

YR7

Parent Academic Handbook



SAFA
COMMUNITY
SCHOOL

2025-2026



As teachers, we are repeatedly asked

“What can I do to support my child at home?”

so we have created a guide that is based on current educational research and best practice.



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Assistant Principal Mandatory Subjects

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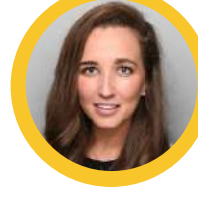
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Head of Year 9

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Deputy Head of Year 9

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School Counsellor

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Child Protection Team



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Deputy HeadTeacher
Ms. Adrienne Deacon
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Inclusion Team

At Safa, our highly inclusive ethos drives everything that we do. They provide tailored interventions, in-class support, and adapted resources to help every student thrive. By working closely with teachers, they develop and implement inclusive teaching strategies and a supportive learning environment. Their role is crucial in promoting equity, confidence, and success for all learners.

Please get in touch with our inclusion team if you need support for your child or any SEND information.



Head of Inclusion
Ms. Aoife Orr
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**KS3 SENDco
(Year 7 to Year 9)**
Ms Finola Mulvey
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**KS4 & KS5 SENDco
(Year 10 to Year 13)**
Ms. Lyndsay Kelly
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Safa Community School Parent Portal



Parent iSAMS is LIVE!

The responsive app provides quick and easy access to everything parents need to know about their child's school life at SCS.

Please be aware that we are continuously striving to enhance our parent portal service. Consequently, certain features are still a work in progress. We appreciate your patience and look forward to sharing updates on future improvements with you.

Available as a
Responsive
App on
Desktop and
Mobile

VIEW STUDENT RECORD



- Key information such as Timetables (EYFS & Primary will be available as a pdf download)
- Medical information - Clinic Visits



DOCUMENTS

- Key dates (Term dates & Celebrations)



BULLETINS

- Notifications and reminders of events
- School closure notifications due to adverse weather



REGISTRATION / ATTENDANCE

- Registration notifications
- Attendance details



CALENDARS

- Available as a document to download

Communication & News



- Events - Keep up to date with whats happening at SCS
- View all your communication history from SCS



ABSENCE REPORTING

- Absence reporting will be a new feature in AY 25/26



Study skills and techniques



Planning (spacing)

Your children will learn more if their practice with the material they encounter at school is spaced out over time. Repetition is essential, but repetition is most effective when the presentation of information is spaced out over time. Therefore, students need to revisit older information and review the most recently learned information.

Another way to think about this is that spacing out studying is more efficient. When your children cram, they may be wasting their time doing something that will not help their learning in the long run. We all know that time is limited, and the amount children need to learn is great. Short periods of practice at home can help children learn a great deal.

So, parents, here are some simple ways you can encourage your children to learn more by spacing their practice:

Help your child plan out a study schedule, and stick to it

At the beginning of the school year or each term, please help your child plan out a study schedule, and help them stick to it throughout the year. Explain to them why they need to space their studying. What your child should do during the scheduled time will depend on what they are doing in school and their age. For example, younger children can spend time reading or doing activities from school, while older children might self-direct review the material presented during school to reinforce their learning. If children get used to a routine of revisiting schoolwork for at least a little bit each day at home, it will likely be easier for them when they have a teacher- assigned homework or need to study for upcoming tests.

Encourage your child to revisit old topics

Repetition is essential, but repetition is most effective when the presentation of information is spaced out over time. Therefore, your child needs to revisit older information and review the most recently learned information. When your child is doing their homework, ask them how they are learning now related to what they learned earlier in the school year (or even in previous years!) Doing this also encourages interleaving, which is also helpful for learning. Interleaving ideas (going back and forth between them) encourages students to see the similarities and differences between pictures.

Take advantage of homework



Spaced practice is one of the reasons why homework can be so important to encourage long-term learning in our kids. Ideally, homework should allow your children to practice what they have learned at school. As such, the goal should not necessarily be to “get everything right” but to make an effort to attempt the task at hand. Then, children should obtain feedback (either from you or their teacher) and try to understand where they went wrong. If you give feedback on your child’s homework attempts, try to make it about the content of the homework rather than how much of it they did correctly. That is: focus on how to turn mistakes into learning experiences rather than punishments.





Developing understanding

You can help develop your children's understanding of the world by combining the following elements into your conversations and activities. These activities do not always need to be academic – you can also help your child learn more effectively while playing or just spending time with them.



