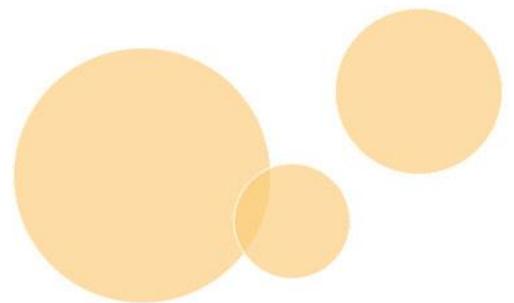




LANDAU
FORTE
COLLEGE
DERBY

LANDAU FORTE COLLEGE YEAR 7 CURRICULUM & ASSESSMENT

Guidelines for parents/carers to support your child's learning and progress



YEAR 7 CURRICULUM AND ASSESSMENT GUIDELINES FOR PARENTS

The curriculum we have designed for all students at the College aims to engage them as active learners. Your child will experience some things for the first time whilst other aspects of their learning may be more familiar to them.

The curriculum is subject based, incorporating at its core: English, Mathematics, Science and Technology (including ICT). Breadth and balance is provided through learning in the Humanities (History, Geography and Religious Education), Modern Foreign Languages (Spanish and German), Performing Arts (Music, Dance and Drama), Art & Design and Physical Education & Sport.

The curriculum is also integrated; there are modules of learning where some or all subject areas deliver a common focus or theme.

Underpinning the curriculum is the development of your child as an independent learner. It is our ambition they as learners will be engaged, committed and curious. Just as important as what they learn is how they learn. It is these skills which, when developed, become habits that students take with them to different contexts of learning and ultimately when they leave the 'school' environment and move onto further education or employment.

The Personal Tutor

The Personal Tutor is an important person in the College life of your child. It is the Personal Tutor who will get to know your child well, support your child's learning and be your first point of contact with the College.

You are invited to contact your child's Personal Tutor at any time, but please be aware that he/she is likely to be teaching and it may be necessary to arrange a mutually agreeable time to meet. Should you contact by telephone your call will be returned. Should you contact by Personal Organiser then a reply will be placed in the Personal Organiser. Contact with your child's Personal Tutor can also be arranged by e-mail.

Homework

Learning Tutors will require students to complete homework outside of normal learning time. These extended learning opportunities can take various forms – from groups of students set a problem solving challenge to specific tasks for individuals. You can support through show my homework. This is a simple online homework calendar showing information, deadlines and attachments for students. Homework may be different for individual students. Homework can be completed:

- During Tutor Time
- Up until 4.45pm in College providing they have your permission to be in College and the Learning Tutor's approval.
- During breaks in the day.
- At home.

Homework aims to encourage personal development, organisational skills and supports children in becoming independent learners. Should you be unsure about the amount or the frequency of extension then please contact your child's Personal Tutor.

YEAR 7 CURRICULUM AND ASSESSMENT GUIDELINES FOR PARENTS

Assessment and Reports

Parents/carers will receive three reports each year and you will be invited to discuss your child's learning and progress with their Personal Tutor for a consultation twice during the year. Details of consultations will be communicated via the Personal Tutor and can be found on the College website. Once students enter into Year 8 both parents and students will attend a parents evening where you will meet your child's learning tutors.

Students will be set targets for current performance based on a 1 – 9 grading scale (with 1 being at the lower end of the scale and 9 being the highest). Progress indicators will be given to show the students' performance within the given grade. These indicators can be lower than (<), equals to (=) or higher than (>). For example if the student was working towards a target of 3 and their performance was at 3- or 3 the progress indicator would be “=” . If the student was working towards a target of 3+ and their performance was at 3- their progress indicator would be “<”.

Enrichment

Learning is extended beyond what is considered to be the 'normal curriculum' time in the many Enrichment activities that take place at the College. From 3:30pm onwards, there is a range of activities available and we encourage all of our students to participate in something. A schedule is produced each term and is available for parents/carers to view on the College website: www.landau-forte.org.uk .

As your child continues their learning here at Landau Forte College, your support for their learning as their Parents/Carers is crucial. Continued in the information that follows are sections which show clearly how you can help support your child's learning and progress. We hope you find this information useful, if there is anything further you would like to know please do not hesitate to contact your child's Personal Tutor at the College.

