Club (Extra Curricular)	Willow Samuels		✗
16:10	5 minutes	Mrs S Andrews	7A/7C (Science)	Willow Samuels		✗
16:15	5 minutes	Mr S Green	7A/7D (English)	Willow Samuels		✗

ORGANISATIONAL CHART

Secondary 2024-2025



LINE MANAGEMENT 2024/2025



Subject Specific Platforms and Websites

Arabic A and Arabic B

<http://www.arabalicious.com/index.html>
<https://quizlet.com>
<https://learnarabiconline.ksu.edu.sa/Default.aspx>
<http://www.learningarabic.eu/course/>
<https://www.youtube.com/channel/UCUKDL2cuOjyvVICI3h1ocS3A>
<http://arabicquick.com/essential-arabic-words>
<https://www.wordreference.com/>
<https://www.interlingo.co.uk/>

Art

<https://www.pinterest.com/>
<https://artsandculture.google.com/>
<http://www.artcyclopedia.com/>
<https://www.saatchigallery.com/>
<https://www.moma.org/>
<https://www.louvreabudhabi.ae/>
<https://www.tate.org.uk/visit/tate-modern>
<https://www.nga.gov/>
<https://www.colormatters.com/>
<http://studiochalkboard.evansville.edu/>
<http://www.freestockphotos.com/>
<https://www.deviantart.com/>
<https://www.1001fonts.com/>

Computing

<https://www.bbc.co.uk/bitesize/subjects/zvc9q6f>
<https://www.w3schools.com/>
<https://www.codecademy.com/learn>
<https://hourofcode.com/us>
<https://classic.csunplugged.org/activities/>
<https://csunplugged.org/en/at-home/>
<https://www.freecodecamp.org/>
<https://student.craigdave.org/>
<https://www.advanced-ict.info/>
https://teach-ict.com/2016/revision/video/gcse_ocr_video.html

Design and Technology

<https://technologystudent.com/>
<https://www.instructables.com/>
<http://www.design-technology.info/home.htm>
<https://www.bbc.co.uk/bitesize/subjects/zfr9wmn>

Drama

<https://www.bbc.co.uk/bitesize/subjects/zbckjxs>
<https://www.youtube.com/user/ntdiscovertheatre>
<https://www.youtube.com/channel/UCdmPjhKMaXNNeCr1FjuMvag>





English

Online Poetry Sites

<https://www.poetryfoundation.org/>

<https://poets.org/>

Reading Lists

<https://schoolreadinglist.co.uk/category/secondary-ks3-ks4-reading-lists/>

Non Fiction Reading - News Websites

<https://gulfnews.com/>

<https://www.theguardian.com/international>

<https://www.bbc.com/news>

<https://edition.cnn.com/>

<https://news.sky.com/world>

Literature and Language Revision

<https://mrbruff.com/>

<https://www.bbc.co.uk/programmes/p01drwny>

Food Technology

<https://www.ifst.org/lovefoodlovescience/resources>

<https://www.foodafactoflife.org.uk/>

<https://www.bbcgoodfoodme.com/>

<https://www.leiths.com/>

Geography

<https://www.geographypods.com/>

<https://www.geographyalltheway.com/>

<https://www.bbc.co.uk/bitesize/subjects/zrw76sg>

<https://senecalearning.com/>

<https://www.nationalgeographic.org/>

History

<https://www.bbc.co.uk/bitesize/subjects/zk26n39>

<https://app.senecalearning.com/classroom/course/f3012969-6f-da-4cb0-8de5-8ff738472ea1/section/5c2270b8-b8b9-4bad-a9fc-9894dcb513e7/session>

Islamic A and Islamic B

<https://www.quran411.com/>

<https://sunnah.com/>

<https://www.al-islam.org/stories-prophets/prophet-adam>

Mathematics

<https://vle.mathswatch.co.uk/vle/>

<https://www.mangahigh.com/en/>

<https://www.mathsgenie.co.uk/>

<https://corbettmaths.com/>



Modern Foreign Languages

<https://www.memrise.com>
<https://www.wordreference.com>
<https://grammar.collinsdictionary.com>
<https://www.collinsdictionary.com/dictionary/english>
<https://www.collinsdictionary.com/dictionary/english-thesaurus>
<https://www.linguascope.com>
<https://quizlet.com>
<https://www.pleco.com>
<https://www.thechairmansbao.com>

