

**Y Blwyddyn o'n Blaen**  
**The Year Ahead**  
**2021 - 2022**

**Year 7**



**YSGOL**  
**CWM BROMBIL**  
**FORGING FUTURES TOGETHER**



# OUR VISION

The success of pupils at Ysgol Cwm Brombil is founded upon three cornerstones.

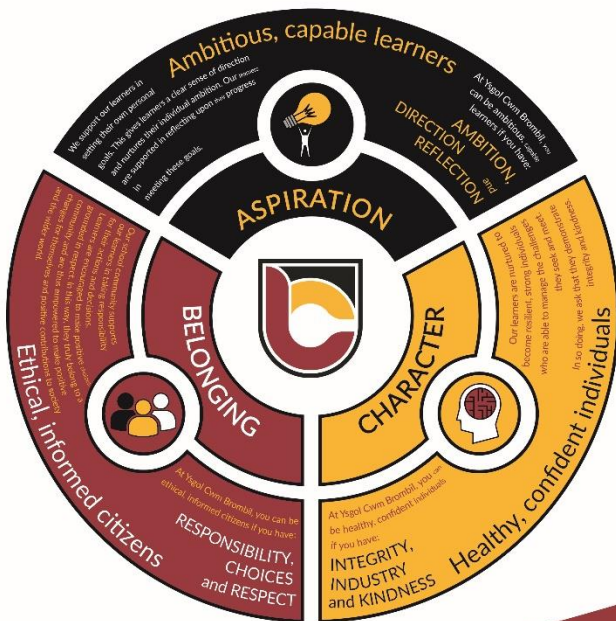
The values represented in these cornerstones contribute together to the development of well-rounded individuals. Development of these qualities enables our pupils to follow a future path of their choosing, making a positive contribution to society.  
**Success follows A B C.**

# SUCCESS

Enterprising, creative contributors

Knowledge, innovation and citizenship skills will enable our pupils to be successful in the wider world. This success can be reflected and celebrated in a combination of academic attainment, involvement in enrichment activities and pupil contributions to their community and the wider world.

At Ysgol Cwm Brombil, you can be Successful if you have:  
**KNOWLEDGE, INNOVATION and CITIZENSHIP**



## Introduction

# FORGING FUTURES TOGETHER



Welcome to the 'Year Ahead' meeting for Year 7.

Year 7 is an especially important stage in your child's development, as they embark on the next big step in their education.

At Ysgol Cwm Brombil, we aim to ensure that every pupil achieves their full potential, both academically and personally, during their time at school. We are committed to supporting your child in every way possible as they embark on their journey in the secondary phase of Ysgol Cwm Brombil.

We encourage all of our pupils to fully engage with our three cornerstones:

- Aspiration
- Belonging
- Character

This booklet is an outline of our vision and the opportunities available to your child this year.

We hope this booklet will answer some of the important questions that you may have about your child's education in Year 7 and how we can work in partnership to support your child.

During the course of the evening, and within this guidance booklet, you will find information on:

- the school's pastoral expectations;
- how to track your child's progress and support them with their studies;
- resources available to support your child's learning;
- what to do if you have concerns during the year.

As a school, we understand the importance of working in partnership with parents. It is through our shared goals and the effective communication between home and school that we are able to fully support your child's learning. Should you have further questions at the end of the evening, please do not hesitate to come and speak to me or other Senior staff for further information and guidance.

**Mr Shaun Clarke, Headteacher**

**Contact Details**

**FORGING FUTURES TOGETHER**

Ysgol Cwm Brombil	<b>Head of Year 7</b>		Mrs J Tomkins
Bertha Road,	<b>Engagement Officer</b>		Miss S Mason
Port Talbot,	<b>Tutor Team:</b>	<b>7Y:</b>	Mrs K Mordecai / Ms E Grimes
SA13 2AN		<b>7C:</b>	Miss S Bottcher
		<b>7B:</b>	Mrs K Shaw Miliburn
Telephone: 01639 760110		<b>7M:</b>	Miss C Michael
Email: ysgolcwmbrombil@npt.school		<b>7I:</b>	Mrs C Eveleigh
		<b>7X:</b>	Mr J Dale
Website: <a href="http://www.ysgolcwmbrombil.co.uk">www.ysgolcwmbrombil.co.uk</a>		<b>7T:</b>	Mrs R Stead
		<b>7U:</b>	Mrs M Jones / Mrs A Vice
		<b>7R:</b>	Mr L Davies / Mrs S Hiscock

