

# QUALITY OF EDUCATION NEWSLETTER

**ALL SAINTS**  
ACADEMY

Issue 7—April 2024

## Dear Parents/Carers

This is the final time Year 11 and Year 13 will be included in our newsletter this academic year, as their external examinations start in about 3 weeks. In all lessons, since we came back after the Easter break, Year 11 and Year 13 students have been busy doing focussed revision with their subject teachers. These revision plans continue until Friday 3<sup>rd</sup> May.



Once Year 11 students start their GCSE exams, we plan to collapse their normal timetables and have intensive revision sessions planned, which will prepare them for their next upcoming exam. Year 13 students are preparing for their A Level exams, with teachers providing targeted revision and guidance, but also allowing the students to work independently. We wish these students all the best and look forward to celebrating with them when they receive their results in August.

**Kate Searle**

Deputy Principal—Quality of Education

You can contact the Quality of Education team using the email addresses below:

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## Exam Guidance

With exams fast approaching, we understand parents/carers and students may be unsure of exam rules or have general queries regarding their exams. We will be issuing students with an 'A-Z of Exams' booklet for their use and this will be available on the Academy website shortly. If you have any questions queries after reading the booklet, please do not hesitate to get in touch with me on [FMastracci@asadunstable.org](mailto:FMastracci@asadunstable.org)

**Francesca Mastracci**

Exams Manager

## Substantive knowledge

This is the subject based knowledge that students need to understand. It is planned, taught and revisited in a careful sequence by teachers.

## Disciplinary knowledge

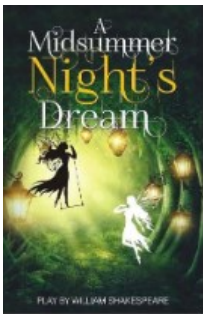
This is how we gain knowledge in a subject. For example, in history it often involves using historical sources, in English reading novels or poems, and in more creative subjects drafting and re-drafting work.



### April Virtue: Self-Mastery

### Skill: Aiming High

#### Year 7



In English, students will begin studying 'A Midsummer Night's Dream'. They will explore the extent to which they can demonstrate **self-mastery** when tackling Shakespeare's language. They will **aim high** by exploring the themes of the play and start commenting on how the play's characters are presented.

In French, students will be learning about food and local areas. They will learn more advanced vocabulary to build on what they have previously acquired. **Self-mastery** will be demonstrated as students use repetition to secure their pronunciation of the new vocabulary. They will **aim high** by using the vocabulary to build sentences to describe the

foods they eat and places of interest in their local area.

In Spanish, students will be learning about family and friends. They will learn more advanced vocabulary to build on what they have previously acquired. **Self-mastery** will be demonstrated as students use repetition to secure their pronunciation of the new vocabulary. They will **aim high** by using the vocabulary to build sentences to describe their family and friends.

In maths, Year 7 students will explore the world of ratios. They will investigate how ratios represent the relationship between two or more quantities and how they can be expressed in different forms such as fractions, decimals or percentages. Students will **aim high** as they apply ratios to solve problems in real-life contexts, such as scaling recipes or calculating proportions in geometric figures. Through practice and determination students will develop the **self-mastery** needed to build a strong foundation for understanding proportional reasoning and its applications in various mathematical contexts.

In science, students will be looking at the role that different organisms play in a food web. They will be **aiming high** as they describe how organisms interact with each other in ecosystems.

In computer science, students will be exploring the hardware used in various aspects of computing. Topics include: a general overview of computers, the CPU, storage, memory, networks and building computers. They will strive to gain **self-mastery** of the skills of working out how computers work and **aim high** to acquire and understand the vocabulary used in computer hardware.



In geography, students will be considering the nature of ecosystems and biomes. They will showcase **self-mastery** as they consider ways to resolve issues related to ecosystems on our planet. They will **aim high** to develop independent ideas and explanations. In history, students will be broadening their knowledge of the Tudor dynasty and the introduction of the Stuarts. Students will exhibit **self-mastery** as they develop independent analysis of the reign of Elizabeth and how she **aimed high** to restore peace and security to her



# QUALITY OF EDUCATION NEWSLETTER

**ALL SAINTS**  
ACADEMY

Page 3

kingdom. In religious studies, will be considering Sikhism. Students will consider the **self-mastery** needed to be a Sikh and **aim high** to integrate new knowledge into their written work.



