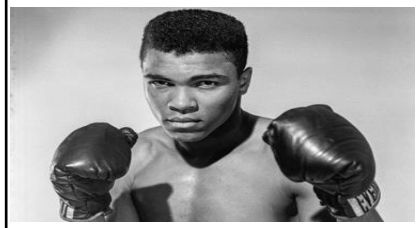
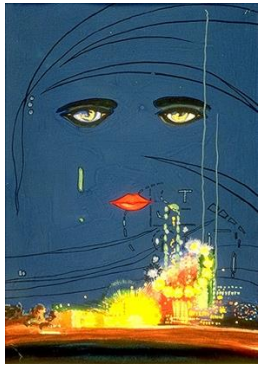
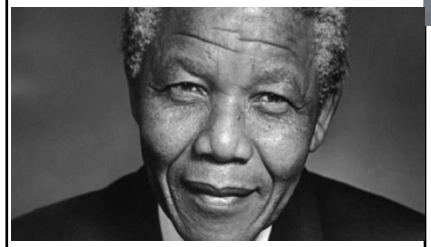
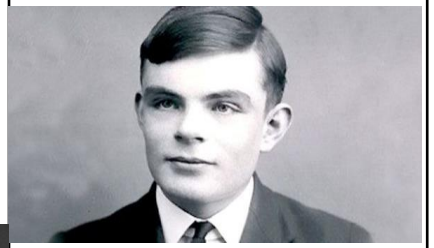
Do Now

Test your cultural knowledge with this 'Do Now' quiz – answers and purpose of this to be revealed!

1	2	3	4	5	6
 Who is this person and what did they do?	In which country is this eaten on Christmas day? 	'*Never mind Brexit, who won Legs-it*!' – from which newspaper does this headline come from?	 Where is this place?	Name three wind instruments.	'*There is something on that birth certificate that he doesn't like*' – who told this famous lie about Barack Obama's Birth certificate?
7	**8**	**9**	**10**	**11**	**12**
Why did this person not fight in the Vietnam war? 	What is the longest running soap in the UK? Where is it set?	 Which book is this the cover of?	For how long was this person in prison? 	 Who is this person and what did they do?	Who was the first British female to have a Number 1 record with a song she wrote?

KS3 Information Evening

Year 9

The KS3 Team

Mrs Emma Greenfield
Director of Learning for KS3

Mrs Alison Riley
Welfare Lead for Years 8 and 9

Mr Craig Western
Assistant to the Year Team

Mr Simon Hoyle
Assistant Headteacher - Link to Year 9

Congratulations to the Class of 2022!

We are consistently in the top 10% of schools nationally for attainment at GCSE.

Year 13 (442 entries):

- 50% were graded A* or A
- 70% were graded A*-B
- 90% were graded A*-C

At GCSE (2337 entries)

- 9% of all grades achieved were at the highest grade of 9
- 34% were at grades 7-9 (a 7 is equivalent to an old A grade)
- 84% were at grade 4-9 (a 4 is equivalent to an old C grade)

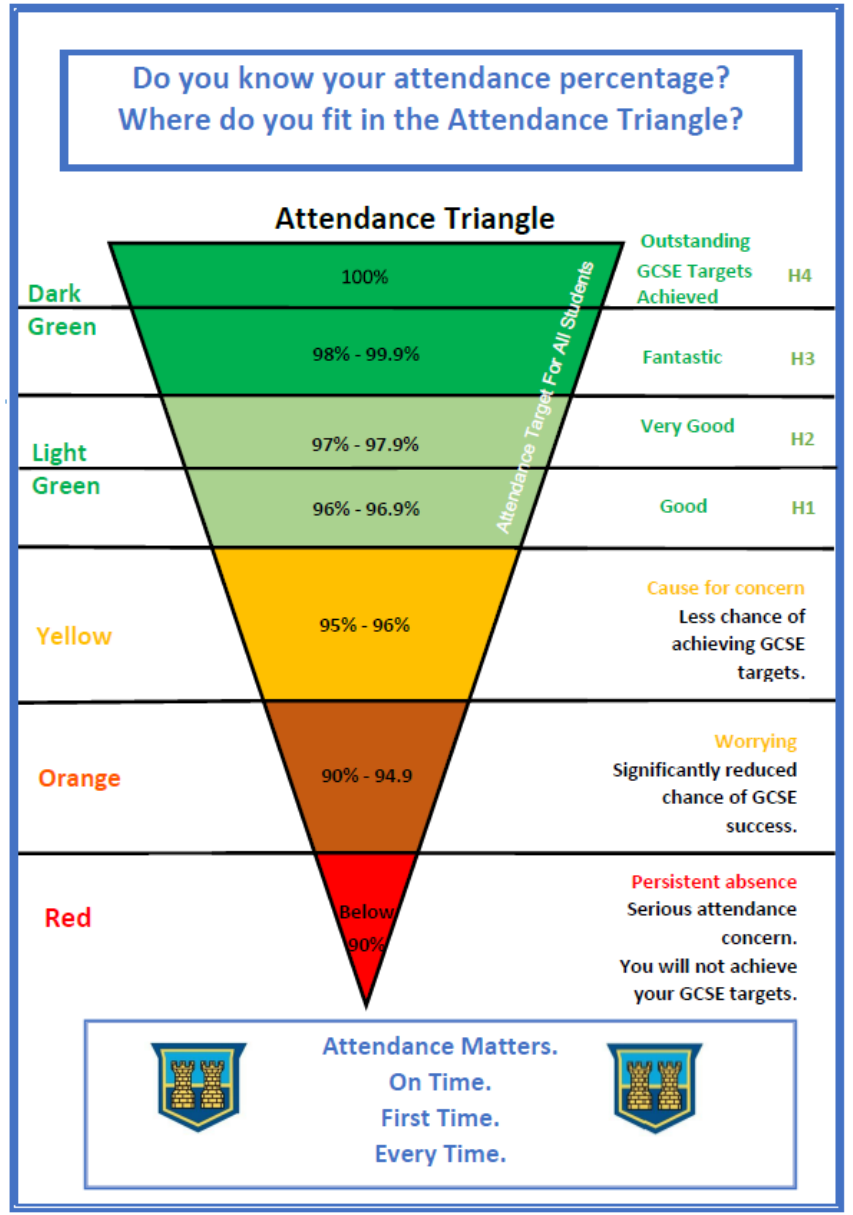
Attendance

If a student is unable to attend school, parents/guardians should call the school before 8:30am.

Please provide the following information:

- Student's name
- Student's year group
- Your relation to the student
- Reason for student's absence

A member of the Team will contact you to discuss the return to school.