### Academic Year:

#### Autumn Term

Half Term 1	Thursday 2 <sup>nd</sup> September 2021	-	Friday 22 <sup>nd</sup> October 2021
Half Term break	Monday 25 <sup>th</sup> October 2021	-	Friday 29 <sup>th</sup> October 2021
Half Term 2	Tuesday 1 <sup>st</sup> November 2021	-	Friday 17 <sup>th</sup> December 2021
Christmas Holiday	Monday 20 <sup>th</sup> December 2021	-	Tuesday 3 <sup>rd</sup> January 2022

#### Spring Term

Half Term 3	Wednesday 5 <sup>th</sup> January 2022	-	Friday 18 <sup>th</sup> February 2022
Half Term break	Monday 21 <sup>st</sup> February 2022	-	Friday 25 <sup>th</sup> February 2022
Half Term 4	Monday 28 <sup>th</sup> February 2022	-	Friday 8 <sup>th</sup> April 2022
Easter Holiday	Monday 11 <sup>th</sup> April 2022	-	Friday 22 <sup>nd</sup> April 2022

#### Summer Term

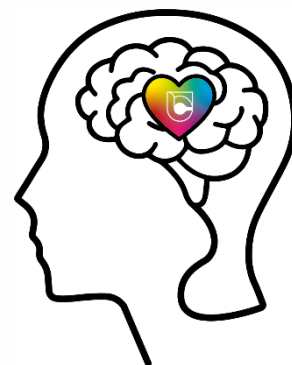
Half Term 5	Monday 25 <sup>th</sup> April 2022	-	Friday 27 <sup>th</sup> May 2022
Half Term break	Monday 30 <sup>th</sup> May 2022	-	Friday 3 <sup>rd</sup> June 2022
Half Term 6	Monday 6 <sup>th</sup> June 2022	-	Friday 22 <sup>nd</sup> July 2022
Summer Holiday	Monday 25 <sup>th</sup> July 2022		

### INSET Days

Thursday 2 <sup>nd</sup> September	Friday 3 <sup>rd</sup> September
Thursday 2 <sup>nd</sup> December	Tuesday 4 <sup>th</sup> January
Monday 25 <sup>th</sup> April	Monday 27 <sup>th</sup> June
Friday 3 <sup>rd</sup> December – Bank holiday for Queen's Platinum Jubilee	

## Wellbeing and Pastoral Support at Ysgol Cwm Brombil

A sense of Belonging is one of the three cornerstones of Ysgol Cwm Brombil and something that is central to the Pastoral system. All staff within the school are very proud that they provide a happy and caring environment where pupils feel safe and secure. There is a large support network in place for each pupil who attends with us to enable every individual to feel that they are supported.



### Where can pupils get help and support?

Each pupil is allocated a form tutor who is their first point of contact with any concerns or worries they may have. Pupils see their form teacher on a daily basis during registration and during their fortnightly PSE sessions. Pupils will also have one to one mentoring sessions with their form tutor at various points throughout the year. Form tutors have an overview of each pupil's attendance, behaviour and wellbeing; and any concerns are shared with the allocate Engagement Officer of Head of Year.

Other staff available to support you and your child are:

Leader of Wellbeing and Safeguarding Lead	Assistant Head Teacher: Mrs Kath Williams
Year 7	Head of Year: Mrs. Jenny Tomkins Engagement Officer: Ms. Stacey Mason
Year 8	Head of Year: Mrs. Hannah Jones Engagement Officer: Mrs. Tracy Morgan
Year 9	Head of Year: Miss. Kate Mackey Engagement Officer: Miss. Abbie Rees
Year 10	Head of Year: Miss. Samantha Wilde Engagement Officer: Miss. Rachel Lewis
Year 11	Head of Year: Mrs. Lowri coombs Engagement Officer: Miss. Victoria Crocker
Healthcare Workers	Mrs. Judith Jerwood Mrs. Ceri Thomas
Additional Learning Needs Co-Ordinator's ALNCos	Year 7 and 8: Mrs. Jenny Tomkins Year 9, 10 and 11: Mrs. Gemma Thompson
Behaviour Lead Ready to Learn Team	Mr. Gavin Groves Mrs. Bethan Poulton-Rogers Mrs. Rachel Evans
Education Welfare Officer (Attendance)	Mrs Melanie Clift
Cynnydd Worker	Mr. Gary Chambers
Alternative Learning Co-Ordinator (The Forge)	Mrs. Claire Pepper
Family and Community Support Officer (The Pantry Food Bank)	Mrs. Nicola Thomas
School Based Counsellor	Can be accessed via the school website
Careers Wales Support	Mrs. Shelagh Gavigan-Thomas

If you have any concerns regarding your child, please contact the main office at the school or leave a message on the Wellbeing section of Class Charts and a member of the team will contact you.