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ENGLISH

Curriculum

The English curriculum develops the skills of spoken language, reading and writing.

Students will study a range of fiction and non-fiction texts, learning about different conventions and stylistic features in order to produce various written texts of their own. Learning tutors will regularly monitor each student's oral contributions to group or class discussion. Silent reading and group reading sessions are an integral part of the English curriculum. Students are expected to bring their own reading book to every session. They are also encouraged to complete realistic amounts of extension activities outside of learning sessions.

Assessment

Student Guides are distributed at the start of each module, enabling individuals to approach their learning with a degree of independence. We have recently launched a new student guide which encourages students to actively reflect on their learning and review their own progress within the term. These are retained by the student and should be completed regularly as work progresses. Work in progress takes place in exercise books, with some selected assessment tasks completed on paper for formal assessment. The nature of assessment is varied throughout each year, to allow a variety of assessment focuses to be addressed. Students are regularly encouraged to reflect on their own achievements, setting appropriate targets for further progress.

The Student Guides are designed to be revisited throughout the term to allow students time to reflect and independently revisit their targets with the support of their learning tutor. Student Guides are retained in the student's exercise books to provide evidence of their achievements as part of their learning journey. Students will receive feedback stickers from their learning tutors each term and be given the opportunity to amend their work and address their areas of development, with the assistance of materials on the challenge wall.

How you can help your child

- Be positive about reading: take the time to read with your child and encourage them to read out loud.
- If they are not already a member of your local library, join up and try to visit the library regularly.
- Ask your child about their progress on the Accelerated Reader scheme.
- Prompt your child to read more challenging books, both fiction and non-fiction.
- Test your child on the keywords from their Student Guide each term.
- Ask them to share their wise words (spellings) and reading logs with you regularly.
- Encourage your child to write at home for a range of purposes. For example, they could send e-mails or letters to members of the family.
- Encourage your child to access the literacy section of the College website (this can be found under parents/carers).

MATHEMATICS

Curriculum

Year 7 students will experience a variety of approaches in Mathematics; from practical, investigative work and problem solving to the regular practice of mathematical techniques. With tutor guidance, all students are encouraged to develop their learning experience through target setting and evaluation.

The Mathematical topics studied in Year 7 include basic number skills, algebra, probability, area, symmetry, angles and tessellation. Problem solving and investigative skills are developed through practical based activities such as working through different strategies for mathematical games, designing a tile to generate a mosaic pattern and investigating word lengths in newspapers.

The students have regular access to ICT, including interactive websites on the Internet, Logo and Autograph. They will also use the College's VLE (Virtual Learning Environment) which all students have access to outside of their learning sessions.

Students will be issued regular Mathematics homework in the "Show my homework" website. Students can also acquire books from the Information Centre to help with their current work.

Assessment

Students will work in ability groups from the beginning of Term 2 with the intention of each student reaching their full potential. Written and oral presentation is developed through the projects during the year. We encourage parents to actively look through student books and Student Guides.

Exercise books are marked regularly with students taking an active role in their own assessment. At the end of each activity, students evaluate their work and get feedback from their learning tutors.

How you can help your child

- Try to encourage enthusiasm in Mathematics by asking about what and how your child has been learning and avoid saying statements such as "I hated Maths when I was at school" or "I never understood Maths". Take regular time at home to look through your child's exercise book. Encourage your child to add things up when out shopping and work out simple discounts when there are sales and offers.
- Practise Multiplication Tables with your child at home.
- Actively encourage your child to access Mathematics websites to see what they can find out about the subjects that interest them. Playing Mathematics based games will also improve their basic skills.

SCIENCE

Curriculum

Our Key Stage 3 Science course is divided into 11 units and delivered from Year 7 until the end of term 1 in Year 9. Together the units prepare students for GCSE Science which begins afterwards.

Throughout each unit students are encouraged to be curious learners as they study the world around them. Students develop their scientific thinking and investigative skills as they learn a range of ideas from electricity and energy, atoms and reactions through to cells and reproduction.

