

THE DEPARTMENTS

In Alphabetical Order



**Meole Brace School
Science College**

Achievement • Respect • Community

Art at Meole Brace



Welcome to the Art Department at Meole Brace School. We hope you find the information here useful and look forward to meeting you.



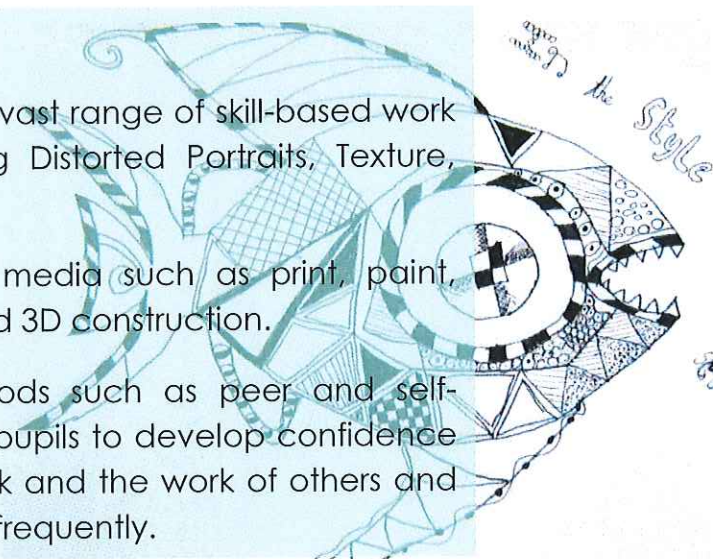
The Art Department consists of two main Art rooms equipped with a kiln, printing press and computer suites. Both rooms are light and airy and work is always on display!

Key Stage Three

Schemes of work at KS3 cover a vast range of skill-based work within several projects including Distorted Portraits, Texture, Street Art and Abstract Art.

Pupils will work in a range of media such as print, paint, collage, mixed-media, pencil and 3D construction.

We feel that assessment methods such as peer and self-assessment are vital in order for pupils to develop confidence in speaking about their own work and the work of others and methods such as these are used frequently.



GCSE Art and Design

At GCSE, pupils study under the AQA specification and work on topics such as Fantastic Forms and Self-Identity, responding to these using a wide range of media. There are opportunities for pupils to attend a gallery visit and an artist-led workshop to further enrich their experience of studying Art at this level.

Assessment happens as the course progresses and pupils are encouraged to discuss successful areas of work and share ideas for improvements in addition to regular feedback.

Art Club

Monday- KS4. Wednesday- KS3.

Pupils are invited to attend after school Art Clubs to extend and develop their learning more independently. At GCSE pupils are expected to attend to ensure portfolio work is all up-to-date.

Who's Who?

Subject Team

Leader: Miss Nash

Subject Teacher:

Miss Billingham

Art Technician:

Mrs Needham

Bu\$iness \$tudies



Is your son or daughter a budding entrepreneur?

Do you think they should understand the effect businesses have on our lives?

Would you like them to become independent learners able to work to deadlines?

Studying Business Studies at Meole Brace School will provide them with the skills and knowledge to do all these things and lots more too!

Examples of what students learn include:

- ✓ how to interview someone
- ✓ how to carry out research to enable them to make decisions
- ✓ how to present their ideas effectively and in appropriate business formats
- ✓ how local and national businesses work and the impact they have on our lives
- ✓ how to draw up a Business Plan for their own business idea

Business Studies is one of the subjects that students can choose as an option in the Upper School (Year 10 and 11).

It is a popular choice with around 100 students in both Year 10 and 11 taking the BTEC First Award in Business. Lessons are taught in B2, which is equipped with both a teaching area and an ICT facility with 27 networked PCs.



The BTEC course is mainly assignment based. The course encourages independent learning with students learning how to work to deadlines and organise themselves and their work. These are excellent life skills for students to develop.

Last year 98% of students achieved the National Award in Business with 40% gaining a Distinction (the highest grade).



Classical Civilisations



This extra-curricular subject is offered as a *Club* with lessons from 3.15 to 4.15 once a week. The pupils would follow the Cambridge University Press Latin Course throughout the two years.

The study of Latin & Classical Civilisations complements many other popular GCSEs including English, English Literature, Art, Drama and History. Shrewsbury VI Form College presently offer Classical Civilisation to A-Level giving our students the opportunity for continuity and progression at further education level.



The specification gives our pupils a sound knowledge and understanding of the classical world, as well as an enjoyable, challenging and stimulating academic opportunity to develop a range of evaluation and research skills associated with such study. It offers a modern approach to aspects of archaeology, art, architecture, history and literature, giving our pupils an understanding of Greek and Roman society and its values.

Cur Latine? (*Why Latin?*)

The Roman world is fascinating to adults and pupils alike. Study of the language, people, ideas, history and culture helps us to understand how our own society has evolved. Offering Latin in our school will give our pupils access to all this and more.

- Knowledge of Latin increases students' literacy skills, providing a deeper understanding of languages and grammar, and improving competence in English and Modern Foreign Languages.
- Our pupils are already keen to explore aspects of Roman civilisation ranging from gladiatorial combat to religion, and have wide ranging opportunities to develop critical thinking skills.
- The importance of Citizenship can be more readily appreciated by studying a society in which a citizen's status could mean the difference between life and death.



I believe that Latin addresses all these issues, producing one of the most varied and interesting subjects for our pupils to study.

Cursum (*The Course*)

We follow the **Cambridge University Press Latin Course**. At the end of every fourth unit, there is regular formal assessment. At unit twenty, pupils may sit the **WJEC Level 1 Certificate in Latin** and at unit 29 they may sit the **WJEC Level 2 Certificate in Latin Language & Roman Civilisation** or even GCSE.

Qui possunt interesse? (*Who can take part?*)

The class is made up of pupils in Yrs. 7, 8 & 9 this September who have a level 5a (or above) target in English or are on the English Gifted & Talented list. This will be a two year course of one hour per week (on a Thursday) and one 30-45 minute homework per week.

Per iter Pompeii (*The Pompeii trip*)

The teaching units within the course are story based reading and focus on a family in Pompeii. A thorough understanding of Latin and the Roman world cannot be gained through study alone within the classroom and so the bi-annual Pompeii trip remains an outstanding learning opportunity and is already on the calendar for Easter 2016. The students will study the destruction and rediscovery of Pompeii & Herculaneum, their layout and buildings. Our students will be expected to show an understanding of the topography of the two towns and how they were destroyed, using both literary and archaeological sources, and to evaluate the importance of the towns as evidence of Roman life.