Elaboration

Encourage your child to elaborate by asking them how what they learned in school applies to their everyday experiences. Find opportunities to ask “how” and “why” questions about the way things around you work. It's ok if you don't know the answer yourself – you can explore this with your child. But make sure to look up the correct answer so you can both learn it! If your child is working on a problem-solving task, such as in math or science, ask them to describe what they are doing on each step – quite literally, what is going through their minds as they try to solve the problem. This can help you see where they are going wrong, but more importantly, it will help them understand the process better.

Concrete examples

Point out concrete examples in your environment that might relate to what your child is studying at school. For younger children, you should obtain a weekly curriculum where you can find the themes and topics your child is learning about at school; these are a reasonable basis for the concrete examples you point out. For older children, don't worry if you don't have access to their class materials – they're old enough to tell you what they are learning, which will help them because they'll be engaging in retrieval practice while telling you! See below for more about that.

Dual coding

Please help your child visually and verbally represent their learning concepts using simple sketches and explanations. With younger children, this might be something you are already doing naturally when you read to your child, and they are looking at the pictures in the book while you read. Your child might spontaneously point things out in the pictures as the words you are reading describe them, or you can stop reading and make a deliberate effort to explain how the image relates to the terms. With older children, you can still look at pictures or visuals that represent the concepts they are learning at school. If you find an image relevant to their studies, save it, and discuss it with your child. Demonstrate to your children that artistic proficiency is optional for visually depicting ideas; show them how a quick, rough sketch can illustrate a concept. You can take turns drawing and describing concepts with your child, making it into a game!

Reinforcement (retrieval practice)

Practising retrieval at home can be as simple as asking children at some point after school what they learned that day. It is ok if you don't know much about the material they are describing – just let them do most of the talking! If you can encourage your child to describe and explain the information from their memory, then you are helping them practice retrieval and reinforcement of what they've learned.

Final tip: Make sure your child gets enough sleep!



Even the best learning strategies become less effective when children need more sleep. Sleep is essential for consolidating or reinforcing what has been learned. Rest will make your child's spaced practice more beneficial. Importantly, spacing practice out across the week (rather than cramming practice right before tests) can help alleviate the need for students to stay up very late studying before tests. So, spacing out practice helps your children get to sleep, and sleeping more makes the spaced practice even more effective! Research shows that when students get a good night's sleep, they will remember more of the material they studied, and they will be able to relearn anything they forgot more quickly and efficiently.



Parent Information: Phone Pouches



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What is a Phone Pouch?

The phone pouch is a padded fabric pouch used to store and secure mobile devices with a magnetic locking system. Mobile devices are placed inside the pouch and locked to prevent access. The pouch is able to be unlocked by using a magnetic unlocking station to access the device.

How Does it Work?

At the start of the school day, students place their device inside the pouch and lock it using the built-in retractable magnetic locking pin*. At the end of the school day, students tap the lock on an unlocking station to release their device.

Signal-Blocking

The phone pouch contains a signal-blocking fabric which has been designed to block electromagnetic signals such as Wi-Fi and Bluetooth, by creating a shield around the electronic devices placed inside it.

How to Unlock the Pouch

*only use the locking mechanism as intended and ensure that the locking pin is fully retracted before accessing the pouch.



Locate the rounded side of the lock



Press the pouch lock down on top of an unlocking station



Allow the pin to pop open and access your device
"Pop"



Why is the school introducing phone pouches?

Schools in the UAE are prioritising the creation of a focused learning environment. To achieve this, they are implementing the phone pouch system, designed to eliminate distractions caused by mobile devices. This initiative aims to enhance student concentration and promote healthier face-to-face interactions among young people. Research indicates that reduced phone usage correlates with improved academic performance and overall wellbeing.

How will students contact parents during the day?

In the case of urgent matters, parents can contact the school reception, which will relay any messages to the student. Students also have access to their school laptops/tablets to communicate via email if necessary.

What happens in case of an emergency?

In emergencies, adhering to the school's safety protocols is often the safest option for students, rather than relying on their phones. School staff will communicate directly with parents through the school's emergency contact procedures. This approach allows students to concentrate on safety measures without the distractions that mobile devices can create.

How will students receive their phone pouch?

Parents purchase the phone pouch as outlined by the school. Students are responsible for keeping their pouch with them throughout the day and bringing it to and from school, daily.

What if a student forgets their pouch or damages it?

If a student forgets their pouch, they will need to turn in their phone to the school reception for safekeeping until the end of the day. If the pouch is damaged, the parent may need to purchase a replacement through the school.

What if a student needs access to their device for medical reasons?

