

Question	Response
<b>Assessment</b>	
Could parents be informed when their child moves up or down a set- perhaps by a sticker on the planner ?	A good suggestion- thank you. I will look into what this may look like.
What are required levels for science/maths in order to do triple science GCSE option?	Students need to be working at a grade 6 in Science and be in Set 1 or Set 2 for Maths in order to be eligible to study triple science. There may be some exceptions to this which we will consider on a case-by-case basis.
Progression? I would like more information , than in the biannual reports about progression- like the flight path in Y10. This would be more helpful from the beginning of their school life. Could targets be set from Y7?	Yes I agree. We are looking at developing a flight path for KS3 from September that will go into their planners.
Please let us know when assessments are scheduled so that we can help with home support. K54	From September I will place the assessment calendar on the website for parents to refer to. At present there is information referring to exam board following this link: <a href="http://www.teddingtonschool.org/Examinations">http://www.teddingtonschool.org/Examinations</a>
Is it possible to publish homework marks? Either- for our child/for the whole year/class? (Y7)	Every student will have either comments from staff or a more summative Directed Improvement Task sheet in their books or on their computer drive (- for subjects which don't use books.) This indicates whether or not they are making less than expected, or more than expected progress. Here is a link to the homework policy. <a href="http://fluencycontent2-schoolwebsite.netdna-ssl.com/FileCluster/Teddington/MainFolder/Teddington-School-Homework-Marking--Assessment-Policy-2016.pdf">http://fluencycontent2-schoolwebsite.netdna-ssl.com/FileCluster/Teddington/MainFolder/Teddington-School-Homework-Marking--Assessment-Policy-2016.pdf</a>
Please can the setting up of homework reflect the actual school policy? There is less homework than should be set according to school policy. It is inconsistent.	Thank you for letting me know. I have appointed a member of the Senior Leadership team to complete a homework audit in the Summer term and I will ensure we are more consistent from now until the end of this academic year. I am going to be reviewing our homework policy over the Summer term to develop a new approach in September.
<b>Behaviour</b>	
Where can year 7 go for lunch? They feel quite vulnerable/older pupils tell them to move	We have opened up the theatre exclusively for years 7 and 8 students to have lunch. However, as we move into warmer weather students will be encouraged to go outside to eat and Years 7 and 8 will have their own designated area outside.
Children have to sit down at lunchtime, apparently there are not enough seats. Will more be provided?	Yes absolutely, I am looking at the space and how it can best be used. We have some new tables and chairs on order for the area just behind the restaurant.
Anecdotal evidence is of disruptive classes in mixed ability: how do the teachers propose to deal with this behaviour?	The focus for teachers this next half term will be differentiation, so tasks set in lessons challenge the more able while also supporting weaker students- which will help to promote good behaviour for learning in the classroom. Moreover, we are introducing a rigorous behaviour process that will be shared with staff on the 19th February.
<b>Leadership and management</b>	
To help parents save money (via tax relief), could you look into accepting child care vouchers?	As a secondary school, Teddington School does not qualify as a registered or approved childcare provider. Vouchers can be used for activities that occur out of school hours and on school premises, providing the activity is run by an approved childcare provider. Registered childcare providers include the following; <ul style="list-style-type: none"> <li>• Day nursery</li> <li>• Nursery School</li> <li>• Child-minder</li> <li>• Playgroup/Crèche</li> <li>• Pre-School</li> <li>• Holiday scheme</li> <li>• Nanny/ Au pair</li> <li>• Out of school club</li> <li>• Holiday play scheme</li> </ul>
I find the new system of reports so disappointing. With my older children I had proper feedback on how they had done. Now the information is minimal. Why?	It is my plan to review reports ready for September.
Would love more time for art lessons- is that likely to change?	Yes in September the number of art lessons will increase in year 7 and I am having a further curriculum review in the Summer term for the academic year Sept 2019.
Ms Foley stressed the value of evidence-based approaches, is this the approach of other departments?	Other departments are also encouraging this. The new GCSEs require a greater amount of further reading from students outside the classroom.
There are many scientist parents who may be willing to help. How can we volunteer? Has NPL been approached?	That is really good to know and we wholeheartedly welcome parent expertise whenever offered. I will discuss with the Head of Science about the best way to utilise parent input.
Has the school been recruiting (Jan) for September as in September this year there was a real shortage of science teachers/cover teachers needed (have lessons been learnt from last year)?	Yes we are in the process of recruitment and we were trying to recruit well before January. There is a national shortage and we are looking at the best ways to recruit good teachers and going beyond the advert. Where we have to use agencies we are trying to make sure they talent match with our school.
Are the House names set in stone? No one seems to like them and the fact there are 3 Ps is problematic	They are set for the present time. The student body has come up with them and consulted a small group of representatives from each year group to help make the decision.
<b>Teaching and learning</b>	
Are you planning to introduce any tech tools/apps i.e. Edmodo to improve parent monitoring, support, communication?	We currently have Firefly as a means of communication, however it is not being used to its full capacity at present. I am looking into the possibility of an app that could be downloaded onto parents phones. We are currently researching the best provider at present.
Could we please have science K54 scheme of work to support own children at home	On the school's website there is a useful link under Key Stage 4 that may be of help. <a href="http://www.aqa.org.uk/subjects/science/gcse">http://www.aqa.org.uk/subjects/science/gcse</a>
In year 7, peer mentoring is not that constructive- perhaps they need some guidance in how to do this, teacher feedback would be preferable	I will give this feedback this to the Head of Year- thank you.
Year 11 had great revision lessons, could this be extended to the lower school KS3?	This is something that we would like to consider from September. We have just appointed a KS3 co-ordinator from Easter that would be keen to develop this from September.
Please can you publish the texts that students use in class so that parents may purchase the texts for home	Yes of course, that is a great idea. I will make that available as soon as possible.

