



Bolingbroke Academy  
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**Bolingbroke**  
Academy

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Friday 27<sup>th</sup> March 2020

Dear parents and carers,

Thank you for supporting us as we empower our pupils to engage in Distance Learning. The feedback we have gained from Key Stage Three parents, carers and pupils has been overwhelmingly positive and very heartening for our staff. Teaching and watching Subject Support Sessions this week made me particularly proud to see pupils who are motivated to continue to learn, albeit from a distance!

This letter will provide you with further knowledge of the provision we are making available to our pupils. Should you have any questions on the following information, please email me.

### **Courageous and Compassionate: Digital Etiquette, Be Bolds and Personal Development**

#### **Digital Etiquette:**

We are so proud of our pupils' distance learning. To ensure their digital behaviour is compassionate to our staff we would like pupils to follow the following guidelines:

- Login to Subject Sessions using First name, Surname. Do not use aliases or nicknames.
- Leave a Subject Session if asked by a staff member.
- Check Show My Homework and Office 365 outlook every day.
- Only email or contact staff between 8am-5pm, unless an emergency.
- Email us at [staysafe@arkbolingbrokeacademy.org](mailto:staysafe@arkbolingbrokeacademy.org) if someone is being unkind to you online.

#### **Be Bold Points:**

We will continue to add positive Be Bold points to reward and encourage our pupils for their work. These points will be shared with pupils on a weekly basis via their Civitas tutor. Be Bold points are used as part of our graduation certificates which we will publish in the Summer term.

#### **Personal Development:**

We are committed to continuing our Personal Development of pupils via:

- Compulsory SMSC content provided on Show My Homework.
- Weekly Civitas Support Sessions and Head of Year newsletter.
- Year group competitions organized by each Head of Year.
- We have also compiled **Bolingbroke Academy Additional Resources** to assist you in helping your child to engage in enriching activities. **This will be sent to you on Monday.**

#### **Designated Staff Contact:**

Every pupil at Bolingbroke Academy has been allocated a Designated Staff Contact. This staff member will call you and your child once per week. Their role is to provide support, answer questions and remind your child that they are part of the Bolingbroke community. After Easter, families with siblings at Bolingbroke Academy will have one designated staff member per family.

### **Empowering Excellence: Assessments and Reports, Timetables, Curriculum Content**

#### **Assessments and Reports**

We have decided not to publish Spring assessment reports as:

- Disruption caused by Covid 19 has prevented us from assessing KS3 pupils across subjects in a meaningful way; assessment could not be fairly replicated at a distance at this time.
- Without a full data set, it is challenging for us to provide an accurate grade.
- We feel we should be concentrating on the task at hand - delivering rigour in the tasks we set for our KS3 pupils via Distance Learning.

#### **If your child completed their assessment before school closure:**

- They will receive fast feedback with a What Went Well (WWW) and an Even Better If (EBI) in their Subject Session; they will not have a grade attached to this feedback.

We will provide further information about our plans for Summer assessments.

### **Suggested Timetables**

The below content should be completed daily by Key Stage Three pupils:

- 30 minutes of wellbeing (exercise) or SMSC
- 1 hour of Hegarty Maths
- 1 hour of English
- 1 hour of Science
- 1 hour of an option subject

Choose from:

- 30 mins of learning a language 30 mins of reading 30 mins x 3 of exercise each week
- 60 mins per week musical instrument practise (Year 7).

To aid your pupil in organizing their learning, we have created a **Suggested Timetable** for each year group provided at the end of this letter. This timetable includes their Subject Sessions and balances learning across subjects. We strongly encourage you to share this timetable with your child.

### **Curriculum Content**

To support you in helping your child to learn the final content of the Spring term a list of the key concepts they will be working on is provided at the end of this letter. We will provide overview of the curriculum being studied after the Easter break in due course.

I hope that you find this letter a helpful guide to supporting your child in their Distance Learning with Bolingbroke Academy. Should you have any further questions relating to this information or another aspect of digital school life, please do not hesitate to get in touch.

Kind regards,

Ms J Kennedy  
Assistant Principal, KS3  
Pastoral Lead



# Bolingbroke Academy

“A courageous, compassionate community – empowering excellence”