## Developing a Positive Learning Culture

It is important that all pupils uphold our school values and associated expectations. Commitment to these values will create a positive and purposeful learning environment in every lesson.

To maximise the chances of your child achieving their full potential, we ask that pupils and parents consistently adhere to the following important areas of school life:

**Attendance** – There is a clear correlation between attendance and academic performance. Whilst pupils should be aiming for 100% attendance, the school's **minimum expected attendance target for the year is 95%**. If your child is absent due to illness, **please call the Attendance Officer at the school on their first day of absence**. On your child's return to school, please forward a note to your child's tutor, outlining their reason for absence. If your child has specific medical concerns affecting their attendance, please schedule a meeting with your child's Head of Year.

**Punctuality** – The school day commences at 8.30 am. Pupils must ensure they arrive on time to make a prompt start to the school day. Important notices, activities and guidance are delivered to your child each day during tutor and assembly times.

**Uniform** – It is important that your child is in full school uniform during the school day and when they travel to and from school. Details of the school's uniform policy can be found on the website. We ask parents to check their child's uniform each morning before they set off for school. A sensible sized bag is required to hold and protect their books and equipment. Non-uniform items will be confiscated.

**Equipment for Learning** - We ask all parents to check that their child is fully equipped for school each day. Pupils should bring a full set of equipment in a pencil case, their planner and relevant exercise books to each lesson. Replacement equipment is available for purchase in the **Student Services** area.

**Mobile Phone Policy** –Following consultation with pupils, it has been agreed that mobile phones are permitted during non-lesson time but **only** on the ground floor and outside the building. If your child does carry a mobile phone, it must be turned off and be left in their bag during lessons. The school accepts no responsibility if the phone is lost or damaged.

## Teaching and Learning

# visible learning

As part of Ysgol Cwm Brombil's journey in becoming a Visible Learning School, we seek to develop resilient learners who can rise to the challenges they face in their learning.

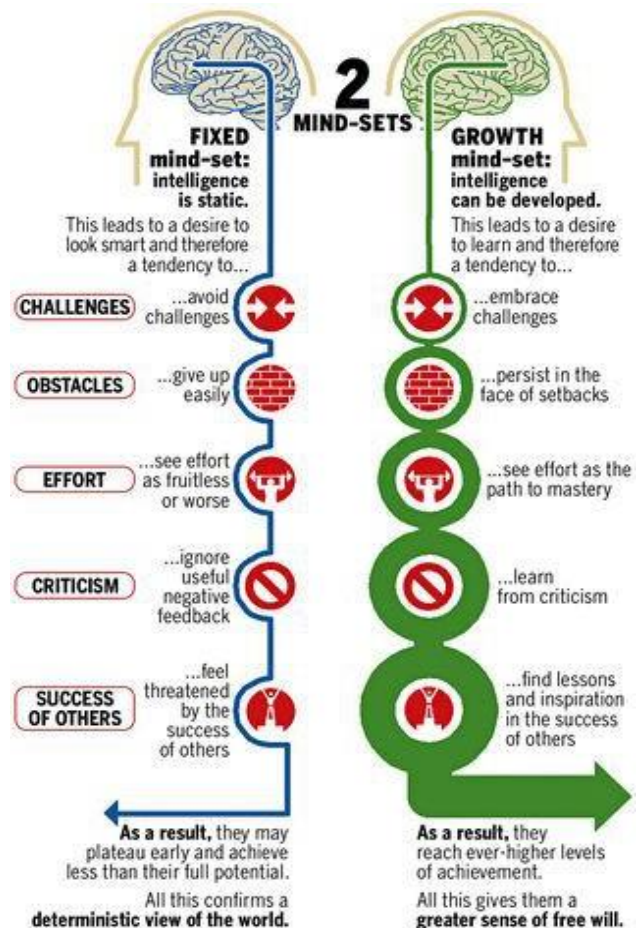
In our classrooms your child will be:

- expected to work in a **calm and purposeful environment**. They will be engaged in learning from the moment each lesson begins;
- given clear **learning objectives** at the start of each lesson. These will be reflected upon at the end of each lesson;
- provided with **exemplar work** so that they may see expected outcomes modelled;
- expected **to ask and answer questions** and to participate in discussions as part of a 'no opt out' culture;
- **reading** – individually, in pairs, in groups and as a class;
- learning important **vocabulary** in order to understand and express complex ideas;
- producing **extended writing** in the majority of lessons;
- receiving verbal and written **feedback** from teachers. They will be expected to act on this feedback in order to improve the quality of their work;
- taught **how to learn, retain and recall knowledge**. They will learn about how the brain responds to learning;
- encouraged to see **learning as a challenge**. They will be encouraged to develop their Mindset to help them to embrace this challenge and cope appropriately with setbacks.