Can you please explain the thinking behind mixed ability teaching? I can't see how it benefits anyone	<p>Here is some of the positive research behind mixed ability teaching.</p> <ol style="list-style-type: none"> <li>1 There are fewer 'sink' groups in schools.</li> <li>2 Different teaching styles are opened up which move away from purely didactic methods.</li> <li>3 There is potentially less negative labelling of students.</li> <li>4 Teachers have contact with a wide range of students.</li> <li>5 Delivering to a mixed ability intake encourages diagnostic teaching.</li> <li>6 Students with challenging behaviour are 'diluted' through the school.</li> <li>7 There is a wide social mix in classrooms.</li> <li>8 Boosts students' self-esteem and motivation if they would otherwise be in lower sets.</li> <li>9 Promotes equality of opportunity and outcome.</li> <li>10 Mutual respect, support, understanding and tolerance are developed between students.</li> <li>11 The classroom reflects the social mix of the world outside school.</li> <li>12 Teachers develop new teaching skills.</li> <li>13 Competition is replaced by co-operation.</li> <li>14 The pastoral aspects of schooling take on increasing significance.</li> <li>15 The errors of selection are avoided (e.g. where students are incorrectly assigned to bands, streams or tracks).</li> </ol>
The recent sessions for Year 11 on revision techniques were so good: I can see an improvement in my Year 11 child's approach, it would be so beneficial for younger students to have these ideas and be able to use them through year 10. My older children always struggled to identify how to revise. These workshops would give students the tools they need and the school would give them a great start in techniques which would help through GCSE/ A level and beyond. Can this be implemented for younger year groups?	Yes I would like the same sessions to be given to all year groups from September.
Cannot see evidence in my child's science book of knowledge, consolidation or evidence that the teacher is ensuring that their knowledge is secure before moving on. If they score poorly in checkout tests how can they seek help to rectify this?	At the end of a topic, or on a half-termly basis, all classes follow a three-stage process of revision/assessment/intervention, with a lesson dedicated to each stage. In the intervention lesson, teachers focus on filling in any gaps in knowledge that have been identified from the assessment results. Students also receive a directed improvement task from their teacher on a half-termly basis which they are expected to complete to secure their knowledge. Often time is allocated to them to complete this in class or it may be set as a homework. Additionally, all students have logins to Doodle where they can find powerpoints and quizzes on every part of the specification.
My son (Y11) tells me he is being taught by a supply- who is not a science teacher and is given handouts by other staff. Surely, in Y11, this is crazy for such an important year	I have been strategising and re-timetabling around this issue and will be moving the most experienced teachers to the exam classes. This will start after half term.
Why did all Y11 students sit the higher exam in science?	Not all students sat the Higher paper, some students sat the Foundation paper. This year is the first year of the new specification and new grading structure and we do not therefore have past papers to help us assess the level of difficulty of each tier. We therefore gave more students the opportunity to sit the Higher paper in order not to limit their attainment. Part of the purpose of having the mocks is to identify which tier is right for each student. Fortunately we were able to use a set of specimen exam papers released from AQA in November for our mocks so we finally had some more visibility on the variance between the two tiers. These papers were only released once our mocks had started so there was insufficient time to review them before we had to use them. There will be a second set of mocks the week before the Easter holidays so we will be able to use the knowledge we have gained from the first set to inform our judgement regarding the paper that each student sits.