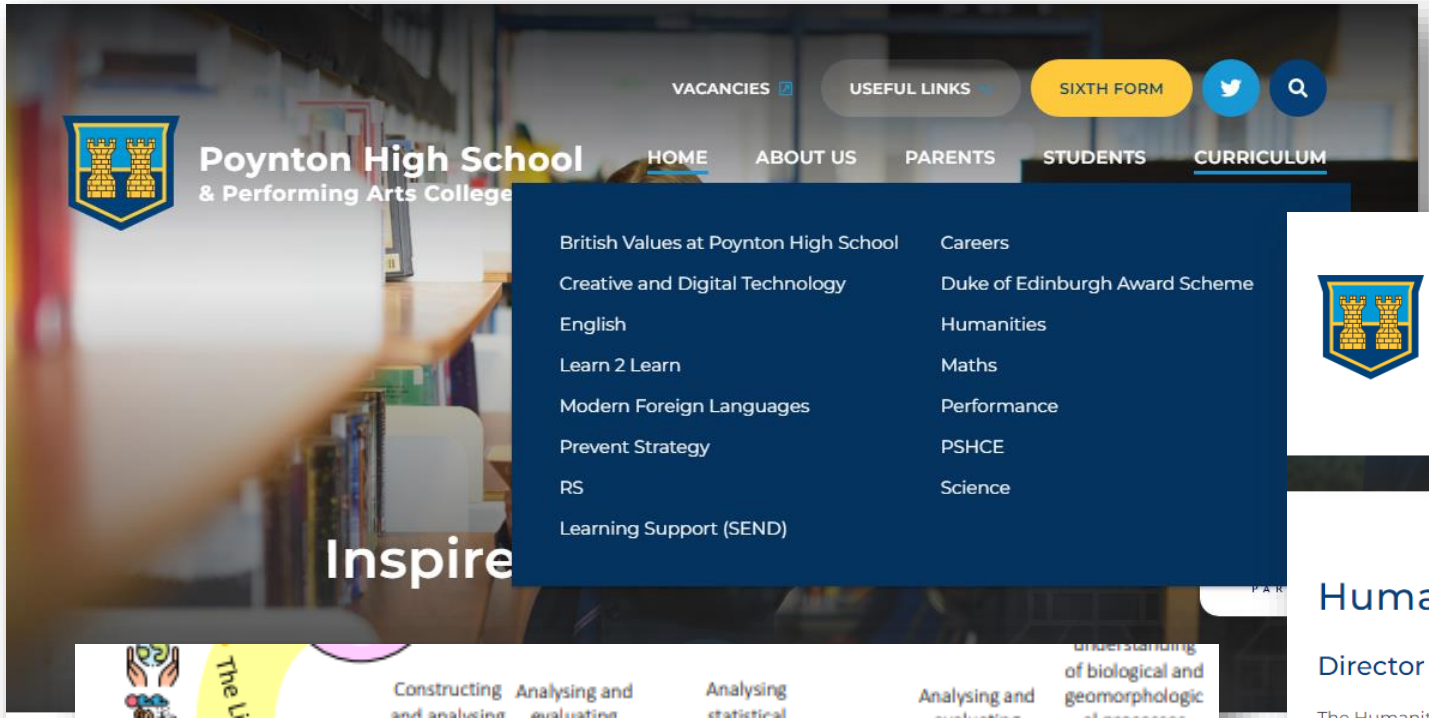


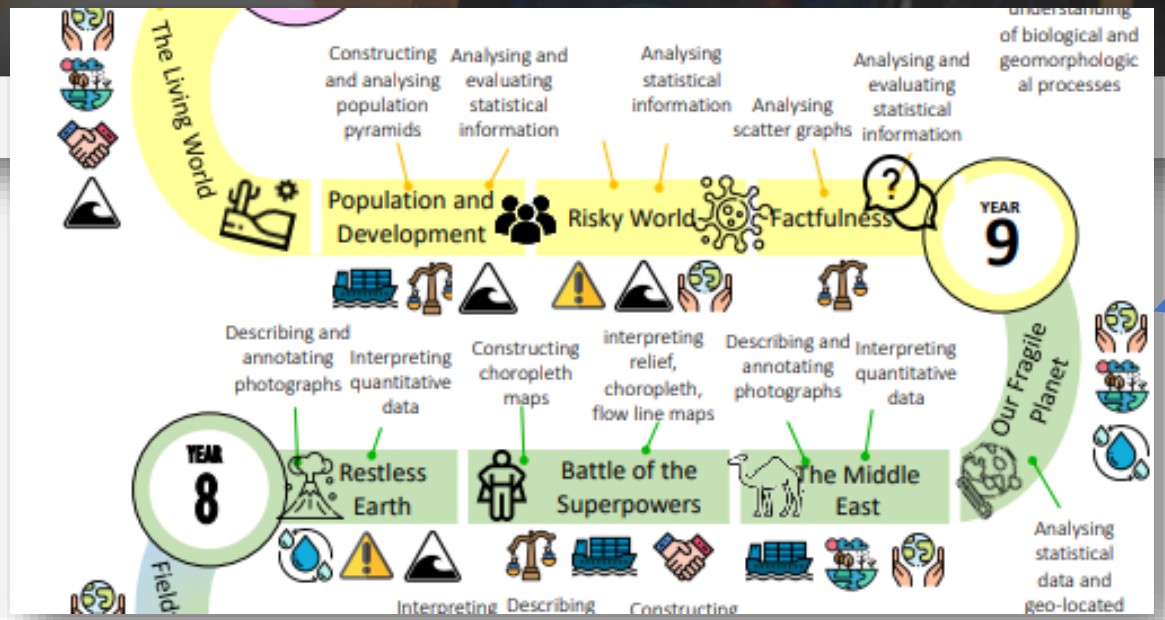
Attendance

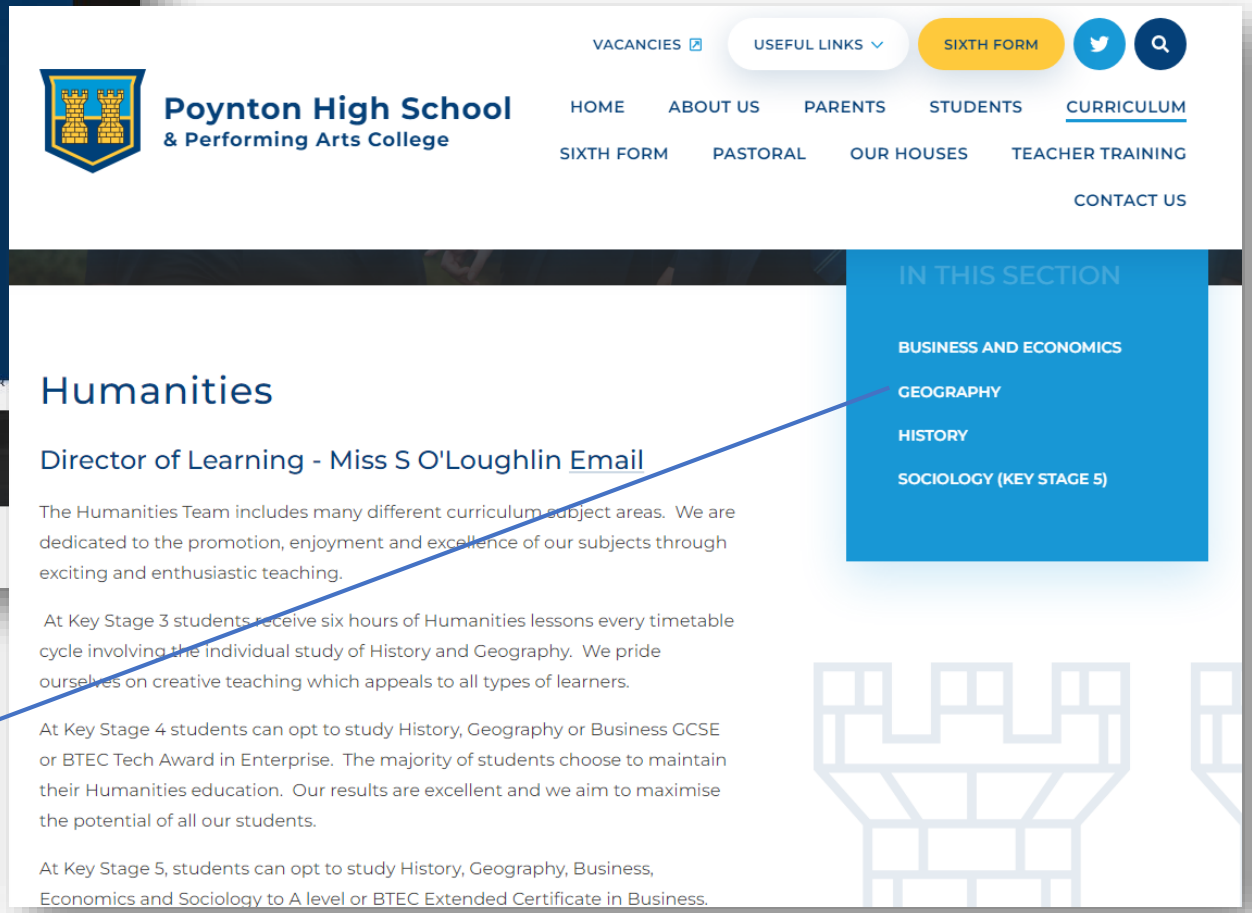
Attendance	Number of students	P8	A8	5 or more 9 - 4 inc En & ma
> 96%	164	0.31	57	86%
91 - 96%	45	0.14	54	80%
86 - 90%	15	-0.48	41	47%
< 86%	6	-0.88	29	0%

