

Bourne

Community College



Aurora Nieto - Paz Juan - Olga Sánchez

Committed to excellence
Prospectus

We are “Growth Mindset” School

Our learners are encouraged to:

- Embrace challenges
- Persist in the face of setbacks
- See effort as the path to mastery
- Learn from criticism
- Find inspiration in the success of others




Article 3

The best interests of the child
must be a top priority in all actions
concerning children



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"Is this really my
best work?"


"I'm going to
have to
practise
this."

**WHEN I FAIL,
I LEARN."**

**"MY EFFORT AND
ATTITUDE DETERMINE
EVERYTHING."**



**"This may take some
time and effort."**


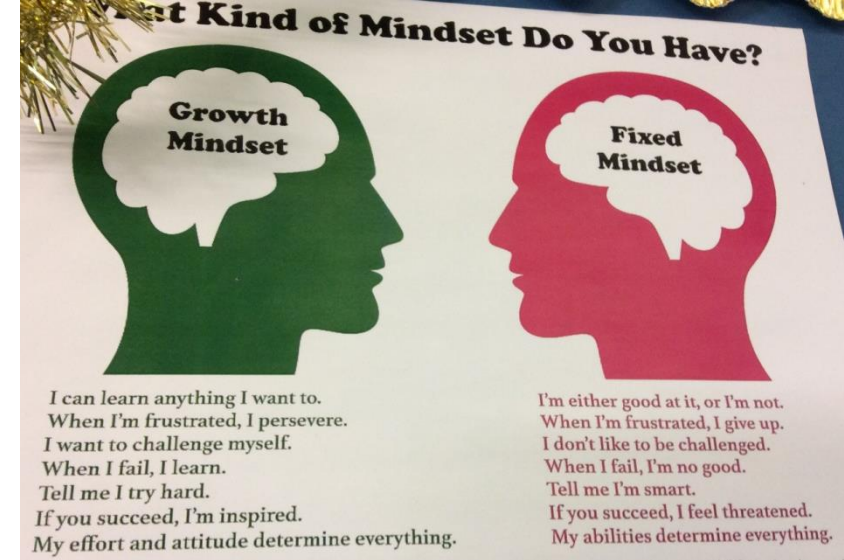
**"You're challenge
myself"**



**"I CAN LEARN
ANYTHING I WANT TO."**


**"I am inspired by the
success of others."**


"I'll keep trying"

**"When I'm frustrated, I
persevere"**




Every half term there's a progress review. They don't wait till the end of the term.

As everything here is about **progress**, the school set **targets** for every student arriving at year 7 based on the key stage 2 tests, and the level they've been performing at primary school especially in English Language and Maths.

They apply **growth mindset** strategies, you can see encouraging messages all over the school. "Learning as a cycle, review, improvement, growing..."

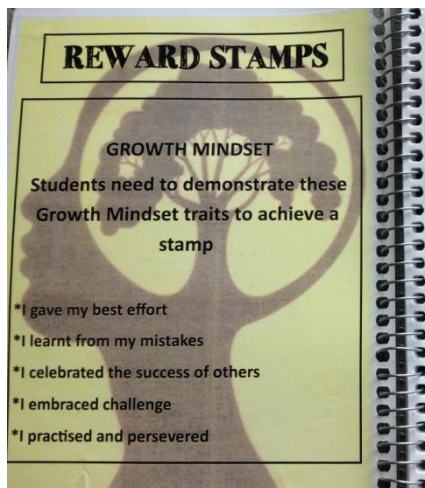
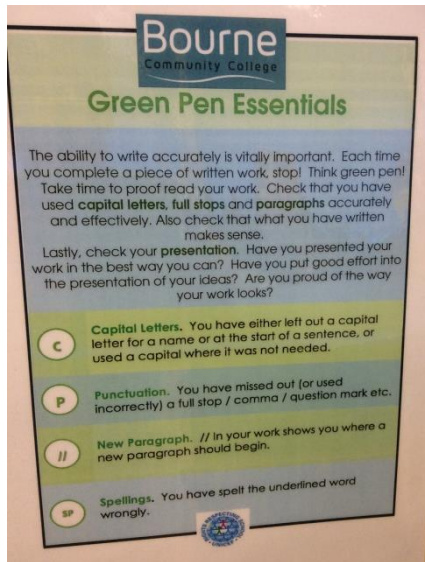
- The students use **mini whiteboards** with sponge and felt –tip-pen to write their answers while doing a review or exercise in class.



- These **three coloured pages in their planners** are for them to show the teacher they level of understanding after an explanation or lesson.
Red-not very well; **yellow**-so so; **green**-completely understood.
- The students wait for the teacher outside.
- At the end of every period some teachers **praise** the students effort.

