



# New Beginnings @ Ikley Grammar School

*Sapientia et Statura Proficiamus: Growing in Wisdom and Stature*



*Together We Achieve Our Personal Best*





## Welcome to Ilkley Grammar School

We understand that starting a new school can be both confusing and overwhelming... and that's just for the students!

In this booklet we have tried to cover everything you need to know to make your son or daughter's progression to Ilkley Grammar School as smooth as possible

If there is anything not included that you would like to know then please do not hesitate to contact us on

**01943 608424**

or email  
**[transition@ilkleygs.co.uk](mailto:transition@ilkleygs.co.uk)**

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Ilkley Grammar School

A Moorlands Learning Trust Academy

Dear Parents and Carers,

Welcome to Ilkley Grammar School! We are delighted that your son or daughter will be joining us in year 7 and hope that over the coming weeks you will have the opportunity to find out lots more about our school and life as a student at IGS.

As an 'Outstanding' comprehensive academy, our overriding aim is for all students to enjoy an exceptional, inclusive learning experience and for them to achieve everything that they are capable of – their 'Personal Best' - from year 7 right through to Post-16 and beyond.

As well as achieving academic success, it is very important to us that students are also equipped with the confidence, skills and personal qualities to make a positive difference to their own lives and the lives of others, thus making a valuable contribution to society. In line with the year 7 tie attributes, we place particular emphasis from the outset on fostering a strong sense of responsibility, emotional resilience, curiosity and organisational skills in order to develop our youngest students as "super learners". We encourage them to get actively involved, both in terms of engagement with their learning and participation in lessons, as well as through trying new experiences and embracing the extensive wider opportunities which are available. IGS offers a vast range of extra-curricular clubs and activities, enrichment trips and visits, and leadership programmes which not only develop skills and interests, but also help to encourage independence, shape character and build new and lasting friendships.

We have high aspirations for every child and we endeavour to inspire ambition for all. Underpinning the culture of high expectations and philosophy of 'Personal Best' is a strong pastoral system. It is very important to us that students enjoy their time at IGS, and we have a safe, compassionate and supportive school environment in which our young people are treated with respect, care and consideration for their wellbeing. Whilst we are a large community, we really get to know all of our learners well, recognising every student as an individual, with different needs and talents. We work hard together to make sure we support and nurture successful, happy and confident learners who achieve in the widest sense of the word, not just academically, and this begins with our transition process from primary school.

We are hoping to be able to resume our normal transition activities this year and are very much looking forward to working closely with your family over the next few months, and to the beginning of a long and successful home-school partnership. By working positively together, we can most effectively support and encourage your child, whatever their ability, to fulfil their amazing individual potential, so they achieve their Personal Best and develop into remarkable young adults.

It promises to be an exciting and memorable journey!

Best wishes

**Mrs Carly Purnell**

## KEY STAGE HUBS

For all transition contact, please use the designated email address [transition@ilkleygs.co.uk](mailto:transition@ilkleygs.co.uk)

Once school starts the details below are the methods for communication;  
Years 7, 8 and 9 are Key Stage 3; Years 10 and 11 are Key Stage 4 and Post 16 (Sixth Form) is Key Stage 5. Each Key Stage Hub has an office for both student support and parental contact. You can get in touch via email or telephone. Dial 01943 608424 and select 3 from the main menu:

Key Stage 3 - Option 3 on the phone or email [admin@ilkleygs.co.uk](mailto:admin@ilkleygs.co.uk)

The following staff will play an important role in seeing your child feel secure, supported and successful in school:

|                      |   |
|----------------------|---|
| Mrs Lisa Hessey      | Head of Year 7  |
| Mr Will Spivey       | Head of Year 8  |
| Mr Ben Leeming       | Head of Year 9  |
| Mrs Sue Varley       | KS3 Student Support & Transition Manager (Year7)  |
| Miss Lydia Messenger | KS3 Transition/Student Support (Year 8 & 9)   |
| Mr Andrew Calvert    | Assistant Head Teacher: Transition & KS3 Lead   |
| Mrs Clare Robun      | Head of Year 10   |
| Mrs Sarah McManus    | Head of Year 11   |
| Mrs Hannah McKenzie  | Assistant Headteacher: Groups & Intervention (KS4 Lead)   |
| Mrs Ruth Hardaker    | Attendance Officer ( <a href="mailto:attendance@ilkleygs.co.uk">attendance@ilkleygs.co.uk</a> ) |

## KEY STAGE 3 TEAM



Mrs L Hessey  
Head of Year 7



Mr W Spivey  
Head of Year 8



Mr B Leeming  
Head of Year 9



Mrs S Varley  
KS3 Transition/Student  
Support (Year 7)



Miss L Messenger  
KS3 Transition/Student  
Support (Years 8 & 9)



Mr Calvert  
Assistant Headteacher:  
Transition & KS3 Lead

## COMMUNICATION CHANNELS



SchoolComms, the school website, YouTube Channel and Twitter @ilkleygrammar: we mention these words on a regular basis but appreciate as parents you don't always know where to find information about the school and your students. Hopefully, the information below highlights the various methods of communication we use with regard to your child and school life and helps to clarify what the week ahead might hold for your son or daughter.

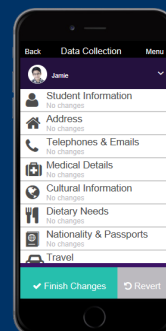
### SchoolComms

This is the email/text system used to communicate with parents. Currently emails/texts go to Priority 1 and 2 parents who have parental responsibility. We can use SchoolComms to contact you through either mobile (text) or email. Corrections or amendments to contact details can be emailed to [admin@ilkleygs.co.uk](mailto:admin@ilkleygs.co.uk). Please keep us updated with any changes to contact details, especially mobile phones and email addresses. SchoolComms is also our main contact method for any school closure, for snow days, emergency closure – before or during the school day.

### SIMS Parent (data collection system)

SIMS Parent is the system we use to collect and update the latest contact details and medical information about students; we also use another simple survey system to acquire parental consents for a number of school obligations and expectations.

Please make sure we have your contact details including email address.



### Website and YouTube Channel

Our school website can be found at [www.ilkleygrammarschool.com](http://www.ilkleygrammarschool.com). There is often a lot of information held here: School news, extracurricular activities, the sports fixture list for the following week, amongst other news and policies. There is a link to the school's YouTube channel **from the website**.