Moral Education

<https://moraleducation.ae/get-involved/#header>

Music

<https://www.bbc.co.uk/bitesize/subjects/zpf3cdm>
<https://www.bbc.co.uk/bitesize/subjects/zmsvr82>
<https://www.musictheory.net/> <https://oneminutemusiclesson.com/>
<https://www.youtube.com/c/JamesStevenson/videos>
<https://www.musicalfutures.org/>

PE

<https://www.youtube.com/channel/UCB-yYmhoAieVxt046nG1XPQ>

Science

<https://www.kerboodle.com/>
<https://www.bbc.co.uk/bitesize/subjects/zng4d2p>
<https://www.aqa.org.uk/subjects/science/ks3/ks3-science-syllabus>
<https://senecalearning.com/en-GB/blog/free-key-stage-3-science-revision/> <http://www.docbrown.info/ks3science.htm>
<https://phet.colorado.edu/> <https://www.youtube.com/playlist?list=PLyf3QQ9ddzgngBzZiwWcEBuRoKUYaXS6N>

UAE Social Studies

<https://www.bbc.co.uk/bitesize/subjects/zk26n39>
<https://senecalearning.com/en-GB/seneca-certified-resources/geography-ks3-1/>

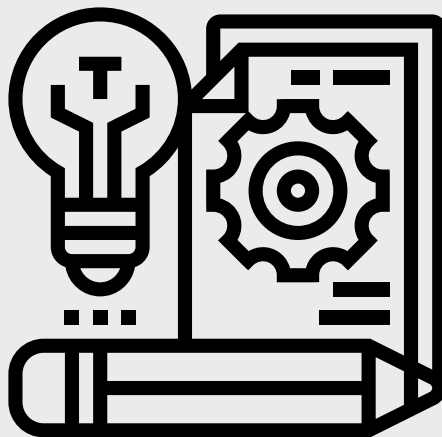


ON A JOURNEY

WHAT WILL MY CHILD STUDY?



HOW CAN WE SUPPORT AT HOME?





PRIMARY SCHOOL

مهارة الاستماع والتحدُّث

التطبيقات النحوية والإملائية وتوظيفها في الكتابة

الكتابة الإبداعية

YEAR 7

مهارات البلاغة المختلفة، وتوظيفها في الكتابة

القراءة التعبيرية

الكتابة الإبداعية: تلخيص النصوص مع العبرة والفائدة

النصوص الأدبية (مهارة الإلقاء): قيمة العلم

سمات النص المعلوماتي: أصدقاء وأعداء لا نراهم

YEAR 8

المهارات النحوية: التركيب التعتي والعطف

التطبيقات البلاغية: التشبيه تأمُّ الأركان.