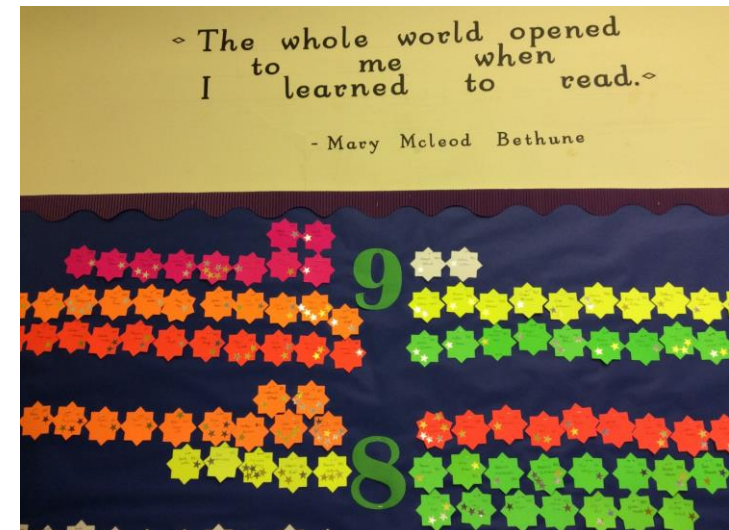
Green pen policy

Encouraging messages such as “Failure – Improvement – Success” or “Consistent persistence means we will get there in the end”.



Library

It is a warm, welcoming and inspiring place where students feel comfortable.



Sticker with sentences on the notebook.

When the teacher corrects the notebooks, he/she sticks this paper at the end, highlighting in green things that the student really did well and in pink things that maybe he/she is not very good YET:

- *Your notebook is clean and tidy*
- *You have done all the activities required*
- *The spelling is always correct*
- *You have written down all the information needed*
- *Numbers on the pages*
- *Index in every unit*

Reflection after the exam or notebook correction: Write what you are going to do to improve your “pink sentences” from now until Christmas.

Example: pay more attention to my spelling, check the numbers on the pages before handing in the notebook, check the exam before handing it in...

GROWTH TIME

WWW **MFL KS4** **EBI**

Add connectives , negatives and **justify your opinions** with porque/parce que

Use more than one **Tense** accurately.

Check spelling and agreement (sing/plural/ masc/feminine)

Talk about others (he, she, they) and **use comparatives**.

Add **time expressions** and **revise the endings of your Tenses**.

Organise your paragraphs correctly.

Be **creative and original** with your story.

Student: I need to compare things while checking my agreement.

WWW (what went well)
EBI (even better if)
INNT (I now need to...)

Peer assessment can be used here.

GROWTH TIME

☆ WWW:

- Electronic structure
- Ion formation / covalent bonding

💡 EBI:

- Ion formations needs practice
- Draw bonds on covalent compounds.

🔄 360° I.E. $O=O$

Student:

joined the class late - missed out on some info



Art, drama, music and cooking.
Students have these subjects until Year 9 at least.

Drama class.

Warm-up activity: one student starts counting from 1, then, on the spur of the moment, another says two, and then three... until two students say the same number at the same time... Then someone starts again. The teacher said: “listen to each other, it’s team work”.

- In Art classes students work on long projects that take may be some months.
- The teacher tries to ask not only people raising their hands but also people who don’t do it.
- Frequent use of question to elicit the content.

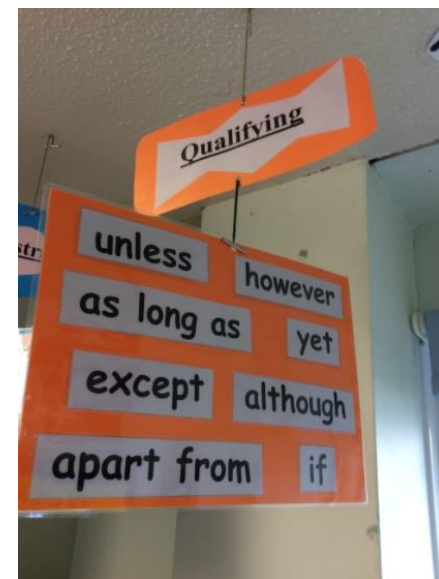
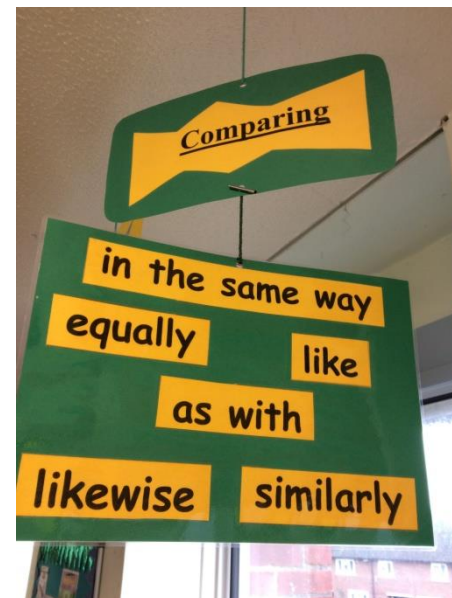


There are posters with **English** and **Maths** basic contents in many classes and in other common spaces.

