



# **KINGS' SCHOOL**

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# **WINCHESTER**

## **HANDBOOK**

Name:





# KINGS' SCHOOL VALUES



Agreed by the school community and shared by people throughout the country and across the world

At Kings' School, everyone works together. Knowing that all human beings are equally and infinitely valuable and that they have equal rights and equal dignity, we promote respect, kindness and courtesy. We aim to enjoy our learning and to care for, and protect, every member of the school family. We respect high achievement, whatever form it takes.

- At Kings' School, we value **mutual respect** and **tolerance**, through our good behaviour and our fair, objective attitude to those of all faiths and beliefs; through relationships based on kindness and courtesy; through our support of those with different needs and abilities; through our inclusive attitude to one and all, irrespective of age, race, disability, creed, sexuality or gender. We nurture a culture of friendship, honesty and generosity.
- At Kings' School, we value **democracy** and **individual liberty** through a culture which celebrates our diversity and teaches about responsibilities, rights, personal integrity, duties and citizenship; through numerous opportunities to voice our opinions; through the promotion of resilience and self-control; through the achievement of the highest academic standards and levels of personal development; through the vast number of clubs and extra curricular activities; through the opportunities to participate in off-site visits and trips; through the wide range of subject choices available.
- At Kings' School, we value the **rule of law** through our traditional ethos and clearly set boundaries, which keep us all safe; through a shared understanding of a classroom and school-wide code of conduct; through the accountability and enthusiasm demonstrated by all our governors, teaching and support staff, parents, guardians, carers and pupils; through wearing our uniform with confidence and pride.

We encourage active, healthy lifestyles and care for our environment. We know that schools are serious, purposeful places but we also believe that being at school should be fun. We are optimistic and creative – we believe that the future can be better than the past and that we each have a responsibility to make sure that it is.



**“UNA LABORANTES”**

**Working Together**



# School Procedures

## Hours of Attendance

- Pupils must arrive at school by 8.45 a.m. and although some pupils may arrive at school earlier than this, parents are advised that there will be no staff supervising pupils before 8.30 a.m.
- Pupils are considered late if they have not registered by 8.45 a.m. (unless they are late with good reason eg: school bus was late.)
- If for any reason pupils are late for school, or need to leave school early they should 'sign in/out' at Reception. They must also bring a note signed by a parent/guardian.

## Timing of the school day

8.30 am – 8.45 am Arrival Time – (school cafeteria open for pupils)

**8.45 am – 9.00 am Registration**

9.00 am – 9.05 am 'Movement Time'

**9.05 am – 10.05 am Period 1**

10.05 am – 10.10 am 'Movement Time'

**10.10 am – 11.10 am Period 2**

11.10 am – 11.15 am 'Movement Time'

**11.15 am – 12.15 pm Period 3**

12.15 pm – 1.00 pm 'Lunch Time'

**1.00 pm – 1.05 pm Afternoon Registration**

1.05 pm – 1.10 pm 'Movement Time'

**1.10 pm – 2.10 pm Period 4**

2.10 pm – 2.15 pm 'Movement Time'

**2.15 pm – 3.15 pm Period 5**

End of School day

## Fire Drill

If the Fire Alarm rings (one continuous ring) pupils must be **SILENT** immediately, listen to instructions from the teacher and then proceed in **SILENCE** to the assembly point on the **Sarum Tennis Courts**. If access to this area is difficult for any reason, pupils will be directed by a teacher to the second assembly point which is the **Middle Field** in front of Sarum. Once there, pupils should line up silently in tutor group order and await further instructions.



# Kings' School Rules

The highest standards of personal behaviour are expected from pupils both in school and on the way to and from school, and in other school activities.

- Unless permission has been given, pupils must not leave the school premises during the school day.
- When moving around the school, pupils should walk quietly, keeping to the one-way system. Running is only permitted on the fields and play courts.
- In fine weather, pupils should remain outside before 8.45am and at lunchtimes, unless they are in a designated eating area or making their way to see a member of staff.
- Valuable items should not be brought into school unless they are absolutely essential; any such items remain the responsibility of the pupil and should be kept out of sight.
- Mobile phones should be kept switched off and must be out of sight on school site, from arrival at the start of the day until 3.15pm, unless they are being used with staff permission.
- Pupils are not allowed to listen to music using their own headphones at any time whilst on school site.
- Motorbikes, mopeds, scooters and skateboards must not be brought into school.
- Food should be consumed in the designated eating areas only or outside the buildings. Food should only be eaten in the classrooms during “wet break”.
- Pupils must not bring alcohol, recreational drugs, solvents, energy drinks or large bottles of fizzy drinks into school.
- Prescribed medicines (other than inhalers and epi-pens) must be handed in to Matron for safe keeping. Other medicines must only be brought into school with parental permission; pupils must never give medicines to other pupils.
- Smoking and “vaping” are not permitted in school or on the way to or from school. The possession of cigarettes/e-cigarettes, matches and lighters is not allowed at any point whilst in school uniform.
- Chewing gum is banned and should not be brought into school.
- Dangerous items such as knives, laser pens etc. must not be brought into school.
- All types of aggressive behaviour, whether verbal or physical, are not allowed.
- Pupils must not go into the areas which are out of bounds.
- Outdoor garments should not be worn during lessons.
- Pupils are not allowed to eat sweets/food during lessons.
- Pupils should ensure that litter is placed in bins and recycled where possible.

## Conduct and Discipline

We are immensely proud of our pupils' behaviour; visitors to the school consistently comment on how kind, sensible and polite they are.

At Kings' good behaviour, consideration and respect for others are essential for effective teaching and learning. We expect the highest standards of behaviour from our pupils; in return, the pupils can expect to be provided with a pleasant, happy and safe environment in which to work, develop and thrive. Part of any pupil's development is learning where and why boundaries, guidelines and rules exist.