The course begins with 'An Introduction to Science' where students will be introduced to the equipment and experimental procedures that are the basis of any science course along with laboratory safety. Students then follow topics from across the three Sciences.

The course follows a very practical and investigative approach that focuses on scientific skills ('How Science Works') as well as scientific content. There will be several enriching activities throughout the course to put the students' learning in to context. For example, an in-house visit by Tropical Inc. which provides a hands-on introduction to a variety of small animals not commonly known to students.

Assessment

Students will be formatively assessed by their tutor through observations in sessions and annotation of written work. Feedback given from learning tutors will allow students to improve their learning.

In learning sessions, students will work from exercise books which learning tutors will provide written feedback on. Additionally students will complete regular homework tasks related to their learning in sessions. At the end of each unit students will complete a written test requiring knowledge from the whole unit. All assessed work will be kept in a separate assessment folder, allowing students to track their progress over time.

How you can help your child

- Encourage your child to notice the science around them, e.g. what is happening in a power station; why we cook food; etc.
- Discuss with your child the science that is incorporated in your area of employment.
- Try to develop your child's curiosity about science by encouraging them to watch appropriate quality programmes on television, e.g. Bang Goes The Theory, Springwatch, Coast, any David Attenborough series, etc.
- Enthuse your child by taking the opportunity to visit appropriate attractions, e.g. Chester Zoo, Thinktank, Eden Project, etc.
- Encourage students to attend extension activities such as Science Wow.

ART AND DESIGN

Curriculum

During their first year at Landau Forte College, Year 7 students are introduced to a wide variety of engaging resources. Students are encouraged to develop and extend their knowledge and experience of materials, techniques and processes, provoking curiosity to enable independence.

Thinking and making skills are developed through a range of projects. These have an emphasis on learning through experience and are aimed at developing student's imaginative, investigative, research and communication skills.

Students will have the opportunity to work independently and collaboratively in different projects.

Sketchbooks are used so students can see their ideas progress and evolve. The techniques and materials they will use include:

- Mixed media
- Painting
- Drawing
- Surface pattern
- Clay
- Collage
- Printing

Students will also get the chance to view works of art in close up thanks to our own collection of current and ex-students' outcomes.

Assessment

Assessment of student's work is by peer, self and tutor led assessments.

Assessed work will include student's ability to:

- Use a range of techniques to explore observations in and out of sketchbooks as a basis for exploring their ideas.
- Use a range of materials, techniques and processes.
- Analyse and evaluate their own work, and that of others, including major influences from various artists, cultures and movements.

How you can help your child

- Encourage your child to look, photograph, collect, explore and record the world around them.
- Take your child to art galleries to view works of art first hand.
- Encourage your child to accept mistakes as part of the learning process.
- Encourage your child to talk to you about the artists and cultures they are learning about.
- Encourage your child to practice their art skills.

GEOGRAPHY

Curriculum

The aim of Year 7 Geography is to inspire and enthuse students about this fascinating and diverse subject as well as developing the skills they will need in their future Geographical education. Students will begin to investigate global environments through a study of 'Amazing Places' including Death Valley, the Galapagos islands and Machu Picchu. Students go on to study weather and climate and complete place studies of the UK and Africa

During their Year 7 studies, students will have the opportunity to use a variety of Geographical Information Systems including Google Earth, Google maps and Digimap as well as Ordnance Survey maps to help them better understand the dynamic changing world in which they live.

Assessment

Assessment is an ongoing process and students are assessed both formally through written assessments and summary exams and informally, for example, through questioning within sessions. Progress is monitored and used to help them develop their skills, knowledge and understanding of Geography.

Marking and feedback gives clear guidance on how to improve work so that all students can meet their potential. The Geography curriculum is designed to be both interesting and informative for those that choose not to pursue the subject at GCSE, but also to prepare students for GCSE and A Level questioning and skills should they continue their studies.

