

CARDINAL GRIFFIN CATHOLIC COLLEGE



Parents & Student Guide

Figures (Year 8)

Handbook and Curriculum Guide

2016-2017



DEDICATION OF STUDIES

Prayer of St Ignatius

Lord, teach me to be generous:
to serve you as you deserve;
to give and not to count the cost;
to fight and not to heed the wounds;
to toil and not to seek to rest;
to labour and not to ask for
no reward
save that of knowing I do your will.
Amen

End of Day Prayer

May the Lord support us
all the day long,
till the shadows lengthen,
and the evening comes,
and the busy world is hushed,
and the fever of life is over,
and our work is done.
Then, in his mercy,
may he give us a safe lodging,
a holy rest,
and peace at last.
Amen

Welcome

Welcome to the Figures Handbook and Curriculum Guide. It is our intention that this guide should serve as a handy reference for parents who may have questions about their child's learning. To this end, we have tried to include all the general information you might want to know including curriculum, assessment guidance useful reading list as it is essential that wider reading is a continual focus of your child's academic development. We have also suggested ways of supporting your child with their studies, as well as aiding you to keep abreast of their progress.

Our promise to you as parents is for your child to be happy, safe, receive an outstanding education and be known as the individual that God has created them to be. In achieving this, we expect all to develop knowledge, understanding and skills through a rigorous programme.

Beyond the curriculum there are many opportunities for your child to participate in extra-curricular activities, from sports to music, and from chaplaincy to charity events.

Your child will be taught all the National Curriculum subjects and in addition they will also learn to develop essential qualities and skills through our Curriculum

I would like to use this opportunity to highlight some key dates for this academic year:

EVENT	DATE
Whole College Events	
Michaelmas Term	(Rudiments & Poetry only) 6 September 2016 – 20 October 2016 (All Years) 7 September 2016 – 20 October 2016
Christmas Term	31 October 2016 – 16 December 2016
Epiphany Term	3 January 2017 – 17 February 2017
Lenten Term	22 February 2017 – 7 April 2017
Whitsun Term	24 April 2017 – 26 May 2018
Trinity Term	5 June 2017 – 21 July 2017
INSET dates (Pupils should not attend college on these dates)	5 September 2016 7 October 2016 21 October 2016 24 July 2017 25 July 2017
Open Evening (1800 – 2000)	6 October 2016
Awards Evening (1830 for 1900 start)	20 October 2016
Christmas Service	15 December 2016
External Exams	15 May 2017
College Mass	29 June 2017
Sports Day	30 June 2017

Figures	
PTLP	10 October 2016
Parents Evening	6 March 2017
Internal exams	12 – 15 June 2017
Publication of Figures Student Data 1	2 December 2016
Publication of Figures Student Data 2	3 February 2017
Publication of Figures Student Data 3	12 May 2017
Publication of Figures Reports to parents	7 July 2017

Please do not hesitate to contact me at the college for any further information.

On behalf of all the college staff, I would like to take this opportunity to wish your child a successful year at Cardinal Griffin Catholic College.

Mr M Burrowes
Headteacher

Mrs R Shakespeare
Raising Standards Leader for Figures

General Information

College Timings—model of the day

Pupils must be past the statue of Our Lady before 08.40

Before college	
08.45—09.45	Lesson 1
09.45—10.45	Lesson 2
10.45-11.05	Break
11.05—12.05	Lesson 3
12.05—13.05	Lesson 4
13.05—13.40	Lunch
13.40—14.00	Form/Assembly Time
14.00—15.00	Lesson 5
15.00—16.00 (Thursdays only)	Lesson 6

***There is no form/assembly time on a Friday,
the College day finishes at 14.40**

Raising Standards Leaders

RSL FOR THE YEARS

Year 7	Rudiments	Mrs R Shakespeare
Year 8	Figures	Mrs R Shakespeare
Year 9	Lower Grammar	Mr S Davies
Year 10	Upper Grammar	Mr S Davies
Year 11	Syntax	Mr D Duffy
Year 12	Poetry	Mrs L Wynne-Jones
Year 13	Rhetoric	Mrs L Wynne-Jones