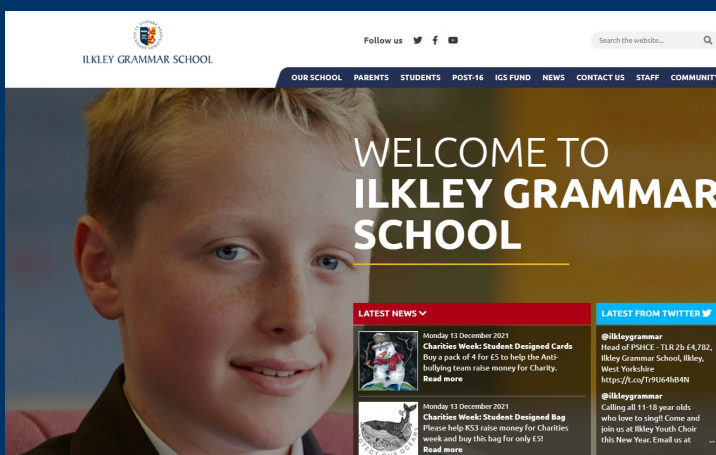
**We will post useful videos during the transition period here:**

**For parent/carers:**

<https://www.ilkleygrammarschool.com/our-school/1/y6-y7-transition/new-parent-info/>

**For students:**

<https://www.ilkleygrammarschool.com/our-school/1/y6-y7-transition/new-student-info/>



## PUBLICITY & GET INVOLVED

### IGS Publicity

From time to time we take photos of students which we then use in a variety of publicity materials. We take great care to ensure that images used are appropriate to their purpose which are generally to celebrate success and promote achievement in school life. Full details are in the Parental Consents Booklet; once consent is given it is valid for the time your child attends school.



### Get Involved

**Ilkley Grammar School PTA:** All parents are invited to join the Parent Teacher Association, which works imaginatively and tirelessly on behalf of the school and raises extra money to enhance students' opportunities, particularly in the spring/summer car boot sales and the annual Auction of Promises. The Association also takes an interest in other aspects of school life and your active support would be very welcome!

This is your school and your help and interest are greatly appreciated. We want parents to be involved: please work with us for those all-important extras, as well as to learn more about the school and contribute where you can. In the last year, the PTA bought us benches and awnings to enhance our outside spaces, and they also contributed funds to support our mental health provision in school. They clearly cannot raise this kind of money without your support, so please do get involved.

You can also contact the PTA on [pta@ilkleygs.co.uk](mailto:pta@ilkleygs.co.uk) or follow them on twitter [@IGSPTA](https://twitter.com/IGSPTA)

## TERM DATES



ILKLEY GRAMMAR SCHOOL  
A HOODELAYS LEARNING TRUST ACADEMY

### Term dates 2022-23

#### AUTUMN TERM 2022

|  |    |           |   |
|--|----|-----------|---|
| Monday   | 5  | September | Training Day (School closed to students)          |
| Tuesday  | 6  | September | Year 7, 12 return to school                       |
| Wednesday  | 7  | September | Term starts for all other year groups (Year 8-13) |
| Friday   | 21 | October   | Training Day (School closed to students)          |
| Half term holiday: Monday 24 <sup>th</sup> October – Friday 28 <sup>th</sup> October |    |           |   |
| Monday   | 31 | October   | Re-open   |
| Friday   | 25 | November  | Training Day (School closed to students)          |
| Friday   | 16 | December  | Close (12.30pm)                                   |
| Christmas holiday: Monday 19 <sup>th</sup> December – Monday 2 <sup>nd</sup> January |    |           |   |

#### SPRING TERM 2023

|  |    |          |         |
|--|----|----------|---------|
| Tuesday  | 3  | January  | Re-open |
| Friday   | 10 | February | Close   |
| Half term holiday: Monday 13 <sup>th</sup> February – Friday 17 <sup>th</sup> February |    |          |         |
| Monday   | 20 | February | Re-open |
| Friday   | 31 | March    | Close   |
| Easter holiday: Monday 3 <sup>rd</sup> April – Friday 14 <sup>th</sup> April           |    |          |         |

#### SUMMER TERM 2023

|  |    |       |                         |
|--|----|-------|-------------------------|
| Monday   | 17 | April | Re-open                 |
| Monday   | 1  | May   | May Day (school closed) |
| Friday   | 26 | May   | Close                   |
| Half term holiday: Monday 29 <sup>th</sup> May – Friday 2 <sup>nd</sup> June |    |       |                         |
| Monday   | 5  | June  | Re-open                 |
| Friday   | 21 | July  | Close (12.30pm)         |
| Summer holiday: Monday 24 <sup>th</sup> July – Friday 1 September            |    |       |                         |

The 2023-24 academic year commencement dates for each year group will be confirmed in due course.

## **ATTENDANCE & DAILY STRUCTURE**

The 2022/2023 academic year will commence for Year 7 on Tuesday 6th September 2022.

### **Attendance and Punctuality**

We place a very high priority on both of these. Please encourage your child to be punctual; it is obviously very good training for future life. Our school gates close at 8.25am. Any students arriving after the gates are closed must sign in at Reception. Students are expected in Registration by 8.30am prompt. Any students arriving after this time will incur a late mark. Under school policy, 3 late marks in a timetable cycle results in an after school detention. School gates open again at 3.00pm when school finishes except Wednesday when we finish at 2.30pm.

### **Absence Due to Illness**

If your child is ill or unavoidably absent, please contact the school explaining the absence before 8.30am. This must be done on **each day** of absence. Our expectation is that students will achieve 97% attendance or above across the year unless there are exceptional medical circumstances. There is a very high correlation between school achievement and good attendance; we monitor this very closely and ask for you to work in partnership with us to ensure your child makes the very best of school life. Please note that all doctor or dental appointments should be made after school or in holiday time. Please call Mrs Ruth Hardaker (Attendance Officer) or Mrs Emma Singleton, Attendance Administrator or email [attendance@ilkleygs.co.uk](mailto:attendance@ilkleygs.co.uk) as soon as possible to inform of absences, attendance concerns or medical appointments. (The Attendance answer machine is available 24 hours per day, so messages may be left at any time 01943 608424 Ext 269).

### **Absence Requests During School Time**

School holidays account for 14 weeks of the year and parents are expected to arrange all family holidays or other events during these times. It is only the Headteacher who may authorise leave of absence during school term time and this will only be granted in very exceptional circumstances. If a request is to be made, parents must complete the 'Application for Student Leave of Absence during Term-Time' form (available from the school or on the school website [HERE](#) well in advance and before any absence is booked). Absence during term time interrupts continuity of teaching and learning and disrupts the educational progress of individual children.

### **Daily Structure**

We operate a two-week lesson cycle with 6 lessons per day, except on Wednesdays when there are 5 lessons and an extended form period—PBT.

| Monday, Tuesday, Thursday, Friday |              |          |
|-----------------------------------|--------------|----------|
| Time                              | Activity     | Duration |
| 08:30                             | Registration | 10 mins  |
| 08:40-09:30                       | Period 1     | 50 mins  |
| 09:30-10:25                       | Period 2     | 55 mins  |
| 10:25-10:45                       | BREAK        | 20 mins  |
| 10:45-11:40                       | Period 3     | 55 mins  |
| 11:40-12:20                       | LUNCH        | 40 mins  |
| 12:20-13:15                       | Period 4     | 55 mins  |
| 13:15- 14:10                      | Period 5     | 55 mins  |
| 14:10-15:00                       | Period 6     | 50 mins  |

| Wednesday   |          |          |
|-------------|----------|----------|
| Time        | Activity | Duration |
| 08:30-09:05 | PBT      | 35 mins  |
| 09:05-09:55 | Period 1 | 50 mins  |
| 09:55-10:50 | Period 2 | 55 mins  |
| 10:50-11:10 | BREAK    | 20 mins  |
| 11:10-12:05 | Period 3 | 55 mins  |
| 12:05-12:45 | LUNCH    | 40 mins  |
| 12:45-13:40 | Period 4 | 55 mins  |
| 13:40-14:30 | Period 5 | 50 mins  |

## CATERING AT IGS

Ilkley Grammar School's catering service provides healthy food choices to fuel active minds and bodies all day long. Our catering provision is run by the school and for the students. This is what is important to us:

- Food that looks good and tastes delicious
- A variety of options in the different outlets in school
- Listening to students about what they would like to see on offer and recommending dishes to them
- Serving the food in a pleasant environment where students can eat with their friends.