We will also maintain our bi-annual trip to Wroxeter. In this unit students will study various aspects of life in Roman Britain, largely through the archaeological evidence available from the time. They will explore what the evidence from roads, towns, villas and religious sites can tell us about life in Roman Britain and the extent to which it changed during the Roman occupation.

COMPUTING DEPARTMENT

Our Aim:

Is to prepare students to meet the ICT challenges of our ever changing world.

TOPICS:

In Key Stage 3 students have an ICT lesson each week with a specialist teacher where they study a range of topics. This is approached through skills lessons and project work. The modules covered are:

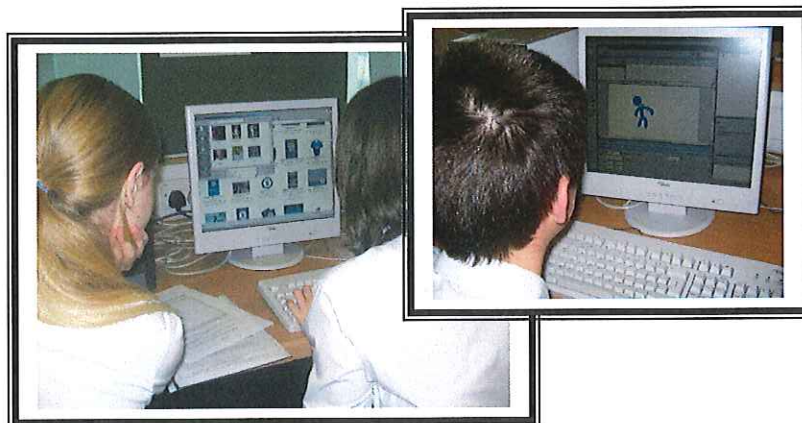


Year 7:

- Programming.
- Data Handling.
- Animation.
- Multimedia.

Year 8:

- Programming.
- Spreadsheets.
- Databases.
- Web Design.
- Communication and Networks.



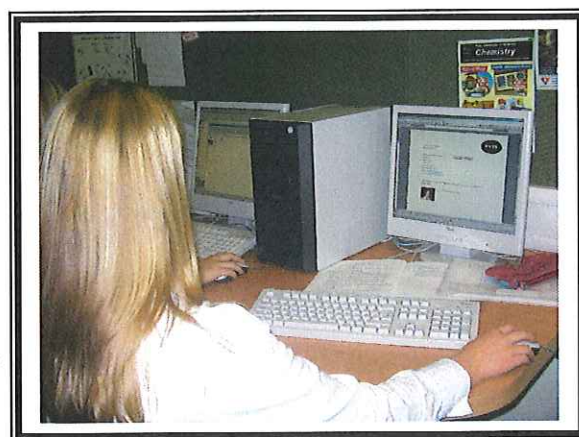


Year 9: ICT In Business

- Email.
- Document Design.
- Spreadsheets.
- Databases.
- Reports.
- Programming.

At Key Stage 4 the school offers the Cambridge National course in ICT. This is equivalent to a GCSE grade A to C. The modules covered are:

- ICT Business Solutions.
- Computer Systems.
- Programming.
- Graphics.



Construction

BTEC Level 1 Introductory Certificate



Progression:

SCAT, Walford & TCAT offer a range of practical based courses including Foundation courses & Diplomas as well as work related learning through apprenticeships.

Career Paths:

Construction services
Building Services
Engineering services
Painting & decorating
Joinery

Exam Board

Edexcel

What's it worth

The BTEC is graded as an equivalent to a short course GCSE.

What's a BTEC Level 1

This qualification has been designed to provide a broad educational basis for further training, further education or for moving into appropriate employment within the construction sector. This qualification may provide a useful stepping stone to a Foundation Modern Apprenticeship.

Why should you choose a BTEC?

The BTEC Introductory Certificate is an important step in the framework of BTEC vocationally related qualifications, offering a broad introduction to a vocational sector and developing the personal skills and attributes that learners need in order to develop confidence in their ability to work, learn and achieve their full potential at Level 1. These skills and attributes, coupled with basic and key skills mapped to the qualification, will provide a suitable qualification for students to progress on to a range of further study at levels 1, 2 & 3 and to a Level 2 Apprenticeship.

Who should take this option?

The BTEC stimulates and recognises achievement in students who may:

- wish to follow a vocationally related course
- have predicted achievement at GCSE grades D–G
- wish to make a fresh start on a course that offers a different learning and assessment style
- want to prepare for employment, further education or training

What are the aims of the course?

The BTEC is designed to develop a range of *employability skills* and techniques, understanding, *personal qualities* and attitudes essential for success in working life. It is also designed to develop and enhance learners' ability in areas of construction and building services through effective use and combination of the knowledge and skills gained in different parts of the qualifications, provide specialised studies directly relevant to construction, building services and related sectors in which learners are working or intend to seek employment or provide a stepping stone into employment where previous experience is needed to gain initial employment. Students need the chance to show current and future employers that they can:

- Communicate effectively, in a variety of situations
- work well with others, so that work can be properly planned
- use number, not just within routine tasks and functions, but to help them be more effective and efficient in all they do
- use ICT in a range of applications to support all aspects of their role
- solve problems in a variety of circumstances.

Design & Technology

Head of Department: Stephen Cox

We hope this leaflet gives you an insight into the D&T department.

Vorsprung
Durch Technik



What will my child be taught?

Your child will be involved in the process of designing and making their own ideas and solving problems. The work done in lessons will also include model making, computer work, experimental work, disassembling, taste tests and group projects. Students will design products taking in to account who will use their designs, how they will look and how much they will cost. They will develop their understanding of designing and making by investigating products and the work of professional designers and the manufacturing industry. They will learn Computer Aided Design & Computer Aided Manufacturing (CAD/CAM). Students will be taught in mixed ability groups and given opportunity to:

- Respond to design briefs
- Produce specifications for products
- Generate initial ideas considering aesthetics, environmental, cultural and other issues.
- Use graphical techniques and ICT to develop, model and communicate designs.
- Plan a sequence of making.
- Make the product taking into account the volume of production and the materials' characteristics.
- Test and evaluate their designs against the specification.