In the science talk, you mentioned Saturday science help. I do not know anything about this	The Saturday dates are 9am-12pm on 24th Feb; 17th March and 21st April.
Can students join or drop out of triple science once they have been assigned in year 9?	As one of the triple sciences is an option and taught with other options at the same time it is not impossible, but it would be difficult.
How could students be more motivated using online resources?	On the school's website there are some useful links to online resources that students could be using. Staff and tutors do encourage students to access these regularly.
If there is a shortage of good science teachers, rather than a class miss out, could they not merge 2 classes (open up doors/in hall) with 1 really good science teacher and a couple of TAs?	Yes and this is part of our strategic planning.
How can you better offer a more equal teaching experience across parallel classes within a year group?	The Head of Department is responsible for the quality assurance across the department and ensuring the teaching experience and daily diet of students is engaging them in lessons.
What systems do you have in place to ensure that all students across the year have access to the same standard of class notes, class materials and independent learning resources?	As above.
What specific support has been put in place to challenge, stretch and support high achievers?	This has been our focus for this half term. We have been training staff on 'thinking hard' strategies for students and will continue with the stretch and challenge focus this half term as part of the continued work around differentiation.
Will science be mixed ability classes in KS4 (as KS3 now)?	Triple Science will be set. The combined science classes at KS4 will be mixed ability.
Will there be information on the GCSE point system, how many points do each subject count or does that not exist?	This is the new points system. English and Maths are double weighted.
Is it compulsory for students to do at least one modern language for GCSEs?	No
With PE GCSE, what is the difference between BTEC and GCSE?	BTEC courses have a combination of coursework and an online exam rather than a large exam at the end of the two years.
How is homework differentiated between pupils with differing abilities?	Homework should be differentiated for different ability levels depending on the type of homework set. This differentiation will be one of the things quality assured via the homework audit that will take place in the Summer term.
Which, if any, subjects will be taught in streamed sets?	At the moment Maths is set and Science is set to a degree in KS4.
How much homework would each year group do on a weekly basis?	Here is a link to the homework policy for you. <a href="http://fluencycontent2-schoolwebsite.netdna-ssl.com/FileCluster/Teddington/MainFolder/Teddington-School-Homework-Marking-Assessment-Policy-2016.pdf">http://fluencycontent2-schoolwebsite.netdna-ssl.com/FileCluster/Teddington/MainFolder/Teddington-School-Homework-Marking-Assessment-Policy-2016.pdf</a>
Will maths continue to be taught in streamed sets?	Yes
Is there a recommended number of GCSE subjects students should take?	Every school differs according to the context and clientele. We have been advised to limit our choices from 10 to 9 due to the demand of the new GCSEs and the increase in the number of examinations at the end of year 11.
Do they need to take a modern language for GCSE to get a university entry?	In theory no- however that does depend on the course and the University. I suggest that looking on the University websites is essential. Year 9 will also have some further support from our Careers advisors on this exact topic.
Previously triple science was taught in sets, why move away and how do teachers deal with the challenge of mixed ability to accommodate those at the lower end and those who need to excel?	Triple science was not taught in sets previously. Those who had opted for triple science were in groups with other triple science students. These groups take place at different times across the week and thus have never been able to be set, which remains the case now. The change from last year is that when all students in a year group have science, the triple science groups remain as the same group for all of their science lessons. This was not previously the case.