They therefore need to know what the consequences will be if those boundaries are pushed or rules broken. Although we will always try to work with parents and pupils, we operate a very clear discipline policy. If this code is not observed, then fair but firm sanctions are imposed; these may include detention, isolation and temporary exclusion. In extreme cases pupils may be permanently excluded from school.

Permanent exclusion may be used when a pupil breaches Kings' School's zero tolerance towards drug abuse or violent behaviour. Governors are always involved in the decision to permanently exclude a pupil.

## Attendance and Absence

Pupils must not be absent from school unless they are ill – casual or holiday absence is not granted. At Kings' School we have always stressed the importance of regular attendance and detailed monitoring systems involving Tutors, Head of Year, Home School Liaison and Attendance Officer are in place. Legislation requires that schools investigate thoroughly any suspected cases of unauthorised absence and report the results of these investigations to the appropriate authorities as required.

- Co-operation is therefore requested in restricting, as far as possible, dental and medical appointments to out of School hours.

- Please telephone, text, email or use parent coms to inform the school on each day of your child's absence with a reason for the absence. If your child has a prolonged illness, please telephone the school to alert us.

**Absence Line by 9.00 am:** 01962 861161 and leave a message on the dedicated line.

**Email:** [pupilabsence@kings-winchester.hants.sch.uk](mailto:pupilabsence@kings-winchester.hants.sch.uk)

**Text:** 01962 600028

**School Comms:** <http://schoolcomms.com/> - School Gateway

**Please note:** a parental note to confirm legitimate absence must be provided if you have used the absence line to inform the school. Other methods of communication need no further action from the parents.

- If a pupil is temporarily unfit for Physical Education a note must be brought from parent or guardian. However, they still must bring in their full PE kit.
- In cases of prolonged illness or disability a medical certificate from the doctor is required.

## School Emergency Closure Procedure

If the School has to close as a result of snow or other circumstances, an announcement will be made as early as possible on Local Radio. It will appear on the School's own website and on the Hampshire County Council website: <http://www.hants.gov.uk/education/schoolclosures/>.

If the school has any reason to close during a school day, pupils would be held safely in our care until transport arrangements could be made.

### Work for Pupils

In the event of a school closure pupils can keep up to date with work requirements via the school website. <http://www.kings-winchester.hants.sch.uk/pupils/online-learning/>.

## School uniform

All pupils attending Kings' School are required to wear the correct school uniform. The school uniform has been designed so that it is simple, clear, unequivocal and easily obtainable. There is a school uniform shop on the premises, run by the Office staff, where most items can be purchased at very competitive prices. The shop is open on Monday and Wednesday lunch times 12.15pm to 1.00pm, pupils only and Thursday 10.00am to 11.00am, parents only.

It is expected that all items of uniform marked with an asterisk \* must be purchased through the School Uniform shop.

### The Uniform is as follows:-

<b>Girls</b>	<b>Boys</b>
Blazer – Black with School Badge *	Blazer – Black with School Badge *
Charcoal grey box-pleated knee-length School skirt * Black trousers *	Black trousers *: should be straight legged (not skinny or tapered legs)
Plain Burgundy V-neck jumper with gold band * or badge *	Plain Burgundy V-neck jumper with gold band * or badge *
White shirt/blouse (not fitted) with conventional collar (Short sleeved shirts / blouses may be worn as summer wear)	White shirt with conventional collar (Short sleeved shirts may be worn as summer wear)
Burgundy School Tie with gold stripe *	Burgundy School Tie with gold stripe *
Apron	Apron
Plain Grey, Black or Natural tights	
Plain black, white, grey ankle socks. White socks may not be worn with trousers.	Plain black, grey ankle socks
Black flat shoes (boots, trainers, plimsolls, shoes with heels and ballet style pumps are not allowed)	Black 'sensible' shoes only (boots, trainers, plimsolls are not allowed)
Coats must be smart, of a single colour, with no slogans or large lettering or images and avoiding extremes of fashion. Leather or denim jackets should not be worn	Coats must be smart, of a single colour, with no slogans or large lettering or images and avoiding extremes of fashion. Leather or denim jackets should not be worn
School scarf * (no other is acceptable)	School scarf * (no other is acceptable)

- Boys' and girls' hair must be in an appropriate style for school and must not reflect any extremes of fashion and should not be dyed. Boys' hair must not be cut at less than Grade 3, must be off the collar and out of the eyes. Plain black hairbands only may be worn as a hair accessory for girls.
- Boys must be clean shaven.
- Lipstick, eye make-up and nail varnish are not allowed.
- Girls can only wear plain gold stud earrings in the earlobe. Boys must not wear earrings.
- Necklaces and chains must not be worn.
- One plain, simple ring is allowed, eg a Signet Ring.
- Non-religious bracelets and bangles etc are not allowed.
- Watches may be worn at the owner's risk and should be engraved with the pupil's name.
- Top buttons must be done up; shirts must be tucked in; skirts must not be "rolled".
- Ties must be worn with six gold stripes showing.
- School bags must be rucksack style, which distribute weight evenly and are waterproof. Pupils must not use handbag style bags. Carrier bags are not acceptable either for books or PE kit and must not be used.

**NOTE:**

All items of clothing etc. should be clearly marked with the pupil's name. Named items of lost property can usually be retrieved from Matron, but the school accepts no responsibility for lost property. After six months the school will dispose of any outstanding items of lost property. Valuables, large amounts of money, Ipods etc., must not be brought into school. Mobile telephones must not be used in school. Responsibility cannot be accepted by the governors or school for any items mislaid, lost or stolen.

## Kit for Physical Education

Please be aware that pupils must bring their full PE kit to all lessons even if they are excused with a note. Whilst they will not take part in the activity they will still contribute to the lesson in some way. They may bring additional Kings' sanctioned clothing to keep warm and dry.

During Physical Education lessons no jewellery may be worn and long hair must be tied back. A recommendation is that pupils should bring a bottle of water to every PE lesson. Those pupils who require an inhaler or Epi-pen must bring them to their PE lessons.