At Ysgol Cwm Brombil, we are developing our pupils' **Growth Mindset**

Generally speaking, people who exhibit a Growth Mindset believe that intelligence is not a fixed characteristic. This means they are more likely to seek out challenges and view setbacks as learning opportunities. People with this Mindset work hard to overcome difficulties and make greater progress in their chosen field.

In truth, most people display the characteristics of either a Fixed or Growth Mindset at different moments in time depending on the situation or task at hand. Our task is to ensure our pupils can identify their Mindset in a given moment and actively change their thinking to make a difference to the task in hand.



### How to foster a Growth Mindset at home

1. Verbally praise children for skills that do not sound predetermined, for example, hard work, persistence, learning from a mistake, rising to a challenge, rather than being 'smart,' 'gifted,' or 'brilliant.'
2. Be a Growth Mindset model. Avoid saying "I can't cook / sing / do Maths." Avoid saying "I wasn't any good at English in school either." Give the message that we can all take on something new and work hard at it to improve. Perhaps take on a new skill or challenge yourself.
3. Encourage your child to take the challenge, rather than take the easy route (where little learning happens).
4. Remember Growth Mindset is not just about the academic. It applies to all areas of life, for example, athletic, musical, social. Discuss the next steps for improvement with your child.
5. Discourage envy of peers and talk to your child about what they can learn from others who appear to be more successful. Skills and success may appear to come easy for some but there is usually practice, persistence and hard work behind the scenes.



## Supporting your Child's Learning at Home

*Education is a shared commitment between dedicated teacher, motivated students and enthusiastic parents with high expectations.*

You can support your child in the following ways:

- **ensure your child is equipped for learning;**

Make sure that your child has full equipment, their planner and the correct books for their lessons each day (student services has a stock of essential equipment available to purchase with cash or ClassChart points);

- **provide a supportive learning environment at home;**

Try to ensure that your child has a quiet area at home where they can study and complete their homework, away from distractions in the family home. Ensure your child has access to a table and appropriate lighting to complete their work. Try to establish a regular time slot when homework can be completed. Television and social media, including phone texts should be put aside by students for this time.

- **talk to your child about their learning;**

Set aside some time each week to discuss the work your child is doing at school. Regular communication can prevent the build-up of problems. Contact the school if there is anything that is proving to be a barrier to their learning.

- **discuss your child's termly progress report;**

Each term, your child will receive a progress report from the school. Sit down with your child and celebrate areas of success. If there are areas of underperformance, discuss your child's barriers to learning in that area and suggest strategies for improvement. If you are concerned about your child's progress, contact the Head of Year to discuss ways forward.

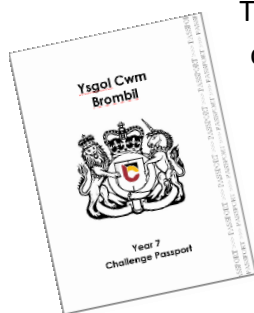


The Classcharts app has proven to be a very successful asset in enabling School and home to monitor progress in real time. This app will allow you to keep informed of your child's behaviour (positive and negative) as well as the homework that has been set and reminders about upcoming events or deadlines.

Please download the app from Google Play or The App store. A code has been sent home with your child. Please ask for a copy if you have not yet received it.

## Knowledge Organisers

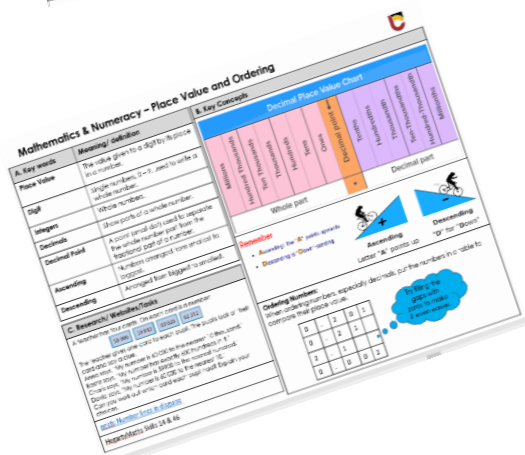
As a part of Year 7's programme of study they have been given a Knowledge Organiser. The purpose of their Knowledge Organiser is to enable pupils to understand the 'bigger picture' of their learning. Research suggests that our brains remember things more efficiently when we understand how nuggets of knowledge link to together in a subject area. Making links, in turn, helps information move into our long-term memory and makes knowledge 'sticky'.