The House Tutor Team

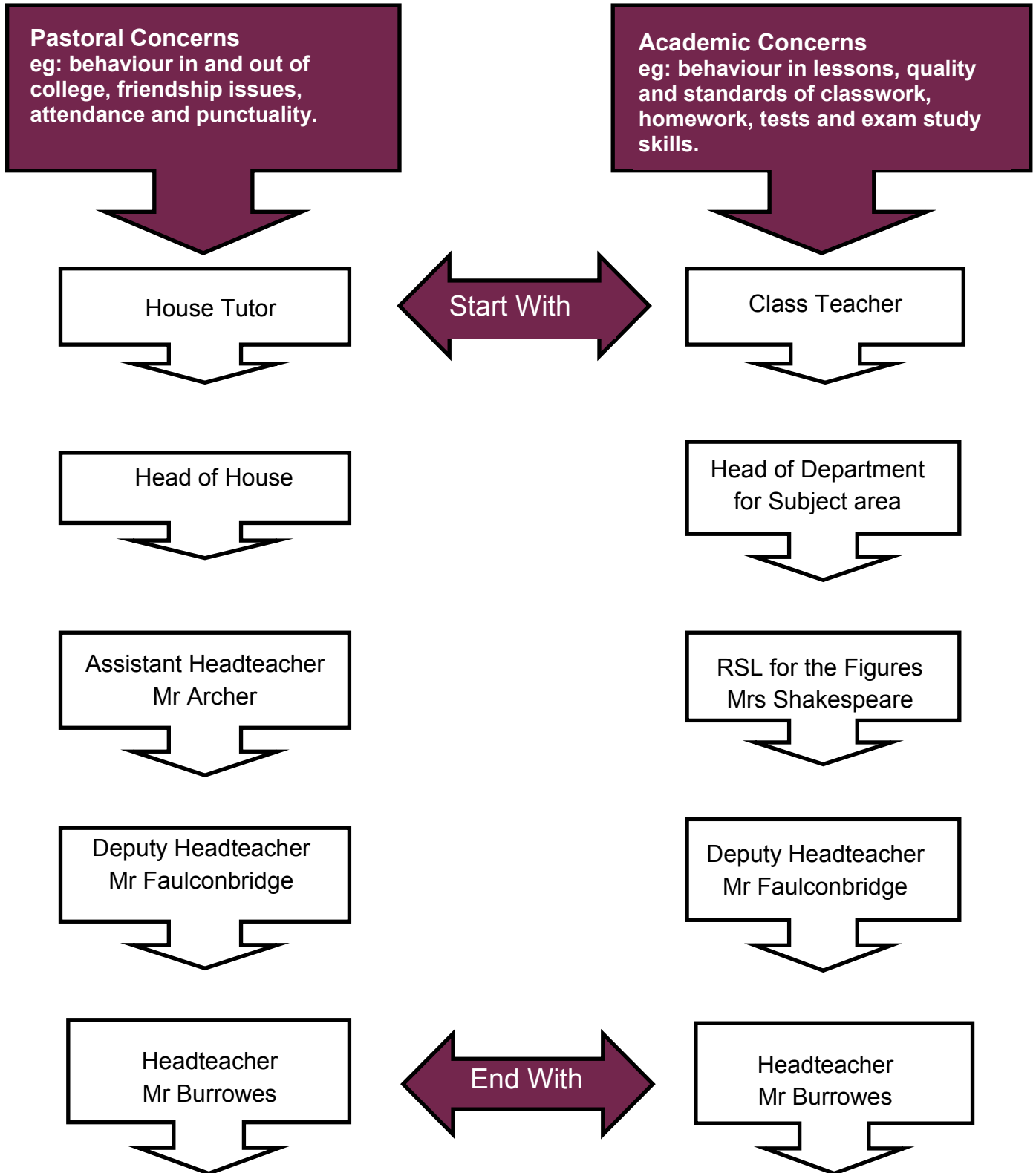
I would like to take this opportunity to formally introduce you to the team that will be responsible for your child's academic and pastoral development during this very important year at the college. Please do not hesitate to contact them via the college planner or telephone.