### Girls

\* Burgundy games shirt (reversible) with 6" white band on one side

White collared Polo Shirt (plain)

\* Burgundy games socks with white tops

White socks for indoor PE

\* Burgundy pleated PE skirt or skort

\* Burgundy shadow stripe shorts

\* Optional grey sweatshirt with School crest

Studded footwear (compulsory for winter field use)

Astro Boots (optional)

Non marking trainers

Plain black swimsuit

Swimming goggles/hat (optional)

Shinpads (hockey/football) compulsory

Plain black tracksuit bottoms for winter

Gum Shield (compulsory)

Black and gold Kings' splash top

### Boys

\* Burgundy games shirt (reversible) with 6" White band on one side

White collared Polo Shirt (plain)

\* Burgundy socks with White tops

White sports socks

\* Plain black shadow stripe shorts

\* Kings' badged rugby shorts

\* Optional grey sweatshirt with School crest

Studded footwear (compulsory for winter field use)

Astro Boots (optional)

Non marking trainers

Black swim trunks or swim shorts

Swimming goggles

Shinpads (hockey/football) compulsory

Plain black tracksuit bottoms for winter

Gum Shield (compulsory)

Black and gold Kings' splash top

## IT Rules

- I will only use my own login and password, and I will keep my password secret.
- I will only use the computer for school-related study.
- I am responsible for my files and understand that the school will check my files and monitor the sites I visit.
- I will only email people I know or my teacher has approved of.
- My emails will be polite and sensible.
- I will not give out any personal information in my emails, like my mobile number or address, or arrange to meet anyone I do not know.
- I will only enter sites on the internet that I have a teacher's permission to enter.
- I will not enter chat rooms or play internet games.
- I will not rearrange the hardware or install any software and download .exe files or games or try to load unauthorised software onto any school computer.
- I will not use social networking sites to post untrue information or comments about any other person.
- I will not send, access, display offensive messages or pictures or forward chain emails.
- I will not cyber bully or send bad, threatening or annoying language nor any language which might incite hatred against any ethnic, religious or other minority.
- I will not bring food or drink into the computer rooms.
- I will not connect a personal device to the Kings' wireless internet connection unless I am authorised to do so. Additionally I will not create a personal hotspot whilst on the school site.
- Memory sticks or other external storage devices must not be used.

**If I break any of these rules I know I may be stopped from using the school computers, or possibly, be excluded from school.**

## IT Code of Conduct

The code of conduct applies at all times and on all sites, in and out of school times, whilst using school equipment. Email and internet access will be provided for you to conduct research and enhance your learning opportunities, but only on the understanding that you agree to follow this code. This code is not intended to be exhaustive. You should use the school network and the internet in an appropriate and responsible manner at all times.

### You should:

- Be aware that information on an internet web site may be inaccurate or biased. Try to verify the information using other sources, if possible, before using it.
- Be careful what you say to others and how you say it whether using email or other online methods. Never give out your name, telephone number, address or any other personal information about yourself or others to strangers you write to or talk with on the network or the internet. Never arrange to meet strangers who approach you whilst you are on the computer; anyone can pretend to be someone else. Someone pretending to be your friend may not have your best interests at heart.
- Treat others as you would expect to be treated.
- Respect copyright and trademarks. You cannot use words and pictures that you see on an internet site without giving credit to the person who owns the site. You must not copy text or pictures from the internet and hand it in to teachers as your own work.
- Respect the rooms and the equipment and report any problems to a member of staff.

Always tell an adult if you ever see, hear or read anything which makes you feel uncomfortable while using the internet or email. You will not be blamed and your prompt action may protect others. This applies at home, in school or elsewhere. You can also use the CEOP button at the bottom of the Kings' School homepage to report any concerns directly to the police.

Please note failure to follow this code may result in loss of access and further disciplinary action, up to and including exclusion if appropriate. External agencies may be involved since certain activities may constitute a criminal offence. (1998 Data Protection Act and the Computer Misuse Act of 1990)

# Kings' School Marking

## Subject Work Scores

When work is marked by your teachers, generally you will receive a Subject Work Score which will provide you with an indication of how well you have done compared to expectations for your teaching group/class:

1. Work completed is highly successful for this class: it is accurate, detailed and effectively presented.
2. Work completed is of a good standard for this class: it is generally accurate and detailed with attention given to presentation.
3. Work completed has some strengths but does not satisfy all requirements and improvements can be made.
4. Work completed is well below the expected standard. Work produced at this level must be re-done by the pupil.

## Assessment Grades

In Years 7, 8 and 9, when a major assessment is completed and when reports are written, you will be awarded an Assessment Grade. These grades range from A to E and they suggest what you might achieve at GCSE level based on the work that you have produced:

- A. The standard of work completed at this stage is typical of a pupil who might obtain an A grade 7, 8 or 9 (previously a grade A/A\*).
- B. The standard of work completed at this stage is typical of a pupil who might obtain a grade 6 (previously a grade B).
- C. The standard of work completed at this stage is typical of a pupil who might obtain a grade 4 or 5 (previously a grade C).
- T. The standard of work completed at this stage is typical of a pupil who would need to make improvements in order to obtain a C grade at GCSE in Year 11.

Major assessments completed in Years 10 and 11 will generally be marked using GCSE/BTEC grades or scales. On reports in these years, you will receive grades from your teachers which predict your final performance in examination courses based on the work that you have produced.

# Attitude to Learning and Behaviour Scores

Scores for Attitude to Learning and Behaviour are awarded on a four point scale at each point that you receive a school report. The scores and descriptors appear on the school website and are given below.