We provide a wide range of foods across the week. Variety is the key ingredient – whether it is different fruits, vegetables, grains, pulses or types of meat and fish. We operate a nut-free policy in school and support healthy eating with a daily offer of free fruit and a salad bar to supplement main meal choices.

If your child has any special dietary requirements or food allergies, please contact us via [transition@ilkleygs.co.uk](mailto:transition@ilkleygs.co.uk)

| SAMPLE LUNCH MENU   |  |   |   |   |   |
|---|--|---|---|---|---|
|   | MON  | TUES  | WED   | THURS   | FRI   |
|  | Chicken Tikka and Coriander Rice               | Pasta Bolognese   | Roast Pork, Stuffing and Caramelised Apple                              | Beef Stew and Dumplings                                     | Battered Cod Tartar Sauce and Lemon Wedges  |
|  | Veggie Veggie Korma and Coriander Rice ✓       | Veggie Mushroom, Cherry Tomato and Brie Stuffed Beef Tomatoes ✓ | Veggie Spicy Spinach and Lentil Bake with a Cumin Spiced Tomato Sauce ✓ | Veggie Mushroom Pancake Gateau and Wild Mushroom Sauce ✓    | Veggie Spinach Leek and Mushroom Turnovers with Parsley and Grain Mustard Sauce ✓ |
|  | Classic Bolognese<br>Chilli Con Carne Rice Pot | Chicken Tikka Rice Pot<br>Herby Tomato Pasta Pot ✓              | Ricotta Tortellini ✓<br>Sweet & Sour Chicken Noodle Pot                 | Five Bean Chilli Rice Pot ✓<br>Chicken Cacciatore Pasta Pot | Vegetable Stir Fry Noodle Pot ✓<br>Pasta Carbonara                                |
|  | Tomato ✓                                       | Leek and Potato ✓   | Tomato ✓  | Leek & Potato ✓   | Tomato ✓  |
|  | Cheese & Ham Panini<br>Margherita Pizza ✓      | Margherita Pizza ✓<br>BBQ Chicken Wrap                          | Pizza Style Panini<br>Cheese & Ham Toastie                              | Margherita Pizza ✓<br>Tikka Flat Bread                      | Selection of Pizzas & Paninis   |

### PARENTPAY



This is the system that facilitates the money side of things! All payments for food, music lessons, trips and visits and equipment are processed through ParentPay.

Our cashless system incorporates the latest technology, eliminates the need for students to carry money throughout the day and significantly reduces the queuing that we know puts so many students off having a school lunch. The system is dual functional using a biometric thumbprint or a coded card. The system also allows you to track your child's daily diet and support their healthy eating.

Any amount of money can be paid into a student's account, and any money spent on food and drink will be deducted on a daily basis. A daily 'spend limit' of £5 is programmed into the system. This can be increased or decreased for an individual student by making a written request to the school Finance Office.

As per current legislation, we operate an 'Opt in' policy and therefore require your consent to get you and your child on the system. If you choose not to have your child registered on the Biometric System, a 4 digit PIN Code will be allocated.

To find out more about ParentPay please go to [www.parentpay.com](http://www.parentpay.com). Further information is in the Parental Consents Booklet.

We will register all new year 7 students during their first week of school in September for our ParentPay system. Your activation details to enable you to set up your ParentPay account will be emailed to you early in September.

## PERSONAL ORGANISATION

### Personal Property

The school cannot accept responsibility for personal property (including clothing, money, electronic goods and other valuables) which students bring to school. Students should not be encouraged to bring money to school and are responsible for their own purses/wallets and should, therefore, not leave them unattended. All personal property should be indelibly named.

Mobile phones and other expensive items are not encouraged and the school cannot accept responsibility for their loss or theft. (Please refer to the School Mobile Phone Policy on page 18). Uniform, PE kits, coats and even shoes should be named.

The lost property box is located in the Key Stage 3 Hub (smaller or more valuable items are handed in to the Key Stage 3 Hub Student Support Manager).



If your son/daughter loses anything, the sooner they go looking for it, the more likely they are to find it.

### ClassCharts

Class Charts is our school's reward system. The system is on-line (both web and app enabled) and you will be sent a link with log in details in September. Teachers reward and sanction through ClassCharts and also set homework. As parents you also have access to the system. The system is used to give homework and it is therefore imperative that students and parents look at it regularly.



### BUSES

These operate to and from Menston, Addingham, Burley and Keighley. Whilst travelling on the buses, students must behave sensibly and remain seated at all times, with seat belts fastened. Where there are concerns about conduct or health and safety, a student may be banned from using the school bus for a week or more. School buses are available from either the lay-by on Cowpasture Road, or on Wheatley Road. Further information and forms regarding school bus passes are available on Bradford Council's website [bradford.gov.uk/content/schooltravel](http://bradford.gov.uk/content/schooltravel).

|     |   |
|-----|---|
| G21 | Keighley Bus Station - Ilkley Grammar School    |
| G22 | Addingham, The Stile - Ilkley Grammar School    |
| G23 | Menston Hare and Hounds - Ilkley Grammar School |
| G24 | Prospect Road - Ilkley Grammar School           |
| G25 | Burley Rail Station - Ilkley Grammar School     |
| G26 | Burley Rail Station - Ilkley Grammar School     |
| G27 | Burley Rail Station - Ilkley Grammar School     |

More details of the bus timetables are available at:

<https://www.wymetro.com/your-school/a-z-school-finder/i/ilkley-grammar-school/>

Parents or students may find it useful to download the 'TransdevGo' App for live tracking of their school bus. This can be downloaded here <https://www.transdevbus.co.uk/app>

The buses drop off and pick up points are the same each day, either on Cowpasture Road or Wheatley Road.

### UNIFORM MATTERS

Our uniform is sensible, practical and smart. Students are expected to wear their uniform with pride. Students will be challenged where they fall short of our high standards and sanctions will be applied if required. Students are ambassadors for the school when they are out in the community and wearing school uniform and are expected to behave accordingly.