ALLEN			NEWMAN		
Head of House: Mrs J Archer			Head of House: Mrs J Burrowes		
Allen 1	Mrs L Hamilton	B5	Newman 1	Mrs R Brindle	E1
Allen 2	Miss M McInerney	A14	Newman 2	Mr S Forrester	E4
Allen 3	Mr S Holsgrove	D8	Newman 3	Mrs R Mahmood	B14
Allen 4	Mr R Ardin	A13	Newman 4	Mrs L Kearsy	B3
Allen 5	Mrs D Glynn-Cobbett	C6	Newman 5	Miss K Dono	B11

MANNING			VAUGHAN		
Head of House: Mr R Woodgate			Head of House: Mrs J Archer		
Manning 1	Mrs H Hulme	B3	Vaughan 1	Miss K Dunning	B16
Manning 2	Miss C Williamson	B10	Vaughan 2	Mrs S Barlow	A3
Manning 3	Mrs J Harvey	D4	Vaughan 3	Mr N Harris	A15
Manning 4	Mr L Love/Mrs E Davies	B7	Vaughan 4	Mrs L Taylor	C2
Manning 5	Mr J Wood	B6	Vaughan 5	Mrs J Green/Miss R Wood	B1

WISEMAN			HINSLEY		
Head of House: Mrs J Burrowes			Head of House: Mr R Wolodgate		
Wiseman 1	Miss H Necchi	E2	Hinsley 1	Miss E Malpass	A1
Wiseman 2	Mrs D Sanderson	A16	Hinsley 2	Miss C Thompson	D5
Wiseman 3	Mr A Weaver	A12	Hinsley 3	Mr J Underhill	D1
Wiseman 4	Miss J Dunne	B18	Hinsley 4	Miss H Clews	C5
Wiseman 5	Mrs F Ryan	D5	Hinsley 5	Mr R Lally	D2

If I have any Concerns



COLLEGE POLICIES

The use of Day Books at Key Stage 3

All students at KS3 are issued with a 'Day Book' which serves as a diary and a key communication tool between home and the college. It assists the students to stay organised by recording important dates and day to day information. The planner contains a lot of very important information about the college. May I take this opportunity to remind you to check you child's planner and sign it on a weekly basis. The planner is the college's property and we expect your child to treat it with respect and use it correctly Any planner that is lost, defaced or misused in any way will need to be replaced. This year we have photocopied spare planners and your child will be expected to bear the cost of the replacement planner (£5.00).

Attendance and Punctuality at Key Stage 3

Attending college regularly and on time is crucial. All students are expected to be inside the College at 08.40 and lessons start at 08.45 (prompt). Your child's attendance is monitored weekly and badges are issued for 100% attendance at the end of every term. If your child is absent from college, please telephone the college on **01543 502215** and select the 'absence line' option. The college has a target of 97% attendance and it is our expectation that all students meet this target. This equates to a maximum of 7.3 days absence per year.

Student Services—removing barriers to learning

At Cardinal Griffin Catholic College we recognise that sometimes our students experience difficulties that affect their performance in college. To help in the removal of these barriers, a number of services are available to students including:

- School Nurse
- Student Mentors
- Lay Chaplain specialising in Bereavement
- Higher Level Teaching Assistants
- SENDCo

If we are unable to meet a student's needs fully within the college, they may also be referred to agencies such as:

- Educational Psychologist
- Children and Adolescent Mental Health Service (CAMHS)
- Social Care
- Young Carers
- Educational Welfare Officer

Important information re. Permission for Leave in Term Time

The Government has changed the law from September 2013.