In art, year 7 are looking at the story of Kente cloth and contemporary artists working with this Nigerian traditional fabric. They will need to show **self-mastery** to perfect this artistic technique this month. Meanwhile, in music, students are exploring keyboard skills and music comprehension through a range of different cultural music traditions. In textiles, students are exploring basic hand stitching and

applique techniques to design and make a fabric iPad case, continuing their work from last month. In food studies, students are looking at macro nutrients and meal planning. Students are thinking about how to plan their first cook. Finally, in PE, students are continuing to explore field sports using the all-weather pitch. Students will be **aiming high** in a competitive athletic event.

Subject	Substantive knowledge	Disciplinary knowledge
Art	Exploring the work of others.	Evaluation and analysis
Music	Keyboard Skills	Finger position and music comprehension
Food	Macro Nutrients	Meal planning and balanced diet
PE	Field sports	Tactics and accuracy
English	Shakespeare's <i>A Midsummer Night's Dream</i>	Exploring characterisation in plays
Modern languages	Food and local areas My family and friends	Vocabulary, grammar and phonics associated with the topics
Geography	Ecosystems and biomes	Use of graphs and data
History	Tudors and Stuarts	Sources
RS	Sikhism	Explanations
Maths	Ratio	Simplifying, finding equivalents, and sharing in ratios as well as calculating proportions in real life scenarios
Science	Interdependence and how organisms interact in ecosystems	The use of quadrats to survey an ecosystem
Computer science	Spreadsheet formulae	Basic arithmetic

## Year 8



In English, students will begin studying *Romeo and Juliet*. They will show **self-mastery** through their engagement with the play's themes and characters. They will **aim high** as they start to analyse Shakespeare's language.

In French, students will be learning about issues in Francophone countries. They will learn more advanced vocabulary and grammar to build on what they have previously acquired. **Self-mastery** will be demonstrated as students use repetition to secure their pronunciation of the new vocabulary. They will **aim high** by using the vocabulary to build sentences to describe the environmental issues which affect these countries. Spanish, students will be learning about daily routines using reflexive verbs. They will learn more advanced vocabulary to build on what they have previously acquired. **Self-mastery** will be demonstrated as students use repetition to secure their pronunciation of the new vocabulary. They will **aim high** by using the vocabulary to build sentences to describe their daily routines.

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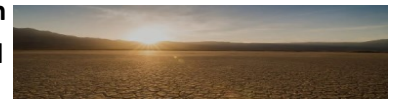
Subject	Substantive knowledge	Disciplinary knowledge
Art	Personal presentation	Idea generation and refinement
Music	Music production	Beats and nonlinear production
Drama	Performance skills	Physical theatre
DT	Mechanisms and modelling	Prototyping, board and card
PE	Field sports	Tactics and accuracy
English	Shakespeare's <i>Romeo and Juliet</i>	Analysing Shakespeare's language and linking in Elizabethan context
Modern languages	Reflexive verbs, vocabulary linked to the topics	Using simple sentence structures to describe the activities that they do.
Geography	Climate	Graphs and data
History	The Silk Roads	Interpretations and sources
RS	Stewardship	Source readings
Maths	Fractions	Simplifying, finding equivalents as well as operations, and applications of fractions
Science	The structure and function of the breathing and digestive systems	Qualitative food tests for protein, fat, reducing sugars and starch
Computer science	Spreadsheet formulae	Use formulas and functions to solve mathematical problems

In maths, students will delve into the intricate realm of fractions. They will explore how fractions represent parts of a whole and how they can be manipulated and compared using various operations. Students will **aim high** by tackling challenging problems involving fractions, including adding, subtracting, multiplying and dividing fractions, and solving equations involving fractions. Students will need to show **self-mastery** to grasp the concept of fractions and build strong foundations to understand more complex mathematical concepts and their practical applications in everyday life.