Review. Maths teacher said that she sacrificed a day a week to make review. She set 10 exercises and gives time to do them in class in pairs. At the end she corrects them and ask the student the target for each activity.

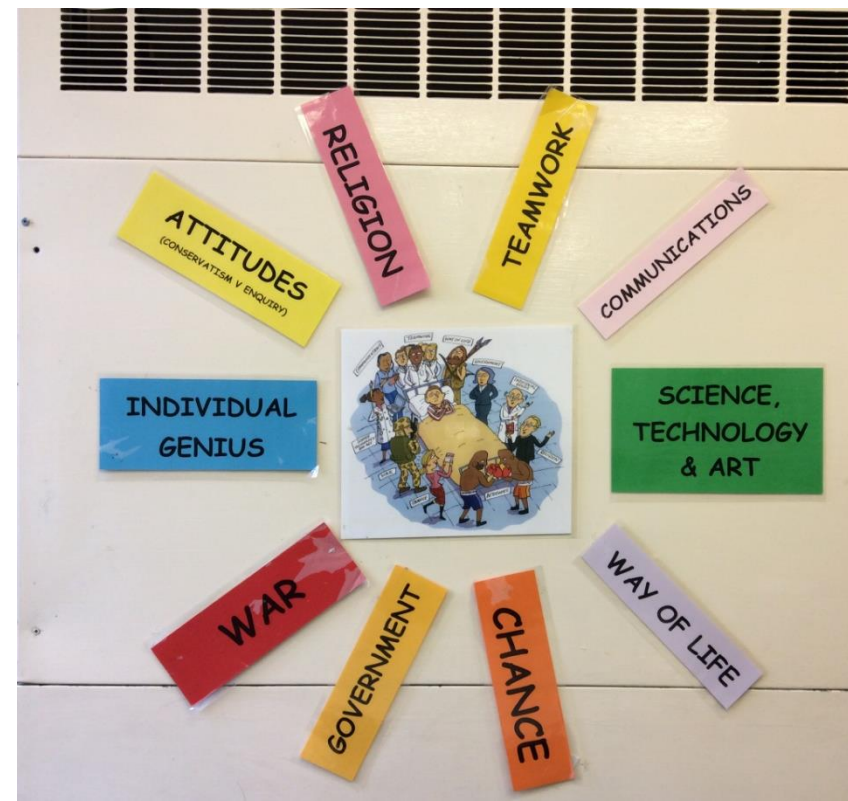
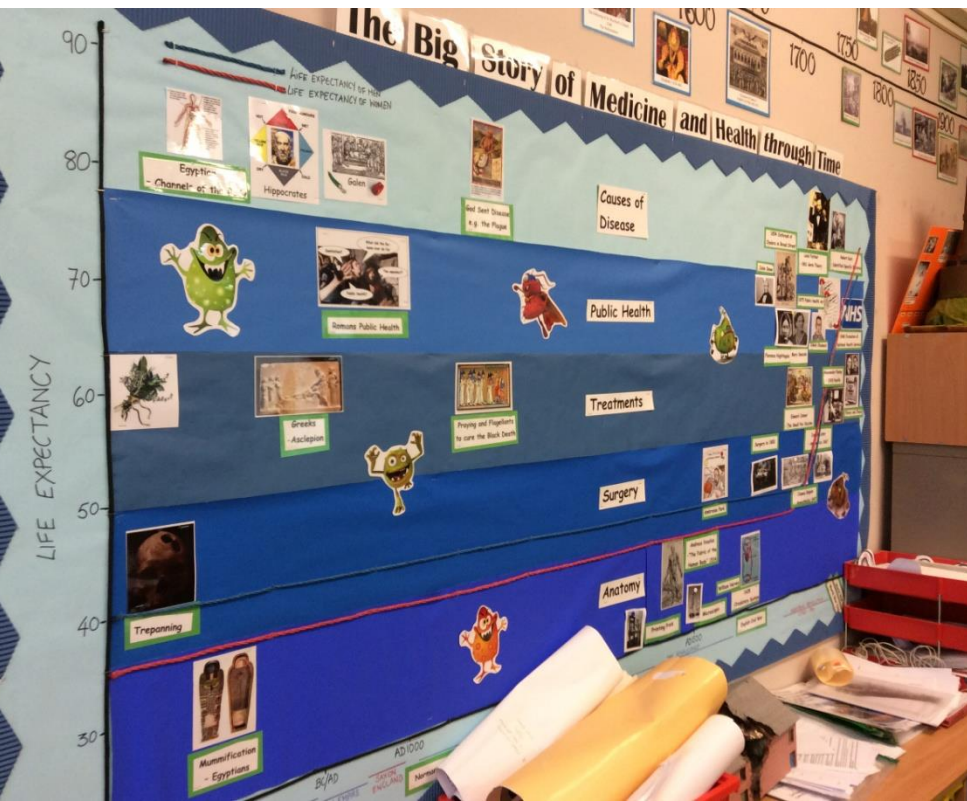