## Attitude to Learning

1. The pupil is **keen/enthusiastic and interested in learning**. He/she is willing to work individually, in pairs or in a group. Opportunities are actively sought to extend learning independently. New challenges are welcomed; questions are asked as well as answered and pride is taken in work. The pupil does the best that he or she can and always completes homework to a high standard.
2. The pupil is **willing to learn**. He/she is able to work individually, in pairs or in a group. Teacher feedback/help is used to try to improve work. The pupil joins in with lesson activities and tries hard. Homework is completed and often to a high standard.
3. The pupil is **willing to improve with teacher guidance**. He/she is co-operative but sometimes not actively involved in the lesson. The pupil sometimes has to be guided to stay on task and concentrate fully and sometimes comes to lessons unprepared for learning. Homework is not always completed to an acceptable standard.
4. The pupil is **lacking enthusiasm or willingness** to try hard. He/she is unwilling to work co-operatively. The pupil often has to be guided to stay on task and is regularly without the right books and equipment in class. Homework is often not completed.

## Behaviour

1. The pupil is able to self-manage behaviour in all contexts and builds positive and effective relationships with staff and other pupils.
2. The pupil is able to self-manage behaviour in the majority of contexts and generally builds positive and effective relationships with staff and other pupils.
3. The pupil is generally able to self-manage behaviour in most contexts with the support and guidance of others. He or she can form positive and effective relationships with staff and other pupils.
4. The pupil is able to self-manage behaviour in a limited number of contexts and does require the support of others to develop positive working relationships.

## RECORD OF CREDITS

**The criteria for awarding credits are:**

- A piece of exceptional good work.
- A period of sustained good work.
- An example of exceptional effort.
- A significant period of consistent effort.
- An example of exceptional helpfulness.
- A record of consistent helpfulness.

### Awards At KS3

25 Credits	Bronze Kings' Award
50 Credits	Silver Kings' Award
100 Credits	Gold Kings' Award
150 Credits	Platinum Kings' Award
200 Credits	Laureate
250 Credits	Diadem
300 Credits	Corona

**Don't forget – you are collecting credits  
for you and your House!**

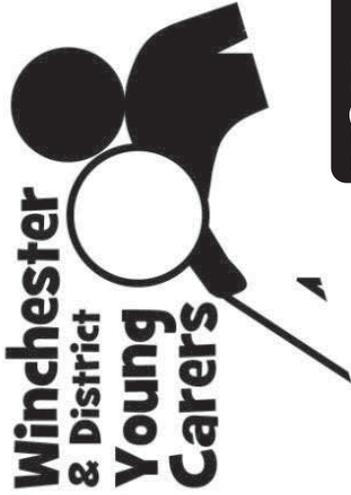
## 7 Habits

The Habits	How They Will Help You
<b>Habit 1: Be Proactive</b> Take responsibility for your life	Gain greater control of their lives and minds
<b>Habit 2: Begin with the End in Mind</b> Define your mission and goals in life	Improve relationships with family and friends
<b>Habit 3: Put First Things First</b> Prioritise, and do the most important things first	Increase self-confidence and self-esteem
<b>Habit 4: Think, Win-Win</b> Have an 'everyone can win' attitude	Make smarter decisions
<b>Habit 5: Seek First to Understand, Then to be Understood</b> Listen to people sincerely and communicate clearly	Define their values and what matters most to them
<b>Habit 6: Synergise</b> Work together to achieve more	Recognise and prioritise their goals
<b>Habit 7: Sharpen the Saw</b> Renew yourself regularly	Find balance between school, work, friends and everything else

### HABIT 3: Put First Things First

The more time you spend in Quadrant 2 the less time is needed rushing in Quadrant 1.

	URGENT	NOT URGENT
IMPORTANT	<p>I HAVE to do it, or something bad will happen.</p> <p>Exam tomorrow <input type="checkbox"/> Minutes</p> <p>Friend gets hurt</p> <p>Late for school <input type="checkbox"/> Minutes</p>	<p>Important to my life dreams and goals. <input type="checkbox"/></p> <p>Planning, goal setting <input type="checkbox"/> Minutes</p> <p>Exercise <input type="checkbox"/></p> <p>Relationships <input type="checkbox"/></p>
NOT IMPORTANT	<p>Seems urgent, but if I skipped it, nothing bad would happen.</p> <p>Unimportant texts <input type="checkbox"/></p> <p>Peer Pressure <input type="checkbox"/></p> <p>Other people's small problems <input type="checkbox"/> Minutes</p>	<p>Not terribly important. Not urgent either. Time-wasters.</p> <p>Excessive computer games <input type="checkbox"/></p> <p>Too much TV <input type="checkbox"/></p> <p>Endless phone calls <input type="checkbox"/> Minutes</p>



**Are YOU helping  
to LOOK AFTER  
someone in  
your family?**

**YOU may be a YOUNG CARER**

**Find out what's available for you**

**Visit**

Our Drop-in Group

Day: Mondays

Time: 12 noon - 12.50pm

Place: Connexions Room

**Talk to**

Your Head of Year/Tutor

or  
Alison Cross

Winchester Young Carers

Mob/txf 07876 071510

**Visit**

Our website

**wycp.org.uk**

# Bullying

## What is bullying?

It is behaviour by an individual or a group that is seen by you as an attempt to hurt, frighten, humiliate or threaten you or someone else, particularly if the behaviour is repeated or persistent.

### Bullying can be

**Physical:** hitting, pushing, taking someone's belongings.

**Verbal:** Name calling, insulting, racist or sexist remarks, threatening or demanding money.

**Indirect:** Spreading rumours, sending abusive text messages/emails, excluding someone from a group.

## How to react

Try to ignore bullies, walk away and do not let them see that you are upset. Don't give them the satisfaction of getting a reaction from you.

If you can, calmly stand up for yourself and ask them to stop their behaviour.

Try to stay with your friends and avoid being on your own.

## What to do next

Tell someone you trust. This could be a friend, someone at home or a teacher. Just talking to someone may help you to find a solution to the problem.

## What will happen if you tell a teacher?

The teacher will listen to you and offer support. The teacher can organise someone to talk to the person who is bullying you (if you agree) and hopefully stop the bullying.

## What to do if you see bullying

Comfort and support the victim.