- **Blazer:** black with school crest (compulsory). Available from uniform stockists. Along with the school tie, the blazer is how students are recognised as members of our school community and consequently it must be worn at all times unless for a specific, agreed reason.
- **Shirt:** plain, white and tucked in with top button fastened. No cropped and/or fitted shirts or blouses.
- **School Tie:** the colour of the school tie is individual to the year and is available from uniform stockists. The crest must show below the tie knot at all times. Year 7 tie is **BLUE**.
- **Skirt:** traditional pleated grey or charcoal grey skirt, available from recognised mainstream stockists as well as our two recommended stockists. There may be a requirement to wear trousers if the skirt is repeatedly worn too short.
- **Trousers:** dark grey, plain and sensible style made from a suitable material such as cotton/polyester. For the avoidance of doubt it is easiest if trousers are bought from a recognised mainstream stockist of school uniform (see list below). Trousers must not be overly baggy or tight. Outside pockets, visible stitching, hipsters, flared trousers, denim and brushed cotton are not allowed. Belts must be black, plain and cannot be heavily branded.
- **Shoes:** black leather, sensible and practical in style, no trainers (even if black). Shoes must be either flat or with low heels. Students coming in to school without the correct footwear will be given black school pumps to wear.
- **Pullover:** (optional) plain, v-necked in black or grey with or without school logo. Available from uniform stockists. No non-school pullovers, jumpers, hoodies or sweatshirts may be worn at any time and will be confiscated.
- **Socks:** Plain black, grey or white.
- **Tights:** nude or black.
- **Coat:** If it is wet or cold students are allowed to wear a coat outside at break and lunchtime or an IGS branded hoodie over the top of the blazer. These must be removed before entering a classroom.
- **Jewellery:** Students can wear a flat, minimalist ring. Years 7-8 only one plain stud in each ear lobe is permitted. From Year 9, students are allowed more than one piercing in each ear, up to a maximum of three. No other facial, tongue or body piercings are permitted. If worn students will be required to remove them immediately, they will be confiscated and returned to parents. 'Retainers' worn in place of piercings and bracelets are not permitted.
- **Headscarf (worn for religious reasons):** if worn this needs to be black or grey. However, it can match the colour of your year group tie.
- **Hairstyle:** must not be extreme (e.g. overly short or involving shaved lines). Hair colour must be natural and not highly coloured or streaked.
- **Makeup:** this is not permitted in years 7 and 8. In years 9, 10 and 11 it must be discreet. If it is very noticeable it is not discreet.

### UNIFORM MATTERS

The outfitters stocking our uniform are:

[Dobson and Robinson](#) 46 The Grove, Ilkley LS29 9EE

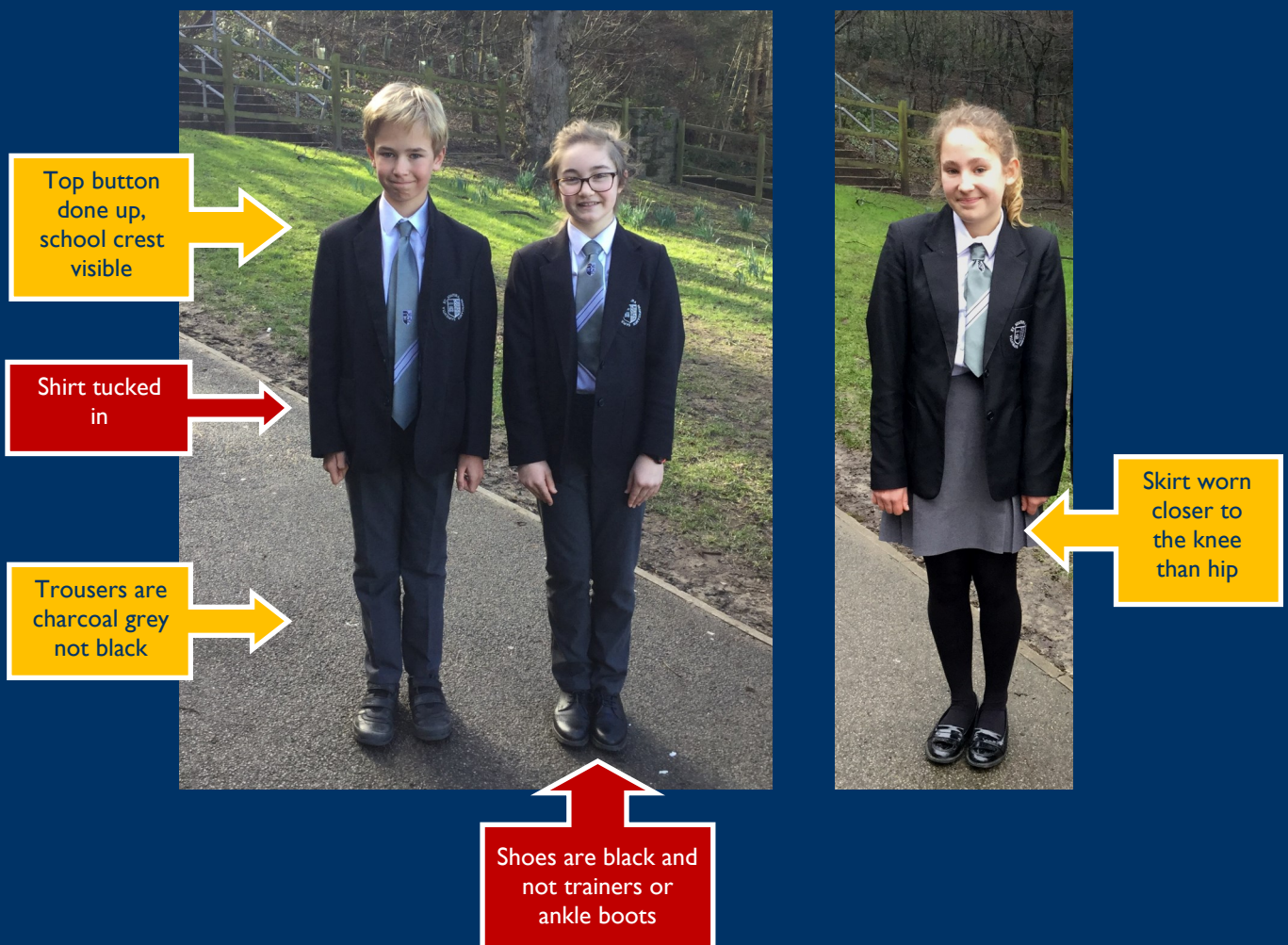
[Wharfedale Uniforms](#) 2 Cowpasture Road, Ilkley LS29 8SR

**To buy and sell 'pre-loved' uniform please visit [IGS Market Place](#) on Facebook.**

This is a group for Ilkley Grammar School parents and staff to buy and sell second hand school uniform, sportswear and sports equipment, miscellaneous educational equipment, books, etc, to raise funds for the PTA. Please provide a description, photo and asking price with your post. Once sold, we ask the sellers to make a donation (50% suggested minimum) to the PTA using ParentPay.

Students can expect to be challenged where they fall short of our high expectations. They are ambassadors for themselves and for our school when they are out in the community. The 'Get Smart' message benefits us all.

Like all our expectations, it is about choice and consequence. Similarly with PE kit: students must organise themselves to bring kit to school, and will have to borrow some if they forget. Repeated failure to bring kit can also lead to sanctions and contact with home.



### UNIFORM MATTERS: GIRLS' PE KIT

- White polo shirt with applicable 'Learning Community' coloured trim I Band – yellow, G Band – red and S Band – blue and school badge
- Black skort with school badge
- Plain black athletics or cycling shorts (optional)
- Black lycra 'skins' – may be worn from October to Easter
- Black hockey socks
- White sports socks
- Trainers
- Astro boots (optional)
- Swimsuit (one-piece) / towel
- Grey hoodie with school badge, available from our designated suppliers - no other brand is acceptable

#### Optional:

Plain black tracksuit bottoms/jogging pants, plain black sport leggings

Girls' outdoor kit has the addition of a grey hoodie. Students can choose to have their initials included on the hoodie – definitely helps when locating missing kit!