2019 data

Communication: *School Website*

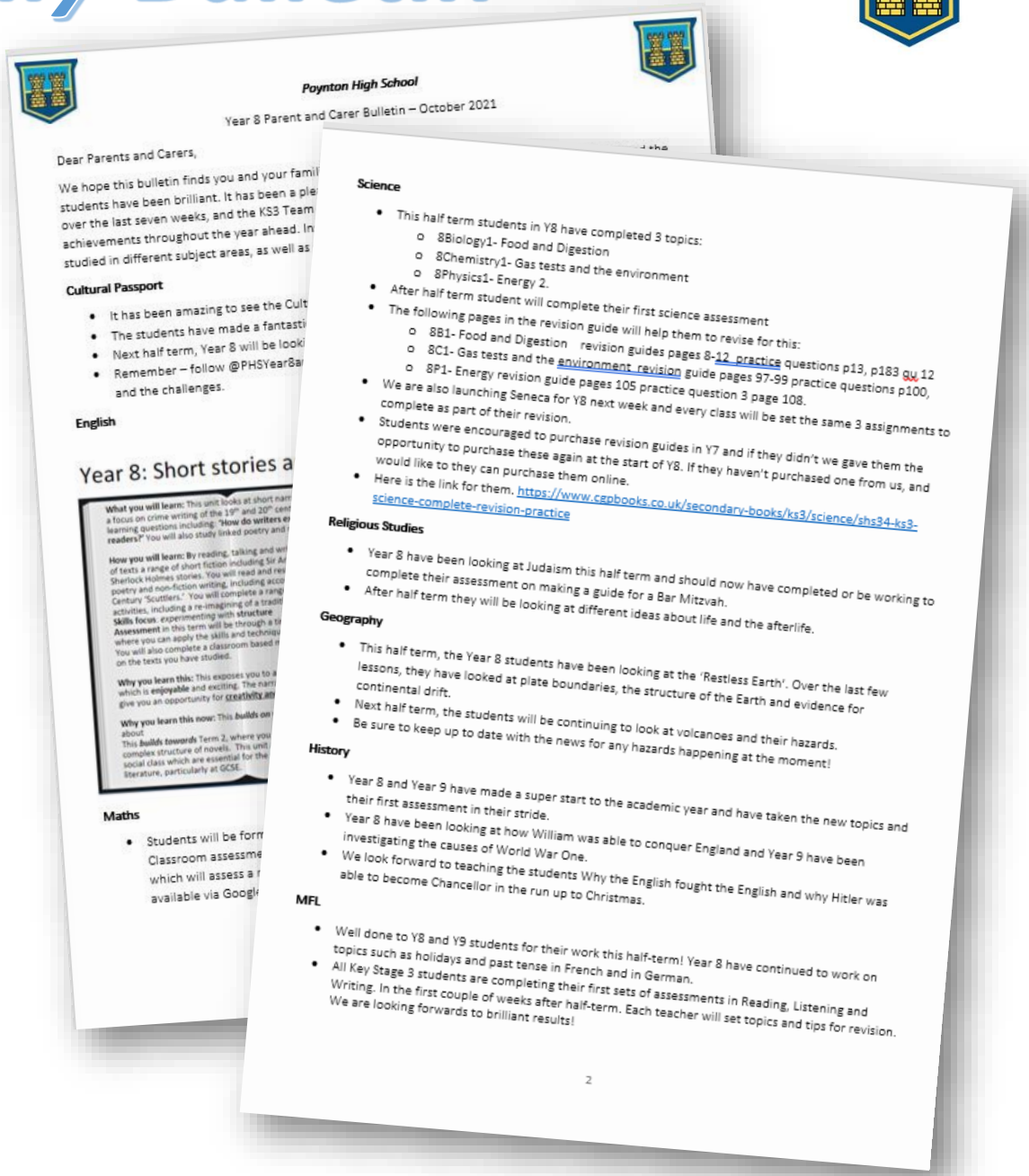






Communication: *Half Termly Bulletin*

- Each half term we will send out a parent and carer bulletin
- This will celebrate our students achievements from the half term
- It will highlight important events taking place in the next half term and any subject specific information for you to be aware of
- The bulletins will also provide you with an insight into what is being studied in each subject area
- There will be ideas to support students furthering their learning outside the classroom



Poynton High School

Year 8 Parent and Carer Bulletin – October 2021

Dear Parents and Carers,

We hope this bulletin finds you and your famil
students have been brilliant. It has been a ple
over the last seven weeks, and the KS3 Team
achievements throughout the year ahead. In
studied in different subject areas, as well as

Cultural Passport

- It has been amazing to see the Cult
- The students have made a fantasti
- Next half term, Year 8 will be looki
- Remember – follow @PHSYear8a
and the challenges.

English

Year 8: Short stories a

What you will learn: This unit looks at short nar
a focus on crime writing of the 19th and 20th cen
learning questions including: **'How do writers e
readers?'** You will also study linked poetry and

How you will learn: By reading, talking and wr
of texts a range of short fiction including Sir Ar
Sherlock Holmes stories. You will read and rev
poetry and non-fiction writing, including acco
Century 'Scutllers.' You will complete a rang
activities, including a re-imagining of a tradit
Assessment in this term will be through a t
Skills focus: experimenting with **structure**
where you can apply the skills and techniqu
You will also complete a classroom based
on the texts you have studied.

Why you learn this: This exposes you to a
which is **enjoyable** and exciting. The narr
give you an opportunity for **creativity** an

Why you learn this now: This **builds on**
about
This **builds towards** Term 2, where you
complex structure of novels. This unit
social class which are essential for the
literature, particularly at GCSE.

Maths

- Students will be form
Classroom assessme
which will assess a
available via Googl

Science

- This half term students in Y8 have completed 3 topics:
  - 8Biology1- Food and Digestion
  - 8Chemistry1- Gas tests and the environment
  - 8Physics1- Energy 2.
- After half term student will complete their first science assessment
- The following pages in the revision guide will help them to revise for this:
  - 8B1- Food and Digestion revision guides pages 8-12, practice questions p13, p183 qu 12
  - 8C1- Gas tests and the environment revision guide pages 97-99 practice questions p100,
  - 8P1- Energy revision guide pages 105 practice question 3 page 108.
- We are also launching Seneca for Y8 next week and every class will be set the same 3 assignments to complete as part of their revision.
- Students were encouraged to purchase revision guides in Y7 and if they didn't we gave them the opportunity to purchase these again at the start of Y8. If they haven't purchased one from us, and would like to they can purchase them online.
- Here is the link for them. https://www.cgpbooks.co.uk/secondary-books/ks3/science/shs34-ks3-science-complete-revision-practice

Religious Studies

- Year 8 have been looking at Judaism this half term and should now have completed or be working to complete their assessment on making a guide for a Bar Mitzvah.
- After half term they will be looking at different ideas about life and the afterlife.

Geography

- This half term, the Year 8 students have been looking at the 'Restless Earth'. Over the last few lessons, they have looked at plate boundaries, the structure of the Earth and evidence for continental drift.
- Next half term, the students will be continuing to look at volcanoes and their hazards.
- Be sure to keep up to date with the news for any hazards happening at the moment!

History

- Year 8 and Year 9 have made a super start to the academic year and have taken the new topics and their first assessment in their stride.
- Year 8 have been looking at how William was able to conquer England and Year 9 have been investigating the causes of World War One.
- We look forward to teaching the students Why the English fought the English and why Hitler was able to become Chancellor in the run up to Christmas.