Stay with the victim.

Tell someone e.g. a teacher, what you have seen.

Tell the victim to report the incident.

If you are in a group where one member is bullying, show that you disapprove, because by doing nothing you support the bully.

Bullies need help to overcome their problem so don't ignore bullying.

# Kings' School Business Enterprise and Employability

Here at Kings' our Business, Enterprise and Employability programmes provide a perfect platform for developing a 'positive approach'.

## Business Curriculum

The business curriculum is a core subject and accessible to all pupils at Kings' to help develop their understanding of the world of work and employability skills. The pupils learn about the world around them, developing an understanding of how and why businesses are created. Pupils are given a structured insight into the theoretical and practical dimensions of different organisations and the changing external environment in which they operate.

## Employability and Careers Event

PSHEE, careers and business themed activities take place where real life problems are addressed by pupils. They learn to grapple with complex, conflicting issues where compromise, empathy, thinking skills, team work and time management are key.

## Sustainable Business

Pupils are encouraged to form their own businesses. Each company has to develop their own business plan, open a bank account, manage finances, manage personnel and trade with real business partners to produce and / or source commercially viable products. Businesses have numerous opportunities to trade both within and outside school. Businesses pay 20% KAT (Kings' Added Tax) based on profitability, which supports the school's reward and recognition programme.

## Employability Skills within the Curriculum

Employability skills are embedded within the school curriculum. Our most recent Ofsted report commented "A real strength of the curriculum is the way the business and enterprise scheme is interwoven across all subjects". Our external business partners help translate theory into real life by offering pupils the opportunities to work on real projects.

## Community Links

Our pupils support a variety of community projects including: fund raising, music therapy, product development and education/business partnerships.

## Work experience

All of our Year 10 pupils participate in Work Experience. They find their own employer host and undertake a placement for up to two weeks. Placements help pupils develop an understanding of the world of work, employability skills and plans for the future.

# Careers Education, Advice and Guidance at Kings' School

## Pupil Entitlement Statement

Our ambition is to create a unique learning environment where young people thrive. In our core curriculum we offer a high quality delivery of business and enterprise skills alongside an extensive range of opportunities which promote employability, supported by a framework of independent careers advice and guidance. Our challenge is to produce a highly skilled and creative workforce which is flexible and sufficiently adaptable to move into forms of employment which have yet to emerge within our economy.

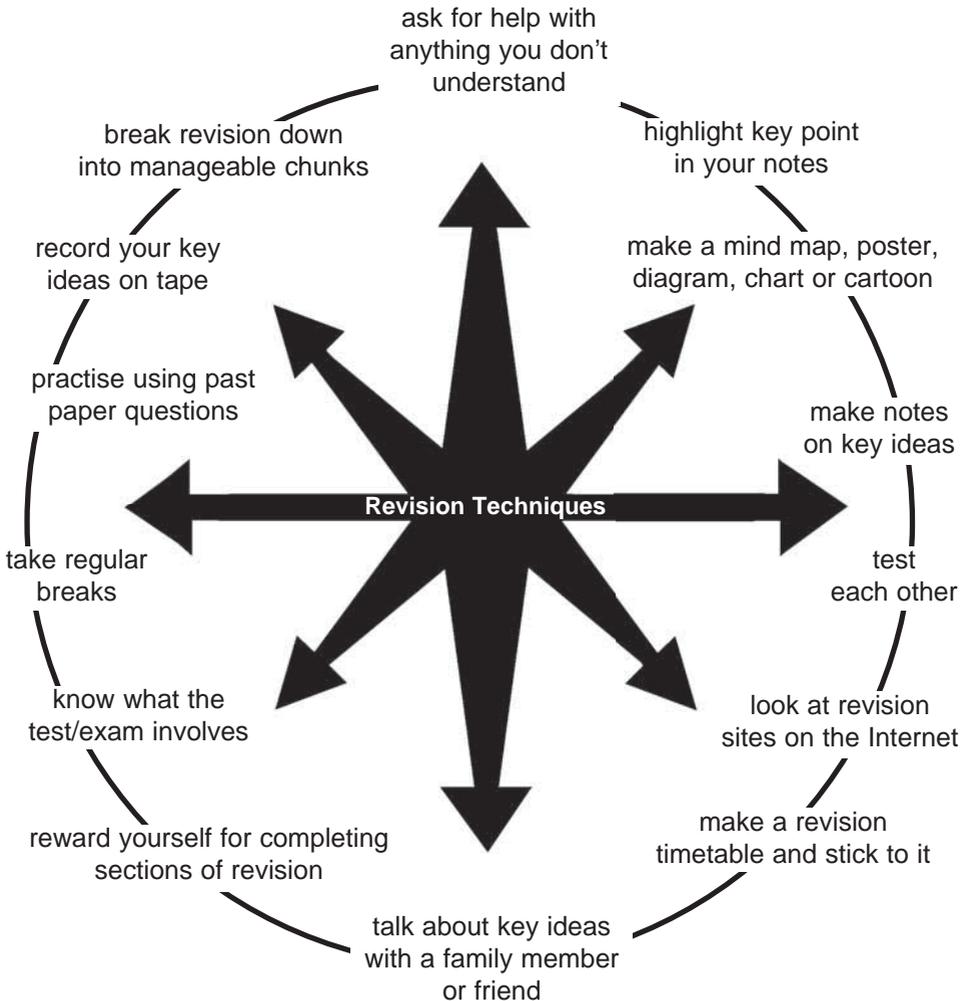
We will provide you with the opportunity to:

- Learn about careers and employability in an ever changing World of Work.
- Choose options relevant to **your** own career plan.
- Meet with a range of colleges, training providers and employers through our Careers Fayre, careers master classes and mentoring scheme.
- Have real work experience with employers including two weeks actual work experience with an employer that you choose.
- Take part in real enterprise situations.
- Start or join a real business and learn the skills needed to run a successful enterprise.
- Get involved in Community projects and volunteering opportunities to help others through fundraising or offering time and expertise.
- Develop independent thinking skills and employability skills for your future.
- Use the Careers Drop-In Tuesday lunch time for independent careers advice.
- Receive one to one impartial careers guidance from our specialist independent Careers and Employability Adviser.