In science, students will be **aiming high** as they learn about the structure and function of the breathing and digestive systems. In computer science, students will be learning spreadsheet formulae. Topics include formulae and functions, mathematical equations, conditional formatting, charts and validations. They will gain **self-mastery** using various formulas to solve mathematical problems and **aim high** by learning how spreadsheets can be used to organise data.

In geography, students will consider climate and climate change. They will **aim high** as they start to analyse trends and data in class. Moreover, they will show **self-mastery** through engagement and analysis in their work. In history,



students will be exploring the introduction of Peter Frankopan's book *Silk Roads*. They will showcase **self-mastery** as they engage with new concepts linked to empire. Students will **aim high** as they grapple with challenging texts and information that is linked to a period of study they have not encountered before. In RS, students will consider stewardship and our role as guardians of nature. Students will similarly **aim high** to consider ways to heal the planet and bear witness to cases where they can exhibit qualities of **self-mastery** to become stewards in their own right, on our planet.

In art, students are exploring thematic projects around 'Coast' looking at personal memories of holidays or cultural connections with the sea. In drama, students are **aiming high by** exploring texts and using physical exercises to develop their performance skills. In DT, students are looking at mechanisms and modelling to prototype designs. In music, students are cementing their keyboard skills and looking at music production and using platforms, including Garage Band, to create new music compositions. In PE, students are revisiting their tactical and accuracy skills in field sports using the all-weather pitch.





## Year 9



In English, students will begin studying Shakespeare's villains. They will **aim high** by studying a range of Shakespeare villains to show an understanding of the genre and then present their findings to the class. They will need **self-mastery** as they listen to their peers.

In French, students will be exploring the topics Publicity and Entertainment for Youth, using the verb 'regarder' to express their opinion. They will continue to learn more advanced vocabulary to build on what they have previously acquired. **Self-mastery** will be demonstrated as students use repetition to secure their pronunciation of the new vocabulary. They will **aim high** by using the vocabulary to build sentences to describe the activities in which they engage.

In Spanish, students will explore the topic Young People in Action. They will learn the verb 'poder' in the present tense to express their ideas about environmental issues and raising money for charity. They will learn more advanced vocabulary to build on what they have previously acquired. **Self-mastery** will be demonstrated as students use repetition to secure their pronunciation of the new vocabulary. They will **aim high** by using the vocabulary to build sentences to describe their activities.

In maths, students will delve into the fascinating world of Pythagoras theorem. They will explore how this theorem establishes a fundamental relationship between the sides of a right-angled triangle, **aiming high** to grasp its applications in various contexts. Through rigorous problem-solving, students will demonstrate their mastery of Pythagoras theorem, applying it to calculate distances, solve geometric problems and explore its relevance in real-life situations. By being diligent, students will develop the **self-mastery** to solidify their understanding of geometric principles and pave the way for more advanced mathematical concepts.

In science, students will be **aiming high** in small groups as they work scientifically with projects based around health, engineering, the science of drugs and surviving in cold climates. In computer science, students will be studying advanced spreadsheets, including charts, data manipulation, VLOOKUP, conditional formatting and budgets.



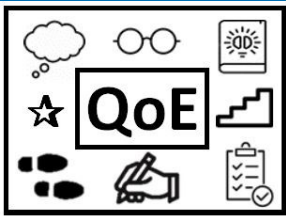
Students will develop **self-mastery** in using various aspects of spreadsheets to manipulate data and **aim high** by persevering to answer problems in spreadsheets.



In geography, students will engage with a new concept of water linked to weather hazards, in particular, students will showcase **self-mastery** as they manage more complex data and interweave this with the concept of **aiming high** as they seek to master new skills. In history, the legacy of WW1 will be

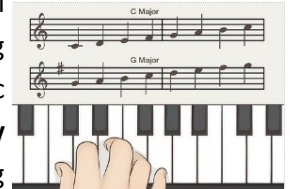
consolidated before moving onto the origins of Nazism in Germany. Students will consider the **self-mastery** to avoid repeating mistakes from the past. In RS, suffering and punishment will be explored. Students will **aim high** as they consider a range of concepts linked to religious and non-religious teachings. They will showcase **self-mastery** as they seek to improve their capacity to answer longer questions and integrate textual evidence to support their considerations.