Below: black skort, black hockey socks



Black lycra 'skins' may be worn

White polo shirt: notice the red trim to the top indicating their Band – Red is G Band

Plain black athletics or cycling shorts (optional)

### UNIFORM MATTERS: BOYS' PE KIT

- Black rugby shorts
- Reversible rugby shirt – black/red with school badge
- Black football socks
- Football boots - **plastic studded boots to use on the 3G as well as trainers for the astro-turf and indoor facilities. Metal studs will be required if chosen to play for the rugby team**
- White polo shirt with applicable 'Learning Community' coloured trim I Band – yellow, G Band – red and S Band – blue and school badge white shorts
- White sports socks
- Trainers
- Swimming trunks/towel
- Grey hoodie with school badge, available from designated suppliers – no other brand is acceptable
- In addition, the following protective equipment is strongly recommended: shin-pads and a gum-shield (rugby only)

#### Optional:

Plain black tracksuit bottoms/jogging pants



Indoor white kit is used for athletics, gymnastics, badminton and tennis—notice the red trim indicating the student's band, in this case red for G Band

Black outdoor kit is used for rugby, football, hockey and cross-country. The top is reversible so students can play as different teams!

Grey hoodie with school logo (initials can go on the front and surname on the back)

### PE BUSES

#### **PE Buses during the school day:**

For games at the field, students will be told where to line up for their double PE/Games lesson and will be escorted by PE staff onto the buses in the Cowpasture Road lay-by.

### **Extra Curricular Sport 2022/2023**

#### ***Clubs/Training sessions:***

Most extra-curricular activities finish at 4.30pm. Students may choose to walk home after the session, but if they are being collected by car, please could parents/carers use the appropriate car park:

- Springs Lane car park (bottom of school) for Netball, Basketball and Badminton
- Cowpasture Road (top car park) for students returning from activities at the School Fields

Activities take place at the school sports field on Leeds Road, Ben Rhydding. Students with a Burley bus-pass should travel to the field on their normal special bus. A hired coach transports all other students to the pitches. We request a donation towards the travel costs for this service.

At the end of the session, all students are able to catch the 'games bus' back to school, or, with parental consent (using the data form & consents booklet), may walk home directly from the Sports Field. (Alternatively, parents may collect students from the field at 4.30pm)

#### ***School Teams – 'Away' Fixtures:***

The minibus/coach returns to the main entrance of school, on Cowpasture Road. We therefore ask that all students are collected from the top car park on these occasions.

Teams usually return to school for 5.30/6pm (later for Athletics and less local events). Having a mobile phone is useful if there are any changes to the return time. When returning to school, parents/carers may prefer students to be 'dropped off' en-route at an official bus stop which is close to home (e.g. in Burley, Ben Rhydding, etc). As student safety is a top priority, we must have **written confirmation** of this arrangement.

#### ***Extra-curricular Rugby:***

The school has very close links with Ilkley Rugby Club, and as such, often uses the Club's facilities for matches and training.

Written consent from parents is required to confirm that students are able to walk to the Club independently after school. (All journeys to the Club **during the school day** will be accompanied by staff either walking or by minibus/coach).

## Medical Treatment



A child requiring first aid or other medical treatment should go to the Year 7 Hub, where they will be attended to. No child is sent home without contact having been made with a parent or nominated emergency contact. To maintain open channels of communication, it is essential that you keep the school up to date with emergency contact numbers, particularly where these may change because of new mobile numbers. If there is a medical problem, students must go through the Key Stage 3 Hub and not contact parents directly.

## Medicines in School

The administration of medication to children remains the responsibility of the parent or those with parental responsibility. Medication should only be taken to school when absolutely essential and with the agreement of the school. Some students are subject to Individual Healthcare Plans (IHCP) through the school nursing team and other medical services and the school are involved in this process. Please can parents with children who have an IHCP contact school so we can ensure we meet the needs of the plan.

Our guidelines for the administration of medicine are:

- Where possible, it is preferable for medicines to be prescribed in frequencies that allow the student to take them outside of school hours.
- If this is not possible, prior to staff members administering any medication, the parents/carers of the child must complete and sign a parental agreement for a school to administer medicine template/form which can be found [HERE](#) on the school website.

## Risk Assessment

If your child is required to be on crutches or has limited mobility, please notify us as soon as possible so that a relevant risk assessment can be carried out. This needs to be done before they can stay in school. We may require medical confirmation of their needs depending on individual circumstances.

## Bullying

The school always takes bullying very seriously. We try our very best to support the victim and work with the bully to change their behaviour. To support our policy we would ask parents to encourage students who may be being bullied to talk to someone they trust. This could be a tutor, a subject teacher or Head of Year, who will listen to them and support them. We can't help if we don't know what is happening. A copy of the Anti-Bullying Policy is available on request.



## Knives or Other Offensive Weapons in or Near School

Recently there has been a great deal of media attention focused on the issue of teenage knife crime, in particular. Although West Yorkshire and Ilkley, and Ilkley Grammar School in particular, do not experience the knife culture of other areas, we are not complacent.

The Law:

- It is illegal to carry any knife if there is intent to use it, even defensively, as a weapon, even if the knife belongs to someone else.
- Police can and will search someone if they believe they are carrying a knife. Police and school staff can also search young people for weapons in school.

Carrying a knife could mean being arrested, going to court and ending up with a criminal record or even a prison sentence. We hope our students will always make the right choice by walking away if confronted with the threat of violence, and not carry a knife or other weapon themselves.

If a student is believed to be in possession of a knife or there is sufficient evidence that they have had a knife, or any other offensive weapon, the following school guidelines will apply:

- a search will be conducted
- an investigation will be instigated to gather evidence and establish facts
- where there is evidence of possession, parents/carers will be contacted and the police informed and there will be a fixed term suspension and a possible recommendation for permanent exclusion dependent on the circumstances. The Chair of Governors will be contacted and informed

### Drugs in School

Ilkley Grammar School has a clear policy on illegal substances in and in the vicinity of school and on school visits, including college placements or work experience. Students need to know that if they are found in possession of, or supplying these, parents are informed and the police are involved.

Any student suspected of being part of activities involving controlled substances (illegal drugs) or found in possession of controlled substances on school premises or in the vicinity of the school, will be subject to a detailed investigation. Where there is evidence that this is not a first offence and there are no extenuating circumstances, there will be a recommendation for permanent exclusion.

Any student found to be supplying i.e. offering to sell, giving, actually selling, obtaining on behalf of others or trading controlled substances (illegal drugs) for something of value or possessing with intent to supply another person, will be recommended for permanent exclusion. The school's view of the offence is the same whether the offence occurs on school premises or not.

### Mobile Phones



These are allowed in school but their use is restricted and they must not be seen, heard or used in class. The mobile phone policy was updated recently in conjunction with the Student Council as follows:

- Mobile phones can **ONLY** be used at lunchtime  
NOT at breaktime at all (or in class / library unless with permission)  
NOT inside buildings anywhere  
NOT on courts  
NOT when moving around / walking  
NOT on stepped areas  
NOT in lunch queues  
Mobile phones seen or heard at any other time will result in a negative
- 3 mobile phone negatives in a half term = 1 hour after school detention
- 3 further mobile phone negatives = detention, phone placed in hub and ban for the rest of the term

### Aerosols



Aerosols can cause problems for anyone who suffers with breathing difficulties and are therefore not allowed in school. Students can however, bring roll-on deodorants to use after PE lessons.