Display with materials
in Maths classroom

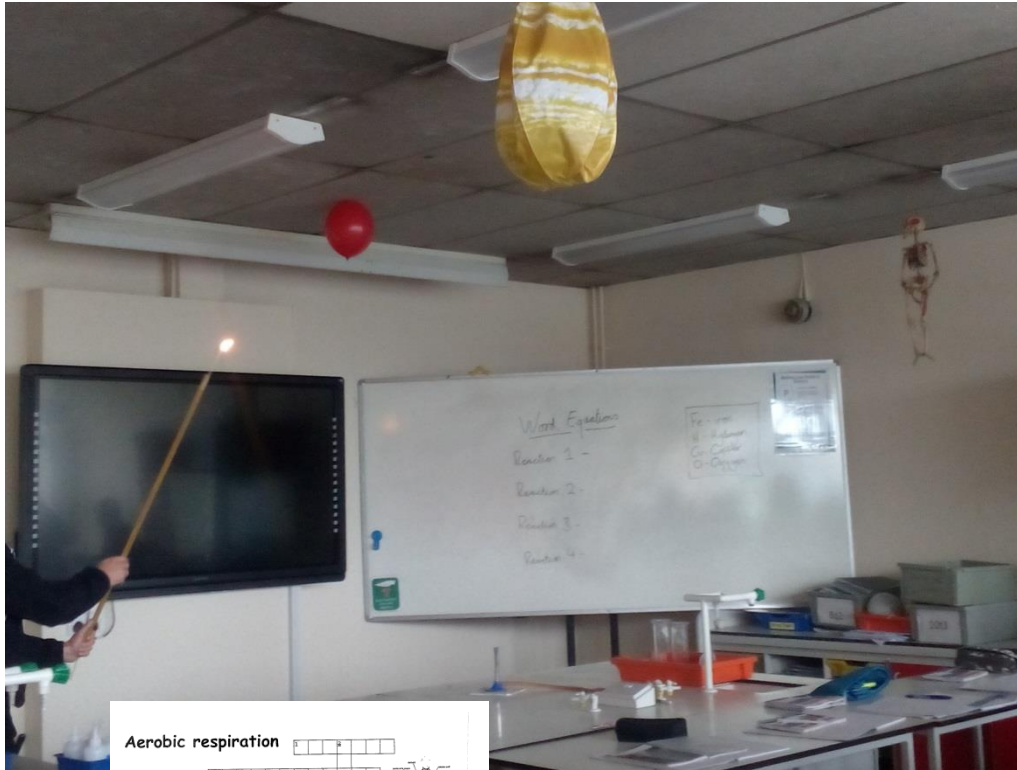


- **History class.** Five minutes before the end she asks them how they think they met the learning objectives and how they know that. She asks them to use key words from the **learning objectives** as a guide.
- It is all about **what, why and how**.

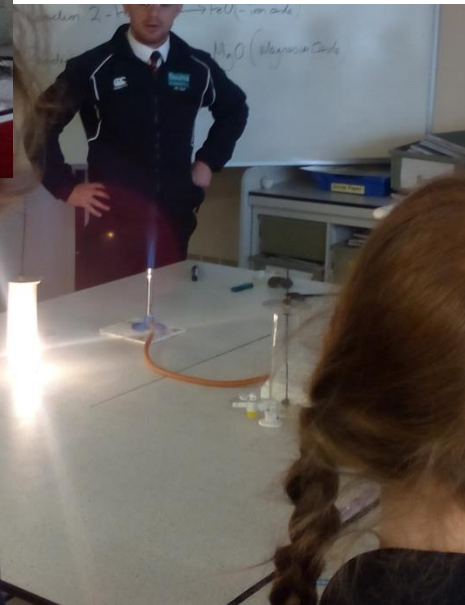
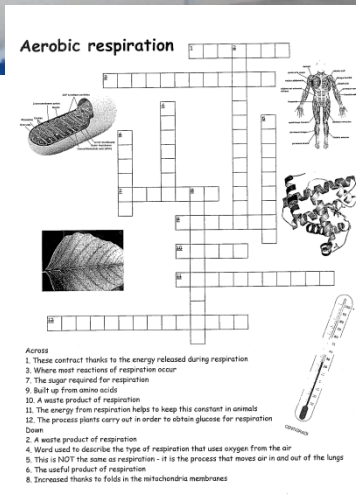
Cards on every table exactly the same as a deck of cards that the teacher use for a round of questions.