How will this be done?

This will be done by a series of Product Analysis, Focused Practical Tasks, Design & Make Assignments in different contexts including:-

- CAD/CAM (manufacturing)
- Systems and Control
- Resistant Materials
- Food Technology
- Textiles Technology

The underlying themes in all areas are:

- Health & Safety,
- Development of practical skills,
- Expressing creativity,
- Design appreciation.

At Meole Brace we believe in a holistic approach to education, and we are determined to offer pupils a curriculum which helps them to become "rounded" individuals. D&T forms a valuable part of this curriculum.



Assessment

How will I know how well my child is doing?

The attainment targets in D&T set out the knowledge, skills and understanding that pupils of different abilities are expected to have reached by the end of each Year & Key Stage. KS3 targets consist of eight level descriptions of increasing difficulty which describe the type and range of performance that pupils need to show. Within each level are three bands; high, medium and low.



Will my child need any special equipment?

Specialist protective clothing and equipment will be supplied, however pupils will benefit from a well stocked pencil case. Work in Key Stage 4 uses an A3 portfolio for GCSE work, and pupils are expected to have an A3 folder to protect their work. Revision guides can be bought from school, and currently cost £2.

Will I have to pay for materials?

When materials have been provided by the school and the pupil wants to take their product home, we request a contribution to the cost of the materials; currently only £5.50 for the whole year! At other times, pupils might be asked to supply their own materials for example ingredients for a food lesson.

Dear Parents & pupils

The 20th Century will undoubtedly go down in history as the century of design. Design forms part of our culture and embraces all types of man made items which have inevitably been designed by someone. I see design as an instrument for improving the quality of life and D&T as a vital part of the curriculum offered to your child.

Our subject has gone through various phases from Woodwork and Home Economics through CDT to D&T. The roots of our subject lie in craft but now the future lies in utilising new technologies like CAD/CAM & SMART materials. Here at Meole Brace we aim to help pupils to make their own concepts a reality with a good "take home" value to products. Our students seek to design and make products which balance aesthetics, function, creativity and the demands of the market. Pupils will explore volume production linking to industrial practices.

I hope you and your children will enjoy their D&T experience at Meole Brace. If they do please tell others, if they don't please tell me!

Head of Department: Stephen Cox

A message from the Head of D&T



STOP PRESS

We are hoping to run a "Techno Challenges" club in 2015 for Yr 7 pupils who enjoy practical problem solving! Parent volunteers welcome.

What options do pupils have?

Towards the end of Year 9; Key Stage 3 pupils can opt to follow a pathway leading to GCSE in Product Design choosing one focus area.

All our local VI Form Colleges offer DT at AS level.



Vorsprung Durch Technik

(Forward through technology)

THE ENGLISH DEPARTMENT AT MEOLE BRACE SCHOOL

E. Balmer / **Second in English**

K. Bayliss

S. Bolas / **Library Manager**

J. Bolmer

K. Brayne

L. Day

G. Evans

S. Hanmer

E. Lewis

A. Lloyd / **Subject Team Leader**

O. Roberts / **Whole School Literacy Co-ordinator**

R. Williams / **Intervention Mentor**

The Department is staffed by experienced specialists.

WHAT WE AIM TO DO

We want every student to feel happy and supported in their English lessons.

We want to convey our enjoyment to the students and to share their enthusiasm.

We strive to create a balance between creative responses and the traditional concerns of clear thinking and effective communication, emphasis being given to accurate handwriting, punctuation and spelling.

DURING THEIR TIME IN ENGLISH, STUDENTS WILL BE:-

- introduced to a wide range of literature, including poetry, plays and novels, and a range of non-fiction texts, including travel writing, articles and biography
- made aware of a wide range of ideas and of feelings expressed by many different writers
- made aware of their own strengths in expressing thoughts and feelings
- helped to improve performance in written and in spoken expression and in developing what they can do well
- encouraged to enjoy working with others
- encouraged to read (quietly to themselves and aloud to smaller and larger audiences) material that will allow them to develop facility in using language and to enjoy books
- part of a relaxed and orderly working environment
- known as changing and developing individuals
- offered a varied, stimulating and updated selection of materials
- offered a structured programme which encompasses five years and prepares for further education and employment

The examination board at KS4 is AQA Spec. A.

ICT

Information and Communication Technology plays a key role in today's society and it is an important element of the English National Curriculum. At Meole Brace, students practise a range of ICT skills within English, including word processing and use of the spellchecker to plan, draft, revise and proof-read written work, use of presentational devices like font size, bold and bullets for specific purposes and audiences, and the use of the Internet to select relevant information from a range of ICT based texts for research purposes. Students are taught to read with discrimination and to evaluate information.

MEDIA

As the mass media is such a significant and powerful aspect of life in the 21st century, students study and reproduce a variety of media texts within English, ranging from newspapers and advertisements to magazines and film.

Students explore the conventions of a particular media, for example, the effect of headlines, sub-headings and columns in newspapers, and the differences between tabloids and broadsheets. They are encouraged to compare the written text with the moving image; to explore the use of soundtrack, camera technique, sequencing and framing to communicate meaning, when comparing the book with the film.

DRAMA

Drama is a vital means of expression and communication, providing a forum for exploring and developing ideas and feelings, and helping to develop students' self confidence and social skills. It is an integral aspect of English. Students practise and develop basic drama skills in role play, improvisation, performing and writing scripts and evaluating their own performance and the performance of others.

OFFERING OPPORTUNITIES FOR ENRICHMENT

Recognition of positive achievements and healthy competition encourages students to strive for excellence. As a department, we offer students the opportunity to participate in a range of competitions, both regionally and at a national level. In addition to challenges in the classroom, students receive regular enrichment experiences throughout the year.

ENRICHMENT OPPORTUNITIES

- 'Young writers' poetry competition - publication of pupils' poems in a regional anthology.
- Theatre visits
- Visiting theatre companies' performances
- Classics club
- Talks and writing workshops with visiting writers
- 'Active 8' Year 8 boys reading club

THE LIBRARY RESOURCE CENTRE

The LRC supports the curriculum of all departments but works especially closely with the English Department to promote independent reading and learning skills.

In reading pupils are encouraged:

- to develop independent reading skills.
- to record this progress in a variety of ways,
- to read a range of authors and genres,
- to select suitable material ranging from "Quick Reads" to classics of the 20th and pre 20th centuries.