The Knowledge Organiser includes suggestions to support your child's learning, through activities and challenges. The Knowledge Organiser provides pupils and parents a body of knowledge that your child will be working on through this term. Pupils can then use the information and build on this through completing tasks and challenges independently.

### How you can help your child:

- Read through the organiser with your child – ask them to explain topics to you. There is no better way to demonstrate understanding of a topic than to teach about it;
- Test them on key words and their definitions;
- Test them on diagrams by asking them to memorise it and draw them on a black piece of paper;
- Ask them to convert text to pictures, diagrams and mind maps. Challenge them to explain what they have done.



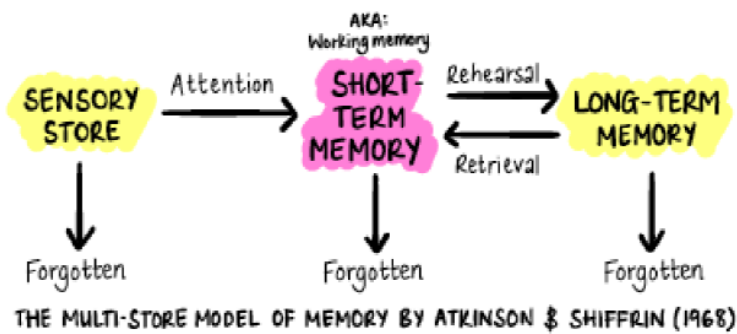
Pupils should have their Knowledge Organiser with them every day. They are also available on the school website and also on Teams. If your child loses their Knowledge Organiser it is will be their responsibility to replace it.

### Academic Dictionary

A better vocabulary will help pupils engage with more complex ideas. To help them, pupils have been given an Academic Dictionary containing key words for each subject. Strategies to help learn these words are in the back of the Dictionary. Spending 5 minutes a day on these with your child will make a significant difference to their learning.

## What is Retrieval Practice?

The act of recalling learned information from memory (with little or no support) and every time that information is retrieved, or an answer is generated, it changes the original memory to make it **STRONGER!**



### Peterson & Peterson (1959)

→ Almost all information stored in short-term memory that is not rehearsed is lost within 18 to 30 seconds!

‘Using your memory shapes your memory’

#### RETRIEVAL STORAGE

→ how well information is embedded in long-term memory

#### RETRIEVAL STRENGTH

→ how easily a piece of information can be brought to mind when required

Pupils in Year 7 will be working on and developing retrieval practice techniques. They will use their Knowledge Organisers and Academic Dictionaries as a starting point for this. Pupils will be taught a number of different strategies to retrieve information, during form time, which they will then practice in lessons. They will become familiar with methods such as low-stakes quizzes, creating flashcards, brain dumps and retrieval clocks. The more pupils are asked to retrieve and recall information the stronger their working memory becomes.

## Retrieval Practice Principles (TOM SHERRINGTON)

### ① Involve everyone in the retrieval practice and review process

‘Good techniques involve all students checking their knowledge.’



### ⑤ Vary the diet and mix it up

‘This will allow students to explore their schema in different ways, strengthening future recall.’



### ② Make checking and correcting accurate and easy to do

‘The best person to mark the test is the person who has just took it.’  
- Dylan William



### ⑥ Make it time efficient

‘A good technique can be used repeatedly in an efficient manner without dominating whole lessons.’



### ③ Specify the knowledge

‘It’s better if students know the set of knowledge any retrieval will be based on, so they can study, prepare and self-check.’



### ⑦ Make it workload efficient

‘The best methods do not involve the teacher checking the students’ answers, creating unsustainable workload.’



### ④ Keep it generative

‘Students need to explore their memory to check what they know and understand. This means closing the books and making students think for themselves.’



‘The closer you are to forgetting a piece of information, the more likely it is that you will benefit from revisiting it.’

BUSH & WATSON (2019)

**Read 100 books by Year 9**  
**Cwm Brwm Bil Book Challenge**

It is important that you select the RIGHT book for you at the RIGHT time. Some of these books do contain slightly more adult themes and you may prefer to save those books until Year 8. If you have any queries about suitability, check online reviews, AR book finder website or ask your teacher.

### 100 Book Challenge – Read 100 books by Year 9

Help your child to develop their own love of literature and encourage them to engage in conversations and discussions about the books and topics they cover.