How you can help your child

- Ask your child about their learning sessions
- Encourage them to listen to the news and talk with them about global issues
- Have an atlas at home and look up places that are in the news or on television
- Help your child to complete their student guide dictionary words for every topic
- Check homework set on Show My Homework and ensure your child meets the deadlines set
- If there are television programmes that may be of interest that have been recommended by the tutor try to either watch at the time or record for later viewing

HISTORY

Curriculum

Year 7 History begins with one of the most famous dates in British history - 1066. Students look at the events leading to the Norman invasion and the reasons behind William's victory. We then follow with how William took control of the rest of England. Leading into the development of castles and the medieval period. Opportunities for gore abound here with the Black Death and the study of medieval medicine. There is also the chance for students to design and build their own 3D castle for the annual Year 7 Castle Competition. Previous years have seen castles made of cake, toilet rolls and tiles with competition for the top prizes being fierce.

This is followed by a look at life in Tudor and Stuart England. Students start with another famous battle – Bosworth – and there is a visit to the battle site to support this. Students go on to meet Henry VIII but will look deeper than the common perception of the 'manly' man with six wives, exploring the changes he and the later Tudors brought to the Church. Moving onto the Stuarts, students consider the causes and events of the English Civil War and interpretations of Cromwell.

Throughout these modules students consider just how life changed for people and the reasons behind these changes. We also follow the formation of the United Kingdom and Empire giving students a more rounded understanding of how and why the Britain developed.

Assessment

Students are assessed throughout the year in a number of ways, both formally through written assessments and summary exams and informally, for example, through questioning within sessions. Marking and feedback gives clear guidance on how to improve work so that all students have the best chance of meeting or even exceeding their targets. Assessments follow the new 1-9 grading system. The course is delivered with an eye to future progression. The whole of KS3 is designed to both interesting and informative for those that choose not to pursue the subject at GCSE, but also to prepare students for GCSE and A Level questioning and skills should they continue their studies as historians.

Recognition is given for achievements made both in and outside the learning sessions, and include end of year Young Historian Awards to be celebrated in divisional gatherings.

How you can help your child

- Take your child to some local history museums, most are free
- Help your child to complete their student guide key words for every unit
- Check homework set on Show My Homework and ensure your child meets the deadlines set
- Take your child to the library and encourage them to read historical fiction
- Encourage your child to research independently into historical events that they are studying and/or into other aspects of history that interest them
- Encourage your child to look into the history of the local area and to look at the world they are so familiar with in a different way
- If there are programmes that may be of interest on the television or that have been recommended by the tutor try to either watch at the time or record for later viewing
- Finally, asking about what students have been doing in history is a fantastic way of helping them to recap and consolidate what they have learned.

COMPUTER SCIENCE

Curriculum

Students will learn how to use common office applications, notably MS Word, MS PowerPoint, MS Excel and MS Access through a project based approach. Furthermore, students will experience opportunities to use programming languages such as Python, Small Basic, and Visual Basic and Contextual Languages such as Scratch, and Kodu. Additionally, along with other windows-based software such as Movie Maker as well as more advanced Adobe CS3 applications such as Fireworks and Flash.

The course includes the study of computers and their uses, for example, how binary works and the economic and social effects of Computer Science. There is a strong focus on e-safety that will give the students an understanding of using Computer Science responsibly and safely. All topics covered form a solid foundation for future study in Year 8 where the students will progress to learn more advanced skills. Students will of course use Computer Science frequently within all their other subject areas.

The Computer Science themes studied in Year 7 include My Derby, Media, Superheroes, Game Production, amongst many others; these themes allow the development of multiple learning behaviours which include planning, imagining, and perseverance. Skills development includes a variety of software skills from the Adobe Master Collection to Programming and Coding.

The use of the Virtual Learning Environment (VLE) enhances learning and students are able to download session activities and upload completed work to the VLE including gaining feedback. There is also an external link to the VLE allowing access from home.

Students would benefit from practising their Computer Science skills at home if they have access to PC equipment with suitable Windows software; however there are plenty of opportunities to do this during the extended College day.