In independent learning pupils are encouraged:

- to develop research strategies which are cross curricular,
- to access non-fiction texts, including books, papers & journals,
- to use the Internet effectively,
- to synthesise material from a variety of sources,
- to make notes on material to incorporate in a final presentation,
- to become familiar with the Library System including using the computerised catalogue.



Pupils are encouraged to make the most of the facilities available to them in classes, at breaks and by coming to Homework Club after school.

SHADOWING THE CARNEGIE

Every year the Carnegie Medal is awarded to a book of outstanding merit written for children or young people. For several years now, pupils at Meole Brace have been included in 'Shadowing the Carnegie'. Pupils have an opportunity to read as many of the short listed novels as they choose, then post their reviews or comments on the national website hosted by CLIP, the organisation responsible for awarding and promoting The Carnegie prize.

Shadowing the Carnegie offers great opportunities for pupils to not only read the best new fiction, but to discuss it with other people interested in reading and to take part in a national forum for discussing reading and writing.

One pupil's review was published in Books for Keeps, a magazine which specialises in promoting writing for children and young people.

READATHON

Readathon is a nationwide sponsored activity in which pupils are challenged to collect sponsorship from friends and family, based on how much they feel they can read in a week. Pupils in year 7 will be encouraged to take part, whether they are keen readers or not. Since the challenge is based on individual reading skill and experience, it is possible for every pupil to participate fully.

Last year we raised over £800 for our chosen charity, we hope to do even better this year.

Geography

"Geography is all around us."

In our every day lives from deciding whether to put the washing out, to complaining about the traffic in town or to putting the recycling box out our actions both affect the Earth and its processes and are, in turn, affected by the Earth's processes.



In Geography you will study a vast range of topics and see how you have a role to play in making sure that the Earth has a healthy future.

Just some of the topics you will cover at Key Stage 3 (Years 7 to 9) include

- Designing a brochure advertising Tourism in Shropshire
- What it is like to live in London's East End
- Following the clues on a treasure map
- Forecasting tomorrow's weather
- How to survive an earthquake
- Playing The Farm Game
- What can we do about Global Warming?
- What should be done with Brazil's rainforest?
- How tourism has developed in St. Lucia
- How we can stop a town from falling into the sea?

As you can see Geography is a subject where you will study the real world and real people, tackling real life issues.



You will also do a number of activities based on the local area, including the relocation of Shrewsbury Town Football Club, flooding in Shrewsbury caused by the River Severn and journeys to school.

Geography is an extremely popular and successful GCSE and we make sure that the work you do at Key Stage 3 thoroughly prepares you for it. You will follow the AQA Specification 'A' GCSE. There is one piece of fieldwork (now known as the Controlled Assessment) which is based on a study of the impact of tourism on Dovedale in the Peak District. We believe that one measure of the popularity of the GCSE is the large proportion of pupils who go on to study Geography at Sixth Form level.

During your lessons you will learn through a great variety of different methods, These include using the internet, videos, photographs, newspaper and magazine articles, discussions, group work, games, poetry, fieldwork and thinking skills amongst many others.

We believe that all pupils should be stretched and challenged in an enjoyable and positive working environment, finding out about both the world around them and the role they have to play in it.

Should you have any questions about Geography please contact any member of the Department.

Mr A Grime (Subject Team Leader)
Mr A Garlinge
Mr D Leece
Mrs R Wrench

Applied GCSE Health & Social Care

A GCSE in Health & Social Care is a nationally recognised work-related qualification designed to provide students with a choice of routes into further education or employment.

This subject suits students who have a lively and enquiring mind, an interest in health and social care, a willingness to explore new ideas and an ability to communicate ideas effectively.

Throughout the course students will:

- gain an understanding of health and social care services and how they operate through personal investigation
- learn about the stages of personal development and health issues
- examine issues which affect the nature and quality of human life including an appreciation of diversity and cultural issues
- gain an understanding of the importance of motivation and support when improving health
- have an opportunity to apply learning in a practical and realistic way
- follow a programme of study that enables progression to further courses and employment in the health and care services
- want to move on to a related career or further education and develop Key Skills which are highly valued by employers and further education



During the course students will carry out controlled assignments which go towards their final GCSE grade. For example the type of task could be, explaining the job role of a health or social care worker and investigating how health and social care services cater for the specific needs of an individual user, known to the student.

As well as covering aspects of health and social care, students will also develop their Key Skills in the areas of:

- Communication
- Application of Number
- Information Technology
- Problem solving
- Working with others
- Improving own learning and performance



Further education or employment:



The GCSE in Health and Social Care is a good starting point for jobs in the care services such as nursing, social worker, care assistant and working with children.

Some students may wish to continue studying health and social care in a vocational context, or continue their studies into Higher Education at degree level. There is a large variety of higher education courses that are based around health and social care. They specialise in particular fields so that students can focus their learning in this subject, for the career that they have in mind.

The History Department

“How do you know who you are unless you know where you’ve come from? How can you tell what’s going to happen, unless you know what has happened before? History isn’t just about the past. It’s about why we are who we are and about what is next.”

Tony Robinson, Actor and TV presenter

OUR AIM:

To make the study of the past and its significance to us today, accessible, challenging and enjoyable for all pupils. As well as written work and essay writing, a whole range of methods and resources are employed to help students learn as effectively as possible. We use textbooks, videos, DVDs, websites, photographs, newspaper articles, group work, drama, games, poems, fieldwork etc to gather information, encourage analysis and stretch thinking.