Multiple copies of each book are available in the school library for pupils to take out on loan.

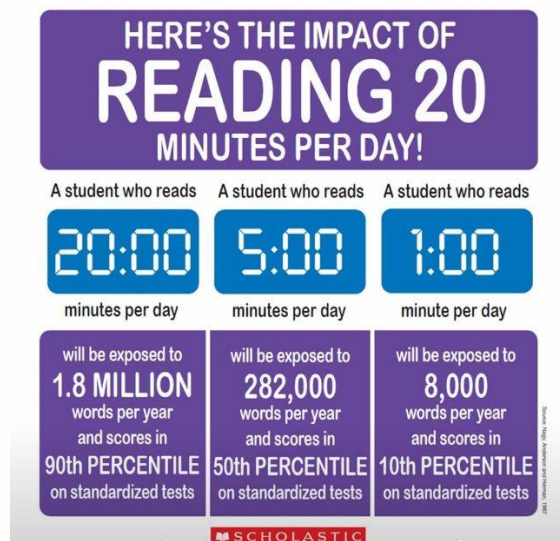
Pupils will be given a booklet to help them track their progress over the 2 years. They must take the AR quiz on the book and pass it and then record this in their booklet. If a book they've chosen to read doesn't have a quiz, then they must complete a short task to prove their understanding. Prizes will be on offer for pupils who complete various stages of the challenge and of course, something special for the ones who complete the whole 100!

## Reading

*“Once you learnt to read you will be forever free” – Frederick Douglass*

**Did you know if you read for just 20 minutes a day, in one year you will have read over 1,000,000 words?**

Research has shown that students who read for pleasure make significantly more progress in vocabulary, spelling and maths than children who read very little. Reading for pleasure has many non-literacy benefits and can increase empathy, improve relationships with others and improve wellbeing throughout life. **Reading is key to being a successful learner.**



### The Library

*“Home is where the books are” – Richard Burton*

Pupils have access to our school library which is stocked with of a wide range of fiction and non-fiction texts.

The library is open from 8:15am – 4:00pm. Pupils can visit during their break and lunchtimes and also have timetabled library lessons with their English teacher once a fortnight.

Pupils are expected to borrow books from the library. These books will go home with them to read for at least 20 minutes every night. **Books must be brought to school with pupils every day.** Once pupils are in possession of a library book, it is their responsibility to keep it safe and in good condition. If books get lost or damaged, parents/guardians are required to arrange its replacement.

There is a body of evidence that shows how school libraries impact pupils’ general academic attainment. Additionally, school libraries have been associated with increased motivation and attitudes towards learning, self-esteem and the feeling of success and accomplishment.

## Accelerated Reader

Accelerated Reader (AR) is a reading management and monitoring programme that aims to foster independent reading. The internet-based software assesses reading age, and suggests books that match pupils' needs and interests. Books are levelled in terms of difficulty. Pupils take computerised quizzes on the books and earn AR points as they progress. Each book has a different points value based on the length of the book – the longer the book, the more points its worth. Pupils are expected to meet their individual points target over the course of a term and will be rewarded for doing so.

Accelerated Reader  
Book Levels

0-1 - 1-9
2-0 - 2-9
3-0 - 3-9
4-0 - 4-9
5-0 - 5-9
6-0 - 6-9
7-0 - 7-9
8-0 - 8-9
9-0 - 9-9
10-0 - 11-9
12-0 - 13-5



## Starbooks

Starbooks is a reading reward programme which helps pupils track their own reading progress. Each pupil is given a bookmark and their English teacher will set them a fortnightly page target. The aim is for pupils to complete a reading book approximately every four weeks. When a pupil achieves 50%, 75% and 100% of their termly AR target, they earn a gold star. Pupils should have 3 gold stars each term = 100% of their target. To attend the reading reward trip in the Summer Term, pupils need to earn 10 stars throughout the year. There are also reading challenges pupils can take part in to gain extra stars.

We strongly believe that reading and hard work should be rewarded in the English Department and with this incentive, pupils are motivated to succeed.

MY STARBOOKS REWARDS

STARBOOKS LIBRARY CARD

NAME: \_\_\_\_\_

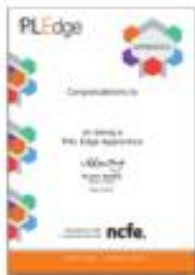
HOME: \_\_\_\_\_

MY STARBOOKS READING TARGETS

PAGE	BY

PAGE	BY

The more that you read,  
The more things you will know.  
The more that you learn,  
The more places you'll go.  
-Dr. Seuss



# The PiXEdge



## What is PiXEdge?

An additional opportunity for pupils to develop important attributes for life.