Assessment

Assessment of student work will include the following formats:

- Tutor comments on the VLE following class activity
- A portfolio of completed Computer Science work
- Attainment and Effort grades twice a year
- Weekly homework set via Show My Homework
- Termly examinations

How you can help your child

- Be positive about the benefits of Computer Science
- Help identify uses and roles in industry where Computer Science is used. E.g. Architecture, Engineering, Finance, Art.
- Remind them that Computer Science is designed to make life easier for people and some skills are not as difficult as they may seem.
- Encouraging e-safety and the appropriate use of Computer Science
www.thinkuknow.co.uk/
www.stopcyberbullying.org/index2.php
- Encourage them to find out about the latest technology on the Internet.
www.wired.com/
<http://fwd.five.tv/gadget-show>
www.technologyreview.com/
www.bbc.co.uk/learning/subjects/information_technology.shtm

MODERN FOREIGN LANGUAGES

Curriculum

Students learn either German or Spanish. They will build their knowledge of grammar and will develop a wide range of vocabulary and an ability to translate into and out of the target language. Throughout their first year of learning MFL students will cover a range of topics.

- simple greetings
- numbers
- personal information and descriptions
- likes and dislikes
- school
- freetime activities

A very wide range of learning methods take place in MFL sessions and students will be able to work with partners, in groups, on the computer and using digital resources.

Students will also be exposed to some cultural aspects of the countries where the Target Language is spoken. They will be encouraged to research the way people live in these communities and draw comparisons with their own lifestyle in England. Sessions are designed not just to support the learning of the language, but to develop students who are effective linguists, with a set of skills and habits which would support them in the learning of any language

Assessment

To support independent learning, students will have regular vocabulary tests and an end of unit assessment which will assess each topic in terms of four language skills (listening, speaking, reading and writing). In order to be a successful language learner students need to contribute effectively to learning sessions and to take responsibility for the learning of vocabulary. Weekly homework tasks will form an integral part of their learning and progress in their language.

How you can help your child

- Be positive about language learning.
- Remind them that it is easier to learn German or Spanish than a lot of people think, because many words are closely related to English
- Avoid statements like “languages are hard” or “everyone speaks English”
- Help your child learn their vocabulary
- Encourage them to find out about countries where Spanish or German are spoken on the Internet
- Support your child in completing homework tasks

PERFORMING ARTS

Curriculum

The Performing Arts gives all students a balanced programme of Music, Dance and Drama in an integrated curriculum that challenges and inspires young people to explore their creative energies. Students will learn how to combine the elements of Music, Drama, and Dance, whilst developing skills in Performance, Theatre Technology and Video Production. We encourage all students to believe in their talent, take part, take risks and build confidence. Students also perform in GEM's (Gathering at the End of Modules) where students share their creations in the theatre for all to enjoy.

Extension opportunities are offered to all students in Music, Dance, Drama, Theatre Technology and Video Production. Auditions are not necessary as commitment, focus and energy are the only criteria required.

Tuition on musical instruments is available to students who regularly attend one of our vocal or instrumental ensembles. The cost of tuition is subsidised by the College. Regular public performances by our students give parents the opportunity to share in the success of their child in the Performing Arts.

Assessment

Students will be challenged, in a supportive environment, to demonstrate their developing skills in Performance. Student Guides will be used as evidence of the students' successes in Performing Arts. They contain the targets for the module, key information, working templates, appraisal and assessment criteria.

How you can help your child

- Take advantage of the many opportunities for your child to attend live theatre or concerts.
- Asking your child to demonstrate an extension task given. For example, rhythm patterns or Drama scripts.
- Encouraging your child to join a Performing Arts extension group. No auditions. Commitment is the only requirement.
- Making the necessary travel arrangements for your child when they are involved in extension activities and public performances.
- Encourage regular instrumental practice if your child plays an instrument.
- Using the internet to find out more about learning topics explored during Performing Arts Learning Sessions.

PHYSICAL EDUCATION

Curriculum

In Year 7 students undertake the following activities:

- Games: Football, Netball, Hockey, Badminton, Rugby and Cricket.
- Gymnastics: Floor and Apparatus work.
- Athletics: Cross Country, Track and Field.
- New Activities: Skills, Health Related Fitness and Teamwork.

Each activity is either taught in a 4 or 8 week block (2 hours per week).

Physical Education kit is required for every session as stated in the Personal Organiser and Student Guide. It is essential that students are organised with the correct kit especially when sessions are conducted off-site.