GCSE grade	2017 and 2016 Points
G	1.00
F	1.50
E	2.00
D	3.00
C	4.00
B	5.50
A	7.00
A*	8.50

Is there a science teacher shortage or a specialist/good science teacher shortage?	Yes. There is a science teacher shortage nationally so it is a challenge to find and recruit good science teachers, but we are doing everything we can to appoint talent.
What is the ratio of girls in triple science and how do they promote to girls?	45 out of 108 initial option choices are girls. They promote triple science in exactly the same way as they do boys – through lesson content.
I thought we were going to get a login to firefly to see an overview, will that happen?	This is something we do not offer. The current system involves “over the shoulder” access by parents via students user log in.
Why did the work experience stop?	I believe this was because of a lack of placements. A lot of schools have stopped work experience because of the onerous health and safety rules preventing businesses wanting to take on student placements.
What is the policy for catching up after being ill? My daughter is unable to do homework given and no help.	I would expect the teacher to support the student to catch up with the work missed.
Why is there not more sport? Only 4 rugby fixtures!	There have been a lot of rugby fixture this half term. I have attached the list below for your reference.
What structure will science homework take, for example with maths we know 2x 40 mins	Attached is the link to the homework timetable from the website. <a href="http://www.teddingtonschool.org/Homework">http://www.teddingtonschool.org/Homework</a>
Would you consider starting GCSE courses/choices in Y9, like other schools are starting to do?	This is something that I would like to address as part of the curriculum working group that I am going to start in the Summer term.
Languages- How can parents find out what is the syllabus? Is there a textbook or digital equivalent, so that we can support their learning?	This is a useful link from the school's website. <a href="http://www.teddingtonschool.org/curriculum-Languages">http://www.teddingtonschool.org/curriculum-Languages</a>
How do we find out about science club? (Y7)	It is on Tuesday lunchtime, 12.45-13.25 in Lab 2.
We have a son in Y7, we don't get much back. How do we tell whats going on?	Please do contact his tutor initially who can give you more details.
How do we know what clubs are available? (Y7)	Here is a link to the school's website. <a href="http://fluencycontent2-schoolwebsite.netdna-ssl.com/FileCluster/Teddington/MainFolder/extra-curricular/2017/Extra-Curricular-Activities-Autumn-2017-1.pdf">http://fluencycontent2-schoolwebsite.netdna-ssl.com/FileCluster/Teddington/MainFolder/extra-curricular/2017/Extra-Curricular-Activities-Autumn-2017-1.pdf</a>
My Y8 child is unhappy this year in his classes and feels teachers are unfriendly. How can you help?	Please do contact his tutor in the first instance and then if necessary his head of Year.
I was surprised the Python programming task was installed so quickly. Will this be expanded further as it is a very useful skill?	There is a short introduction unit in year 8, they will further their work on python in year 9 in preparation for GCSE work.

Up to mid December we have competed across 6 team sports fielding some 17 teams and playing 75 fixtures. That's without including the Borough and Middlesex Cross Country teams, the Girls and Boys Hockey teams and the senior indoor cricket.

We offer a variety of non-competitive sports as well during the term so other practice sessions will also have been running at the same time as these.

#### Rugby fixtures

Rugby Union		Time/Date	Team	Venue	Opponent	Result	Type
14:30 Tue	19-Sep-17	Boys U12 Year 7	Neutral	Borough Festival	See report : -	Festival	
14:30 Tue	19-Sep-17	Boys U12 Year 7	Neutral	Park School	Lost : 10 - 20	Festival	
14:30 Tue	19-Sep-17	Boys U12 Year 7	Neutral	Richmond Park Academy	Won : 25 - 0	Festival	
14:30 Tue	19-Sep-17	Boys U12 Year 7	Neutral	Christ's School	Won : 10 - 0	Festival	
16:00 Thu	21-Sep-17	Boys U14 Year 9	Home	Christ's School	Lost : 29 - 50	League	
16:00 Fri	22-Sep-17	Boys U15 Year 10	Home	Christ's School	Won : 36 - 17	League	
16:00 Tue	26-Sep-17	Boys U12 Year 7	Home	Twickenham Academy	Won : 70 - 0	League	
16:00 Thu	28-Sep-17	Boys U14 Year 9	Away	Uxbridge High School	Won : 55 - 0	County Plate - Round 1 SOCS	
tbc Sat	30-Sep-17	Boys U16 Year 11	Neutral	bye	w/o : -	County Plate - Round 1 SOCS	
tbc Sat	30-Sep-17	Boys U15 Year 10	Neutral	bye	w/o : -	County Plate - Round 1 SOCS	
16:00 Tue	03-Oct-17	Boys U15 Year 10	Away	Orleans Park School	Lost : 0 - 45	League	
16:00 Tue	03-Oct-17	Boys U12 Year 7	Home	Turing House	Won : 85 - 5	League	
15:45 Wed	04-Oct-17	Boys U13 Year 8	Home	Christ's School	Lost : 10 - 40	League	
16:00 Thu	05-Oct-17	Boys U14 Year 9	Away	Orleans Park School	Won : 39 - 27	League	
16:00 Thu	05-Oct-17	Boys U12 Year 7	Home	Gunnerybury Catholic School	Won : 20 - 15	SOCS County Preliminary Round	
15:45 Mon	09-Oct-17	Boys U13 Year 8	Home	Turing House St	Lost : 0 - 50	League	
16:00 Tue	10-Oct-17	Boys U12 Year 7	Home	Richard Reynolds Catholic College St	Draw : 25 - 25	League	
16:00 Mon	16-Oct-17	Boys U15 Year 10	Away	Richard Reynolds Catholic College Twyford	w/d : -	League	
16:00 Tue	17-Oct-17	Boys U14 Year 9	Home	CoE High School Cardinal	w/o : -	County Plate - Quarter-Final SOCS	
15:30 Thu	19-Oct-17	Boys U13 Year 8	Home	Vaughan Memorial School	Won : 22 - 17	County Preliminary Round	
16:00 Mon	23-Oct-17	Boys U13 Year 8	Away	Twickenham Academy St	Canc : -	League	
15:30 Wed	25-Oct-17	Boys U13 Year 8	Home	Richard Reynolds Catholic College	Canc : -	League	
14:30 Thu	02-Nov-17	Boys U16 Year 11	Away	Isleworth and Syon Boys' School	w/d : -	SOCS County Plate - Quarter-Final	