## Key Stage 3 Topic Overview

	Year 7 – Spring	Year 8 – Spring	Year 9 – Spring
<b>Art</b>	<ul style="list-style-type: none"> <li>Natural forms: Formal elements; line, shape, tone, form, texture. Materials; graphite, charcoal, colour pencil, watercolour</li> </ul>	<ul style="list-style-type: none"> <li>Scale, enlarging</li> <li>Painting skills</li> </ul>	<ul style="list-style-type: none"> <li>Natural Structures. Artists analysis: Lorna Fraser Jenni Ward.</li> <li>Observational drawing.</li> </ul>
<b>English</b>	Pupils have finished their study of Shakespeare (Spring content) and will be moving onto: <ul style="list-style-type: none"> <li>Poetry: understanding metaphors, poems based upon animals.</li> <li>Weekly grammar exercises.</li> <li>Weekly creative writing.</li> </ul>	Pupils have finished Spring Shakespeare content and will be moving onto: <ul style="list-style-type: none"> <li>Animal Farm by George Orwell,</li> <li>The study of an allegory: what is an allegory?</li> <li>Pupils will also complete weekly grammar exercises</li> <li>Weekly creative writing</li> </ul>	Pupils have finished their study of Shakespeare (Spring content) and will be moving onto: <ul style="list-style-type: none"> <li>Poetry: studying poetry based on journeys. Poems include Wherever I Hang and Swing Low Sweet Chariot.</li> <li>Weekly grammar exercises</li> <li>Weekly creative writing</li> </ul>
<b>Drama</b>	N/A	<ul style="list-style-type: none"> <li>Study of the text The Terrible Fate of Humpty</li> </ul>	Theatre Practitioners <ul style="list-style-type: none"> <li>Bertolt Brecht</li> <li>Konstantin Stanislavski</li> <li>Frantic Assembly</li> </ul>
<b>Humanities</b>	Geography: Cities – population booms History: <ul style="list-style-type: none"> <li>Tudors and the changes in religion during that period.</li> </ul>	Geography: Ecosystems - Cold Environment History: <ul style="list-style-type: none"> <li>Victorian Britain: The Industrial Revolution and the rise and fall of the British Empire.</li> </ul>	Geography: Natural hazards, tectonic hazards and weather hazards. RS: The Holocaust and Anti-Semitism
<b>Maths</b>	<ul style="list-style-type: none"> <li>Symmetry and Tessellation</li> <li>Drawing and Measuring angles</li> <li>Finding unknown angles (straight line, around a point, vertically opposite, triangle, quadrilateral)</li> </ul>	<ul style="list-style-type: none"> <li>Coordinates including midpoint of a line segment</li> <li>Scatter Graphs</li> <li>Frequency Polygons</li> <li>Linear Graphs</li> </ul>	<ul style="list-style-type: none"> <li>Sequences</li> <li>Algebraic Proof</li> <li>Linear Graphs</li> <li>Cubic and Reciprocal Graphs</li> <li>Real Life Graph</li> </ul>
<b>MFL</b>	<ul style="list-style-type: none"> <li>Describe your family using possessive adjectives,</li> <li>Describe someone physically (e.g. hair, eyes, height),</li> <li>Describe your house.</li> </ul>	<ul style="list-style-type: none"> <li>Talking about food preferences, order food in a restaurant, talking about plans using the near future, being able to use verbs in the present and near future</li> <li>The conditional tense to make an invitation, using reflexive verbs</li> </ul>	<ul style="list-style-type: none"> <li>Talking about technology.</li> <li>Giving opinions and reasons for your opinion.</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>The study of Indian Music</li> </ul>	<ul style="list-style-type: none"> <li>Musical stories and cartoons</li> <li>Cover versions of songs</li> </ul>	<ul style="list-style-type: none"> <li>Film Music (9 Verdi)</li> <li>Mash Ups (9 Schubert)</li> </ul>
<b>PE</b>	<ul style="list-style-type: none"> <li>Boys: Basketball/Trampolining</li> <li>Girls: Rugby</li> </ul>	<ul style="list-style-type: none"> <li>Boys: Basketball/Football</li> <li>Girls: Rugby</li> </ul>	<ul style="list-style-type: none"> <li>Boys: Basketball</li> <li>Girls: Rugby</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>Biology – Reproduction</li> <li>Chemistry – Elements, Atoms, Compounds</li> <li>Physics – Space and Gravity</li> </ul>	<ul style="list-style-type: none"> <li>Biology - Photosynthesis/ Respiration/Interdependence</li> <li>Chemistry - Separating Techniques</li> <li>Physics - Energy and Power</li> </ul>	<ul style="list-style-type: none"> <li>Biology – Organising Animals and Plants</li> <li>Physics – Energy Resources</li> </ul> <p><b>Computer Science:</b></p> <ul style="list-style-type: none"> <li>Computer Networks</li> <li>The internet</li> <li>Protocols</li> <li>TCP/IP</li> <li>Cyber Security</li> <li>Magic number</li> </ul> Pupils will be moving onto <ul style="list-style-type: none"> <li>Python</li> </ul>

## KS3 Subject Support Sessions

Blue → AM slot at 10.00am

Red → PM slot at 14:00pm

	Mon	Tues	Wed	Thurs	Friday
Year 7	English	Science	Humanities	Creative and Performing Arts 7 Germain Maths	Maths
Year 8	English	Science (10:30)	Maths	Humanities	Creative and Performing Arts
Year 9	Creative and Performing Arts	Maths	English	Humanities (10:30)	Science
Year 9			Computer Science		