Students with documented medical conditions that require access to their devices will be handled on a case-by-case basis, directly by the school. Please contact Mr. Ashton via mashton@safacommunityschool.com and the clinic via clinic@safacommunityschool.com. This will then be added to the students care plan.



Frequently Asked Questions

If our child initially opts out and leaves her phone at home but later changes her mind, will we still be able to purchase a pouch later in the school year?

If a child initially opts out but later decides to opt in, pouches will be available for purchase.

What if a mobile is lost while there's no signal to place its location?

The mobile phone and pouch are the student's responsibility; the school is not liable for lost phones unless they are lost while in our possession. The pouches come with a tag for easy labeling with the student's name. If you're concerned about the possibility of your child losing their phone, we recommend leaving it at home. If the phone is needed for pick-up routines and you're worried it may be lost, you can attach an AirTag to make it traceable at all times.

This policy is about maintaining a consistent approach for all students and ensuring no one is treated differently. The rule regarding phones is clear: they are not required in school. However, if parents feel it is necessary for their child to have one, we ask that they purchase a pouch and support the process for the benefit of our school community.

Can we buy a different pouch or does it specifically have to be the Fixby one on skiply?

This particular pouch has been chosen for its ability to completely block phone signals, eliminating any potential distractions, and because it is compatible with our unlocking stations. While other companies, including Fixby, offer different pouches, not all of them have signal-blocking capabilities. This is why we ask that you purchase the pouches directly from us, as we have sourced the correct one from Fixby, ensuring consistency across the school.

Frequently Asked Questions

Why do smart watches need to be placed in the pouch? Their connection is dependent on the phone. Without the pouch it can only tell the time.

After considering feedback from all our stakeholders, smartwatches will not be included in the policy initially. We will monitor the situation during the implementation phase to determine if any adjustments are necessary.

How many unlocking stations will there be?

Unlocking stations will be placed at various locations around the site and can be moved as needed. These compact devices take approximately 1-2 seconds to unlock a device. Please see the attached map for the unlocking station locations.

Are students allowed to keep the pouch inside their bags or who will be responsible for it?

The pouch is the students' responsibility. All students attended an assembly with Mr. Ashton, where it was communicated that they should keep their pouches in their bags or lockers. If a student decides to leave the pouch in their locker, we recommend that they use a lock if they don't already have one.

Can we purchase the Fixby Phone Pouch privately?

The company does not sell these pouches individually, these are sold to schools with their specific branding.

The letter mentions students from Year 7 to Year 10. Does this mean that students in Year 11 to Year 13 are excluded and will not need a pouch to bring their phones to school?

As our current Year 11 students have only a few months remaining at school, they are not required to purchase a pouch. Similarly, Sixth Form students are exempt, as they have different expectations (please refer to the attached policy). Starting from the next academic year, this requirement will apply to Year 7-11 students.

Online Platforms and Websites

At SCS we have invested in a number of online platforms to support learning. These include:



Google Classroom

Google Classroom is our primary online Teaching and Learning platform. Individual teachers set up individual classes and can issue classwork and homework as assignments. Students will be given a class code to join their respective classes.

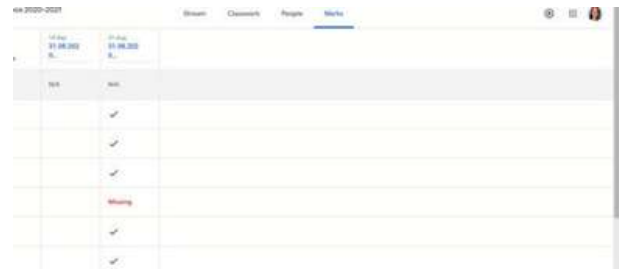
Student dashboard

This will be the student dashboard where they can see all of the classes that they have been added too.



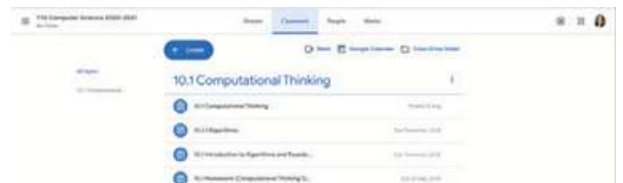
Marks and feedback

Under the 'Marks' section in Google Classroom, students can see their marked work and teacher feedback.