### Food Allergies



We try to ensure that Ilkley Grammar School is a nut free school and our catering team do not use nuts or other nut products. In addition, could we please request that students do not bring foods that contain raw nuts into school. We have a number of students with severe allergies to nuts and this helps to safeguard them. Please contact school to discuss any serious allergies so we can ensure we can meet the needs of the young person and keep them safe.

### No Smoking



IGS is a no smoking and no vaping site.

## CHILD PROTECTION &amp; SAFEGUARDING

A team of staff led by the Designated Safeguarding Lead Mr Calvert are available to be spoken to about any safeguarding problems that may arise; this includes online safeguarding issues.

**Child protection and safeguarding is taken very seriously at Ilkley Grammar School and the Named Persons are as follows:**

- Andy Calvert, Assistant Headteacher (Designated Safeguarding Lead)
- Carly Purnell, Headteacher
- Simon Ford, Deputy Headteacher (Deputy Designated Safeguarding Lead)
- Jamie Gutch, Deputy Headteacher
- Daniel Keane, Assistant Headteacher (SENDCo)
- Hannah McKenzie, Assistant Headteacher
- Josh Sykes, Associate Assistant Headteacher
- Vee Hepworth, Director of Behaviour, Attendance & Outreach
- Victoria Wilson, Named Governor for Child Protection issues



Andy Calvert



Carly Purnell



Simon Ford



Jamie Gutch



Daniel Keane



Hannah McKenzie



Josh Sykes



Vee Hepworth

## PLACE 2BE / MENTAL HEALTH SUPPORT

The health and wellbeing of the whole school community is part of the school's vision and values statement and as a community we are committed to supporting everyone.



Place2Be are a recognised charity who provide mental health champions who are trained to support young people. Their mission is to enhance the wellbeing and prospects of children and their families by providing access to therapeutic and emotional support in schools. Led by our School Project Manager Mrs Katie Beaumont Place2Be offer consistent, weekly sessions with the same counsellor in a calm, safe and therapeutic space. Please contact the year team to discuss any concerns regarding mental health and wellbeing and we will do everything we can to help.

**CrimeStoppers.**  
Speak up. Stay safe.

CrimeStoppers 0800 555 111  
<https://crimestoppers-uk.org/>

**NSPCC**

NSPCC  
<https://www.nspcc.org.uk/>



CEOP  
[www.ceop.police.uk/Safety-Centre/](http://www.ceop.police.uk/Safety-Centre/)

**FRANK**

0800 77 66 00 [talktofrank.com](http://talktofrank.com)  
Friendly, confidential drugs advice

FRANK  
[www.talktofrank.com](http://www.talktofrank.com)

**Pace**

Parents against  
child exploitation

PACE  
<https://paceuk.info/>

**childline**

ONLINE, ON THE PHONE, ANYTIME

Childline 0800 1111  
<https://www.childline.org.uk>



Blast Project  
<https://www.mesmac.co.uk/>

**KOOTH.com**

FREE ONLINE ADVICE FOR YOUNG PEOPLE

Kooth.com  
[www.kooth.com/](http://www.kooth.com/)



The Children's Society  
[www.childrenssociety.org.uk/](http://www.childrenssociety.org.uk/)

**missing  
people**

Missing People  
Call 116 000 for help  
<https://www.missingpeople.org.uk/>

**Believe in  
children  
Barnardo's**

Barnardo's  
<https://www.barnardos.org.uk/>

### WHAT IS PERSONAL BEST?



We expect the best and support students to achieve this. All students should behave sensibly, politely and responsibly. We ask that at all times consideration and courtesy be shown to others in school and the community.

Our Personal Best structure is founded on choice and consequence and allows us to reward students and give them very clear choices about how to behave. There is a clear reward system using Class Charts and clear classroom and around school sanctions. Good discipline ensures good learning for everyone. We have a clear hierarchy of sanctions, from verbal warnings and negatives on Class Charts to detention, contracts, a day or more in our Consequences Room or even suspensions, if there are serious breaches of discipline.

The July Challenge and Celebration Week is intended to be just that: an opportunity to recognise hard work and good learning while further developing personal learning and thinking skills in an extracurricular setting. Students will be taken through these expectations the first day they are in school. Students know they have a choice about how to behave, and our expectation is that parents will work with us where there is misconduct and support us, particularly with regard to attendance and after-school detentions. A detention is some way up our sanctions hierarchy and is a serious matter. We expect very few, if any, year 7 students in after-school detentions.

#### **Around School Rules:**

- Be polite and respect the feelings of others
- Do as you are told by all staff - first time and every time
- Obey all notices
- Look after property and put litter in bins
- Chewing gum, smoking, vaping, alcohol and other illegal substances are forbidden in school

#### **Routines:**

- Wear your school uniform correctly at all times
- Hand in all homework on time
- Walk around the school quietly and on the left
- Eat and drink in the right places at the right time

#### **Classroom Rules:**

- Arrive on time, fully equipped with all necessary stationery and iPad, and ready to work. Line up sensibly and quietly outside the classroom
- Do your work to the best of your ability without distracting others
- Listen carefully when the teacher or another student is speaking
- Put your hand up and wait for permission to speak
- Only water in a clear bottle is allowed

### LEARNING AT IGS

Although it may seem like stating the obvious, schools are about learning and we quite rightly put the highest premium on academic progress and performance. We look to challenge and support students to do their very best to achieve well beyond expectation. We expect you as parents to take a keen interest in your child's classroom performance and in their progress towards subject target grades. All students have the right to learn and to achieve, and no student must be allowed to interfere with or disrupt the learning opportunities of others. If we have concerns about your child's conduct and learning attitude, then we will contact you immediately. Similarly, where students are doing well, we will celebrate with you.

### iPads for Learning

Our eLearning scheme has two main aims. The first is to ensure that all of our students achieve their personal best by providing the opportunities to learn independently, collaboratively and creatively in a way which engages and motivates them. The second aim is to prepare all students for life and work in the 21st Century.

The iPad scheme is about giving teachers the opportunities to produce learning experiences for every single student that will engage, support and challenge them to perform to the very best of their ability. Technology has now reached a level of development with regards to functionality, reliability and affordability which can revolutionise learning for our students. It is not about an iPad per se, but about a device that can best meet our learning objectives. We also believe we will be doing our students a great disservice if we do not embrace modern day technologies.

For further information regarding our iPad Provision Programme, please visit the Parent Portal. Details of the Parent Portal will be sent to you separately to enable you to log in. We ask that every family creates an account on the portal and chooses one of three options: iPad Opt-in, iPad Opt-out or iPad Daily Loan. iPads will be distributed to those who have signed up for the scheme on the first day in school – Tuesday 6th September 2022. We would encourage you to sign up on the portal as soon as possible. There will be a deadline of mid-June after which we cannot guarantee delivery of an iPad for September.



iPads are for learning and we value them for their educational potential. Our expectations regarding iPad Use are included in the Parental Consents Booklet. It should also be noted that students will not have access to the App Store and the device that your son/daughter will receive will have FaceTime and Messenger disabled. In addition, parents may want to know that students are not permitted to use their iPads at break and lunchtimes, unless the weather is particularly inclement. This allows students to 'have a rest' from using technology and also gives them the opportunity to socialise and interact in more 'traditional ways'.