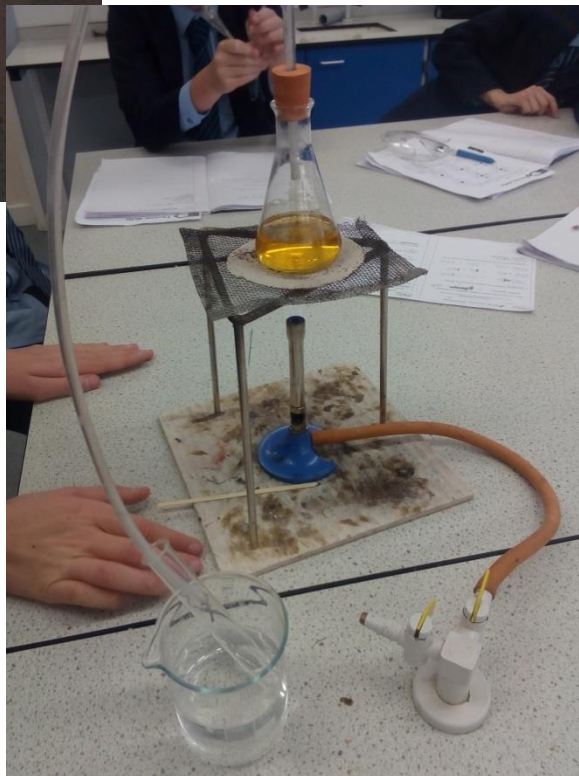
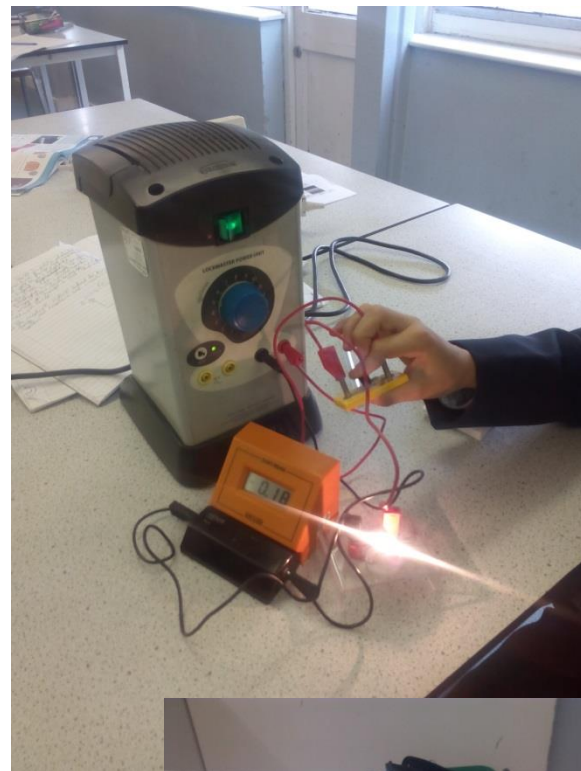
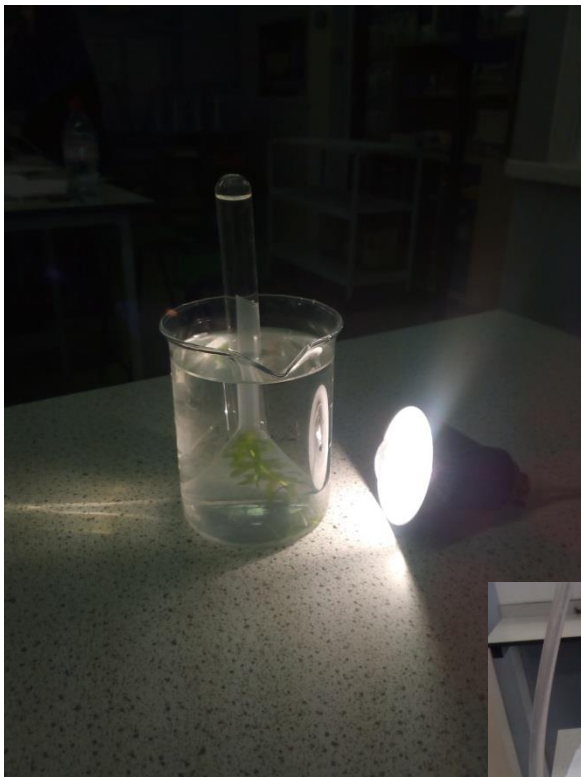
Starter