In art, students will be developing responses to thematic projects. Looking at the theme of 'From Above',



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students are exploring abstraction using personally selected maps and diagrams from local and international places that are personal to the students. In music, students are refining music comprehension and listening skills, developing keyboard skills and music comprehension through a range of music traditions. They will need to show **self-mastery** when improving their instrumental skills. In textiles, students are exploring stitching



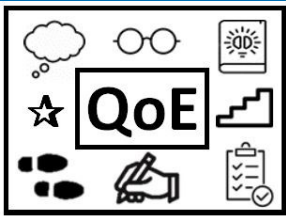
techniques and appliques to design and make an iPad case. In food studies, students are exploring balanced diets and meal planning using knowledge of the macro nutrients. Lastly, in PE, students are **aiming high** to develop their co-ordination and physical fitness through field sports and starting to develop athletics skills.

Subject	Substantive knowledge	Disciplinary knowledge
Art	Contextual understanding	Research, annotation and idea generation
Music	Composition	Keyboard skills, music reading
Textiles	Hand stitching and applique	Hand stitching and material skills
Food	Meal planning and nutrients	Macro nutrient and balanced diet
PE	Physical fitness	Athletics, tactics and co-ordination
English	Exploration of Shakespeare's villains, including Titus Andronicus, Richard III, and Macbeth	Academic essay writing incorporating literary analysis with relevant contextual links
Modern languages	Using the verb PODER in Spanish Using the verb REGARDER in French	Constructing sentences using the newly acquired verbs
Geography	Weather hazards	Graphs and data analysis
History	The legacy of WW1	Interpretations
RS	Suffering and punishment	Interpretations
Maths	Pythagoras theorem	Understanding how to find the shorter and longer missing sides and problem-solving strategies related to right-angled triangles
Science	A range of STEM projects based on working scientifically	Group work to complete projects relating to various aspects of STEM
Computer science	Advanced spreadsheets	Using formulae to manipulate data

## Year 10

In foundation maths, students will immerse themselves in the study of angles. They will investigate how angles measure the space between two intersecting lines or surfaces, and how they are classified based on their size and relationships. Students will **aim high** as they tackle real-world problems involving angles, such as determining missing angles in geometric shapes or analysing angles in everyday scenarios. They will show **self-mastery** to lay a solid groundwork for understanding geometric principles and their applications in various mathematical contexts.

In higher maths, students will venture into the world of graphing linear equations, represented by the equation  $y=mx+c$ . They will explore how this equation defines a straight line on a coordinate plane, with  $m$  representing the slope and  $c$  representing the  $y$ -intercept. **Aiming high**, students will tackle real-world problems involving graphing linear equations, such as interpreting graphs, determining slopes and  $y$ -intercepts, and solving systems of linear



# QUALITY OF EDUCATION NEWSLETTER

**ALL SAINTS**  
ACADEMY

Page 7



equations graphically. Students will show **self-mastery** by becoming proficient in the concept of graphing linear equations, developing a solid foundation for understanding functions and their graphical representations, paving the way for more advanced topics in algebra and beyond.

In biology, students will be learning about bacterial, viral and fungal diseases in plants and animals. They will understand the processes involved in designing and marketing drugs. In chemistry, students will be considering the energy changes that take place in chemical reactions and how they can be useful to us in everyday life. In physics, students will be using a range of practical techniques to investigate forces.



In history, students will continue their exploration of the Normans. Specifically, they will consider the **self-mastery** needed for the Normans to consolidate their power in Britain and build a successful kingdom. In geography, students will be introduced to coasts and landforms. Students will **aim high** to recall key information about these landforms and demonstrate **self-mastery** to evaluate negative and positive solutions to coastal management. In RS, students

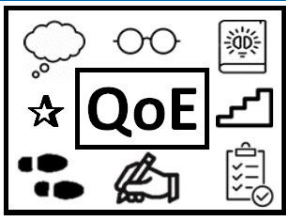
will evaluate concepts and religious knowledge linked to suffering and punishment.