- Leave of absence may now only be taken for **exceptional reasons**
- Educational event
- Family event

Parents must request leave for exceptional circumstances as far in advance as possible. The request should be made in writing using the appropriate leave of absence form available from the college reception.

This must also include the reason why you feel that it is necessary to take a leave of absence. This may include any extenuating or compassionate reasons, including evidence of circumstances such as medical certificate or letter from employers.

On receipt of an application for leave on the appropriate form together with any supporting documentation, consideration will be given to the circumstance. A letter outlining the decision of the college will be sent to you within 7 working days.

Parental Support

How can I make a difference?

Many parents feel at a loss when their child enters secondary school. If you feel like this you are **not** alone! The exam system has changed greatly over the past few years, and is continuing to change. Sometimes it feels as if it is best just to let the 'experts' at the college get on with it.

However, your involvement during this crucial time can make an enormous difference – the difference between success and failure!

*Parental support is **eight times** more important in determining a child's academic success than social class....*

And the good news is – you don't have to be an expert in any of the subjects your child is studying to make a real difference – you just need to know how best to spend the time you do have, at each stage this year.

The major focus should be:

- ✓ Using time wisely to complete homework and additional stretch and challenge activities
- ✓ Preparation for the exams

College exams...

There is no 'right' way to revise, but it is really important that they:

- ✓ Have a revision timetable that is realistic (balance between social; rest and work)
- ✓ Vary the nature of subjects they are revising (30-45 min revision sessions);
- ✓ Are clear on what needs to be revised (following revision guides from each subject);
- ✓ Work through past exam papers and uses a watch to 'time' some responses;
- ✓ If possible – work with a study buddy to test each other's knowledge;
- ✓ Eat well; drink lots of water and pace themselves;
- ✓ Use every exam opportunity as a chance to practice for the real exams.

THE CURRICULUM

The Jesuit tradition calls for education of the whole person — including the intellectual, social, and spiritual dimensions. In and out of the classroom, Cardinal Griffin Catholic College students are challenged with a broad and balanced curriculum which is designed to prepare them for life.

In mapping curriculum provision, the Headteacher and his colleagues have reflected on what we stand for as a college, what is distinct about the learning experience that we offer and what our students require for academic success beyond Cardinal Griffin Catholic College. In all, we have created a model that is balanced, rigorous, appropriate and relevant to the students that we have.

Much of the teaching in Rudiments to Lower Grammar will be mixed ability. This will allow a sense of ambition, aspiration and support for each individual. This model also allows flexibility to the core curriculum to set within their area if their professional view is that it will benefit the students. We have ensured that students get the opportunity to make choices when in Upper Grammar to Rhetoric.

The Formal Curriculum

Firstly, every student at the college studies Religious Education with 100% entry for the GCSE examination. Study of Religious Education continues into Poetry and Rhetoric.

Citizenship is taught by House tutors and within RE lessons. The learning of our values are reinforced through assemblies and worship.

Sex Education is delivered through Religious Education and Science in accordance with the teachings of the Catholic Church.

In Careers, there is professional guidance available within the college to ensure full economic well-being. This includes individual interviews, visits off site and work placements. Students have been provided with the opportunity to run their own business—'Tenner Challenge' and attend Career Days at Keele University. A Careers and Higher Education programme is implemented throughout the Sixth Form.

All students participate in Physical Education lessons. A GCSE/BTec option is available as well as an A Level/BTec. Extra-curricular activities are wide ranging and reviewed termly in response to student demand, as part of our Extended Schools programme. Competitive sports provide opportunities for teamwork.

Computer Science is taught as a discrete subject in Rudiments through to Lower Grammar. All students are taught English at college and are entered for English and English Literature at GCSE.

All students study Mathematics and are divided into sets, all are entered for GCSE Mathematics.

Students are taught Science in mixed ability groups, sets are introduced at Upper Grammar. Students can opt for individual GCSE Sciences or GCSE Core and Additional Sciences, according to their aspirations and abilities.