Student classwork tab

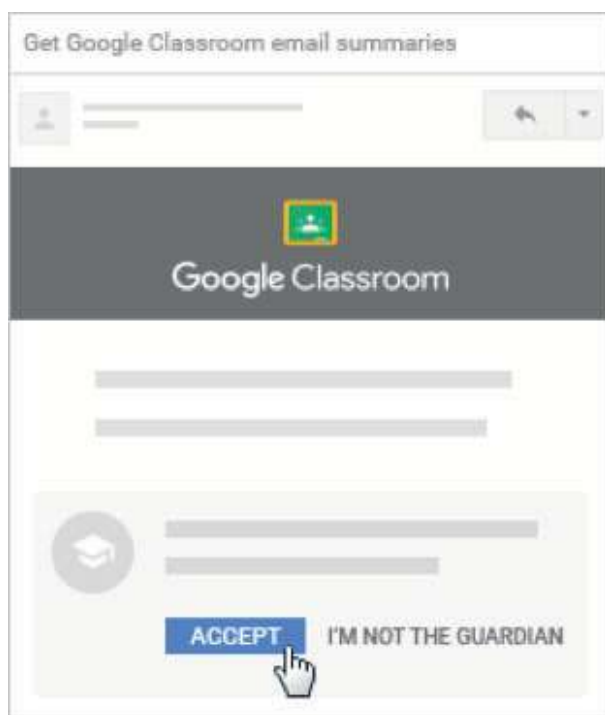
Under the student classwork tab in each individual classroom is where your child will see all of their classwork, topics, assignments and homework.





Google Guardian

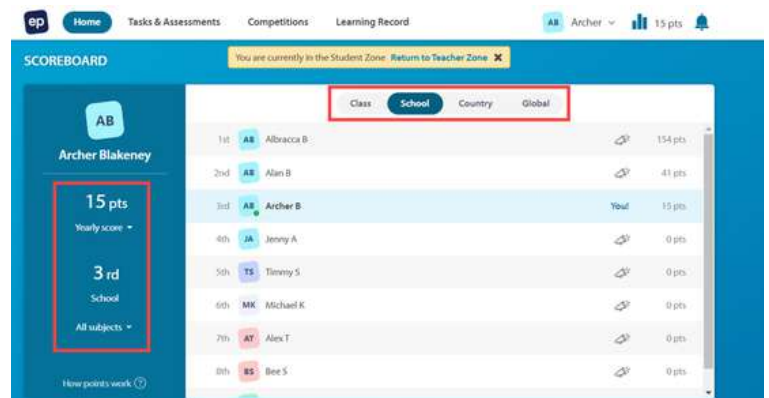
The Google Guardian was set up for each year group. You will receive an email asking you to accept the invitation. Which looks like this:



Once you accept, you will be given the option to opt for daily or weekly summaries for your child. You will receive the daily summaries at midnight at the end of each day or on a Friday if selected weekly.

Education Perfect

Education Perfect is a cloud-based online learning platform, combining a full bank of curriculum-aligned resources with tools for differentiation, marking, feedback and reporting. The platform was created by a team of learning designers and teachers who are employed to design best-in-class lessons and assessments.



Education Perfect provides the right balance between challenge and support through personalised, adaptive learning. The platform empowers your children with automated differentiation and creative, engaging classroom activities.

Seneca

Seneca is a free revision for your GCSE & A Level exams, as well as Key Stage 3 material.

Students can join over 6.5 million students learning 2x faster across 250+ exam board specific A Level, GCSE & KS3 Courses.



GCSE Pod

GCSE POD is an online platform that allows for an exam-mapped curriculum through flipped learning experiences in the classroom and at home. It will enable teachers to set video pods for various subjects and allow students to study topics at their own pace independently.

The web address for GCSE POD is: <https://www.gcsepod.com/>



Students in Year 9 will have been issued with login details from their teachers. If there are any activities that the teacher is asking for, they will permanently be assigned through Google Classroom so that students have all of their assignments in one central place.



Language Gym



The Language Gym website was created in the belief that language learning is very much like building strength, flexibility, endurance, muscles and speed in gym sports such as, for example boxing, gymnastics and crossfit.

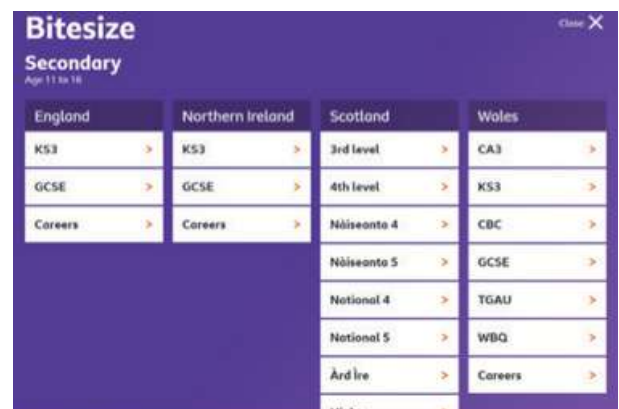
The Language Gym offer French, Spanish, Italian and German. Students in Key Stage 3 are set work by their teacher to complete on The Language Gym as part of their homework.