MFL

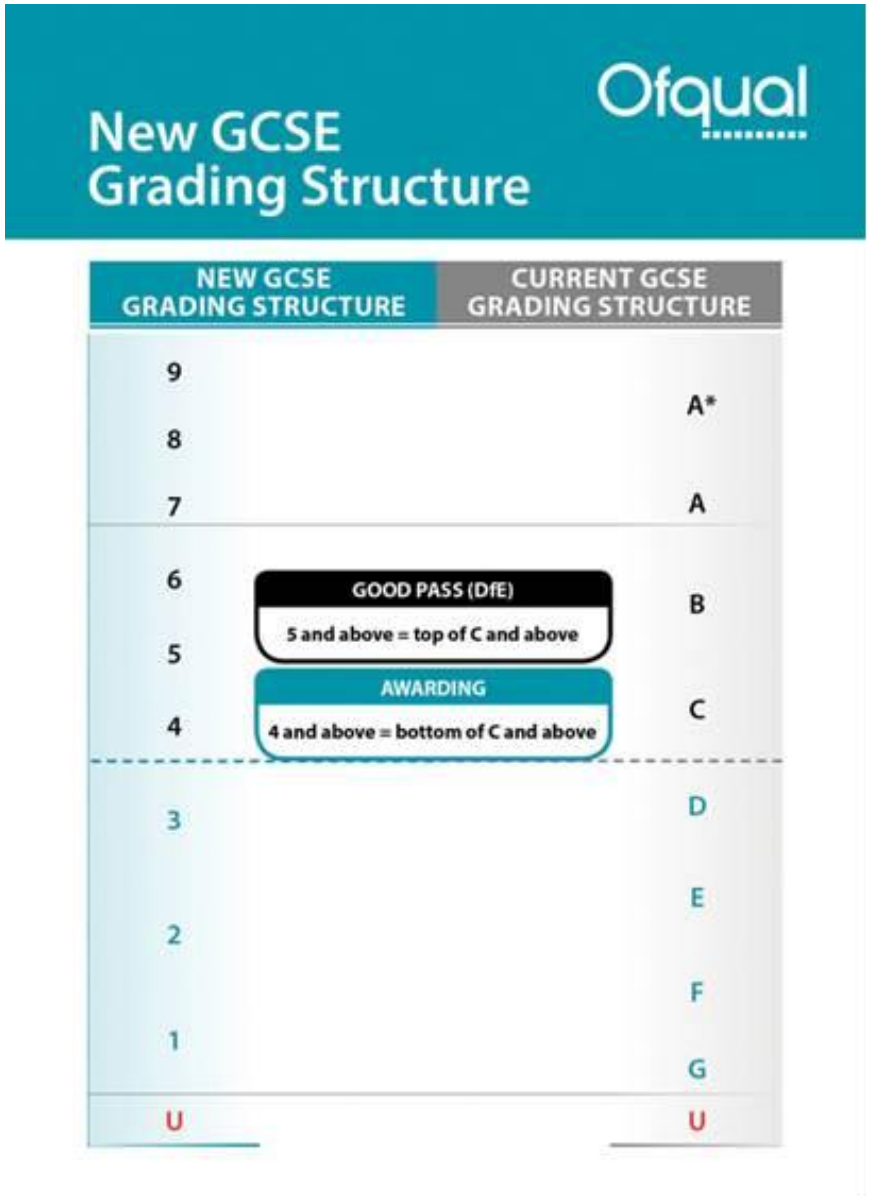
- Well done to Y8 and Y9 students for their work this half-term! Year 8 have continued to work on topics such as holidays and past tense in French and in German.
- All Key Stage 3 students are completing their first sets of assessments in Reading, Listening and Writing. In the first couple of weeks after half-term. Each teacher will set topics and tips for revision. We are looking forwards to brilliant results!

2

Communication: *Reporting*

- Subject teachers, Heads of Department and Directors of Learning will review the progress of your child throughout the year
- This will be communicated to you formally three times a year
- Key Dates:
  - Tuesday 29th November (Progress Grades)
  - Tuesday 7th March (Progress Grades)
  - Tuesday 6th June (Full Report)

- <u>The Progress Grades Reports:</u>
  - '**Working at**' is the current GCSE grade that the student is achieving
  - '**Progress**' is an indication of the knowledge and skills that students have acquired since their last progress report and also takes into account their starting point in terms of prior attainment
  - '**Approach to Learning**' is a report on effort



Communication: *Reporting*

CRITERIA

Approach to Learning Grade (replaces previous Effort grade)

Code	Description
A+	**Excellent:** Shows commitment to getting the most out of all learning opportunities available. Actively participates in the lesson at all times and is fully engaged. Actively seeks feedback on how to improve the quality of their work. Perseveres with all challenges. Uses their initiative in a range of situations and does not always have to be told what to do. Consistently makes an excellent effort. Home learning is always submitted on time and is of an excellent standard.
A	**Very good:** Demonstrates a very good work ethic and shows commitment to improvement. Actively participates in lessons and shows engagement. Engages with SMART marking and feedback in order to improve the quality of their work. Usually perseveres with challenges presented. Has demonstrated that they can use their initiative in a range of situations and does not always have to be told what to do. Consistently makes a very good effort. Home learning is submitted on time and is of a very good standard.
B	**Good:** A responsible and hard-working student who tries hard. Shows a good interest in their learning and is attentive and focused. Responds well to feedback. Willingly participates in the lesson. Is willing to persevere when things get difficult. Takes responsibility for their work. Consistently makes a good effort. Home learning is submitted on time and is of a good standard.
C	**Inconsistent:** A student who does the majority of what is expected of them but fails to push themselves or make the most of the opportunities available. Shows some interest in their learning and is generally focused. May not try hard enough to improve their work after feedback. Sometimes participates in lessons. Takes some responsibility for their work. Might make a good effort in some lessons but it is inconsistent. Home learning is sometimes incomplete or late.
D	**Poor:** A student who needs support or intervention to become a more responsible learner. Is not interested in being challenged. Fails to act on feedback. Makes little effort to participate in lessons. Takes little pride in their work. Effort is frequently a cause for concern. The quality of home learning is poor. It is often incomplete, submitted late or not completed at all.

Progress Grade

This is no longer awarded as a direct comparison of a predicted (attainment) grade against a student's guidance grade. Instead, it is based on the knowledge and skills that a student has acquired since the last progress report and also considers their starting point in terms of prior attainment. It is influenced mostly by the most recent assessment results.

Progress is reported as:

Code	Description
E	excellent
A	good
U …	below expected
U1	Student should focus on developing understanding of concepts
U2	Student should focus on improving organisation
U3	Student should work harder outside the lesson
U4	Student should work to improve examination technique and structures (*see below)
U5	Student should improve his attendance in lessons
U6	Student should focus on developing practical skills
U7	Student should be more involved in lessons
U8	Student should improve behaviour in lessons (C1/C2 warnings have been given)

- The above documents are included in the letter that is sent home with the students reports
- Further guidance on how to support with the above U codes can be found on the school website

Whole Cohort Screening

CAT4 – Year 7

The Cognitive Abilities Test Fourth Edition (CAT4) is a suite of tests developed to support schools in understanding students' abilities and likely academic potential. Results from CAT4 can be used to inform individual and group teaching, for target setting and monitoring the performance of groups of students.

NGRT – Year 7/8

The New Group Reading Test (NGRT) is a standardised, termly assessment that reliably measures reading skills against the national average to help you get to the root of any problems precisely and quickly.

WRAT4 – Year 9 (March/April)

The Wide Range Achievement Test 4 (WRAT4) is an academic skills assessment which measures reading skills, maths skills, spelling, and comprehension. We have focussed on the reading element of this testing package.