### Tutors and Subject Teachers

On entry into year 7, students are placed into 11 mixed ability tutor groups. They will be registered once a day in these groups. For academic teaching, students will follow most aspects of the curriculum in their tutor group, but some re-grouping will take place for some practical subjects. All students are placed in a band to learn either French/Spanish. If there is a very specific reason you would like your child to study a particular language please contact Mrs Varley who will forward your request for consideration. However, please be aware that it may not always be possible to grant your request. (Deadline for such requests is 6th June 2022).

### LEARNING AT IGS

#### Marking, Assessment & Reporting

Students are regularly assessed in most subjects to ensure that work is appropriate to their needs, to check on progress made and to allow us to report to parents. You can expect the following communications within an academic year:

- 'Progress Tracking' information will be sent home on a termly basis, one of which will include a tutor report
- an opportunity to meet your child's group tutor in October (non-academic)
- a Parents' Evening in May/June. If you have any concerns about progress you may, of course, contact your child's tutor, or subject staff, at any point throughout the academic year

#### Home Learning

The purpose of independent home learning is to develop in students a sense of responsibility for organising their own work schedule, to consolidate and extend their class work and/or prepare for the next piece of work. Various kinds of home learning may be set consisting, for instance, of writing, reading, learning, researching, practical tasks or longer term project work.

Parents are encouraged to:

- provide a reasonably peaceful, suitable place in which students can do their work, or encourage students to attend homework clubs or our library. Our school library is open until 4.00pm every day and students are encouraged to access computers, books and support there
- make it clear to students that they value independent learning and support the school in explaining how it can help them make progress in school
- encourage students and praise them when they have completed work or study
- expect deadlines to be met and check that they are

All home learning will be recorded on ClassCharts so parents can support and monitor home learning .

#### Inclusive Learning

Our aim is to ensure that all students have equal opportunities to succeed, both within the academic curriculum and socially. Where there are specific learning needs, our Inclusive Learning team will ensure that the needs of those students are addressed. They will continue to work closely with all relevant agencies including Bradford Local Authority and the school nursing team to ensure students with additional needs settle happily into the school and achieve their potential. Members of the team will be working with staff from our feeder primary schools. However, if parents have any immediate concerns, they must contact the SEND team using [inclusivelearning@ilkleygs.co.uk](mailto:inclusivelearning@ilkleygs.co.uk)

#### Religious Education

The law gives parents the right to withdraw their children from collective acts of worship and/or RE lessons. We respect that right but would ask that you make an appointment with Mr Andrew Calvert or Head of Year to discuss the matter first.

### LEARNING AT IGS

#### **Relationships and Sex Education**

As an 11-18 comprehensive school, we have a responsibility to prepare students adequately for adult life. The curriculum endeavours to ensure that every child is offered a continuing programme of personal, social, citizenship and health education, which includes a relationship and a sex education component.

Through this programme we teach the basic facts of human reproduction. Strong emphasis is placed on building positive relationships. In addition, students are encouraged to make reasoned and responsible decisions about situations that they will face as adolescents and indeed as adults.

The programme also tries to ensure that they understand those aspects of the law relating to sexual activity and the responsibilities of parenting. Parents have the right to withdraw their children from sex education classes, but we would ask that you discuss this with Mr Andrew Calvert or the Head of Year, before a decision is made.

#### **Useful things for Learning**

Although not uniform, there are few essentials that each student needs to be equipped for their lessons.

- blue or black ink pen
- sharp pencil
- calculator
- ruler
- sharpener
- rubber
- compasses
- protractor
- full set of coloured pencils
- glue stick
- scissors
- for Drama – a clean pair of trainers, jazz or ballet shoes
- reading book
- earphones
- green pen
- fully charged iPad

#### **Extra-Curricular and Enrichment Activities**

We very much hope that there is far more to school than the time a student spends in the classroom. The school provides a very wide range of extra-curricular and enrichment opportunities from clubs and activities at lunchtime to after school to trips and visits in term time and the holidays. Whether you are sporty, musical, artistic, dramatic, and keen on literature or chess there is something for you. The highlights of the year are undoubtedly the Learning Community Team Building day at Nell Bank in September (cost approximately £15) and Challenge and Celebration Week in July (cost approximately £150).

Additional music lessons are also available via our tuition service 'Note-ability'.

Extra-curricular activities and enrichment opportunities are a great way to have fun and make new friends, so what are you waiting for? Get involved!

In **Art** we encourage students to be creative whilst developing a strong foundation of basic art skills that they can build upon as they progress further into KS3 and beyond. In term 1 students explore drawing, developing their observational skills using 2D materials including pencil, pen, charcoal and photography. In term 2, we focus on 3D design and clay work, students learning to build pots using the coiling and slabbing techniques, culminating in designing and making their own pot in response to a design brief. In term 3, students explore a greater range of art mediums including collage, colour theory and watercolour. Throughout the year students will learn about relevant artists and crafts people, using these to inspire the development of their own artwork. Home learning reinforces understanding that is taking place in lessons. During the course of the year all students take part in an independent art homework project based around a theme, allowing students greater freedom to develop and express their own ideas and work in a way that suits their interests and expertise.

In **History** we aim to develop the skills needed to study the past in a critical and effective manner, whilst developing a detailed knowledge and understanding of the topics and periods studied. Year 7 is used as an introduction to the subject specific skills and lays the foundation for students' future study. Students begin their studies with an investigation of 'The Bodies in the Field', which introduces them to the concepts and methodology of the discipline. They follow this with a study of life in Ancient Rome, looking at key features of Roman society and how Rome changed across its history. Students then study life in the Medieval world. They begin by looking at the power and authority of the Church and the monarchy. They then study life in the 14<sup>th</sup> century considering whether life was "nasty, brutish and short". This is followed by a student-led enquiry into life in the Aztec World. We then approach history in a thematic manner, looking at how attitudes towards Crime and Punishment have changed over time. Students make use of their historical knowledge to make judgements about our modern-day attitudes towards punishments and criminals.

**Geography** is intended to introduce the subject to those of differing experience and charge students with an enthusiasm for the subject. This year focuses on knowledge and understanding of the world and the variations within it. In term one, we look at the world, countries and continents to ensure students are aware of the global view and build a base for future conversations on places. We then look at more specific map work skills using ordnance survey maps, understanding how they can represent a vast amount of information. Next, we examine the continent of Africa in more detail and the variety of life which exists on this continent. Students are encouraged to learn about the human and physical characteristics of Africa. Term 2 continues the study of Africa and then moves to a more local scale by studying site and settlement and the factors that affect location plus the idea of settlement hierarchy. This also involves looking at Ilkley and its site and function throughout time. Term 3 involves the investigation of rubbish and the global rubbish problem with consideration of resources and the 3R.s (Reduce, Reuse, and Recycle). Students will then end the year by completing an independent study, One Month around the UK, where they acquire a greater knowledge and appreciation of places in the UK.