They will collaborate on key ideas and consider the **self-mastery** required to overcome moral and spiritual hurdles linked to these concepts.

In art, students will be exploring personal identity through developing personal responses to the work of a range of artists. Students will be **aiming high** to work on extended pieces and at a larger scale to realise intentions. In three-dimensional design, students will be finalising a design for a functional lamp design from tests produced last

Subject	Substantive knowledge	Disciplinary knowledge
Art	Personal realisation	Evaluation, planning and realisation
3D design	Personal realisation	Evaluation, planning and realisation
PE	Core skills	Fitness, co-ordination, refinement
Food	Meal planning	Macro nutrients, balanced diet
English Literature	AQA Power and Conflict Poetry Anthology	Poetic and literary analysis with comparative essay writing.
English Language	AQA English Language Paper 1: Explorations in Creative Reading and Writing	Evaluation and analysis of linguistic and structural methods.
Modern foreign languages	Stem changing verbs plus the infinitive	More advanced sentence constructions using a range of vocabulary.
Geography	Coasts	Use of data
History	Norman consolidation of power	Interpretation questions
RS	Suffering and punishment	Textual analysis
Maths	Foundation – angles	Understanding their relationships in parallel lines, interior and exterior angles.
	Higher – linear graphs	Plot and interpret graphs using $y=mx + c$ and those in form $ax + by = c$
Science	Biology – disease and drug design and marketing Chemistry - exothermic and endothermic reactions  Physics – vector and scalar quantities forces	Biology – aseptic techniques and investigating antibacterial agents Chemistry -carrying out some reactions and classifying them as exothermic or endothermic Physics – investigating forces on a range of objects
Computer Science		



year. Students will take the best elements from their designs and combine them into a final piece that is prototyped and functional. Food studies lessons will see students practising meal planning and preparation through a range of cooks. Students will use the nutritional theory learnt to plan health and nutritious starters, mains and desserts. In PE students will be completing coursework preparation, developing coaching and technical skills in a range of disciplines for their GCSE coursework.

In English Literature, students will begin learning and analysing a poetry anthology of Power and Conflict. In English Language, students will start working on English Language Paper 1: Explorations in creative reading and writing. Students will **aim high** when sharing their ideas and demonstrate **self-mastery** when listening to their peers.

In Spanish, students will explore the topic of Interests and Influences using stem changing verbs. They will learn more advanced vocabulary to build on what they have previously acquired. **Self-mastery** will be demonstrated as students use repetition to secure their pronunciation of the new vocabulary. They will **aim high** by using the vocabulary to build sentences to describe their free time activities. In French, students will learn about celebrations linked to French festivals and celebrations. They will learn more advanced vocabulary to build on what they have previously acquired. **Self-mastery** will be demonstrated as students use repetition to secure their pronunciation of the new vocabulary. They will **aim high** by using the vocabulary to build sentences to describe the festivals and celebrations.

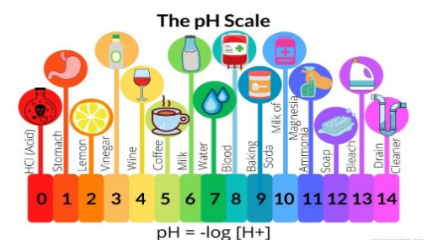
## Year 11



In English, students will be revising for their English Language and English Literature examinations. Students will be revisiting plot, context and quotes for each that they have covered (Macbeth, A Christmas Carol, An Inspector Calls, Power and Conflict Poetry Anthology, Unseen Poetry). Students will also be revising English Language Paper 1 specifically looking at the structure and evaluation question on the fiction extract; students

will also be revising creative writing, and English Language Paper 2, focusing on Q2 and Q4 in which they compare writers. They will also revise non-fiction writing by looking at how to employ a range of persuasive devices alongside a sophisticated repertoire of vocabulary.