How we use this Data

- Use as a baseline measure to monitor student progress, in the absence of Year 6 SATs data.
- Allow teachers to better understand the learning profile of students
- Inform teaching and learning for students to reach potential
- Identify areas where students may require support or further testing
- Data reviewed by Learning Support and students identified for testing to apply for access arrangements to be applied (within 26 months of exam period)

Information for Parents/Guardians

Over the next term we will be reporting to parents and guardians the outcomes of the screening, suggesting ideas of how students can be further supported at home.

Our Expectations

- Key Theme for Year 9 – **'Making the right choice'**
- Students will pick their GCSE options this academic year
- Some subjects will start GCSE course content during Year 9 – we want the Year 9s to take ownership of their choices and engagement in their learning
- Many opportunities for Year 9 students to get involved with activities and develop leadership skills, including taking on the role of Form Rep or Charter Ambassador
- We are really keen to work together as a school to reduce our negative impact on the environment – we are a proud Eco school which is important to our school community

Positive Behaviour for Learning

- Our positive behaviour for learning policy enables us to celebrate all of the achievements of our students whilst also ensuring they make the right choices consistently.

Behaviour points will be given to students who do not make the right choices.

This is given at a number of levels:

- C1 – warning
- C2 – 10 minute teacher detention
- C3 – removal from lesson
- C4 – high level incident
- C5 – incident outside of lessons
- C6 – charter violation

We hope that through a consistent approach around school students will know what is expected of them and that they will make the right choices in compliance with our policy.

Rewards are a key focus of our policy.

Students will be given House points for a wide range of things, including participation in lessons, completing excellent pieces of work, participation in extra curricular and house activities, completing Cultural Passport challenges and helping their peers as well as many other things.

House points can be achieved at different levels:

- H1 – positive (2 points)
- H2 – very good (5 points)
- H3 – outstanding (10 points)
- H4 – exceptional (15 points)

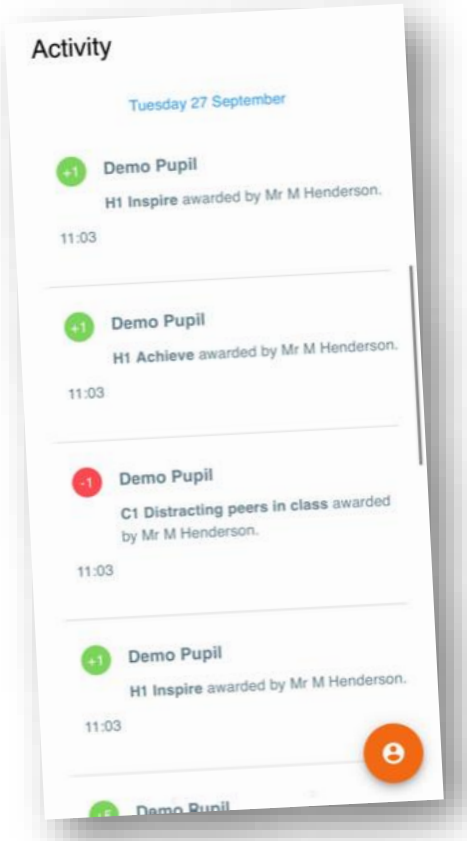
Under different categories:

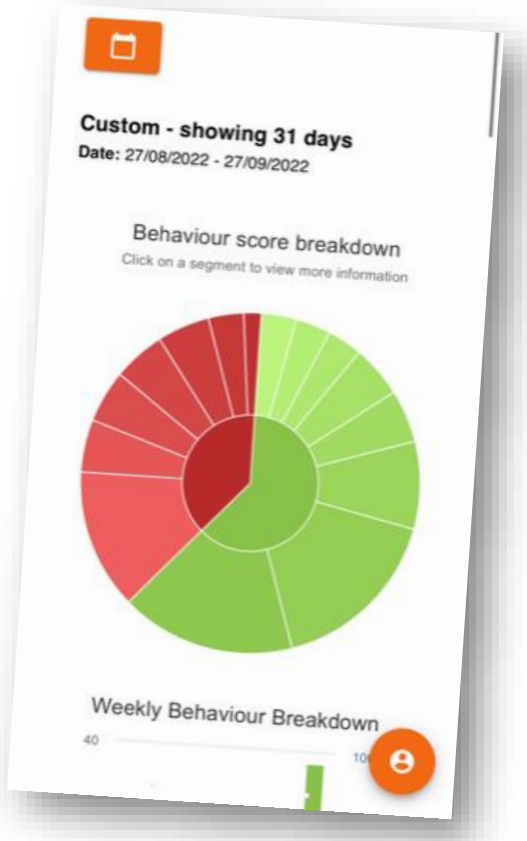
- Inspire
- Achieve
- Celebrate

Your support in celebrating the successes of our young people, as well as discussing and helping to improve negative behaviour choices, is really important and very much appreciated.

Class Charts

- At the end of the month you will be receiving log on details for ClassCharts.
- On this you will be able to track your young persons conduct and attendance.
- This will be updated at the end of each day for you to monitor.







ClassCharts

Poynton High School Educate – Challenge – Empower Charter

- We are proactive in making the positive changes needed for a world where everyone is treated fairly and equally.
- We are KIND and acknowledge that 'banter' can be dangerous and harmful to others, it cannot be used as an excuse.
- We recognise that peer on peer abuse takes a wide range of forms, ranging from sexist name-calling to physical abuse and have a zero tolerance of this.
- We openly challenge harmful language, stereotypes and actions (that show prejudice based on gender, sexuality, disability, race, ethnicity, religion and background.)
- We offer opportunities to talk about how we feel and actively encourage each other to support positive mental health.
- We support each other to make improvements and recognise that failure is part of the path to success.
- We LISTEN to each other and are mindful that everyone faces their own challenges and insecurities. We strive to understand each other.
- We allow and encourage others to do their best, and look out for each other so that this can happen never putting barriers in their way. We have high aspirations for ourselves and each other.
- We are honest.
- We support each other to stay safe in all of our interactions, including online. We look for opportunities to make others feel safe and boost their confidence.

Bringing us together to make sure that EVERYONE in is valued and works to promote an inclusive school community.

GCSE Options Timeline

Date	What's happening:
Tuesday 7th March	Options talk to Y9 students – period 1 Options Evening for parents Launch Y9 Options on website
Wednesday 8th March	SDD – Y9 focus Option Choices
Thursday 9th to 24th March	Subject presentations in lessons Subject teachers will give a short presentation in lessons and provide an opportunity to ask questions.
Thursday 16th March	Y9 Parents Evening
Monday 27th March	Deadline to submit Form

KS3 Focus

- We recognise that our students have missed a considerable amount of schooling earlier in their school careers.

- Our KS3 students in Year 8 and 9 are very important, very much on the priority list and very much the focus of our staff's thinking.

- We are working extremely hard to help our students to reach their potential; they need to make sure they make use of their time in school to ensure they get the best out of it.

- Valuing every lesson, every activity and every homework is what we expect of our young people. This will ensure they get the best out of their education.

- We have high expectations of our young people; they have already made an excellent start to the year and I have no doubt that they will continue to work hard and get involved as the year progresses.

English

Autumn Term 'Big Ideas'	• Identity Poetry including Maya Angelou • Class Reader – The Hate U Give • Short Stories and essays about Identity
Spring Term 'A Study of War'	• War Poetry • War speeches and essays • Non-Fiction Writing
Summer Term 'Conflicts'	• Shakespeare's Romeo and Juliet • Unheard Voices Anthology

How can I support my child with their English Learning?

READING

- The most important aspect of English is reading. We encourage all students to read for at least 20 minutes each day.
- Talking about reading with your child is a great way to help. Ask them about the plot, character and themes of the book and encourage them to expand their answers (you do not need to have read the book to do this!)
- Reading can include both fiction and non-fiction books - https://schoolreadinglist.co.uk/category/reading-lists-for-ks3-pupils/ This is a constantly updated list of age appropriate books for school age children.