Students in Rudiments to Lower Grammar will study Creative Arts. In Upper Grammar, Performing Arts will form part of the option choices. Classes are mixed ability. These subjects are enhanced by broad extra-curricular provision including instrumental tuition, choirs, ensembles, school productions and competitions.

In Design and Technology, the college operates a carousel system for Rudiments to Lower Grammar. Design and Technology allows access for all to Art, Food, Resistant Materials and Graphics. Classes are mixed ability. A range of options is made available at Upper Grammar level.

Likewise, all students in Rudiments to Lower Grammar study History and Geography in mixed ability classes. Two or more option groups are offered for each subject at Upper Grammar. Modern Foreign Languages is part of our core curriculum . All students in Rudiments to Lower Grammar study French. Students are encouraged to continue with their French at Key Stage 4. Any student able to achieve in a community language are encouraged to enter a GCSE from Upper Grammar onwards.

Sixth Form

The Sixth Form (Poetry and Rhetoric) offers a broad range of courses at Levels 2 and 3 and all follow a formal programme of General Religious Education. For a more detailed overview of the curriculum offer for each year group, please do refer to our website which details topics, specifications and additional relevant information specific to each subject we teach.

ASSESSMENT

We have already assessed our pupils in terms of reading age and they have all undertaken Cognitive Ability Tests. These help us to establish a baseline in Figures and give us an indication of potential ability. We set robust and challenging targets for the end of year, and plot progress towards this. During the course of Figures, you will receive student data information in the Christmas, Epiphany, and Whitsun terms, and a full subject report in the Trinity term. You will be able to review your child's progress in the Lenten term with your child's subject teachers. In addition, we would encourage you to read carefully the comments that are made formatively by your child's subject teachers throughout the year, to help you keep updated with their current progress in each subject. Should you then have any concerns regarding progress, please do not hesitate to contact us.

MAGIS

The Magis Curriculum serves as the cornerstone of Cardinal Griffin Catholic College, helping to lay a shared foundation for all College students and staff in order to shape responsible citizens of the global community. In the Jesuit tradition, Magis is “the more” which is deeply rooted in Ignatian Values, encouraging students to aspire towards excellence, trying new challenges and experiences.

On Thursdays, all students are required to stay until 16.00 where an exciting programme of activities are provided for the students to choose from during the Magis Hour. All students choose a club and this is rotated every term. This year we have had over 30 different clubs running at the same time in both academic and non academic areas including:

Conjuring	Creative Writing	Board Games	Chess	Cycling
European film club	Football	Rugby	Netball	Science Club
Beginners German	First Aid	School Production	Puzzles in Maths	Maths in Motion
Cooking	Music	Book Club	Girls Football	Homework Club

Other opportunities within the College are listed below:

- Supporting local and national charities.
- College Council.
- Wide variety of Sports including: Football, Rounder’s, Netball, Rugby, and Softball.
- The Duke of Edinburgh’s Award.
- Young Ambassador Award (Lions UK).
- Arts Award.
- Volunteering Opportunities within school, the local community and local businesses.
- CAMPS International.
- Summer Reading Challenge with Cannock Library.
- School theatre productions.
- Music Lessons – Drums, Saxophone, Flute.
- Music Groups – Clana Gael, Swing band.
- Born with Me.
- First Aid.

HOMEWORK

All homework set is posted on Show my Homework and individual homework timetables are available on our web site. Parents and students will receive personal login details from the Raising Standards Leader. Your child should spend 30-45 minutes per subject each evening or a total of 9-11 hours per week. The library is open every day until 16:30hrs; we encourage your child to make use of this quiet, well-resourced study environment. If you have any concerns about the amount or quality of homework set at KS3, please feel free to contact either your child's Form Tutor or the Raising Standards Leader for figures.