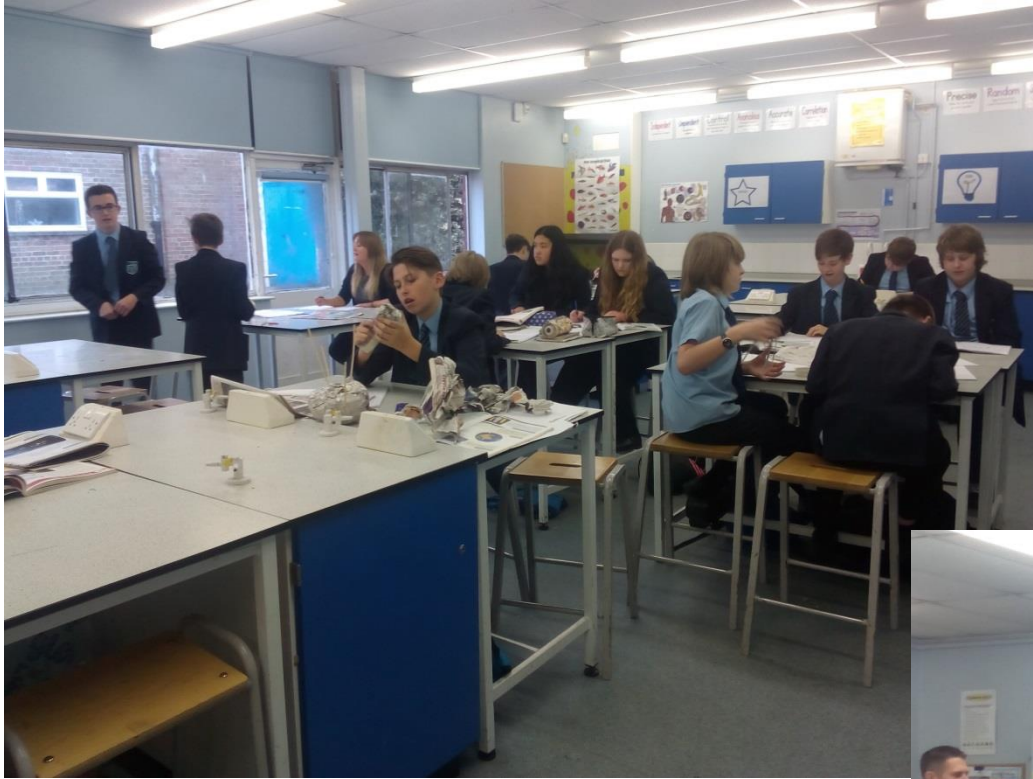
- Small demonstration
- Crossword
- Anagrams
- Make a list of alternative fuels
- Choose the odd one among some pictures
- What do these pictures have in common?





































































Practical Part



Learning by doing



Self assessment

PRESENTATION REVIEW FORM		      Excellent V.Good Good Satisfactory Fair Unsatisfactory					
DATE:	NAME(S):	TOPIC:					
	RATING SCALE	COMMENT					
STYLE Was the presentation fit for purpose? Was it visually appealing? Did it include a range of visuals (text/images/animations etc)?	                 						
CONTENT Was there a clear structure (start, middle, conclusion)? Was the content relevant? Did the content meet the task requirements/answer the question? Was subject specific vocabulary used? Were there any spelling or grammatical errors?	                       						
		DELIVERY Did they make eye contact with a number of pupils? Did they speak to the audience during the presentation rather than just read notes? GROUP PRESENTATION: Were all members of the group actively involved?		                 			
PEER REVIEW COMMENTS		www ebi					
TARGETS		1. 2.					
FINAL REFLECTIONS (SELF)							

Final short assessment

Students sheet



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M1. (a) 23

1

(b) chromosome 2 nucleus 3 gene 1 cell 4

1

(c) (i) any **one** from

(cells which are bigger) take up more space

(cells) have to get bigger **or** mature to divide

1

(ii) chromosomes duplicate **or** make exact copies of self
accept forms pairs of chromatids

1

nuclei divide
*accept chromatids **or** chromosomes separate*

1

identical (daughter) cells formed
*accept for example, skin cells make more skin cells **or** cells are clones*

1

(d) any **two** from

Differentiation mark
babies need **or** are made of different types of cells **or** cells that have different functions
accept different cells are needed for different organs

Division or specialisation mark
as fertilised egg starts to divide each cell specialises to form a part of the body
accept specialised cells make

Page 2

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different parts of the body

Growth mark
specialised cells undergo mitosis to grow further cells
*accept cells divide **or** reproduce to form identical cells*

2

[8]

Q1. (a) How many pairs of chromosomes are there in a body cell of a human baby?

(1)

(b) Place the following in order of size, **starting with the smallest**, by writing numbers **1 – 4** in the boxes underneath the words.

chromosome

nucleus

gene

cell

(1)

(c) For a baby to grow, its cells must develop in a number of ways.

Explain how each of the following is part of the growth process of a baby.