The programme will be delivered by staff who are fully trained and have real business experience. They are committed to helping you to focus on your future aspirations by giving you the academic and employability skills needed to achieve your full potential and realise your future goals.

For further information or to arrange an interview please see  
**Mrs Turner or Miss Merritt**

# Exam Revision Techniques



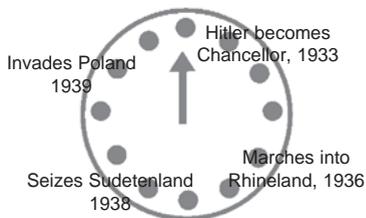
# Examples of Revision Techniques

## Word Games

- Create a tongue-twister to sum up key ideas from a topic:  
Macbeth murdered many men madly.
- Create a poem or story using phrases and ideas that need to be remembered.
- Use a mnemonic: **R**ichard **O**f **Y**ork **G**ave **B**attle **I**n **V**ain.
- Create a crossword puzzle of interlocking words you need to remember.

## Clock Sequences

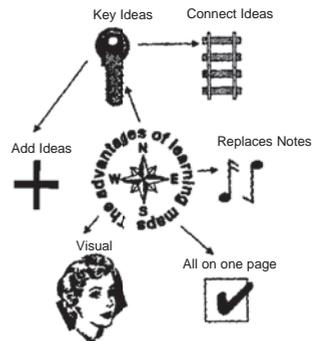
A clock face can help you sequence key ideas. Remember different topics as hours of the clock.



## Mind Maps

Create an illustrated poster summarising all the information you need.

- Start with a large piece of paper.
- Use a selection of words and diagrams.
- Use colour, shapes, symbols, pictures and cuttings to bring the information to life.
- Use lines and arrows to connect ideas.
- Stick the learning map to your wall/door - anywhere it can be seen easily and often.



## Exam Words

The Words below are used in exams. It is important to know what these words mean so that you can answer the question properly.

assess	Find the strong and weak points of the subject in the question
account for	give reasons for, explain
calculate	find the numerical answer to a problem
clarify	make simple, make clear
comment on	give your opinions on a subject
compare	look for similarities and differences
consider	take into account, give your thoughts about
contrast	find and explain the differences between
criticise	say what you think, giving evidence to support your opinions
define	give the exact meaning or definition
demonstrate	show how, using examples
describe	give a detailed account of
differentiate/ distinguish	give the differences between
discuss	describe the subject in detail
evaluate	say what you think on the subject, giving the good and bad points
explain	give the reasons for something
express	say in a different way, e.g. express as a fraction (Maths)
explore	investigate, look into
interpret	use your own words to make the meaning clear
justify	say why you think the answer is what it is and give reasons
outline	give the main features of; do not go into detail
prove	show that the answer is true by giving the steps needed to reach it
review	summarise the important facts or points
state	write the main points in a brief, clear way
suggest	using all that you have learned, say what the answer might be
summarise	bring together the main points

## Literacy Marking



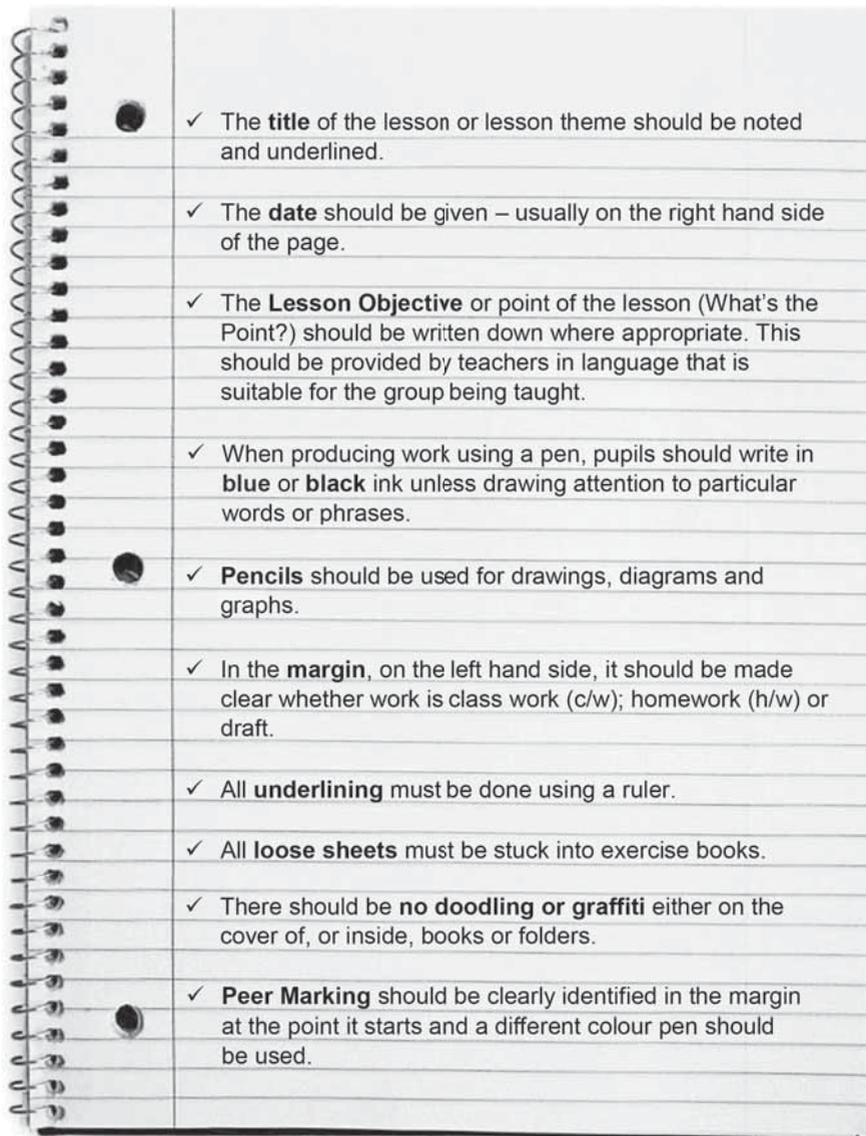
### *How to understand your teacher's marking*