HOMEWORK AND CHALLENGE

- Students will be set a 'review and revise' homework every two weeks. This is to encourage independence and revisiting of key learning and will help in the lead up to key assessments. Talking to your child about what they are learning in class is another great way to help with their English learning.
- Look out for the 'Stretch and Challenge' reading/writing lists coming soon to Google Classroom.

READING GROUPS

- We have a number of different reading groups covering a range of genres and ideas. Encourage your child to visit the library and sign up!
- We also have an English magazine called 'Pen', create, written and designed by students - https://www.phs.cheshire.sch.uk/attachments/download.asp?file=388&type=pdf encourage your child to join this year and help create the next Pen edition.

Maths

Students continue with the maths spiral curriculum. Broad topics are revisited, building on prior knowledge and moving students further up the skills ladder. They key to year 9 is to create a solid foundation for the more advanced GCSE content encountered in year 10 and 11.

Homework

- Written homework – marked by teachers, reviewed in class
- Online homeworks – On Dr Frost Maths. Reviewed by teachers to confirm progress and understanding.

Assessments

- Formal Written Assessment Termly – Revision List will be provided
- Interim Assessments are more informal, but completed in exam conditions where students use their books and revision notes to assist them.

Independent Study and Support

Students are encouraged to use Dr Frost maths and Seneca Learning platforms for independent study to improve confidence and understanding. They can also be used to revise for upcoming assessments.

Keeping exercise books neat, with good examples highlighted, index page up to date will allow it to be used as a good revision resource.

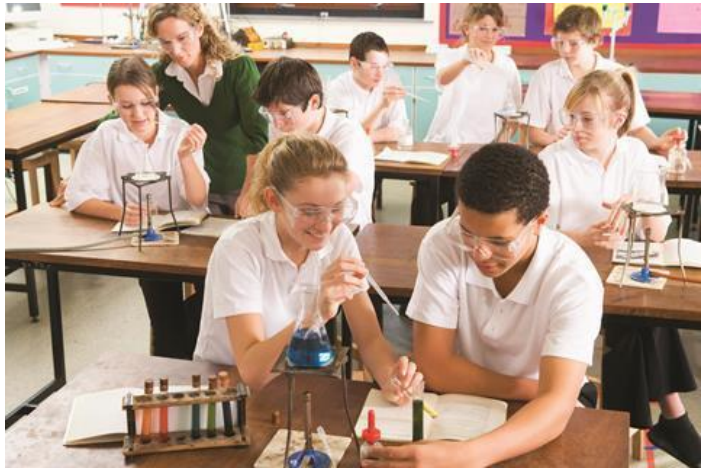
dfm
drfrostmaths.com

Science

- Overview of when each topic is taught in Y9.
- Test 1 in November
- Test 2 in February
- End of Year exam in April/May

Term	Topics
1	**Biology:** Cells **Chemistry:** Basic Chemistry **Physics:** Energy
2	**Biology:** Photosynthesis **Chemistry:** Atomic Structure and the periodic table **Physics:** Particle model of matter
3	**Biology:** Adaptations & Ecology **Chemistry:** Introduction to bonding & Chemistry of the Atmosphere **Physics:** Forces

- Practical skills- key skills taught throughout the course, to prepare for GCSE required practical's.



SENECA

- Seneca- online resource used to support revision for tests.
- All homework's uploaded onto Google classroom, including GC mini quizzes

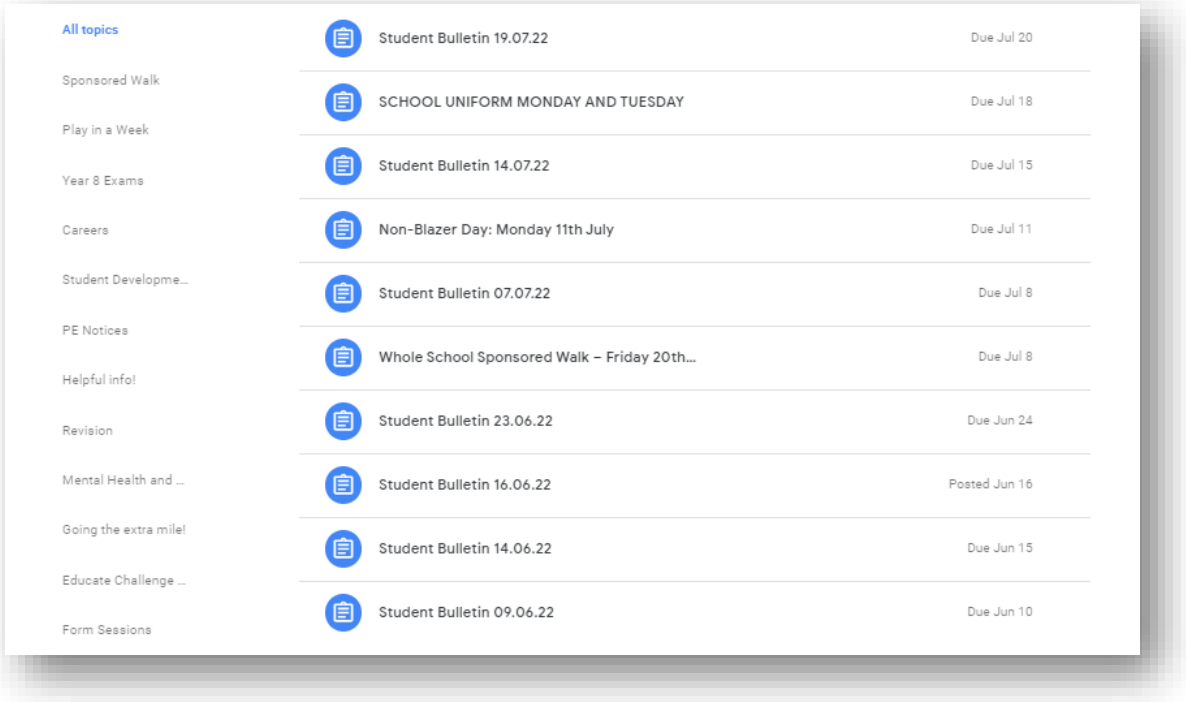
Communication to our Students: *Google Classroom*

- Students have a ‘class’ for each of their subjects, as well as the Year page and possibly extra curricular activities or student groups
- Students can access home learning and other resources shared by their teachers.
- Please encourage you young person to check this each day.

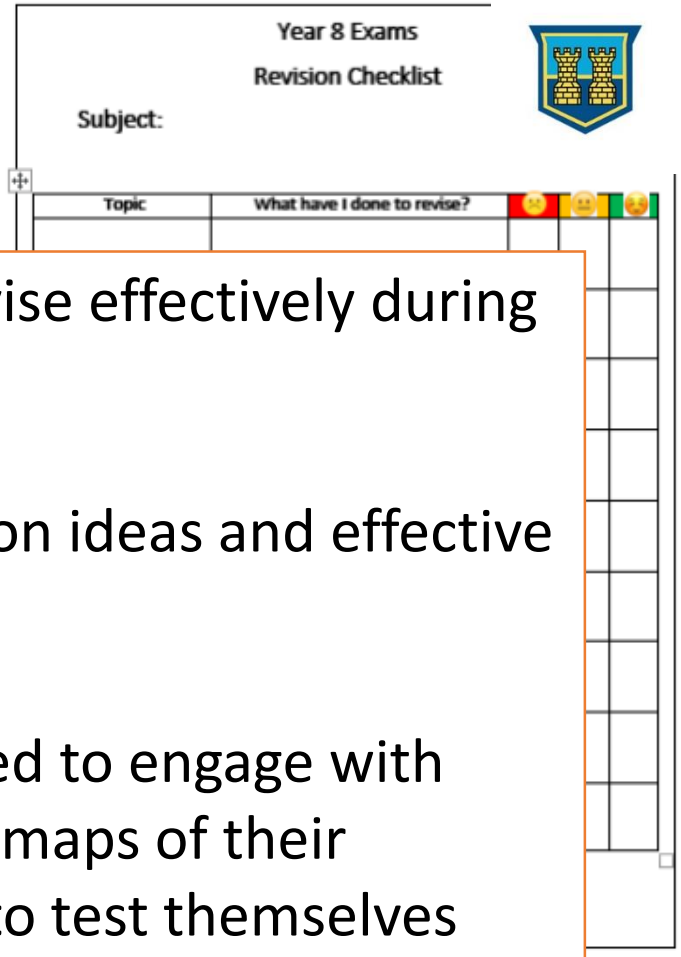
Year Page on Google Classroom

This will be updated throughout the year. It will include:

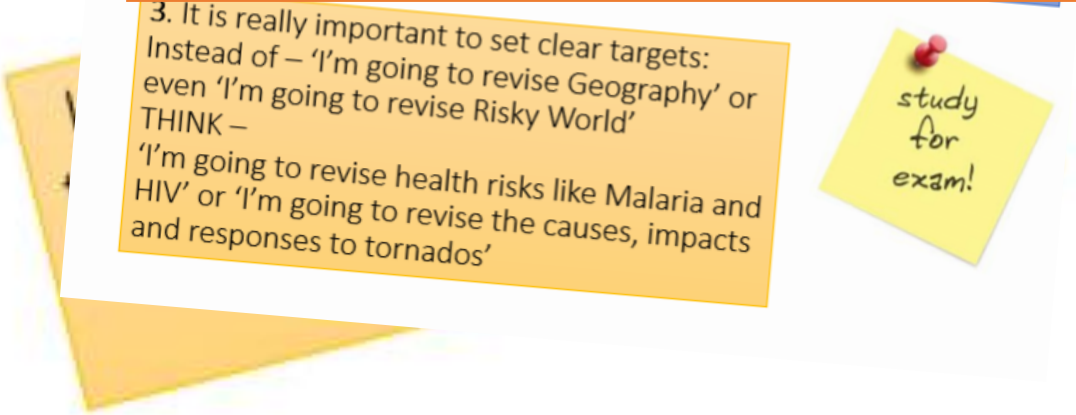
- Student Bulletins
- Important Notices
- Mental health and wellbeing support
- Revision tips and advice
- Making the most of their learning
- Extra curricular activities
- Student development day resources



Revision Guidance



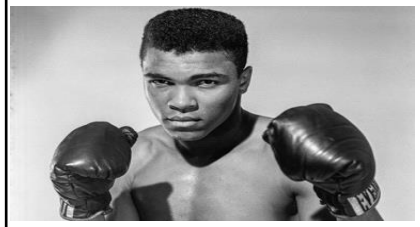
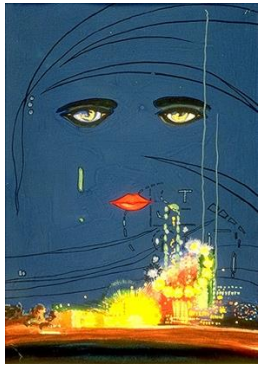
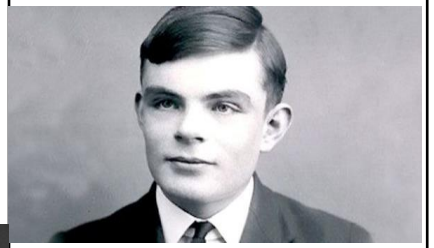
- Throughout the year, students will be given tips on how to revise effectively during registration activities and during their lessons
- They will be given clear guidance before their exams on revision ideas and effective planning to ensure they are prepared for their exams
- During some registration activities, students will be encouraged to engage with their learning, be it through creating spider diagrams or mind maps of their learning the previous week, or creating exam style questions to test themselves



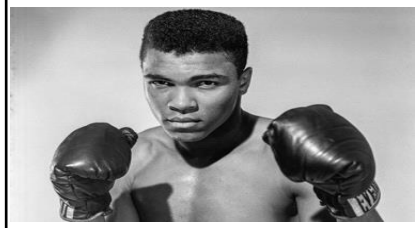
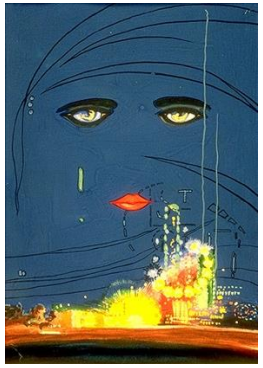
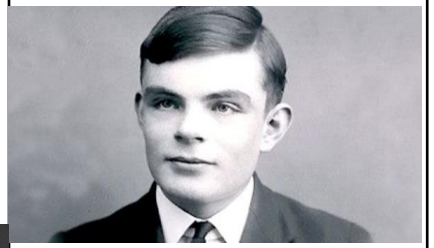


Do Now

Test your cultural knowledge with this ‘Do Now’ quiz – answers and purpose of this to be revealed!

1	2	3	4	5	6
 Who is this person and what did they do?	In which country is this eaten on Christmas day? 	‘*Never mind Brexit, who won Legs-it*!’ – from which newspaper does this headline come from?	 Where is this place?		‘*There is something on that birth certificate that he doesn’t like*’ – who told this famous lie about Barack Obama’s Birth certificate?
7	**8**	**9**	**10**	**11**	**12**
Why did this person not fight in the Vietnam war? 	What is the longest running soap in the UK? Where is it set?	 Which book is this the cover of?	For how long was this person in prison? 	 Who is this person and what did they do?	

Do Now

1	2	3	4	5	6
 Jane Austen - Author	New Zealand 	Daily Mail	 China Town, Manchester	Trumpet Trombone Clarinet	Donald Trump
7	**8**	**9**	**10**	**11**	**12**
Conscientious Objector 	Coronation Street - Manchester	 The Great Gatsby	27 years 	 Alan Turing	Kate Bush with *Wuthering Heights*

Cultural Capital



- The Poynton High School Cultural Passport will be a key focus of KS3
- It will run throughout Year 8 and 9 and will be delivered in weekly sessions during form time
- Every student will be given a passport which is kept in school in which they record what they have done
- The aim of the cultural passport is to:
  - Introduce students to new ideas, knowledge, values, attitudes and experiences
  - find out things that they like, have the opportunity to share those things and the chance to experience so many things
  - Increase engagement
  - Boost confidence
  - Increase awareness and understanding of the world around them
- The sessions will link to all aspects of the curriculum and students will be set a challenge each week on a variety of themes

- Knowledge
- Attitudes
- Values
- Language
- Taste
- Abilities

Cultural Capital:

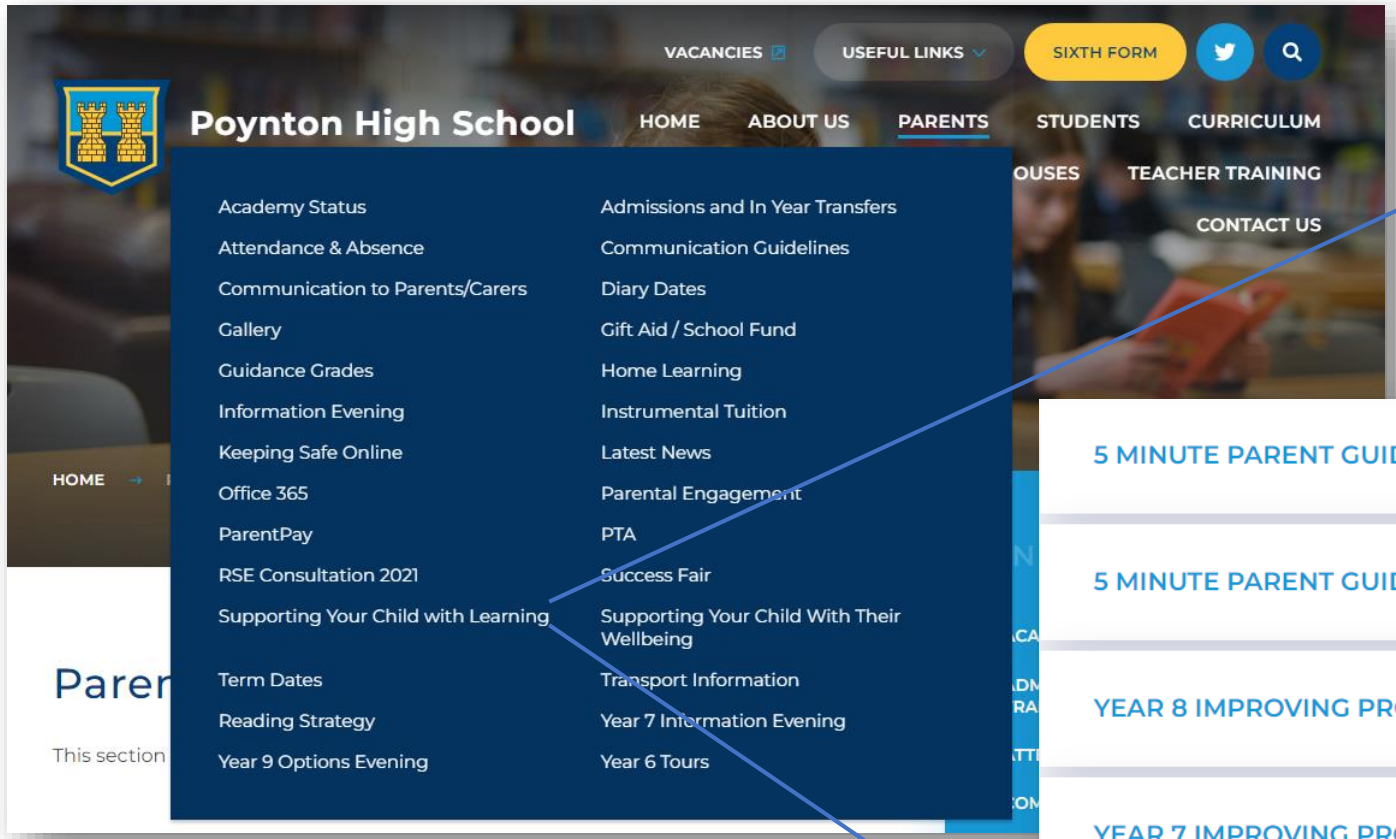
'The social assets of a person that promotes social mobility'

Form Time Curriculum

Week 1				
Mon	Tues	Weds	Thurs	Fri
Reading and checks 	Cultural Passport 	Step On Careers 	News 	*Year Assembly* 
Week 2				
Mon	Tues	Weds	Thurs	Fri
Reading and checks 	Cultural Passport 	Wellbeing Wednesdays 	*House Assembly** 	News 

**house assembly swapped with relevant activity*

Supporting Your Child with Learning



How can parents help their child?

- Encourage them to develop good study habits at home and engage them in conversation about what they are learning - you might find some of the links below useful here.
- Engage them in discussion on a range of topics from politics to football. Having wider interests will help them learn and gives them vital cultural capital.
- Visit interesting places with them. Some may be subject specific for example an art gallery will give them develop creative ideas for their own art work. Others

er interests.
-curricular activities. Many students
me do and being in the school show or
ng future opportunities for them.
ey should be responding to teacher

dy to learn, having all of their
rrectly.
wish to get further advice.

tips and useful information below. For
ur young person's year group please

5 MINUTE PARENT GUIDE HUMANITIES	PDF FILE	↓
5 MINUTE PARENT GUIDE - SCIENCE	PDF FILE	↓
YEAR 8 IMPROVING PROGRESS IN SCIENCE	PDF FILE	↓
YEAR 7 IMPROVING PROGRESS IN SCIENCE	PDF FILE	↓
WAYS TO SUCCEED IN MATHS AT POYNTON ...	PDF FILE	↓
HOW TO HELP WITH THE PIXL MATHS APP	PDF FILE	↓
HELPING YOUR CHILD WITH ENGLISH IN YEA...	PDF FILE	↓

Supporting Attendance and Punctuality

- Allow plenty of time for getting ready in the morning.
- Ensure a regular bedtime routine.
- Arrange appointments after school hours.
- Please plan holidays in accordance with the school calendar.
- Use good judgement when your young person says they are ill.
- Talk to your child about the importance of attendance.
- ‘Treat every lesson as if it were your last’
- If your son / daughter can’t come in, tell us as soon as possible.
- Call the absence line.
- Ensure that students catch up on any missed work - *See Google Classroom*

Supporting Positive Mental Health and Wellbeing

- Develop routines at home
- Healthy sleeping habits
- Monitor screen time and the use of social media
- Positive conversations about school and learning
- Healthy living



Supporting Talking about School

- Show an interest – but not too much! Encourage them to talk about school and what they have learnt but don't push it if they do not want to. They will eventually!
- Celebrate their achievements in school
- Discuss any behaviour incidents with them
- Set achievable goals with them – they can be part of this process to give them ownership of their time in school
- Encourage them to ask their teachers when they need help in lessons and to speak to their form tutor or the Year Team when they need support

- We want our young people to be proud students of Poynton High School – dressing in full uniform each day is how they show this
- Full school equipment
- Have a space at home to keep their school work – not just thrown somewhere to be lost! A box in their bedroom to keep their books for example
- Encourage then to pack their bag the evening before, checking their timetable to make sure they have everything they need for the day

Supporting Home Learning and Positive Study Habits

- Encourage your young person to check their Google Classroom each day, and to submit assignments when they have completed it, even if they don't need to upload an image
- Set up a space for them to study at home
- Encourage them to be resilient – if they are stuck, they should use the resources they have available to them – their book, Google Classroom materials and the internet are a good place to start
- Encourage them to revise for assessments – this will be set as home learning
- Help them to be **active** in their revision – they need to practice what they are revising by testing themselves. Reading exercise books is not effective revision!
- Make Home Learning part of their routine – they will be getting home learning; sometimes they will have more than other times, but there will always be things for them to be working through

Supporting Further Learning

- Encourage your young person to take advantage of the opportunities available to them in school – there are lots of extra curricular clubs and activities that they can get involved in
- Encourage them to complete the Cultural Passport challenges they are set in form time
- Get them reading, watching and listening to different things
- Talk to them about what's happening in the world and on the news

Housekeeping

myEVOLVE

We have now set up a new payment system for trips, clubs, activities and shop items such as bus tickets, locker rentals, revision guides, performance tickets etc. This is the only way that parents will be able to pay for these items and is much improved on what we had before.

To enable these items to be linked to your child please create a myEVOLVE account by clicking on the link below and following the instructions.

https://evolve.edufocus.co.uk/myevolve/setup.asp?id=poyntonhigh

myEVOLVE provides parents and carers with access to information about the visits and activities that their children are involved in at school.

Communication Details

If you feel we do not have the best email address or phone number to contact us on please let us know at the end so that we can update our records.

PTA

Poynton High School's PTA are a very proactive group who help immensely with fundraising for school equipment and are always looking to welcome new members.
If you would like to join as a member or discuss ways you can help contact:
PTA@phs.cheshire.sch.uk
The July newsletter has a number of ways you can support the PTA:
https://sway.office.com/ypW6t0FS6Y08DelN?ref=Link

What to do if?

- If you have a concern regarding progress, please contact Mrs Greenfield in the first instance: egr@phs.cheshire.sch.uk
- If you have a welfare concern, please contact Mrs Riley: ari@phs.cheshire.sch.uk

- A member of the team will endeavour to get back to you within 48 working hours, as per the school communication guidelines

- For regular updates and key information, please follow us on Twitter: @PHSYear8and9
- The school website has information regarding extra curricular activities, departmental twitter pages, curriculum content and support for our young people