الاستماع والتحدُّث: حذاء أبي القاسم الطنبوري

المهارات النحوية: المفعول له، العدد والمعدود

الاستماع والتحدُّث: ماذا لو عادت البراكين لتتنشط؟

النصوص المعلوماتية: حكايات الأعشاش

YEAR 9

النصوص الشعرية (مهارة الإلقاء): قصيدة أعطني الناي

التطبيقات البلاغية: الأسلوب الخبري والإنشائي

كتابة قصة قصيرة مترابطة باستخدام عناصر القصة

النصوص المعلوماتية: جمهورية الهند

الاستماع والتحدُّث: رجال اللؤلؤ

المهارات النحوية: أدوات نصب وجزم الفعل المضارع

YEAR 10

النصوص الأدبية: قصة وداعًا يا أحبابي

التطبيقات البلاغية: الطباق والترادف

المهارات النحوية: التوكيد، الأفعال التي تنصب مفعولين

النصوص المعلوماتية: قطار المستقبل من أبو ظبي إلى لندن

الاستماع والتحدُّث: القصدير

YEAR 11

النصوص الأدبية: مقال التعليم

المهارات البلاغية: الاستعارة

كتابة مقال موجه باستخدام خصائصه

التطبيقات البلاغية: الطباق والمقابلة والجناس

إعداد عرض تقديمي متكامل

وصفاته المهارات النحوية: الصفة المشبهة، صيغ المبالغة، ضمائر الرفع والنصب والجر

YEAR 12

كتابة الرسائل الرسمية

الكتابة الإبداعية: كتابة السيرة الذاتية والسيرة الغيرية

النصوص الأدبية: قراءة كتاب ما ونقده

الاستماع والتحدُّث: مواجهة الجمهور

المهارات النحوية: اسم التفضيل، البدل

توظيف البلاغة في الكتابة الإبداعية: الكناية، التشبيه التمثيلي

YEAR 13

النصوص الأدبية: قصيدة إلى أمتي

النصوص الأدبية: المقارن بين نصين أدبيين من ناحية الشكل والمضمون

النصوص الأدبية: قصيدة أرق على أرق

المقارنة بين النصوص المعلوماتية والنصوص الأدبية



المهارات النحوية: المنصوبات، المرفوعات، المجرورات

الاستماع والمحادثة: التغلب على التوتر النفسي



Primary School Art Classes
Developing basic skills and critical understanding of Art & Design

Sit your end of Y6 Exams

Preparing for secondary school life

Baseline Assessment Drawing Task - Notre Dam

PRIMARY SCHOOL

YEAR 7

Y6 Transition Week. Introduction to secondary school Department

Mythical Creatures Project - Andrew Davidson

YEAR 8

Everyday Objects Project

Designing & Making Clay Sculpture

Anatomy Project Peter Randall -Page

Drawing Mark-Making Tone & Shading

Baseline Assessment Drawing Task

Drawing & Painting Colour Theory

Photography Composition Lighting

Printmaking Mono-print Press-print

John Taylor Arms

Insects Project Louise Bourgeois

Mixed Media Drawing Painting

Baseline Assessment Drawing Task

YEAR 9

3D Design

Orphism Art Project

Pattern project

Portrait Photography Perspective & Angle Manipulated Images

Component 1 Personal Portfolio

Critical Understanding Artist Research

GCSE Art & Design Options Choices -Art & Design -Photography

Clay Heads John Tsang

Experimenting with media and techniques

Skills Based Project Work

Expressive Portraits Project Painting Skills, Mixing, Application

MC Escher Block Printing

10 Hour Mock-Exam

Portfolio presentation skills

10 Hour Final Exam

YEAR 11

Recording from observation and developing ideas

Personal response

Component 2 - Externally Set Task

GCSE Exhibition

Personal Study 1000 words (minimum)

Component 1 - Personal Investigation

A-Level Art & Design Taster Sessions

YEAR 12

Practical Work & Supporting Studies

Graphic Design, Advertising & Marketing Web/App Development, Animation - Visual Effects Motion Graphics, Fashion Design & Textiles, Photography, Film & TV, Game Development, Interiors Design, Journalism & Media

15 Hour Mock-Exam

15 Hour Final Exam

A level Exhibition

UCAS

YEAR 13

Component 2 - Externally Set Task

Experimenting with media and techniques

Recording from observation and developing ideas

Critical Understanding Artist Research



End of your Art & Design Journey at Safa

Celebrate A Level results

Personal response

University Applications Degree Level Creative Career Courses
Continue your lifelong love of Art & Design
Use your Art & Design knowledge throughout life