(i) Cell enlargement

(1)

(ii) The process of cell division by mitosis

(3)

(d) Why is cell specialisation (differentiation) important for the development and growth of a healthy baby from a fertilised egg?

(2)

(Total 8 marks)

Page 1

Warm up

Find the highest scoring word you can related with WWI



What do you think the different numbers mean?



Different ways to give information

Solution:

Problem:

- Growing crops
- Lack of water
- Plagues of insects
- Extreme weather
- Fires
- Lack of land

Henry VIII Decision Making Activity: Additional Information

Event 1

England already owns land in France.
The Pope (Head of the Catholic Church) has offered to fight alongside England and Spain in an alliance against France.

Event 2

The war against France is going well.
You still have soldiers in England.

Event 1

1513 You are keen to take over more land in France. Your Father, before he died, warned you not to get involved in wars.

Do you...

a. Take your Father's advice and stay out of France?

b. Declare war on France?

c. Join

d. Ask

Event 2

1513 While you are busy dealing with France, England is invaded by an army from Scotland.

Do you...

a. Split your army in half and send half of them to deal with the Scots?

b. Ask your wife, Catherine of Aragon to lead some of the army against the Scots?

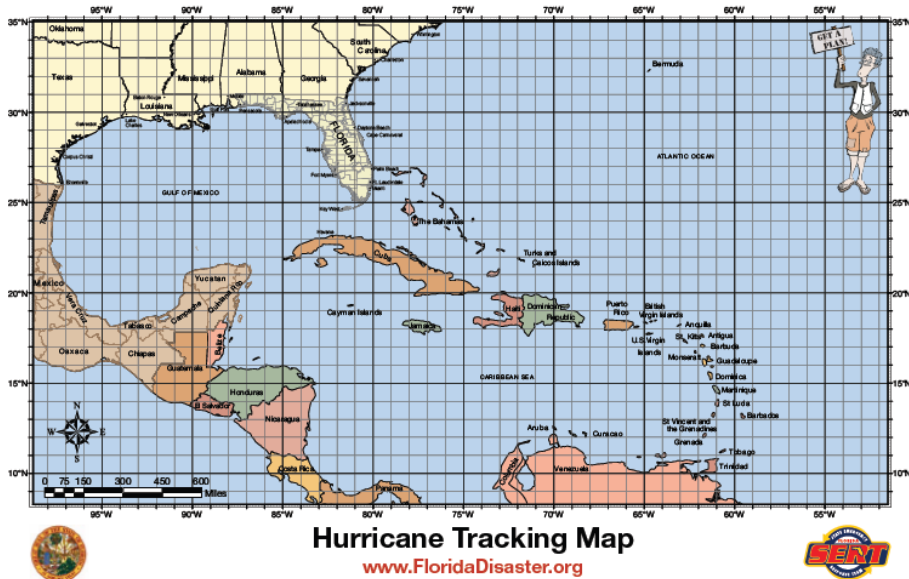
c. Forget all about France, Scotland is a lot closer to England?

d. Try to do a deal with the French and the Scots to keep them both out of England?

Henry VIII Decision Making Activity

Event	What did you decide to do?	Reason for your decision	What really happened?
1513, Henry wants to take more land in _____.			
1513 England is invaded by the _____ army.			
1525 Catherine of _____ has failed to give you a _____.			
1525 the _____ has refused to allow you to _____ Catherine.			
1534 Several monks refuse to swear an oath of _____.			
15__ after years of _____ you are short of _____.			
1548 Richard Whiting refuses to let inspectors into his _____.			

Practical approach



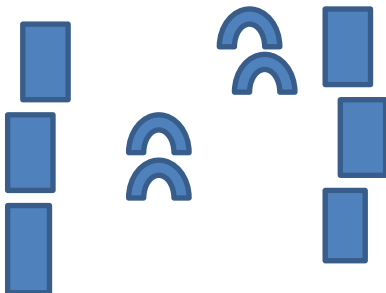
Task

1). Use the data in the table above to plot the track of Hurricane Wilma. Mark on how it changes category and show when it affects areas of land.

Date	Time	Latitude	Longitude	Wind Speed
15/10/05	5pm	17.6	78.8	30
16/10/05	5pm	17.7	79.6	35
17/10/05	5pm	15.8	79.9	50
18/10/05	5pm	16.7	81.5	80
18/10/05	11pm	16.8	82.1	110
19/10/05	5am	17.2	82.5	175
19/10/05	11pm	18.1	84.3	155
21/10/05	11pm	20.8	86.9	140
22/10/05	5pm	21.4	87.1	100
24/10/05	5am	25.5	82.4	125
24/10/05	11am	26.9	80	105
25/10/05	5pm	41.7	62.8	85