BBC Bitesize

Accessible via Google with no login required, the BBC Bitesize website breaks learning down into bitesize chunks.

On this website, you are looking for

England- KS3.



SPARX Maths

Sparx Maths is a complete solution that improves students' progress in maths through personalised learning and reduces teacher workload.

Teachers receive fully resourced lessons, the ability to pause and progress students' tasks during the study and real-time insights into class and student progress. Sparx provides detailed lesson outlines, supported by thousands of carefully crafted questions and video tutorials that encourage independent learning, covering the KS3 and GCSE curricula. Students receive personalised homework, which is challenging but achievable for them.

epraise

Epraise is an online platform for schools, that helps parents to engage more with their children's education.

At Safa Community School, we use Epraise to reward our students for all of the fantastic things they do on a daily basis.

Not only that, it is used as a platform to record our House Competitions, with weekly, termly and annual rewards.

There is also a shop, with items created by students, that they can buy using the House Points they gain.

As a parent, you can use Epraise to see how and where your child is being rewarded. Please see the example below:



Furthermore, Epraise is used as a tool for booking appointments for our Parent Teacher Conference. A 'How to' Guide will be shared with you closer to your first session.

Year 7 & 8 Parents' Evening

Friday 2nd August 2019

Time	Length	Teacher	Class	Child	Your notes	Actions
16:00	5 minutes	Mr A Pincey	7A/16 (Religious Ed)	Willow Samuels		
16:05	5 minutes	Miss K Burrows	Science Boom Club (Extra Curricular)	Willow Samuels		
16:10	5 minutes	Mrs S Andrews	7A/16 (Science)	Willow Samuels		
16:15	5 minutes	Mr S Green	7A/16 (English)	Willow Samuels		

Subject Specific Platforms and Websites

Arabic A and Arabic B

<http://www.arabalicious.com/index.html>
<https://quizlet.com>
<https://learnarabiconline.ksu.edu.sa/Default.aspx>
<http://www.learningarabic.eu/course/>
<https://www.youtube.com/channel/UCUKDL2cuOjyvCI3h1ocS3A>
<http://arabicquick.com/essential-arabic-words>
<https://www.wordreference.com/>
<https://www.interlingo.co.uk/>

Art

<https://www.pinterest.com/>
<https://artsandculture.google.com/>
<http://www.artcyclopedia.com/>
<https://www.saatchigallery.com/>
<https://www.moma.org/>
<https://www.louvreabudhabi.ae/>
<https://www.tate.org.uk/visit/tate-modern>
<https://www.nga.gov/>
<https://www.colormatters.com/>
<http://studiochalkboard.evansville.edu/>
<http://www.freestockphotos.com/>
<https://www.deviantart.com/>
<https://www.1001fonts.com/>

Computing

<https://www.bbc.co.uk/bitesize/subjects/zvc9q6f>
<https://www.w3schools.com/>
<https://www.codecademy.com/learn>
<https://hourofcode.com/us>
<https://classic.csunplugged.org/activities/>
<https://csunplugged.org/en/at-home/>
<https://www.freecodecamp.org/>
<https://student.craigndave.org/>
<https://www.advanced-ict.info/>
https://teach-ict.com/2016/revision/video/gcse_ocr_video.html

Design and Technology

<https://technologystudent.com/>
<https://www.instructables.com/>
<http://www.design-technology.info/home.htm>
<https://www.bbc.co.uk/bitesize/subjects/zfr9wmn>

Drama

<https://www.bbc.co.uk/bitesize/subjects/zbckjxs>
<https://www.youtube.com/user/ntdiscovertheatre>
<https://www.youtube.com/channel/UCdmPjhKMaXNNeCr1FjuMvag>