PRIMARY SCHOOL



Build a solid foundation in English



See the displays and projects that are made in SCS Secondary



Complete Y7 baseline assessment

YEAR 7



Sit SATS in Y6



Year 6 Transition Day - Experience what Design & Technology is at SCS



Introduction to the Safa Design & Technology

Evaluate the process



Learn to manipulate thermoplastics



Use new tools to shape natural and man made timbers



Apply Ergonomic Design to prototyping



Learn a range of Drawing Techniques



YEAR 8

Evaluate the product by using it at home



Create and test electric circuit



Assess and develop work



Develop good independent study habits



Introduction to Anthropometrics



Investigate Islamic design



Compare CAD and hand made processes



Create a mould for batch production



Evaluate the product

YEAR 9



Use Islamic inspiration to develop Jewellery design



Learn how to be safe when casting molten metal



Produce metal Jewellery



Present jewellery at the end of year exhibition



Begin Phone Holder Project

Evaluate phone holder



Use a range of tools to master skills



Experiment with wood joints



YEAR 10



Welcome to the course with a specification overview

Design improvements



Manipulate plastic using heat and jigs



Take accurate measurements to implement to the design



Revisit designing techniques



Develop manufacturing skills in line with theory knowledge



Complete Y10 mock exams to get GCSE ready



Begin Section 1 (Investigate) of the NEA

YEAR 11



Develop designing skills



Complete theory content of the course



Receive NEA Design Brief from the exam board

Begin the manufacture of your concept design



Develop and rapid prototype your designs



Review the NEA work completed over the summer



YEAR 12



Revision and exam technique sessions Introduction to the A Level course Begin skills based projects



Complete your manufacture



Produce a manufacturing plan with your Teacher



Continue to work through the exam topics



Begin Designing your NEA product



Begin the A Level Project



Find a client for your NEA



Revise for Mock exams



Evaluate mock results and create a progress plan



Get familiar with the exemplar projects



Support the Sixth Form Open Evening



Learn exam content



Complete all research tasks



Begin the Design stage of the NEA



Create detailed prototypes and evaluate with your client



YEAR 13

Go to university to enhance your studies and get a degree

Continue your lifelong love of design

Use the life skills learnt through Design & Technology



Become a member of Safa Alumni



Manufacture the final concept



Complete learning theory knowledge



Reflect on your literacy journey so far



Revise for written exam



Evaluate final product with the client



Produce a detailed manufacturing plan



Reflect on your literacy journey so far





Develop a lifelong love of learning

PRIMARY SCHOOL



Develop your drama skills during your whole class show



Learn about Safa Drama Department

Introduction to the Safa Drama Lesson



Meet our department through taster days and open evening



Attend taster day and enjoy a Drama lesson

Come along as audience members to Safa secondary school performances

Join Drama ECA to participate in Performing Arts Evenings



Theatre Trip to Dubai Opera



Study the History of Theatre



Experience a formal acting assessment and learn how to prepare



Perform to your peers in class to develop your acting skills



Participate in the Monologue Slam Competition



Sign up and perform in the whole school show

Collaboration



Perform at the Winter Celebration of the Arts



Develop your skills by learning lines outside of lessons



Develop Key Drama terminology



YEAR 8



Participate in Script Writers Competition



Study Theatre Practitioner s



Sign up and perform in the whole school show

YEAR 9



Reignite your passion for cross-curricular activities



Revision workshop of the acting skills



Join Drama club ECA



Develop Devised Drama



Make your GCSE option choices – think about Drama



Speak to your Drama teacher about the GCSE course

Rehearsals of GCSE performances



Start using Revision Apps



Embed excellent study habits and get ahead with revision



Theatre trip and live theatre review



Whole School Show



ECA's

Complete Y10 mock exams to get GCSE ready



Rehearse and refine GCSE performance pieces



YEAR 10



Start thinking about possibility of A Level Drama

Attend Intervention



Think about Drama A level and have a conversation with your teacher



Revise for and sit your Y11 mock Drama exams



Develop your wellbeing and relaxation techniques ready for the examination period



Attend Safa's Sixth Form Evening

Devised performance exam



Scripted performance exam



Think about what you want to do in the future



YEAR 12



Have the opportunity to have a chat with your new Drama teacher

Celebrate your Drama GCSE Results with your teacher



Weekly rehearsals for the performance exams



Revise for & sit your actual History GCSEs to give yourself a competitive edge in life & prove your hard work