Saffir-Simpson Hurricane Scale		
Category	Wind speed mph (km/h)	Storm surge ft (m)
5	≥156 (≥250)	>18 (>5.5)
4	131-155 (210-248)	13-18 (4.0-5.5)
3	111-130 (178-209)	9-12 (2.7-3.7)
2	96-110 (154-177)	6-8 (1.8-2.4)
1	74-95 (119-153)	4-5 (1.2-1.5)
Additional classifications		
Tropical storm	39-73 (63-117)	0-3 (0-0.9)
Tropical depression	0-38 (0-62)	0 (0)

Understanding Trench Warfare

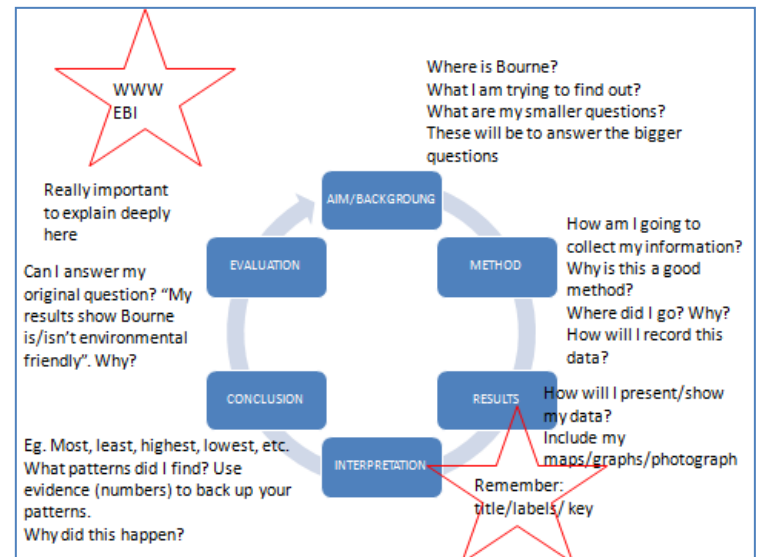
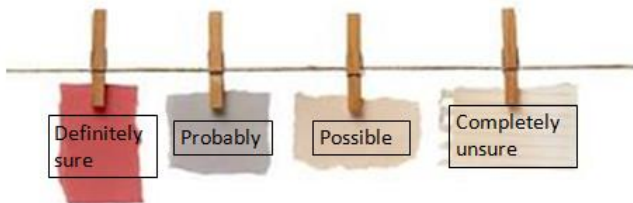


Critical thinking

Earl Haig: should he be remembered as a Great War hero or as the butcher of the Somme?

SOURCE	SENTENCE/ QUOTATION	NEGATIVE (Against) OR POSITIVE (for) HAIG?	RELIABLE OR NOT? EXPLAIN WHY (Think about who wrote it, when and why?)

Washing line of Certainty/Uncertainty



Self or Peer assessment

Year 9: Assessment Marking sheet

Where you think you are	level	Description	Where your teacher thinks you are
	3C 3B 3A	You can produce a <u>labelled</u> map/ graph/ sketch that <u>identifies</u> results of your surveys. You have <u>used</u> resources that your teacher has <u>given</u> you.	
	4C 4B 4A	As level 3 but also: You can <u>annotate</u> photographs or maps or sketches to <u>describe</u> what it shows. You can <u>describe</u> your findings in detail in your own words. You have suggested suitable questions, found out some of your <u>own</u> information and used <u>some</u> keywords.	
	5C 5B 5A	As level 4 but also: You can <u>annotate</u> photographs or maps to <u>explain</u> what it shows and how people's activities are changing Bourne's environment. You <u>explain</u> the patterns you have found using many geographical words and examples correctly. You reach a convincing conclusion.	
	6C 6B 6A	As level 5, but also: You have started to <u>link</u> how some of your surveys fit together. You appreciate the conflicting demands on the environment. You have <u>independently</u> , with no direction from the teacher suggested the issues involved, suggested a suitable line of enquiry and presented findings in a coherent way.	
	7C 7B 7A	You <u>evaluate</u> the sources of evidence of your investigation and how this has affected your results. You discuss and <u>evaluate</u> how considerations regarding sustainable development affect the planning and management of the school environment.	

Mark scheme

Level Mark	Skill	
Level 0	No answer or irrelevant answer	0
Level 1	Vague or general answer/unsupported assertion	1
Level 2	Identifies or describes problems that homesteaders solved <u>or</u> didn't solve	2
Level 3	Identifies or describes problems that homesteaders solved <u>and</u> didn't solve	3-4
Level 4	Explains how homesteaders solved <u>or</u> didn't solve their problems	5-6
Level 5	Explains how homesteaders solved <u>and</u> didn't solve their problems	7
Level 6	As level 5 but also comes to an overall conclusion	8

Feedback- Peer

You are working at a grade/level

You have.....

To move to the next grade/level you must.....

Pupil response: I now...