English

Online Poetry Sites

<https://www.poetryfoundation.org/>

<https://poets.org/>

Reading Lists

<https://schoolreadinglist.co.uk/category/secondary-ks3-ks4-reading-lists/>

Non Fiction Reading - News Websites

<https://gulfnews.com/>

<https://www.theguardian.com/international>

<https://www.bbc.com/news>

<https://edition.cnn.com/>

<https://news.sky.com/world>

Literature and Language Revision

<https://mrbruff.com/>

<https://www.bbc.co.uk/programmes/p01drwny>

Food Technology

<https://www.ifst.org/lovefoodlovescience/resources>

<https://www.foodafactoflife.org.uk/>

<https://www.bbcgoodfoodme.com/>

<https://www.leiths.com/>

Geography

<https://www.geographypods.com/>

<https://www.geographyalltheway.com/>

<https://www.bbc.co.uk/bitesize/subjects/zrw76sg>

<https://senecalearning.com/>

<https://www.nationalgeographic.org/>

History

<https://www.bbc.co.uk/bitesize/subjects/zk26n39>

<https://app.senecalearning.com/classroom/course/f3012969-6f-da-4cb0-8de5-8ff738472ea1/section/5c2270b8-b8b9-4bad-a9fc-9894dcb513e7/session>

Islamic A and Islamic B

<https://www.quran411.com/>

<https://sunnah.com/>

<https://www.al-islam.org/stories-prophets/prophet-adam>

Mathematics

<https://vle.mathswatch.co.uk/vle/>

<https://www.mangahigh.com/en/>

<https://www.mathsgenie.co.uk/>

<https://corbettmaths.com/>





Modern Foreign Languages

<https://www.memrise.com>

<https://www.wordreference.com>

<https://grammar.collinsdictionary.com>

<https://www.collinsdictionary.com/dictionary/english>

<https://www.collinsdictionary.com/dictionary/english-thesaurus>

<https://www.linguascope.com>

<https://quizlet.com>

<https://www.pleco.com>

<https://www.thechairmansbao.com>

Moral Education

<https://moraleducation.ae/get-involved/#header>

Music

<https://www.bbc.co.uk/bitesize/subjects/zpf3cdm>

<https://www.bbc.co.uk/bitesize/subjects/zmsvr82>

<https://www.musictheory.net/> <https://oneminutemusiclesson.com/>

<https://www.youtube.com/c/JamesStevenson/videos>

<https://www.musicalfutures.org/>

PE

<https://www.youtube.com/channel/UCB-yYmhoAieVxt046nG1XPQ>

Science

<https://www.kerboodle.com/>

<https://www.bbc.co.uk/bitesize/subjects/zng4d2p>

<https://www.aqa.org.uk/subjects/science/ks3/ks3-science-syllabus>

<https://senecalearning.com/en-GB/blog/free-key-stage-3-science-revision/> <http://www.docbrown.info/ks3science.htm>

<https://phet.colorado.edu/> [https://www.youtube.com/playlist?](https://www.youtube.com/playlist?list=PLYf3QQ9ddzgngBzZiwWcEBuRoKUYaXS6N)

[list=PLYf3QQ9ddzgngBzZiwWcEBuRoKUYaXS6N](https://www.youtube.com/playlist?list=PLYf3QQ9ddzgngBzZiwWcEBuRoKUYaXS6N)

UAE Social Studies

<https://www.bbc.co.uk/bitesize/subjects/zk26n39>

<https://senecalearning.com/en-GB/seneca-certified-resources/geography-ks3-1/>

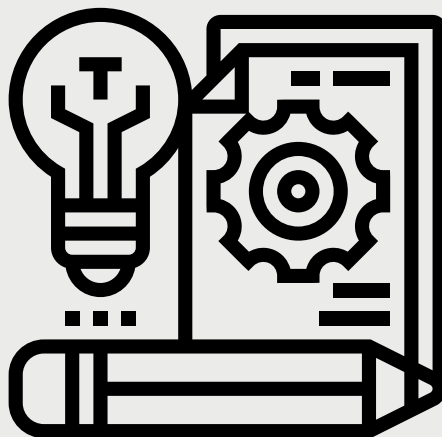


ON A JOURNEY

WHAT WILL MY CHILD STUDY?



HOW CAN WE SUPPORT AT HOME?