Revise and complete your Y12 performance and theory mock exams



Support primary transition within Drama



Visit a university Drama department and become inspired and informed



Think about carrying on your Drama Post 18

YEAR 13



Get yourself organised with a Drama folder

Support the Sixth Form Open Evening



Think about what you want to do in the future



Performing Arts Evenings



Reflect on your Drama journey so far

Study Drama at university



Continue your lifelong love of History



Use your Historical knowledge throughout life

Celebrate A Level results

Become a member of Safa Alumni



Practice weekly exam papers



Revise for and complete your Y13 mock Drama exams



Revise for and sit A2 Drama Exams



Attend Revision sessions



Refine and perfect your Drama revision techniques







KS3

FOOD TECHNOLOGY



YEAR 7



Developing knowledge around safety and hygiene in the kitchen



Meet the Food Technology Department through transition days and open evening



Learn about healthy eating guidelines: Eatwell guide

Technical masterclass: Knife skills

Participate in Food Technology competitions



Evaluate your and peers work, developing



Use different parts of the cooker- learning about heat transfer



Technical masterclass: Rubbing in



Actively seek out rewards- chef of the week/ house points



Acting on feedback to make improvements



Learn about statutory food labelling and impact in the kitchen on food choice



Applying healthy eating guidelines through recipe adaptation



Developing time management skills dovetailing

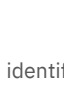


Retrieval Practice



YEAR 8

Retrieval on Y7 learning to Technical knowledge.



Identify gaps in masterclass: Pasta making



Food science in action: creating a hypothesis



Retrieval practice



Applying healthy eating guidelines.

End of year exam



Intervention available to support gaps in skills/ knowledge.



Learning about food science principles



Learning about Enzymic browning.



Technical masterclass: theory into practical-fermentation in action-Pizza



YEAR 10

GCSE Food Preparation & Nutrition.

End of year exam



Opportunities to demonstrate food safety measures through practical lessons



Micro & Macro nutrients



End of year exam



Familiarisation with this two year course



Gap analysis- KS3 audit of skills knowledge



Food Nutrition & Health unit



Complete Y10 mock exams to get GCSE ready

YEAR 11



Attend Intervention



Embed excellent study habits and get ahead with revision



Start using Revision Apps



GCSE pod



Food Science Unit



Food Choice Unit

Food safety unit



BTEC Hospitality

YEAR 12

Familiarisation with this two year course.



Exam technique, readiness for final exam.



Skill masterclasses. Refining complex technical skills in preparation for NEA 2



Food provenance Unit



Revise for and sit your Y11 mock exam



Complete mandatory units, assessed through a range of situations



Refine ability to 'analyse' and 'evaluate'



Use of feedback to develop responses



Develop an independent mindset by becoming a reflective and critical practitioner



Select your optional units



Support the Sixth Form Open Evening



Support primary transition



Select appropriate and effective vocabulary



Reflect on your literacy journey so far



YEAR 13

Degree course in food and nutrition is similar



Culinary college/ further education



Continue your love of all things food. Use your Food technology knowledge to make informed choices through life.



Complete all other chosen units



Work experience/ placement



Complete formative class assessments



External speakers/ specialists



Attend Revision sessions



Class trips to culinary settings













Students focus on learning the basic principles of Moral Education

PRIMARY SCHOOL



Y6 Transition Week. Introduction to the secondary school



Introduction activities, meet the teacher



Equality, justice and fairness



Sit SATS in Y6



Preparing for secondary school life



Learning the four pillars of Moral Education



End of topic quiz



Recognising and respecting differences



How the UAE grew into the diverse, inclusive society that it is today

Group presentations

Respect and tolerance in a diverse society

Physical health and diet

Individual moral responsibilities, duties and obligations

Making good decisions

Digital challenge



The difference between duties and moral obligations

Trade, travel and communications: the UAE in an increasingly globalized and interconnected world; cultural exchange

Dealing with conflict

The growth of a consultative governance in the UAE

Morality in the context of communities



Morality in the context of states

Valuing diversity

Global Ethics

Financial Awareness

Governments, power and the judiciary system in the UAE



International relations of the UAE

What should we preserve and how?

Being a responsible adult

Ethics and the global community

Being an active citizen

Living a moderate life



Reflection and transition

Developing a global outlook



Peace and conflict studies

Universal culture



Introduction to projects

Managing real world finances

Living a moral life and morality in practice - project based learning

Ethics in real life









PE at Safa Community School

Key Stage 3

Our broad and progressive curriculum ensures students experience challenge and competition while developing transferable skills and sport-specific fitness. The curriculum expectations ensure that all students, regardless of their starting point, can progress and be continuously challenged within all work units.