Purpose of homework

- Homework is an essential aspect of a student's study and a requirement for success.
- Work set will be appropriate: reinforcing classwork or accessing extension tasks.
- Work set will challenge and stimulate learning.
- Work will help contribute to the students' personal development by building learning skills, perseverance, time-management and self-confidence. Homework will enable the student to develop sound, personally directed study habits.
- Work set will reinforce the aim of Cardinal Griffin Catholic College to develop independent learners.

Best types of home learning tasks involve

- Prep work
- Re-drafting and making corrections
- Rote learning - a memorisation technique based on repetition
- Applying knowledge through practising exercises
- Extended writing
- Preparing a starter activity or a plenary
- Independent work using digital resources (MyMaths)
- Rehearsals and practice (particularly for the Creative Arts)

HOW TO SUPPORT HOMEWORK

Home learning

Homework is defined at Cardinal Griffin Catholic College to be any task or activity that students may be asked to complete outside of the lesson that supports and consolidates the work covered in class. It may take various forms such as: research work, consolidation of skills, extended writing, portfolio work etc. It is imperative that students develop independent research skills from an early age and develop a culture of study through a daily routine of attending school and then completing homework.

Organisational help

Organisation can be a problem with some students and you may want to get your child into the habit of sorting out their bag the night before college so that they have all of the resources and work that they require for the next day. You may find it useful to have a copy of your child's timetable displayed in the home so that you can help them with this.

- ✓ Have equipment handy – paper, pens, ruler, highlighters, calculators etc.
- ✓ Have a place where he can access a dictionary, Bible and bilingual dictionary.
- ✓ Establish a daily routine – stick in worksheets from the day's lessons or if they have worked on paper, ensure that these are stuck into exercise books.

Help them manage their learning

- ✓ Help your child develop independent learning strategies by modelling how to look up information or find a word in a dictionary rather than simply giving the answer in order to get the task completed. Help them but do not do it for them!
- ✓ Be interested - get your child to explain the task to you and repeat it back to them - this helps to clarify the task in their mind.
- ✓ Read the comments made by the teachers in the books - they will give you advice on how your child can improve their work. Encourage your child to respond to teachers' comments in green pen.
- ✓ Encourage them to complete the work the night it is set whilst it is fresh in their mind.
- ✓ Check that they have used all of the resources available to them to help with the task: teacher, text book, friend and class work examples in books,.
- ✓ Help them make the links between subjects - often skills learnt in class are designed to be transferable to other subjects.
- ✓ See if there are any educational programmes on TV that link in with what they are studying in school; free museum trips and the local library are great ways of extending their learning.
- ✓ Help your child to catch up on work missed through absence from the college; it is important that students independently find out about the work that was set on that occasion.

The Extras

- ✓ Encourage your child to take pride in the presentation and quality of his work.
- ✓ Check that class work and homework is headed up with dates and titles underlined with a ruler.
- ✓ Proof read work with your child and make sure that what they have written makes sense.
- ✓ Check spellings, punctuation and grammar.
- ✓ Has your child used full sentences?
- ✓ Have they used pencils for drawing and a ruler for axes on a graph? Do his diagrams / graphs have a title?
- ✓ Discourage your child from copying when undertaking research tasks. Talk about the information together, tease out the key facts and help your child to write these down as brief notes.
- ✓ Make sure that internet research has been personalised – i.e. being selective so that only that which is related to the topic is used.
- ✓ Ensure that your child's target is written in his exercise books and in his planner. Discuss his target level with him – how are they going to achieve his target?
- ✓ If work has been completed on paper, does it have his name and the date on it?

Revision

Students will have Christmas and End of Year assessments in all subjects. All students must aim to meet or exceed their target level in every subject. It is most important that Figures students get into good practise early in their academic career and revise thoroughly for each assessment. Revision is an essential part of the assessment process. In order to revise effectively, the following tips should be taken on board:

- ✓ Make sure that important dates for tests are highlighted on a calendar.
- ✓ Begin intensive revision at least 4 weeks before their tests begin.
- ✓ Encourage your child to revise every day and not only on the night before the test.
- ✓ Plan a schedule / revision timetable, so that time can be devoted to each subject.
- ✓ Use exercise books and websites such as 'BBC Bitesize' to aid revision
- ✓ Make revision active NOT just reading – use “look, cover, write”, question and answer, practise calculations, cue cards and mind maps.
- ✓ Students should not revise for more than 40 minutes in any one revision session. Regular 15 minute breaks should be planned into revision timetables.
- ✓ Students should revise the subjects they find most difficult first of all.
- ✓ Parents should test their son on test topics so that students feel supported in their learning.