<b>Sp</b>	Spelling error... the teacher may write the correct spelling for you to practise; you should then write it at the back of your homework diary. If your teacher thinks you should know how to spell the word, you will need to look the word up yourself.
<b>P</b>	Punctuation error... punctuation is missing or used incorrectly.
<b>CL</b>	Capital letter error... you have missed a capital letter or used it incorrectly.
<b>//</b>	New paragraph... this would be a good place to start a new paragraph.
<b>?</b>	This is confusing... please explain further.



## Presentation of Pupils' Work: Core Expectations

In order to ensure that our pupils present their work in a clear and well-organised manner in all lessons, they should adhere to the expectations below. This is the case whether pupils are working on paper or in books. A number of the expectations are also relevant when pupils are producing work electronically.



# Periodic Table of Elements

1 H HYDROGEN 1	2 He HELIUM 4	NON-METALS																																																																		
3 Li LITHIUM 7	4 Be BERYLLIUM 9	5 B BORON 11	6 C CARBON 12	7 N NITROGEN 14	8 O OXYGEN 16	9 F FLUORINE 19	10 Ne NEON 20	11 Na SODIUM 23	12 Mg MAGNESIUM 24	13 Al ALUMINUM 27	14 Si SILICON 28	15 P PHOSPHORUS 31	16 S SULFUR 32	17 Cl CHLORINE 35	18 Ar ARGON 40	19 K POTASSIUM 39	20 Ca CALCIUM 40	21 Sc SCANDIUM 45	22 Ti TITANIUM 48	23 V VANADIUM 51	24 Cr CHROMIUM 52	25 Mn MANGANESE 55	26 Fe IRON 56	27 Co COBALT 59	28 Ni NICKEL 59	29 Cu COPPER 64	30 Zn ZINC 65	31 Ga GALLIUM 70	32 Ge GERMANIUM 73	33 As ARSENIC 75	34 Se SELENIUM 79	35 Br BROMINE 80	36 Kr KRYPTON 84	37 Rb RUBIDIUM 85	38 Sr STRONTIUM 88	39 Y YTRBIUM 89	40 Zr ZIRCONIUM 91	41 Nb NIOBIUM 93	42 Mo MOLYBDENUM 96	43 Tc TECHNETIUM 98	44 Ru RUTHENIUM 101	45 Rh RHODIUM 103	46 Pd PALLADIUM 106	47 Ag SILVER 108	48 Cd CADMIUM 112	49 In INDIUM 115	50 Sn STANNUM 119	51 Sb ANTIMONY 122	52 Te TELLURIUM 128	53 I IODINE 127	54 Xe XENON 131	55 Cs CAESIUM 133	56 Ba BARIUM 137	57 La LANTHANUM 139	58 Ce CELIUM 140	59 Pr PRASEODYMIUM 141	60 Nd NEODYMIUM 144	61 Pm PROMETHIUM 145	62 Sm SAMARIUM 150	63 Eu EUROPIUM 152	64 Gd GADOLINIUM 157	65 Tb TERBIUM 159	66 Dy DYSPROSIUM 163	67 Ho HOLMIUM 165	68 Er ERBIUM 167	69 Tm THULIUM 169	70 Yb YTERBIUM 173	71 Lu LUTETIUM 175
79 Au GOLD 197	80 Hg MERCURY 201	81 Tl THALLIUM 204	82 Pb LEAD 207	83 Bi BISMUTH 209	84 Po POLONIUM 209	85 At ASTATINE 210	86 Rn RADON 222	87 Fr FRANCIUM 223	88 Ra RADIUM 226	89 Ac ACTINIUM 227	90 Th THORIUM 232	91 Pa PROCTORIUM 231	92 U URANIUM 238	93 Np NEPTUNIUM 237	94 Pu PLUTONIUM 244	95 Am AMERICIUM 243	96 Cm CURIUM 247	97 Bk BERKELIUM 247	98 Cf CALIFORNIUM 251	99 Es EINSTEINIUM 252	100 Fm FERMIUM 257	101 Md MENDELIUM 258	102 No NOBELIUM 259	103 Lr LAWRENCECIUM 262																																												
METALS																104 Uuo UNUNOCTIUM 294																																																				



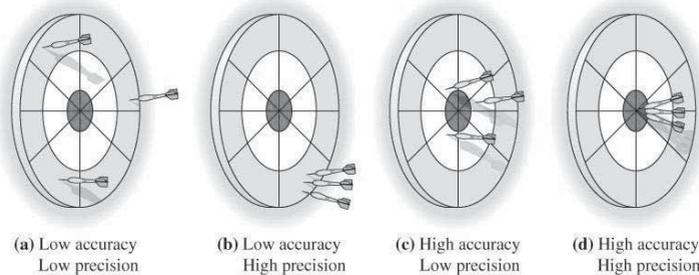
<b>KEY</b>
■ SOLID at room temp
◊ LIQUID at room temp
☼ GAS at room temp
☼ RADIOACTIVE
⚡ Artificially created

# Measurements

**Accuracy** A measurement is accurate if it is close to the true value.

**Precision** Precise measurements are ones where the repeated readings show very little spread about the mean value (ie. the repeats are very similar). However, it gives no indication of how close the results are to the true value. So you can have precise results but they may not be accurate:

0.3821
0.3872
0.3813



**True value** This is the value which would be obtained in an ideal measurement.



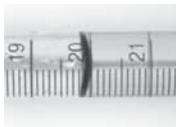
**Uncertainty** The interval within which the true value can be expected to lie with a given level of confidence:  
eg. the temperature is  $20^{\circ}\text{C} \pm 2^{\circ}\text{C}$  at a confidence of 95%.