In **Religious Education** we look at how people think and why. Students of Religious Education will be religiously literate, they will be able to hold balanced and well-informed conversations about religions and worldviews. They will be able to think independently, they are open minded and they will be able to respectfully discuss the many moral complexities that we face as a global society. To encourage these traits, we aim to create a safe, nurturing and academically challenging environment where beliefs, practices and issues are discussed. We use purposeful assessment to explore knowledge and, more importantly, individual student's ability to justify a point of view on an often-abstract idea. It is important to recognise that Religious Education is not a vehicle for promoting specific religious belief, but instead a chance to appreciate the complexity, diversity and evolving challenges faced by religion in the modern world. To fulfil this purpose, we advocate that RE needs to provide a balance between three disciplines or lenses. These are: Theology in year 7, Anthropology in year 8 and Philosophy in year 9.

In year 7, we look at believing. We look at where beliefs come from, how they have changed over time, how they are applied differently in different contexts and how they relate to each other. Students in year 7 will engage with this through the study of the Abrahamic and Dharmic religions with a particular focus on Judaism, Christianity, and Hinduism.

**Citizenship** is studied in one lesson a cycle. Students start by exploring skills such as making friends and developing new relationships. The aim of lessons is to help all students settle into their new life at Ilkley Grammar School a little more easily. This is quickly followed by units which focus on individual rights and responsibilities and how they might fit into the wider community. Ideas of democracy, health, personal identity and personal safety are also explored to give students a good grounding and help them develop further as citizens in the local, national and global community.

The **Drama** curriculum for Year 7 is designed to engage students in learning in and through the art form, developing young people with a thirst for knowledge who are creative, resilient and empathetic. In year 7, we focus on developing performance skills as students work creatively and collaboratively with others to structure and perform drama. Each scheme builds on the previous one, challenging students to make conscious choices and to work in a range of groups to achieve their intended outcomes.

**English** is an exciting and engaging learning experience from the outset of year 7 as students follow a newly constructed curriculum that enables them to make deep links between the texts and content they study. Students begin their learning journey reading myths from different cultural heritages which enable them to evaluate concepts of heroism and villainy and discuss ideas related to their moral compass. They will apply these ideas about characterisation to narrative structure and learn how to improve their own descriptive skills so as to write their own myth. Students continue their consideration of heroes and villains by moving forward into the 19<sup>th</sup> century and evaluating the extent to which characters in *Oliver Twist* display traits similar / different to ideas they explored within the myths. Students finish the year by continuing to look at the plight of children who are suffering from inequalities but moving forwards in time into the 20<sup>th</sup> / 21<sup>st</sup> century, through their reading of *The Other Side of Truth*. They start to consider these familiar themes but with a worldview and whilst the content of the text deals with political issues of immigration, refugees and inequality, the unit focuses on exploring how people demonstrate bravery and courage within these situations. Each unit has a specific wider reading list and the Olicana Scholars programme provides plenty of opportunities for going beyond the curriculum.

**Computing** is an exciting 21st century course that prepares students to become independent and discerning users of technology. This course allows our students to acquire and apply creative and technical skills, knowledge and understanding of digital literacy, IT and Computer Science in a range of contexts. Students will study discrete Computing with one of our subject specialists for two lessons per cycle. Students study a variety of topics including e-safety, web design, spreadsheets, programming, animation, photography, and video editing.

**MFL** is an exciting and vibrant learning experience from the outset in year 7. Students study either Spanish or French i.e. years 7 and 8 based on their tutor group allocation. Some students arrive with different levels of acquisition of either Spanish or French yet all are catered for with a rollercoaster ride through the basics of either language. Teaching is kinaesthetic, interactive and technology based with use of iPads, games and song in the first term to get students to a high standard of speaking, reading, writing and listening within the first few months. We also aim to increase cultural awareness via Languages festival week, European day of languages. Students will be given the opportunity to acquire the other language later on at the beginning of Year 9 when they make their first option choices.

**Mathematics** in year 7 follows a newly developed, connected curriculum that illustrates to students the links between topics within mathematics and develops their reasoning and problem-solving skills. The main aim is to develop students' fundamental understanding by using a wide range of representations, encouraging discussion and highlighting the importance of mathematical language. Opportunities for going beyond the curriculum include a weekly lunchtime Strategy Games Club and the UK Mathematical Trust Maths Challenge. Mathematics classes are set according to ability, however frequent testing and teacher recommendation allows regular set changes to be made if necessary.

**Music** thrives at IGS and the opportunities for year 7 students are many. We have a fantastic, inclusive programme of extra-curricular activities and a skilled team of peripatetic teachers providing instrumental and vocal tuition to individuals and small groups. In the classroom the 'Elements of Music' underpins our curriculum pathway. Students use iPads, keyboards, guitar, ukulele, their voices and classroom percussion. In addition, every student learns how to play the keyboard and ukulele in a differentiated, personalised course. The curriculum is rich and varied and practical music making is at the centre of everything we do! Students are encouraged to bring their own instrumental and vocal expertise to the lessons and tasks are tailored to individual needs.

**Physical Education** offers year 7 a wide range of experiences through the a variety of different sports including: netball; hockey; rounders; tennis; football; rugby; basketball; cricket; swimming; gymnastics; cross-country and athletics. Students work co-operatively together in mixed ability groupings, analysing performances, acting as sports' leaders and competing as a team in small sided games. Lessons are active, challenging and fun. After school clubs enable students to develop their skills further in a more competitive situation competing in local, county and national competitions.

**Science** aims to build on the knowledge, understanding and skills developed at KS2. Year 7 students will explore natural phenomena, such as forces and chemical reactions as well as learn more about living things such as animals and plants. Practical work plays a significant role in how students learn in science and it is embedded throughout the course. Students will develop the skills necessary to be exceptional scientists: from preparing their own microscope slides, using Bunsen burners and handling chemicals to developing their own practical experiments and analysing data. We also offer an extra-curricular club where scientific topics and experiments can be studied in greater detail.

**Food Technology** Students in year 7 study Food Technology for half the year which equates to two lessons during each fortnightly cycle. This is an exciting, practically based course which aims to develop food skills and knowledge. Students will study a range of areas covering hygiene and safety, use of the cooker, healthy eating and the 'eat well guide'. In addition, students will complete practical work covering a range of skills. Students are expected to provide the ingredients for the practical work which they can collect and bring home at the end of the school day.

**Textiles Technology** is a most enjoyable and challenging course which aims to cover both the practical and theoretical elements of the manufacturing process in producing a textile product. Students are expected to learn aspects of safety, how to use the sewing machine and iron, technical vocabulary, and to increase their independent learning as they produce their "Juggling kit".

**Product Design** includes 'The Racing Car Project' which provides students with the chance of working in a competitive team whilst enjoying the thrills and spills of making an electrical Racing Car. The Game in the Box project introduces students to traditional wood working, computer aided design and the industrial technique of injection moulding. Students are led through a series of 'design and make' exercises in order to complete a high quality product whilst learning about a designer's environmental responsibility.



Ilkley Grammar School

A Moorlands Learning Trust Academy