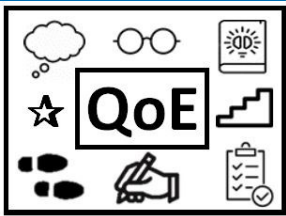
In maths, students will concentrate on the main areas of Number, Algebra, Shape, and Data. They should **aim high** for top grades by mastering these units and demonstrating **self-mastery** in their revision. While they will receive guidance through past papers in class, it is crucial for them to set high goals, employ effective study methods, and seek support when necessary. With focused effort and disciplined revision, students will be well-prepared for assessments and lay a solid groundwork in maths for exams. In the sciences, students will be revising for their final examinations. They will revise a range of topics using a variety of visual and practical resources. Students will be reviewing the required practical tasks that will be tested on in the terminal exams and beyond.



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## Year 12

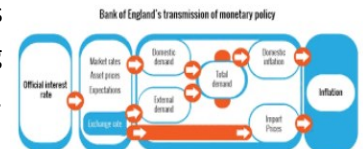
Subject	Substantive knowledge	Disciplinary knowledge
Biology	Classification and evolution. Investigating biodiversity	Practical activities to include the calculation of species diversity
Business studies	Legislation	Develop essay writing skills
Psychology	Social psychology incorporating research methods	Undertaking research, considering ethics
Law	Criminal determinants	Understanding the court case process
Economics	Monetary and fiscal policy	Developing essay writing skills

In business studies, students will be looking at how legislation impacts on business and how a firm must follow legislation that is put in place. This is a crucial example of **aiming high** in the real world and how it can bring success. In psychology, students will begin to look at researching a social psychology experiment, with all the aspects required of a research project. They will use research methods to underpin their experiments.



In biology, students will be **aiming high** as they learn about the animal kingdom and evaluate how developments in biology have led to a change in the classification system first used by Aristotle and developed by scientists such as Darwin over time.

In law, students will look at the cause and liability factors in a court case. Students will look at intent and the impacts of liability. In economics, students will be looking at how the Government uses monetary and fiscal policy to control the economy. Economics students have worked very hard to attain **self-mastery** in their subject.

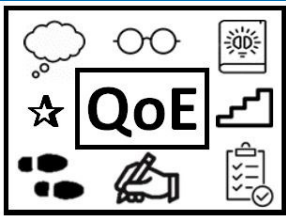


## Year 13

In history, students will be preparing for their examinations, reviewing papers 1, 2 and 3. They will demonstrate a greater capacity to develop clear lines of argument as well as refining their approach to source-based questions. In psychology, students will begin to study elements of addiction, genetic and behavioural explanations, along with treatment types available for addiction. In English Literature, students will be revising for their final exams. They will focus on English Literature Paper 1 (Othello, The Great Gatsby, Pre-1900 poetry and unseen poetry) and English Literature Paper 2 (Feminine Gospels, Unseen Prose, The Color Purple, A Streetcar Named Desire). Students will focus on analysing techniques and layering interpretations of quotations. In maths, students are completing the numerical methods chapter and focusing on areas such as the Newton-Raphson method. They are also integrating mathematical



(Continued on page 11)



# QUALITY OF EDUCATION NEWSLETTER

**ALL SAINTS**  
ACADEMY

Page 11

functions. In business studies, we are now focusing on the final exam which asks students to research the clothing retail market in the UK. This links in with the virtue and skill of **aiming high** and **self-mastery** as students will be preparing for their final A level exam. In biology, students will role play the movement of ions through the nitrogen cycle. They will be **aiming high** as they cover the last topics before their final exams. They will be staying positive as they investigate population genetics and how organisms interact with one another in the wild. In geography, students will be revising for their final examinations and applying their knowledge by **aiming high** to achieve well in papers 1 and 2. They will need to exhibit **self-**



Subject	Substantive knowledge	Disciplinary knowledge
History	Review of paper 3	Sources and developing analysis
Psychology	Personality types and addiction	Genetic disposition to addiction
Geography	Review of paper 1 and 2	GIS data and analysis
English Literature	English Literature Paper 1 English Literature Paper 2	Technical analysis. Essay writing. Interpretations. Synthesis of context.
Maths	Numerical methods and integration	Newton-Raphson method and integration.
Business Studies	The clothing retails market	Using MOPS to evaluate a situation
Biology	Nutrient cycles and the development of ecosystems through succession	Range of practical and role play activities linked to ecosystems and interaction between the species present in these environments