**Leadership, Organisation, Resilience, Initiative, Communication.**

- Recognises and rewards all the great things the pupils do inside and outside school.
- Makes you more appealing in further education and future employers.
- Prepares you for the WBQ Skills Challenge.
- And it gives you the **EDGE!**



The **PiXEdge** qualification is a great way for us to get to know our students and learn about the wonderful activities they are participating in outside of the classroom, as well as encouraging them to develop their character by completing a number of simple but meaningful challenges.

It focuses on developing students, both in terms of their skills sets and their ability to reflect on and articulate their skills.

The PiXEdge is an exciting qualification that has been launched to help students develop their character focused on the five key attributes.

The Edge is a 4 Tier Award Scheme:

Apprentice Level Qualification – 10 activities (2 per attribute) – Target- Yr 7


Pioneer Level Qualification – 5 activities (1 per attribute) – Target – Yr 8

Graduate Level – 8 activities (1 per attribute, 3 free choices) – Target – Yr 9

Masters Level – 5 activities (1 per attribute)

The PiXEdge programme is an independent programme which requires the pupils going onto their database and logging the activities. It will be supported and monitored by Miss Mackey. Pupil's will have various opportunities throughout the year when they will be able to log their activities.



 @YCB\_PiXL

# LORIC

**Leadership – Organisation – Resilience – Initiative - Communication**

Each term pupils have a different attribute to focus on which, will be driven by their form tutor during a registration. LORIC allows pupils to develop these 5 key areas and complete activities for their PiXLedge database.



Last year we had over 40 pupils achieve their PiXL Edge Apprentice Level Qualification in Year 7. To recognise the pupils hard work the PiXL Programme put on Award ceremonies in Cardiff to commend those pupils who have achieved the qualification.

As a school we have been commended for our implementation of the PiXLedge programme and been awarded character school of the year. .



Very well done to Lacie and Caitlin for raising £50 towards @054thwave Cash for Kids appeal as part of their @PiXLEdge project. Great effort girls!



@YCB\_PiXL



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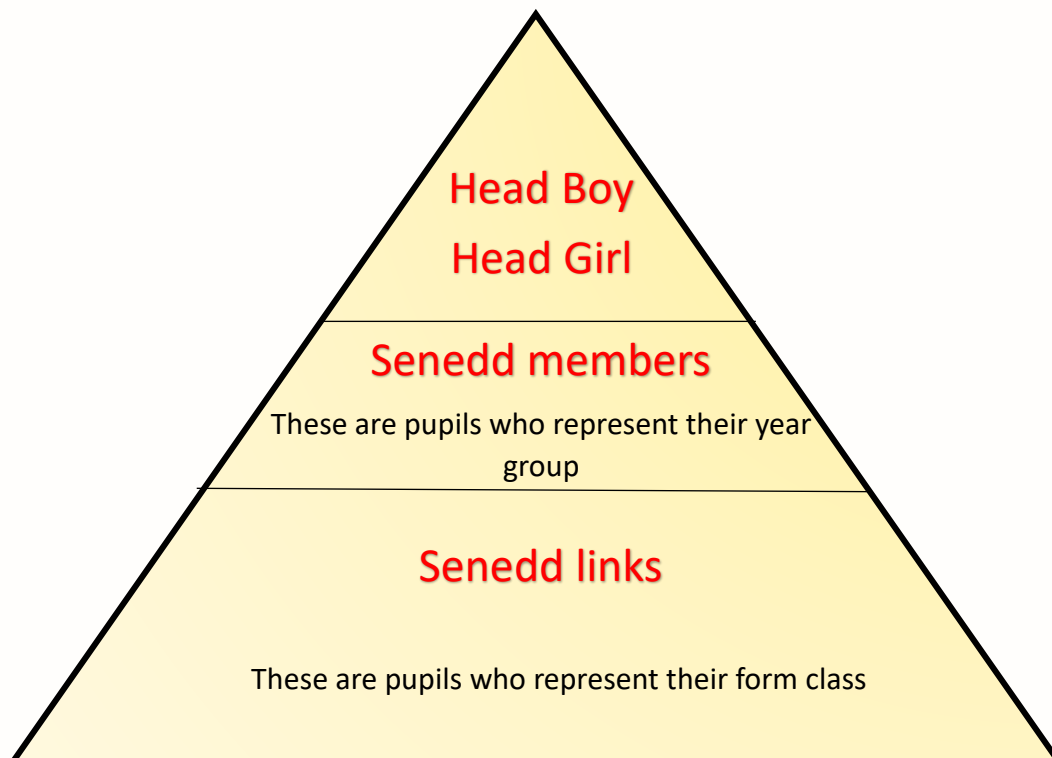