In Physical Education, we offer an extensive extension programme over the course of the academic year. Not only are the entire curriculum-based activities offered, but the Physical Education team also caters for students who have different sporting interests which are not offered in the curriculum. Some of the extension activities on offer throughout the year include:

Football, Rugby, Trampolining, Gymnastics, Tennis, Athletics, Rowing, Martial Arts, Cricket, Hockey, Fencing, Netball, Basketball and Fitness.

The PE team believes in providing as many sporting opportunities as possible for ALL students. We enter a significant amount of sporting competitions locally, regionally as well as nationally.

Assessment

Student assessment is an on-going process within Physical Education. During each module students have to set themselves a target, self-assess their performance, peer assess another student's performance and complete their student guide. Their Learning Tutor also assesses their performance.

Students are assessed in the following 5 key processes:

- Developing skills in physical activity
- Making and applying decisions
- Developing physical and mental capacity
- Evaluating and improving
- Making informed choices about healthy, active lifestyles

How you can help your child

- Encourage your child to enquire about & attend extension opportunities in PE
- Encourage your child to attend College sporting fixtures
- Accompany your child to local sporting events
- Enquire about local leisure opportunities
- Discuss the benefits of an active healthy lifestyle.

PHILOSOPHY, RELIGION AND ETHICS

Curriculum

Philosophy, Religion and Ethics at Landau Forte College aims to provide students with a broad knowledge and understanding of philosophical, religious and ethical issues. Students will be encouraged to see the world through respectful and critical eyes enabling them to make informed choices. Students will explore the main belief and value systems and critically respond to these.

Students gain an overview of the world's major religions and examine how people's beliefs may affect them in the daily lives. Students have the opportunity to listen to guest speakers, explore issues through the Internet and Information Centre resources. Students will also consider the meaning of religious festivals, i.e. Diwali, Christmas, etc. and investigate how they are celebrated in different parts of the world. Students are encouraged to express their own ideas about a range of issues and listen to other opinions and views.

Assessment

Students will be assessed through continuous formative assessments. They will cover a range of modules:

- Critical RE; a philosophical investigation into key questions about existence.
- A research project into rites of passage.
- An exploration into the Gospel of Mark.
- The nature and attributes of God.

How you can help your child?

- Explore and discuss with your child your family heritage/religious background.
- When travelling locally, nationally or internationally notice and be aware of religious symbols, dress codes and religious buildings.
- Reinforce with your child that Philosophy, Religion and Ethics is not the same as religious instruction; we do not promote any particular religion at the College.
- Encourage discussions on local, national and international news related to Religious and Ethical contemporary issues.

DESIGN AND TECHNOLOGY

Curriculum

The Year 7 Technology curriculum is split into two distinct areas:

- Product Design
- Innovate.

Innovate focuses on students learning about how to apply scientific, mathematical, engineering and business principles to solve real life problems. Students will work in teams and individually to develop their analytical skills. They will be taught how to apply creative thinking at every stage and be encouraged to share and present their solutions to others.

Product Design sessions will focus on students learning the skills needed to become a successful Product Designer. They will develop their skills in sketching, modelling, testing, reviewing and communicating alongside this they will explore how a variety of products work and how they are made. They will undertake a range of different projects and gain experience working with food, textiles, resistant and compliant materials. They will learn how to use a variety of computer aided design and graphic design software packages and gain experience of computer aided manufacture.

Students will be involved in a variety of cross-curricular and team projects, the first of which happens during

Assessment

Students will be issued a student guide and sketch book to work in during product design sessions. They will be expected to be responsible for their sketchbook and ensure it is brought to every session. They will use their sketchbook to record ideas, keep photographs of the work they have carried out and review their progress. Their progress will be tracked throughout KS3 through a clear assessment profile within their student guide.

Within their Innovate sessions they will work in a booklet that encourages them to explore ideas and make notes on key information, the booklet also outlines the steps they need to follow to be successful. Inside the student guide will be the list of tasks, extension activities, an evaluation sheet and a copy of the assessment criteria.

Students are assessed in National Curriculum levels for Product Design and within Innovate they will work towards attaining their bronze, silver and gold award.

How you can help your child

- Encourage your child to be curious about how things work
- Reinforce with your child that making mistakes is part of the design process
- Encourage your child not to be afraid to voice their ideas of how particular problems could be solved
- Encourage them to use their imagination and develop a creative mind
- Design and Technology is for everyone, so avoid using old stereotypes and old terminology such as; woodwork is for boys cooking and sewing is for girls.