CLASS TEXT BOOKS

	Figures
Religious Education	There are no general text books.
English	There are no general text books.
Mathematics	Edexcel Maths GCSE Foundation Student Book.
Science	Exploring Science: How Science Works—Year 8 Student book with Active Book and CDROM.
Art	Art Matters 11- 14 by Jeff Orgee.
Design Technology	AQA GCSE Design and Technology: Product Technology. AQA GCSE Design and Technology: Textiles Technology.
Geography	Geog.2 4 th edition; Gallagher, Parish.
History	Key Stage 3 History by Aaron Wilkes OUP Renaissance, Revolution and Reformation Britain 1509-1745:
Information Technology	Compute-IT: Student's Book 2 – Computing for KS3.
Modern Foreign Languages	Studio 2 Pupil book. Pearson – Rouge book.
Music	Understanding Music theory.
Physical Education	Cardinal ~Griffin PE booklet provided by the college.

HOMWORK TEXT BOOKS

	Figures
Religious Education	Judaism for Dummies by Rabbi Ted Falcon and David Blaner.
English	CGP Spelling, Punctuation and Grammar for GCSE Guide
Mathematics	KS3 Complete Study and Practice CGP
Science	KS3 Science Revision Guide
Art	Art Matters 11 - 14 by Jeff Orgee
Design Technology	GCSE Design and Technology: Product Design AQA Revision Guide. GCSE Design and Technology: Textiles Technology AQA Revision Guide.
Geography	Geog.2, 4 th edition by Gallagher, Parish.
History	Key Stage 3 History by Aaron Wilkes OUP Year 8: Renaissance, Revolution and Reformation Britain 1509-1745.
Information Technology	Compute-IT: Student's Book 2 – Computing for KS3.
Modern Foreign Languages	Studio 2 Pupil book by Pearson
Music	Understanding Music theory.
Physical Education	Cardinal Griffin PE booklet provided by the College

FIGURES SUGGESTED READING LIST

English

Harry Potter and the Philosopher's Stone by JK Rowling.
Watership Down by Richard Adams.
The Diary of a Young Girl by Anne Frank.
Stone Cold by Robert Swindells.
Northern Lights by Phillip Pullman.
The Indian in the Cupboard by Lynne Reid Banks.
Black Beauty by Anna Sewell.
The Adventure of Huckleberry Finn by Mark Twain.
The Hunger Games by Suzanne Collins.
Percy Jackson and the Lightning Thief by Rick Riordan.
Matilda by Roald Dahl.
The Lion the Witch and the Wardrobe by CS Lewis.
Goodnight Mr Tom by Michelle Magorian.
The Borrowers by Mary Norlan.
The Hobbit by JRR Tolkien.
Charlotte's Web by EB White.
The Secret Garden by Frances Hodgson Burnett.
Charlie and the Chocolate Factory by Roald Dahl.
Alice's Adventures in Wonderland by Lewis Carol.
Coraline by Neil Gaiman.

Science

Frozen Planet by Alistair Fothergill.
Horrible Science (collection of books) by Nick Arnold.
Longitude by Dava Sobel.
Nightwatch by Terence Dickinson.
Planet Earth by Alistair Fothergill.
The Planets by Dava Sobel.
Science: The Definitive Visual Guide by Adam Hart Davis (Dorling Kingsley).
Wonders of the Universe by Brian Cox.
WOW: The Visual Encyclopaedia by Dorling Kingsley.
Oxygen by Nick Lane.