15:30 Fri		<b>Boys U13 Year 8</b>	03-Nov-17	Home	Orleans Park School	<b>Lost</b> : 5 - 45	League
15:00 Thu		<b>Boys U14 Year 9</b>	23-Nov-17	Home	Fulham Boys School	<b>Lost</b> : 0 - 60	County Cup Semi-Final
09:15 Mon		<b>Boys U13 Year 8</b>	27-Nov-17	Neutral	Middlesex Festival Finals	<b>Lost</b> : 0 - 0	County
11:20 Mon		<b>Boys U13 Year 8</b>	27-Nov-17	Neutral	The Haberdashers' Aske's Boys' School	<b>Lost</b> : 5 - 15	SOCS - Group Match
10:20 Mon		<b>Boys U13 Year 8</b>	27-Nov-17	Neutral	Ark Burlington Danes Academy	<b>Won</b> : 25 - 0	SOCS - Group Match
tbc Mon		<b>Boys U13 Year 8</b>	27-Nov-17	Neutral	Latymer Upper School	<b>Lost</b> : 0 - 15	SOCS - Group Match
tbc Mon		<b>Boys U13 Year 8</b>	27-Nov-17	Neutral	Fulham College Boys' School	<b>Won</b> : 20 - 5	SOCS - Group Match
11:00 Mon		<b>Boys U13 Year 8</b>	27-Nov-17	Neutral	St James Senior Boys' School	<b>Won</b> : 15 - 0	SOCS - Group Match
tbc Mon		<b>Boys U13 Year 8</b>	27-Nov-17	Neutral	St Benedict's School, Ealing	<b>Draw</b> : 20 - 20	SOCS - Group Match
11:00 Wed		<b>Boys U12 Year 7</b>	29-Nov-17	Neutral	Fulham College Boys' School	<b>Won</b> : 20 - 10	SOCS - Group Match
11:40 Wed		<b>Boys U12 Year 7</b>	29-Nov-17	Neutral	Cardinal Vaughan Memorial School	<b>Draw</b> : 15 - 15	SOCS - Group Match
14:20 Wed		<b>Boys U12 Year 7</b>	29-Nov-17	Neutral	The Haberdashers' Aske's Boys' School	<b>Lost</b> : 0 - 15	SOCS - Plate
12:40 Wed		<b>Boys U12 Year 7</b>	29-Nov-17	Neutral	The Cardinal Wiseman School	<b>Lost</b> : 5 - 15	SOCS - Plate
13:40 Wed		<b>Boys U12 Year 7</b>	29-Nov-17	Neutral	Court Grey School	<b>Lost</b> : 5 - 25	SOCS - Plate
10:00 Wed		<b>Boys U12 Year 7</b>	29-Nov-17	Neutral	Hampton School	<b>Lost</b> : 5 - 15	SOCS - Group Match
15:30 Thu		<b>Boys U14 Year 9</b>	30-Nov-17	Home	St Richard Reynolds Catholic College Richmond	<b>Lost</b> : 12 - 24	League
13:30 Fri		<b>Year 8 Girls U13A</b>	01-Dec-17	Away	Borough Tournament	<b>See report</b> : -	Tournament