TOPICS:

This is a list of topics we cover in each year, with a few examples of work activities:

In Year 7 we study the Roman Empire and the Middle Ages

- Design a Roman Army recruitment poster
- Write a letter from one of Hannibal’s generals
- Do a role play of the Battle of Hastings
- Research and make models of medieval castles



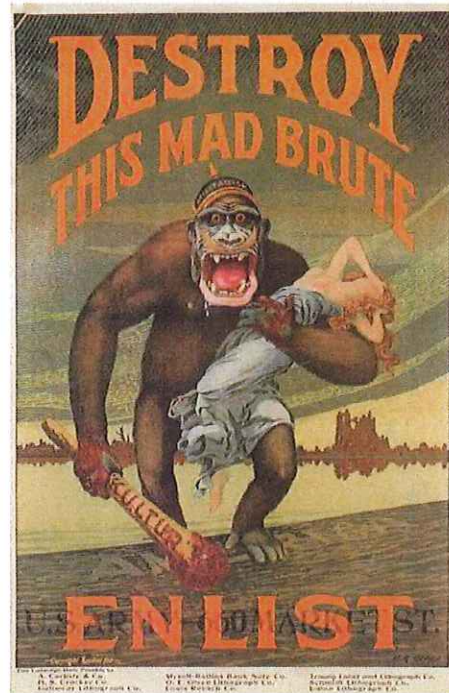
Year 7 pupils re-enacting the Battle of Hastings

In Year 8 we study the making of the UK 1500–1750 and the Black Peoples of the Americas

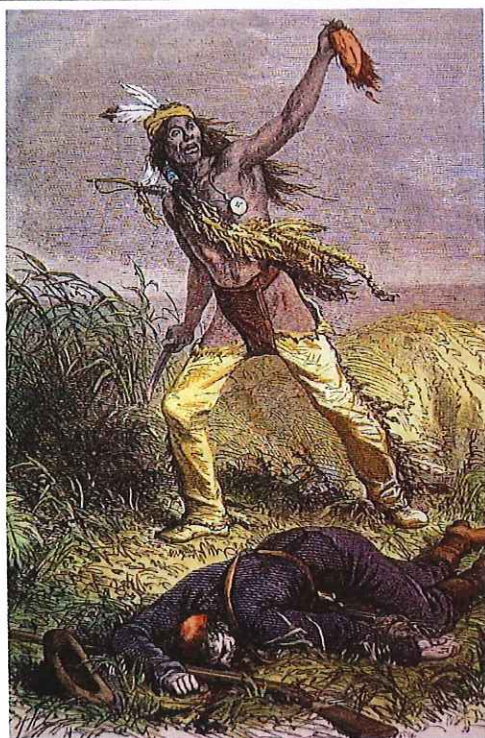
- Record a radio chat show interviewing a professor on poverty in Tudor England
- Make a speech to James I, advising him on how to be a good king
- Make a poster examining arguments for and against slavery in the 18th Century
- Compete with role play to discover different interpretations of London life

In Year 9 we study Britain 1750-1900 & the 20th Century World

- Make a movie or PowerPoint presentation on whether the Industrial Revolution made lives better or worse
- Prepare a research project on how & why attitudes to war were shaped during WW1
- Re-enact the Peace Conference after World War One



Propaganda in WW1



Indian scalping a dead cavalryman; an engraving from 1892. Were all Plains Indians pagan savages who deserved to die?

In Year 10 and 11 many students opt to take History GCSE.

We follow the very popular SHP course, which includes one controlled assessment:

- Problems and terrorism in Northern Ireland up to the present day.

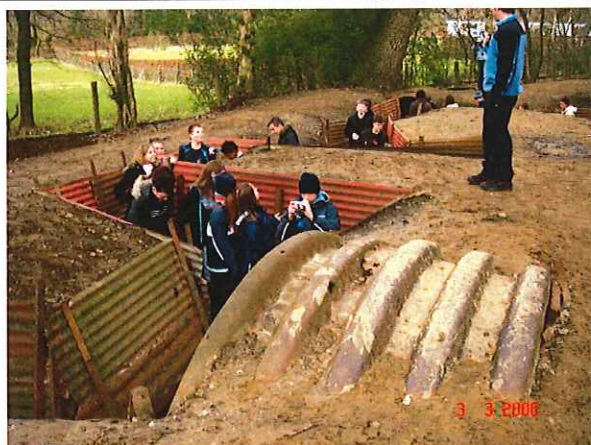
The written exam is on:

- The fascinating and at times gruesome history of medicine through time;
- The study of the American West 1840-1895.

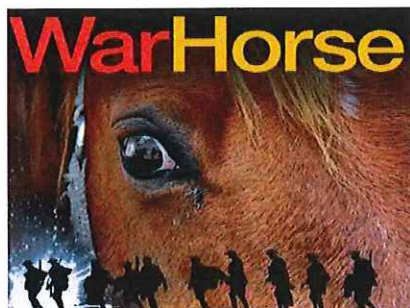
Our results have been consistently among the best in the county, with a very high proportion of our students choosing to go on to study history at 6th Form.

Extra-curricular activities have included:

- A 3-day field trip to the battlefields of Northern France
- Schools History Scene productions including the Doctors' Show and Revision Conference for Year 11
- Taking part in The Historical Association speaking competitions
- Visits to museums, exhibitions and live theatre productions



Year 9 students visiting the trenches in Northern France as part of the WW1 Battlefields Tour



THE DEPARTMENT includes four historians:

Mrs R Kunne (subject team leader)
Mr M Mackenzie
Mr P Ryder
Miss M Madden

Please get in touch, or visit us at the open evening if you have any questions

If you would like to share any knowledge or interesting artefacts with us, we are always keen to find out more!

LEARNING SUPPORT

The Learning Support Department consists of a suite of purpose built, well equipped rooms which are smaller than classrooms in the rest of the school. Visitors often remark on the pleasant atmosphere that this arrangement creates and on the friendly, calm and reassuring feel of the Department. Our Year 7 youngsters in particular find the scale of the Department assists in the transition to their new school.

The advantage of being a large school enables us to have a team of skilled professionals dedicated to looking after the needs of the individual. Every student has access to the National Curriculum but during their five years at Meole Brace School many students will have additional educational needs which can be provided for by the Learning Support team.

Our purpose is to help children with the aspects of education they find difficult

Sometimes a short course of one-to-one work can help with a specific problem such as spelling, reading fluency or time organisation. This can make all the difference to a student's self confidence and understanding.

Our experienced staff can also provide friendly, professional in-class support, monitoring an individual student's progress across the curriculum.

How Learning Support can help

- In-class support in subject lessons across all years
- Regular monitoring of progress
- Link for parents to discuss additional educational needs of their child
- Handwriting lessons and advice on improving presentation
- Identification of students who may qualify for exam concessions
- Regular shared reading
- Help with study skills
- Break and lunchtime club
- Lessons in touch typing
- Help with times tables
- One to one help for specific learning difficulties
- Social skills course

We aim to make Learning Support a popular place to be.

LEARNING
SUPPORT

MATHEMATICS

The Mathematics Department at Meole Brace School consists of 8 teachers.