Primary School Art Classes
Developing basic skills and critical understanding of Art & Design

Sit your end of Y6 Exams

Preparing for secondary school life

Baseline Assessment Drawing Task - Notre Dam

PRIMARY SCHOOL

YEAR 7

Mythical Creatures Project - Andrew Davidson

Y6 Transition Week. Introduction to the Art Department

Everyday Objects Project

Designing & Making Clay Sculpture

Anatomy Project Peter Randall -Page

Drawing Mark-Making Tone & Shading

YEAR 8

Baseline Assessment Drawing Task

Drawing & Painting Colour Theory

Photography Composition Lighting

Printmaking Mono-print Press-print

John Taylor Arms

Insects Project Louise Bourgeois

Mixed Media Drawing Painting

Baseline Assessment Drawing Task

YEAR 9

3D Design

Orphism Art Project

Pattern project

Portrait Photography Perspective & Angle Manipulated Images

Component 1 Personal Portfolio

Critical Understanding Artist Research

GCSE Art & Design Options Choices -Art & Design -Photography

Clay Heads John Tsang

Experimenting with media and techniques

Skills Based Project Work

Expressive Portraits Project Painting Skills, Mixing, Application

MC Escher Block Printing

10 Hour Mock-Exam

Portfolio presentation skills

10 Hour Final Exam

YEAR 11

Recording from observation and developing ideas

Personal response

Component 2 - Externally Set Task

GCSE Exhibition

Personal Study 1000 words (minimum)

Component 1 - Personal Investigation

A-Level Art & Design Taster Sessions

YEAR 12

Practical Work & Supporting Studies

Graphic Design, Advertising & Marketing Web/App Development, Animation - Visual Effects Motion Graphics, Fashion Design & Textiles, Photography, Film & TV, Game Development, Interiors Design, Journalism & Media

15 Hour Mock-Exam

15 Hour Final Exam

A level Exhibition

UCAS

YEAR 13

Component 2 - Externally Set Task

Experimenting with media and techniques

Critical Understanding Artist Research

Recording from observation and developing ideas

End of your Art & Design Journey at Safa

Personal response

Celebrate A Level results

University Applications Degree Level Creative Career Courses

Continue your lifelong love of Art & Design

knowledge throughout life

Use your Art & Design



PRIMARY SCHOOL



Build a solid foundation in English



See the displays and projects that are made in SCS Secondary



Complete Y7 baseline assessment

YEAR 7



Sit SATS in Y6



Year 6 Transition Day - Experience what Design & Technology is at SCS



Introduction to the Safa Design & Technology

Evaluate the process



Learn to manipulate thermoplastics



Use new tools to shape natural and man made timbers



Apply Ergonomic Design to prototyping



Learn a range of Drawing Techniques



YEAR 8

Evaluate the product by using it at home



Create and test electric circuit



Assess and develop work



Develop good independent study habits



Introduction to Anthropometrics



Investigate Islamic design



Compare CAD and hand made processes



Create a mould for batch production



Evaluate the product



Use Islamic inspiration to develop Jewellery design



Learn how to be safe when casting molten metal



Produce metal Jewellery



Present jewellery at the end of year exhibition

YEAR 9

Begin Phone Holder Project



Evaluate phone holder



Use a range of tools to master skills



Experiment with wood joints



YEAR 10



Welcome to the course with a specification overview



Develop manufacturing skills in line with theory knowledge



Complete Y10 mock exams to get GCSE ready



Begin Section 1 (Investigate) of the NEA

YEAR 11

Review the NEA work completed over the summer



Celebrate your results



Complete the final section of the NEA (Evaluate)



Exam practice



Begin the manufacture of your concept design



Develop and rapid prototype your designs



YEAR 12



Revision and exam technique sessions
Introduction to the A Level course
Begin skills based projects