**Repeatable** A measurement is repeatable if the **original person** repeats the investigation using the **same method** and equipment and obtains the **same results**.



**Reproducible** A measurement is reproducible if the investigation is repeated by **another person** or using **different equipment** or techniques and the **same results** are obtained.





## Errors



Measurement error - the difference between a measured value and the true value

Anomalies - these are values in a set of results which are **not** part of the variation caused by random uncertainty and **should not** be used to calculate the mean

Causes of error	Affect on readings	Source of error	How to reduce the effect of the error
Random	These cause readings to be spread around the true value due to results varying in an unpredictable way from one measurement to the next.	Random and cannot be corrected.	Take more measurements and calculate a new mean.
Systematic	These cause readings to differ from the true value by the same amount each time a result is taken.	<ul style="list-style-type: none"> <li>➢ Environment</li> <li>➢ Methods of observation</li> <li>➢ Equipment used</li> </ul>	Repeat using a different technique or equipment and compare the results.
	Zero errors are a type of systematic error which give false readings when the true value of a quantity should be zero.	Equipment used eg. if the needle/reading fails to return to zero.	Repeat using different equipment.

## Common Physics equations and units you need to know for the GCSE exams

Formula	Physics equations in words and units	Record when taught
$v = f \lambda$	Wave speed = frequency x wavelength $\text{m/s} = \text{Hz} \times \text{m}$	
$\rho = m / v$	Density = mass ÷ volume $\text{kg/m}^3 = \text{kg} \div \text{m}^3$	
$s = v t$	Distance = speed x time $\text{m} = \text{m/s} \times \text{s}$	
$a = \Delta v / t$	Acceleration = change in velocity ÷ time $\text{m/s}^2 = \text{m/s} \div \text{s}$	
$F = m a$	Resultant force = mass x acceleration $\text{N} = \text{kg} \times \text{m/s}^2$	
$p = m v$ Higher tier	Momentum = mass x velocity $\text{kg m/s} = \text{kg} \times \text{m/s}$	
$W = m g$	Weight = mass x gravitational field strength $\text{N} = \text{kg} \times \text{N/kg}$	
$F = k e$	Force applied to spring = spring constant x extension $\text{N} = \text{N/m} \times \text{m}$	
$M = F d$	Moment of a force = force x distance $\text{Nm} = \text{N} \times \text{m}$	
$P = F / A$	Pressure = force ÷ area $\text{N/m}^2 = \text{N} \div \text{m}^2$	
$E_w = F s$	Work done = force x distance $\text{J} = \text{N} \times \text{m}$	
$E_k = 1/2 m v^2$	Kinetic energy = 1/2 x mass x (speed) <sup>2</sup> $\text{J} = \text{kg} \times \text{m/s}^2$	
$E_p = m g h$	Gravitational potential = mass x gravity x height $\text{J} = \text{kg} \times \text{N/kg} \times \text{m}$	
$P = E / t$	Power = energy transferred ÷ time $\text{W} = \text{J} \div \text{s}$	
$P = E_w / t$	Power = work done ÷ time $\text{W} = \text{J} \div \text{s}$	
	Efficiency = useful output ÷ useful input $\frac{\text{energy}}{\text{energy}}$	
	Efficiency = useful power ÷ total power $\frac{\text{output}}{\text{input}}$	
$Q = I t$	Charge = current x time $\text{C} = \text{A} \times \text{s}$	
$V = I R$	Potential difference = current x resistance $\text{V} = \text{A} \times \Omega$	
$P = V I$	Power = potential difference x current $\text{W} = \text{V} \times \text{A}$	
$P = I^2 R$	Power = (current) <sup>2</sup> x resistance $\text{W} = \text{A} \times \Omega$	
$E = P t$	Electrical energy transferred = power x time $\text{J} = \text{W} \times \text{s}$	
$E = Q V$	Electrical energy transferred = charge x potential difference $\text{J} = \text{C} \times \text{V}$	

# Useful Phone Numbers

**Childline** (24 hrs)

0800 11 11

**NSPCC** - Child Protection Helpline

0800 800 500

**Children & Cancer**

0207 696 9003

**Crime Victims** - Victims Support

0845 303 0900

**Crimestoppers** - Crime Prevention

0800 555 111

**Drinkline**

0800 917 82 82

**Drugs** - National Drugs Helpline

0800 776 600

**Family Gingerbread**

(support & advice for lone parents)

0207 4889 300

**GamCare** - National association for Gambling Care (10am -10pm)

0845 6000 133

**Homelessness** - Sheltering (24 hrs)

0808 800 4444

**Missing Persons** - Message Home  
(left home, run away, send a confidential message)

0800 700 740

**National Missing Persons** - Parents Helpline

0500 700 740

**Rape Crisis Federation**

0115 934 8474

**Samaritans** (24 hrs)

08457 90 90 90

**Smoking** - Quitline

0800 00 22 00

**Eating Disorder Association** 9am 6.30pm -  
adults 4pm - 6pm weekdays - children (both  
weekdays only)

01 603 621 414

01 603 765 050

**Kidscape** - Keeping safe, bullying and how to  
deal with it.

0207 730 3300

**Youth Access** - Discuss problems confidentially  
and put you in touch with someone locally

0208 772 9900

**Stonewall** - LGBTQ+

0207 593 1850

**Youngminds.org.uk**

0808 802 5544

**Kings' School, Winchester**

Romsey Road, Winchester, Hampshire, SO22 5PN

**Tel:** (01962) 861 161

**Email:** [kings.school@kings-winchester.hants.sch.uk](mailto:kings.school@kings-winchester.hants.sch.uk)

[www.kings-winchester.hants.sch.uk](http://www.kings-winchester.hants.sch.uk)