Mr. D. Langley – Subject Team Leader

Miss. D. Trow – 2nd in Department

Ms. J. Andrew

Mrs. J. East - Erskine

Mr. D. Owens

Mrs. V. Poole

Miss. G. Read

Mrs. S. Townsend

Mr D Williams

Maths Mentors:

Miss N. Cook (KS 4)

Mr C. Phillips (KS 3)

Pupils are taught in one of our seven designated classrooms, all are fitted with interactive whiteboards which are used extensively to enhance the educational experience of our students.

The Mathematics Department also has its own set of 30 Lap Top computers which allows classes to work on specialist software or programmes from the internet.

The Department subscribes to "mymaths.co.uk". This is an excellent resource which can be accessed from home as well as school. Pupils can consolidate work through this website and take assessments which yield immediate feedback. Moreover, every member of Meole Brace has a personal log in. This allows all results of a pupil to be stored and accessed over their 5 years with us, thus pupils have a very simple way to track their individual strengths and weaknesses.

Equipment

It is expected that each pupil will attend her/his Mathematics lesson with:

Maths book

Pen

Pencil

Ruler

Scientific Calculator (These can be purchased from school at a reduced cost)

Course Content

All of our pupils follow courses that are linked to the National Curriculum.

At Key Stage 3 pupils follow courses which have been influenced by the National Numeracy Strategy.

At Key Stage 4 will follow the EDEXCEL LINEAR course.

Home Study

In addition to homeworks set by class teachers, pupils will be given assessment approximately every 12 weeks.

From these assessments pupils will be given their current working level or grade but, more importantly, they will be able to diagnose their individual strengths and weaknesses.

It is envisaged that pupils will spend some time at home revisiting topics that they have found difficult in these assessments. To help with this revision pupils can:

Log on to www.mymaths.co.uk This is an extensive website to which the Maths Department subscribes.

Use their own classwork books

Purchase a revision book or workbook from local stores

Assessment

Pupils' progress in the Mathematics Department is being constantly assessed by all of the following methods:

Verbal feedback to the class

Verbal feedback to an individual

Marking of classwork

Marking of homework

Peer marking of work

Extra-Curricular Activities

In addition to the normal curriculum pupils are given many opportunities to explore mathematics and develop their skills with:

- Maths puzzle club
- Jaguar Cars in Motion Club
- Chess Club
- Maths Gifted and Talented Day
- STEM (Science, Technology, Engineering & Maths) days for Years 9 & 10
- Fortnightly Maths Challenge
- Revision Sessions
- Homework Clinic
- Statistics GCSE in Year 10

STEM DAYS

We currently offer 2 STEM days to introduce pupils to potential careers using Maths in Engineering.

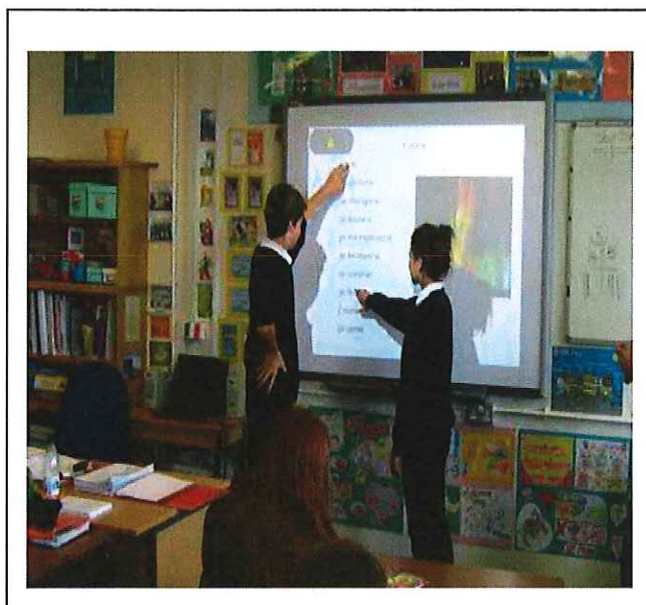
In Year 9 Pupils have the opportunity to build Wind Turbines.

In Year 10 Pupils are challenged to build the longest bridge they can after studying some the Maths & Science behind it.



The Modern Foreign Languages Department

Our aim is to promote the love of language learning but also to foster an interest in all aspects of other nations' cultures and identity.

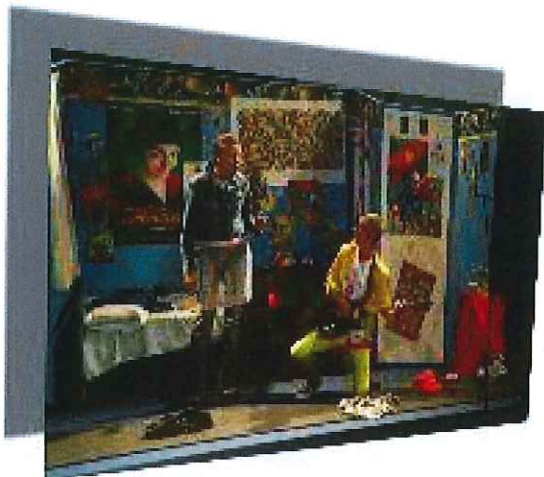


The enjoyment of learning is fundamental to the success of the Modern Languages Department and we use innovative teaching and learning methods to keep our students focused and motivated. All language classrooms are equipped with interactive whiteboards and have full access to the school network programs but also to specific software to enhance and enrich learning.

We want our students to apply their learning to the real world. We extend learning opportunities beyond the classroom by offering popular and successful visits across key stages to Boulogne, to the Cologne Christmas Market in Germany in year 9 and also to Paris in year 10.

A variety of extra curricular activities (theatre visits, language clubs, conferences etc...) also provide exciting new ways to enjoy language learning.





Onatti Theatre Company
performing at MBS.

The curriculum is diverse and the principal languages taught are French, German and Spanish.

Students start with one language in year 7 (French) then study a further foreign language during years 8 and 9 (Spanish or German).

A large proportion of students continue with at least one language throughout KS4 and achieve excellent results at GCSE with a success rate on average of 80% A*-C.

The department offers students opportunities to sit exams in other languages and in the past, qualifications have been gained in Portuguese, Dutch, Japanese, Russian and Polish.

Studying a modern language gives you a competitive edge when it comes to communication skills, adaptability and cultural awareness, qualities which are really valued by employers.

THE DEPARTMENT includes five linguists

Miss Cheyronnaud - subject team leader
Mr Hogben
Miss Williams
Mrs Langley
Mr Tillman - assistant head teacher

Do not hesitate to
contact us if you
have any queries.