Students participate in two lessons of PE each week.

The units of work

- ▶ Invasion Games
- ▶ Striking and Fielding
- ▶ Parkourv
- ▶ Health related fitness
- ▶ Rocket sports
- ▶ Water polo
- ▶ Swimming
- ▶ Athletics
- ▶ Volleyball

Things to look out for this year

- ▶ ECA Sports programme
- ▶ D of E
- ▶ Sports Days
- ▶ DASSA League fixtures / tournaments
- ▶ BSME Games
- ▶ Swimming galas
- ▶ Inter house competitions

Throughout the year, students across all key stages are given opportunities to develop their leadership skills within their curriculum lessons. The PE department offers a sports leadership pathway for students who enjoy this aspect of PE. Sports leaders will plan, lead and manage inter-house competitions, sports days, swimming galas, and annual events such as Dubai 30x30 and Health and fitness week.

Exam PE

At Safa as well as the fantastic opportunities on offer for students in their core PE curriculum and extra curricular sports programme we provide an examination pathway for those that would like to study this subject in a more academic context.

Key Stage 4

**GCSE
PE**

**BTEC Level 2
edexcel**

Key Stage 5

**A Level PE
AQA**

**BTEC Level 3
edexcel**

Inclusion

Meet the Team



Assistant Principal Inclusion

Mrs Nadine Hutchinson

nhutchinson@safacommunityschool.com



Head of Secondary Inclusion

Mrs. Aoife Orr

aorr@safacommunityschool.com

What is SEND?

Special Educational Needs and/or Disability can affect many children throughout their school experience and beyond. While disabilities generally affect children long term, not all SEN difficulties are 'lifelong'. Some children with SEND, also known as students of determination, require provision that is in addition to, or different to, the rest of the class. For example, they may have additional needs due to dyslexia, coordination difficulties, or social and emotional challenges. Many problems can form a barrier to learning, and each child is unique. At Safa, we offer a carefully planned, personalised approach and high-quality teaching to enable children to achieve as well as they can. Once we have a clear picture of individual needs, your child will be placed on the SEND register, and an individualised education plan (IEP) will be agreed upon. If these needs are subsequently addressed and the issue has been resolved, the child will no longer be placed on the Inclusion register. The Inclusion register is a legal document required by KHDA.

Identification – how is my child assessed?

Identification of special education needs may have occurred before joining SCS, in which case the information relevant to the child must be passed to the school to enable the Inclusion Team and teachers to understand the child's needs before their start date. Alternatively, formal and informal assessments within the school, highlighting strengths and barriers to learning will enable teachers and inclusion staff to personalise learning through curriculum adaptations and targeted interventions to suit the individual learner's needs.

What additional provision is offered?

Each child with SEND is offered a personalised curriculum that, combined with a strong pastoral focus, delivers a high-quality provision within an ethos of care, support and understanding for students and families. We have a designated Inclusion Champion, Mrs Nadine Hutchinson, to oversee the provision for all children.

With additional needs throughout the school. At Safa Community School, we have a committed teaching team across all phases, focusing on solid quality first teaching and personalisation for all students. The school is passionate about delivering highly inclusive provisions for all its children.



How are Exam Access Arrangements applied for?

GCSE exam boards require assessment for exam access arrangements to begin in Year 9. Throughout In secondary School, the student's 'normal way of working' in class and in exams is recorded to provide evidence for the application. In some cases, external Educational Psychologists may be required to complete additional assessments to identify Special Educational Needs. The applications are submitted once evidence has been collected to support the JCQ application.

Policies and Framework:

Dubai Inclusion Framework

https://www.khda.gov.ae/cms/webparts/texteditor/documents/Education_Policy_En.pdf

Directives and Guidelines for Inclusive Education <https://www.khda.gov.ae/en/publications/article?id=10258>

Home-School Provision during Distance Learning <https://www.khda.gov.ae/en/publications/article?id=10259>





SAFA
COMMUNITY
SCHOOL