## Senedd

*Giving every pupil a voice in their school community*

At Ysgol Cwm Brombil we believe that pupil voice is vital. This is because it places value on what pupils believe needs to change in their school and enables them to take responsibility for improving school life. Pupil voice gives pupils a sense of ownership and ensures a sense of belonging, which is one of our cornerstones. Giving pupils the practise of getting their voices heard empowers young people to have the ambition and confidence to make lifelong change in their own communities.



Pupil voice is gathered through regular Senedd meetings, Senedd time and whole school questionnaires.

The Senedd empowers us to **FORGE** our own school improvement.

# Home-School Contact and Parentpay

Schoolcomms

Keeping You Informed

## Emails and Texts home

As a school we want you to have the information which will help you support your child in making a success of every area of school life and beyond. Sending written letters home is often not the best way to communicate this information. Letters can get lost or lie in the bottom of bags for days. Printing off that many sheets also does nothing to help our environment.

**We prefer to send letters and messages direct to you by email and text message.** This way information does not get lost, can be accessed from wherever you are and does not depend on the postal system or your child's memory. The system we use is **Schoolcomms**. We urge parents to download the app in order to receive communication from school via this more efficient format.

We ask that you keep us up to date with any changes to your email or mobile phone numbers. Be assured that we do not share these contact details, or indeed any of your personal information, with anyone else and that we act within the General Data Protection Regulation and any subsequent data protection legislations.

We have to assume that any email we send to the email address you have given us has reached you and is read by you that day. Therefore, please check that our emails are not landing in your Junk Mail box and/or being automatically deleted.

## How do you contact me if my child is late of absent?

We ask that parents/carers report their child's absence on each day of the absence by calling the school before 9a.m. After 9a.m., we make a list of all absent pupils for whom no notification of absence has been received.

Parents/carers will be sent an automated text to inform them of the absence. Please reply to the text received or phone the school to explain your child's absence.



The school uses **ParentPay**, a secure online payment service that allows parents and carers (and extended family members), to make payments to the school using their debit or credit cards. Payments can be made for school meals, trips or music lessons.

All online payments are made in real time, so the payment will be credited to your account instantly. At any time, you can see your payment history in your ParentPay Account.

Additionally, you can track every transaction that you make and view transactions your child makes. Your ParentPay Account also allows you to see you balances at any time. You will automatically receive a receipt directly to your email address for every payment that you make. If you have more than one child in the school, you can merge them into one account.

ParentPay is extremely easy to use. The school will send you full instructions with your username and password at the start of the new term for those new to the school.



# Extra Curricular Clubs

Further Clubs and Support Sessions will be announced later this term.

**Armed Forces Support Group** (Week 2, Wednesday, 3-4pm, B3)

**Art Club** (Thursday 2:45 – 3:45pm)

**Debate Club** (Wednesday, 3-4pm, B4)

**Equality and Diversity Club** (tbc)

**First Aid Club** (tbc)

**Gymnastics** (Wednesday, 3-4pm, back gym)

**History Club** (tbc)

**International Club** (Years 7-8 Wednesday Lunchtimes)

**Netball** (Monday, 3-4pm, MUGA)

**Rugby** (Monday, 3-4pm, 3G)

## Key Dates for Year 7 Pupils

7 <sup>th</sup> September	Photographs
15 <sup>th</sup> September	5:00pm Year Ahead Evening
11 <sup>th</sup> November	Remembrance Day
22 <sup>nd</sup> – 26 <sup>th</sup> November	Fluenz Tetra (nasal) vaccine
6 <sup>th</sup> December	Progress Report
13 <sup>th</sup> December	Winter Games
16 <sup>th</sup> December	Christmas Concert
21 <sup>st</sup> March	Progress Report
23 <sup>rd</sup> – 25 <sup>th</sup> March	School show
24 <sup>th</sup> and 26 <sup>th</sup> May	Parents' evenings
13 <sup>th</sup> – 24 <sup>th</sup> June	School examinations
30 <sup>th</sup> June	Progress Report
14 <sup>th</sup> July	Endo of year report
20 <sup>th</sup> July	Sports Day
22 <sup>nd</sup> July	Eisteddfod

### Dates yet to be confirmed...

Cardiff Castle trip

Movie nights

PE fixtures

Reading Reward trip

Author visits