Performing Arts



Performing Arts are an integral part of life here at Meole Brace. Both Drama and Music are studied once a week during lower school and then offered at GCSE level.

We have 2 purpose built drama studios and 2 well equipped music rooms. The music department also has access to 4 practice rooms which can be booked by student groups to use for rehearsing during break times.

Departmental Staff

Emily Riley (Subject Team Leader)
Sarah Hickman/Rebecca Kerwin (Second in Department)
Simon Iddon
Ken Lumley

Instrumental Staff

At present over 100 Meole pupils receive instrumental tuition through the following Shropshire Music Staff:-

Mr Ashford – Guitar
Mrs Nowotarski – Violin and Viola
Mrs McGee – Cello
Mr Glossop – Woodwind
Mr Heywood – Brass
Mr Auxant – Percussion
Mrs Cain – Keyboard



Drama



Philosophy

Drama is an important part of the school curriculum and all pupils are expected to take an active role in the classroom. We aim to develop teamwork skills and build the confidence of each individual through practical sessions and encouraging creative and imaginative performances. All are welcome to take part in the whole school production either on stage or behind the scenes.

Lower School Course

Year 7 – In year 7 we focus on developing basic drama skills whilst making the most of cross curricular links where appropriate. Topics include: - The Victorian Project, The Runaway, Stan Bolovan and the Dragon, The Protest and Macbeth and the Witches.

Year 8 – In year 8 we continue to develop the skills learnt in year 7 and introduce the students to a wide range of topics which allow them to explore some complex areas of performance. Topics include: - Photo Story, Melodrama, The Western, The Island and The Election.

Year 9 – In year 9, time is spent refining skills and we introduce the students to skills such as stage fighting and explore how to analyse scripts in order to produce stronger performances.

GCSE Drama

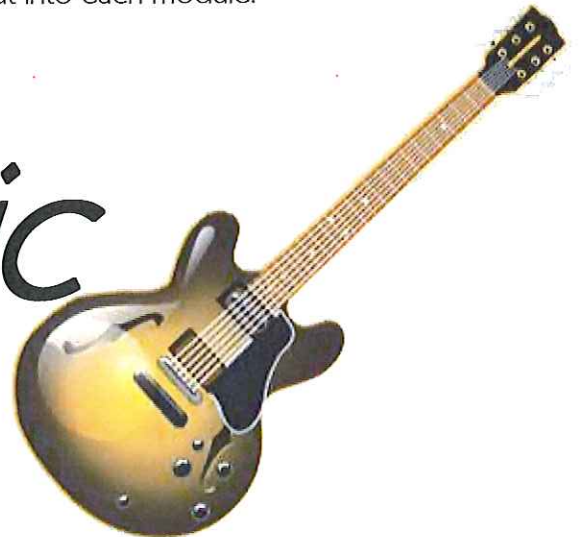
Pupils opting for drama GCSE follow an AQA syllabus which allows pupils a great deal of opportunity to become involved in performances. The areas we study are: -

- Pantomime
- Children's Theatre
- Scripted performances
- Devised work

The GCSE allows students to learn teamwork skills and is very analytical. Each student must produce a detailed portfolio of their work which analyses their skills and input into each module.



Music



Philosophy

Music is a subject in which all pupils are involved and all are expected to take an active role in the classroom. We aim to develop the aesthetic awareness of each individual and to encourage pupils to think creatively and imaginatively. All are welcome to participate in some form of musical ensemble outside of timetabled lessons.

Lower School Course

Year 7 – Themes are used as a focal point for composition, performance, appraising and listening. Pupils are introduced to different forms of notation and instruments. A keyboard familiarisation course is taught.

Year 8 – Throughout year 8 pupils work through different styles of vocal music in conjunction with other instruments, including guitars and penny whistles. The styles covered include the Blues, Folk and Reggae.

Year 9 – The final year of the lower school course starts with 'Variations', continues with Swing, Be-bop, Progressive Rock and commercial music, radio jingles, advertisements and film music before culminating in a song contest.

GCSE Music

Pupils opting for music GCSE follow an AQA syllabus which is divided into three sections:- composing, performing and listening. The course is based on three areas of study:-

Orchestral Music
Popular Music
Indian, African and Latin American Music

Performing Arts
Extra-Curricular provisions

Production – This takes place every Christmas. Year 7's are invited to take part so they can learn about the commitment involved. Productions are auditioned in the summer term ready to begin work properly in September.

Theatre Trips

We regularly run trips for both KS3 and KS4 pupils to watch professional companies perform.

Ensembles

Choir – At present the main choir is over 50 strong. They rehearse and perform a varied repertoire, the majority of which is in parts. The choir is open to everyone who enjoys singing.

Orchestra – A balanced group of string and wind players whose repertoire includes both 'light' and 'classical' music. All string players are expected to take part in this ensemble.

Percussion Ensemble – This is open to all percussionists.

Wind Band – The band, consisting of brass, percussion and woodwind, plays a varied selection of pieces. All wind players are expected to perform in this ensemble.

Pupil Led Ensembles – Many pupils organise their own groups. Musical groups have access to practice rooms during breaks and dance groups can use the drama studios to perfect their routines.



MEOLE BRACE SCHOOL SCIENCE COLLEGE



PHYSICAL EDUCATION DEPARTMENT

Our aim is to provide an education for an 'active lifestyle' based on enjoyment through participation and learning.

Starting PE at Meole Brace School

Throughout the five years at this school your child will experience numerous sports and activities. From the broad foundation established in Year 7, pupils will have the opportunity to try all of the traditional sports and games, working not only on the theme of quality of performance but also on the principles of understanding and independence.

Activities Run in Key Stage 3 (10 hours each)
Football / Netball
Badminton / Volleyball
Hockey
Basketball
Gymnastics
Dance
Tag Rugby
Athletics
Bowling/Striking/Fielding

Courses



In year 10 and 11 students are offered the following courses:

- GCSE Physical Education (Single Award)
- Sports Leaders Award (Level 1)
- Cricket Activator Leaders Award

Our GCSE PE course has proved extremely popular with year 10 and 11 pupils. This course runs alongside the varied core PE and School Sport programme and gives all pupils the opportunities to gain an academic qualification in Physical Education and School Sport. In year 11, students are encouraged to take advantage of the many sporting opportunities which are available

in the local area as well as being given the opportunity to pursue and build on the skills they have learnt in Key Stage 3. Last year pupils were offered a wide range of activities including: climbing, squash, cycling, ice skating, weight training, aerobics and swimming, as well as the traditional sports undertaken within school.