History

The Usborne Encyclopedia of World History

Any books by Terry Deary i.e.:

Horrible Histories series:

- Rotten Romans.
- Ruthless Romans.
- Smashing Saxons.
- Stormin Normans.
- Measly Middle Ages.
- Vile Victorians.

The Eagle of the Ninth by Rosemary Sutcliffe.

The Mistletoe and Sword: a History of Roman Britain by Anya Seton.

An Earthly Knight by Janet McNaughton.

Three Kings - One Throne by Michael Wills.

Harold was my King by Hilda Lewis.

Oliver Twist by Charles Dickens.

Street Child by Berlie Doughty.

Black Beauty by Anna Sewell.

A Street Through Time by Steve Noon.

A series called 'My Story' - fictional stories about different young people in historical periods:

- Roman Invasion—a British Boy AD84 by Jim Eldridge.
- Pompeii a Roman Girl's DiaryAD78 by Sue Reid.
- A Sweep's Boy—a Victorian Boy 1870 by Jim Elridge.
- Factory Girl by Pam Oldfield.

Information Technology

Computer Coding for Kids: A unique step-by-step visual guide, from binary code to building games by Carol Vorderman.

Modern Foreign Languages

Collins Bilingual French school dictionary.

Collins KS3 French revision guide.

Mary Glasgow magazines - can be purchased from college.

www.bbc.co.uk/languages.

www.pearsonactivelearn.com - students will be given a password in September.

Reading materials on Show My Homework.

And finally

Be positive about your child's attempts to complete challenging work. If you have concerns about your child's progress, make an appointment with the college. Do not let homework become a chore—make it a special time that you both look forward to.

Word of warning: we are extremely keen that parents become fully involved in their child's education but please don't be tempted to correct homework and make your child copy it out; we need to know how much you child understands and can do independently.

In achieving the best for all our students, we also promise partnership with all our families and look forward to working closely with you this academic year. In doing so, we strongly encourage the highest internet safety and that parental controls are in place. Technology changes rapidly and the following are a glossary of the most popular social media sites for you to be aware of.

Ask FM – is a social networking website where users can ask other users questions, with the option of anonymity. The site has caused controversy by not having workable reporting, tracking or parental control processes, which have become the norm on other social media websites.

Facebook – is a popular free social networking website that allows registered users to create profiles, upload photos and video, send messages and keep in touch with family friends and colleagues. Facebook offers a range of privacy settings to its members. A member can make all his communications visible to everyone, he can block specific connections or he can keep all his communications private. The site's policy requires members to be over the age of 13 to join. However, the sign up process is not authenticated and children simply have to choose a birth year that makes them 'of age'.

Snapchat – the app allows the sender to draw or insert text or a photo image on the Snap and determine how many seconds (1-10) the recipient can view it before the file disappears from the recipient's device. Snapchats that are listed as a 'story' are visible for 24 hours. This app has allegedly been used by teens as a medium to share inappropriate photos with one another .

Instagram – allows member users to upload, edit and share photos with other members through the Instagram website, email and social media sites such as Twitter and Facebook. Instagram cannot accept applications for accounts for children under the age of 13 years, However, the sign up process is not authenticated and children simply have to choose a birth year that makes them 'of age'.

Vine - is a free mobile application that enables users to record and share an unlimited number of short, looping video clips with a maximum length of six seconds. Vine has had its age rating increased to 17+ on the Apple store, the highest option available.

Twitter – is an online social networking and micro blogging service that enables users to send and read ‘tweets’, which are text messages limited to 140 characters. Registered users can read and post tweets but unregistered users can only read them. Every tweet is a statement, a written record that cannot be deleted and this ensures appropriate content at all times.

Please help us by:

- ✓ Monitoring the amount of time your child is spending online both at the PC and on their mobile smartphone.

- ✓ Ensuring you have sufficient mechanisms and controls in place on your home devices and your child’s smartphone.

- ✓ Ensuring bedtime is a phone/laptop/iPad—free time.