THE INFORMATION CENTRE

The Information Centre is the College's library resource centre. It provides a central collection of information resources that have been selected to support both the curricular and recreational needs of the students and staff.

There are a variety of resources available for use and these include:

- Fiction and non-fiction books
- Journals and newspapers
- DVDs, Talking Books and CDs
- A suite of PCs with access to the College Intranet and Internet
- TV and video player, DVD player and portable audio sets
- Photocopier/scanner/printer

There are also displays to reflect current topics, interests and curriculum projects. Recently we had a replica of the front room of a house during WWII complete with sound effects and the paraphernalia of war time existence and also a replica cabin of the ill-fated Titanic!

All students are welcome to use the Centre which is open from 7.50am every morning until 4.40pm on Monday, Tuesday, Wednesday and Thursday and 3.15pm Friday. Access is free to all students before and after college during the hours stated on the understanding that they behave in a sensible manner and respect the Information Centre guidelines.

During the college day full classes or small groups may be timetabled to use the Information Centre. They can also use it sensibly during their breaks when access to the ICT facilities may be available to enable students to continue their learning independently if they wish.

All resources must be checked out at the Enquiry Desk and no item can be borrowed if the student has overdue loans. Overdue notices are sent to students via their Personal Tutors or email. The first notice is a reminder and the book should be returned immediately. If a book is damaged or lost, a letter will be sent home explaining the situation and asking for the replacement cost to be forwarded to college. Once this is received, the account will be cleared and the student may return to full borrowing rights.

The Information Centre is a busy and stimulating resource, well used by staff and students and relies upon the appropriate behaviour of all its users to maintain a pleasant and productive atmosphere for learning.

INDIVIDUAL NEEDS

All Schools and Colleges have students who at any particular time may have Individual Needs of a learning, emotional, physical, behavioural or social nature. The College has a commitment to support all our students and meet these needs with a range of provision in College and the involvement, on occasion, of outside agencies.

Once students have accepted their places at Landau Forte College a range of staff are involved with assessing how best to support them in their learning and social behavioural and emotional development. Information is gathered from Junior Schools, assessments in College and most importantly, day to day observation by Learning Support Assistants and Learning Tutors whilst working with their students.

In the main, students will be supported in their learning sessions across the curriculum by a trained team of Learning Support Assistants. Students may also be withdrawn, for limited amounts of time, to develop their literacy, numeracy and social skills. This will usually happen in tutor time and will be handled discreetly. All Students, including those with Individual Needs, will have access to the full and extended curriculum that the College has to offer.

All parents/carers of students with Individual Needs will be contacted through their Personal Tutor and an opportunity to discuss your child's provision and the support the College is to provide will be offered. The College believes that the Individual Needs of students are best met through a strong working relationship between College and home.

How you can help your child

- Work with us!
- We are all individuals. There is no shame in accessing support to foster further success
- If your child has achieved something at College, praise is a powerful learning tool
- Ask Tutors for some ideas/materials that you can use at home
- Take an active interest in their day, reviewing learning and supporting homework where you can – use your “Show My Homework” login
- Keep the links with College positive. Contact College through your child's Personal Tutor immediately if you have concerns

Landau Forte College is committed to unlocking the potential of all students and believes our motto “Pursuing Professional Excellence” applied equally to everyone. The Individual Needs team has a dedicated approach to removing any barriers to learning whether they be cognitive, physical, emotional or social. We personalise our provision for each individual student, using a range of tools, ideas and interventions within the College and accessing outside agencies too, if needed.

The Individual Needs department works cohesively across the College with Learning Tutors and Personal Tutors to ensure a full and broad curriculum is made appropriate for each student. The observations and input of these Tutors are crucial in getting to know each student in order to establish the keys to success. At times, students with individual needs are also supported by our trained Learning Support Assistants.

Equally our partnerships with parents are paramount to enabling success. You are welcome to contact the College at any point to discuss your child's progress and provision. The Personal Tutor is an ideal first point of contact.

We look forward to working with you.