Out of Hours Learning

We pride ourselves on the fact that our club programme continues to develop the school ethos of excellence and quality of work.



The clubs are always well attended and the sports offer remains flexible in order to accommodate the changing needs of the students.

In 2014/15 clubs will range from the more traditional Sports of Hockey, Football, Netball, Rugby, Badminton, Tennis, Basket Ball, Volley Ball or Cricket through to Dance and Gymnastics. A more comprehensive list of this term's activities can be viewed on the school web site.

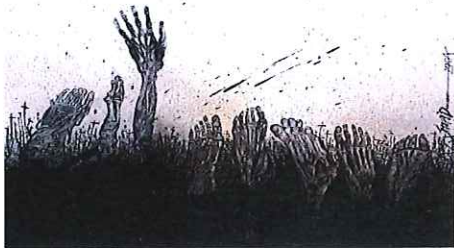
It is from this arena that we select our teams to represent the school and success has always been a high priority.



Religious Education

Why study RE at all? In an increasingly secular society, why is RE relevant to the education of your child?

**The Universal Declaration
of Human Rights**



‘Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups.’ (Article 26)

As different cultures and identities interact more frequently because of travel, media, business and migration, it becomes even more important to acquire a better understanding of the role religion plays in today’s world. Although understanding does not necessarily lead to greater tolerance and respect, it is likely that it is ignorance that leads to stereotyping and conflict.

It is our belief that learning about and learning from different beliefs will help equip your child for adult life in our diverse and challenging world.

At Key Stage 3, pupils explore 14 Key Questions which give them the opportunity to consider some of life’s Big Issues.

These range from examining the evidence for the existence of God, to trying to make sense of suffering.

A popular and moving trip to the World War I battlefields of Belgium and France supports the units studied in Year 9.



**Questions
are
guaranteed in
life;
Answers
aren't.**

RE Department staff

- Mrs C. Dobson (Subject Team Leader)
- Miss R. Parsonage



It is very important that RE is relevant to your child's life and sometimes the content will challenge their perceptions. They are encouraged to develop high level thinking and reasoning skills. The atmosphere within the RE department is one of tolerance, openness and mutual respect for each others views.

At Key Stage 4 there is a full course GCSE option. We follow AQA Syllabus B and study two units; Religion and Life Issues, covering topics such as prejudice, early life and attitudes to the planet and Religion and Morality, which looks at ideas surrounding medical ethics and poverty, amongst many others.



The units chosen reflect the wider world issues, as well as personal choices that we face in our lives. There is an emphasis on developing the pupils' own reactions through reasoned debate and questioning.

As well as the popular GCSE option, all Key Stage 4 pupils follow a non examination Core RE course which supports the GCSE units. Pupils have the opportunity to think, discuss and question their response to the issues which they will face in the adult world. There is a focus on contemporary world issues through the use of film, TV and other media to encourage pupils to analyse, debate and explore their response to these issues.

Meole Brace Science Department

The Science Department is committed to developing

- enthusiasm for science,
- a sense of curiosity about the world.

Pupils only reach their potential if they enjoy their studies. For this reason we place great emphasis on

- experimental and investigative work in the laboratory,
- the use of ICT to develop scientific understanding,
- developing thinking skills,
- challenging all students.

Staffing and Facilities

Mr G Puplett (STL)	MA, BA (Hons) Chemistry, Oxford University, PGCE
Mrs R Hewitt (ASTL)	BSc (Hons) Chemistry, Edinburgh University, PGCE
Miss J Allsop	BSc (Hons) Life Sciences, Open University, PGCE
Mrs H Burke	BSc (Hons) Physics, Manchester University, NPQH, PGCE
Mrs L Jones	BSc (Hons) Applied Biology, Leeds University, PGCE
Mr Lawson	BSc (Hons) Electronic Engineering, Chester University, PGCE
Mr Llewellyn	BSc (Hons) Sport and Exercise Science, University of Wales, GTP
Mr S Pierce	BSc (Hons) Chemistry & Geology, Oxford Brookes University, PGCE
Mr T Pickard	BSc (Hons) Physics, De Montford University, PGCE
Dr C Smith	PhD, BSc (Hons) Chemistry, Liverpool University, PGCE
Dr H Starnes	PhD, Biochemistry, University of Salford, PGCE
Miss L Tudor	BSc (Hons) Biology, University of Wales, PGCE

There are nine well equipped laboratories and a magnificent environmental area.

All of the laboratories have recently been refurbished to provide a modern and vibrant learning environment.

As a **Science College** we are very fortunate in having enjoyed the benefits of additional funding which helps provide a great deal of up to date equipment and scientific apparatus.



Science at KS3

The emphasis is very much on 'learning by doing' – we firmly believe that the best way to learn science is by actually doing real science in the laboratory.



GCSE Opportunities

A wide variety of courses is essential if all students are to enjoy and be successful in Science.

In Year 10 and 11 we offer the following courses:

- GCSE Biology
- GCSE Chemistry
- GCSE Physics
- GCSE Science
- GCSE Additional Science
- GCSE Astronomy



*We believe that separate Biology, Chemistry and Physics GCSEs provide the best possible grounding for A level study. We are therefore very proud that **over 50% of our pupils** choose to follow these demanding but rewarding courses.*

Extra-Curricular Opportunities

- Year 7 Science Club
- Year 8 Science Club
- Year 8/9 Rocket Club
- Eco Club (All Years)
- Year 10/11 Astronomy GCSE Club
- Microscope Club
- STEM Club

KS3, GCSE and beyond

- GCSE results are very impressive. For example in 2013 (latest available at time of going to press)
 - 46% **Biology** grades were **A*** or **A**; 93% were **A*-C**
 - 58% **Chemistry** grades were **A*** or **A** 100% were **A*-C**
 - 53% **Physics** grades were **A*** or **A** 95% were **A*-C**
 - 81% **Science** and **Additional Science** grades were **A*-C**
 - 100% pass rate at **BTEC Applied Science**
- One of our proudest achievements is the way we inspire a very large number of students to study science A levels (Biology, Chemistry and Physics) at the Sixth Form College.