**mastery** to consolidate their coursework.

## Academic Calendar - 2023/2024

School Holiday ■

Bank Holiday ■

Pupil Day ■

Training Day ■



September 2023					
Mon		4	11	18	25
Tue		5	12	19	26
Wed		6	13	20	27
Thu		7	14	21	28
Fri	1	8	15	22	29
Sat	2	9	16	23	30
Sun	3	10	17	24	

October 2023						
Mon		2	9	16	23	30
Tue		3	10	17	24	31
Wed		4	11	18	25	
Thu		5	12	19	26	
Fri		6	13	20	27	
Sat		7	14	21	28	
Sun	1	8	15	22	29	

November 2023							
Mon			6	13	20	27	
Tue			7	14	21	28	
Wed			1	8	15	22	29
Thu			2	9	16	23	30
Fri			3	10	17	24	
Sat			4	11	18	25	
Sun			5	12	19	26	

December 2023					
Mon		4	11	18	25
Tue		5	12	19	26
Wed		6	13	20	27
Thu		7	14	21	28
Fri	1	8	15	22	29
Sat	2	9	16	23	30
Sun	3	10	17	24	31

January 2024					
Mon	1	8	15	22	29
Tue	2	9	16	23	30
Wed	3	10	17	24	31
Thu	4	11	18	25	
Fri	5	12	19	26	
Sat	6	13	20	27	
Sun	7	14	21	28	

February 2024					
Mon		5	12	19	26
Tue		6	13	20	27
Wed		7	14	21	28
Thu	1	8	15	22	29
Fri	2	9	16	23	
Sat	3	10	17	24	
Sun	4	11	18	25	

March 2024					
Mon		4	11	18	25
Tue		5	12	19	26
Wed		6	13	20	27
Thu		7	14	21	28
Fri	1	8	15	22	29
Sat	2	9	16	23	30
Sun	3	10	17	24	31

April 2024					
Mon	1	8	15	22	29
Tue	2	9	16	23	30
Wed	3	10	17	24	
Thu	4	11	18	25	
Fri	5	12	19	26	
Sat	6	13	20	27	
Sun	7	14	21	28	

May 2024					
Mon		6	13	20	27
Tue		7	14	21	28
Wed	1	8	15	22	29
Thu	2	9	16	23	30
Fri	3	10	17	24	31
Sat	4	11	18	25	
Sun	5	12	19	26	

June 2024					
Mon		3	10	17	24
Tue		4	11	18	25
Wed		5	12	19	26
Thu		6	13	20	27
Fri		7	14	21	28
Sat	1	8	15	22	29
Sun	2	9	16	23	30

July 2024					
Mon	1	8	15	22	29
Tue	2	9	16	23	30
Wed	3	10	17	24	31
Thu	4	11	18	25	
Fri	5	12	19	26	
Sat	6	13	20	27	
Sun	7	14	21	28	

August 2024					
Mon		5	12	19	26
Tue		6	13	20	27
Wed		7	14	21	28
Thu	1	8	15	22	29
Fri	2	9	16	23	30
Sat	3	10	17	24	31
Sun	4	11	18	25	

Term 1 — 73 days

Term 2 — 57 days

Term 3 — 65 days = 195 days

Pupil contact will amount to 190 of the 195 days. Schools will be closed on five of the 195 days. These five days will enable teacher training to take place in accordance with Teachers' Conditions of Service.

Training days set as follows: Monday 4<sup>th</sup> September – Tuesday 5<sup>th</sup> September 2023 (2 days), Friday 20<sup>th</sup> October 2023 (1 day), Wednesday 3<sup>rd</sup> January 2024 (1 day) and Monday 22<sup>nd</sup> July 2024 (1 day).

The law requires that a parent ensures that their child receives a full and efficient education. If you enrol your child at a school, then you must ensure that they attend regularly. Regular school attendance is defined as being 'in accordance with the rules prescribed by the school' and means that if the school is open for 190 days, then this is what your child is expected to attend.