Complete your manufacture



Produce a manufacturing plan with your Teacher



Continue to work through the exam topics



Begin Designing your NEA product



Go to university to enhance your studies and get a degree



Continue your lifelong love of design

Use the life skills learnt through Design & Technology

Celebrate A Level results

Become a member of Safa Alumni



Manufacture the final concept



Complete learning theory knowledge



Create detailed prototypes and evaluate with your client



Revise for written exam



Evaluate final product with the client



Produce a detailed manufacturing plan



Reflect on your literacy journey so far

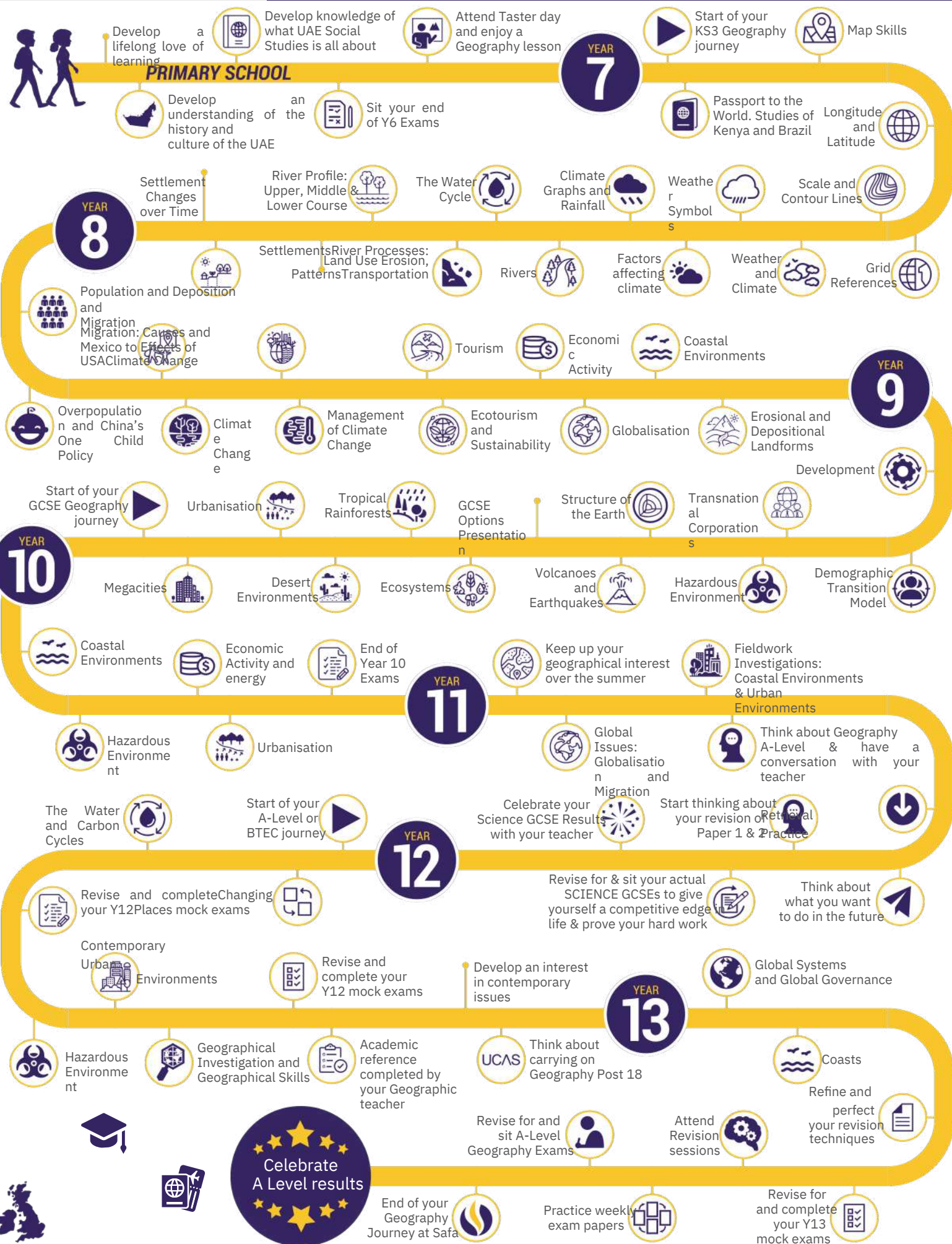


YEAR 13















Students focus on learning the basic principles of Moral Education

PRIMARY SCHOOL

YEAR 7



Y6 Transition Week. Introduction to the secondary school



Introduction activities, meet the teacher



Equality, justice and fairness



Sit SATS in Y6



Preparing for secondary school life



Learning the four pillars of Moral Education

YEAR 8

End of topic quiz



Recognising and respecting differences



How the UAE grew into the diverse, inclusive society that it is today

Group presentations



Respect and tolerance in a diverse society



Physical health and diet

Individual moral responsibilities, duties and obligations



Making good decisions



Digital challenge



YEAR 9

The difference between duties and moral obligations



Trade, travel and communications: the UAE in an increasingly globalized and interconnected world; cultural exchange



Dealing with conflict



The growth of a consultative governance in the UAE



Morality in the context of communities

YEAR 10

Morality in the context of states



Valuing diversity



Global Ethics



Financial Awareness



Governments, power and the judiciary system in the UAE



YEAR 11

International relations of the UAE



What should we preserve and how?



Being a responsible adult



Ethics and the global community



Being an active citizen



Living a moderate life



YEAR 12

Peace and conflict studies



Reflection and transition



Developing a global outlook



YEAR 13

Universal culture



Introduction to projects



Managing real world finances



Celebrate A Level results



Living a moral life and morality in practice - project based learning



Ethics in real life











SAFA
COMMUNITY
SCHOOL