

Welcome to Year 11 Parents' Information Evening

September 2024

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Information given by:-



- Chris Hildrew - Headteacher
- Lucy James - Deputy Headteacher

KINDNESS

CURIOSITY

DETERMINATION

Aims of Presentation



- To share the Headteacher's key messages to Year 11
- To share key dates, exams information and ideas for supporting revision



Headteacher's Key Messages for the year ahead





Start with the end in mind



Start with the end in mind...

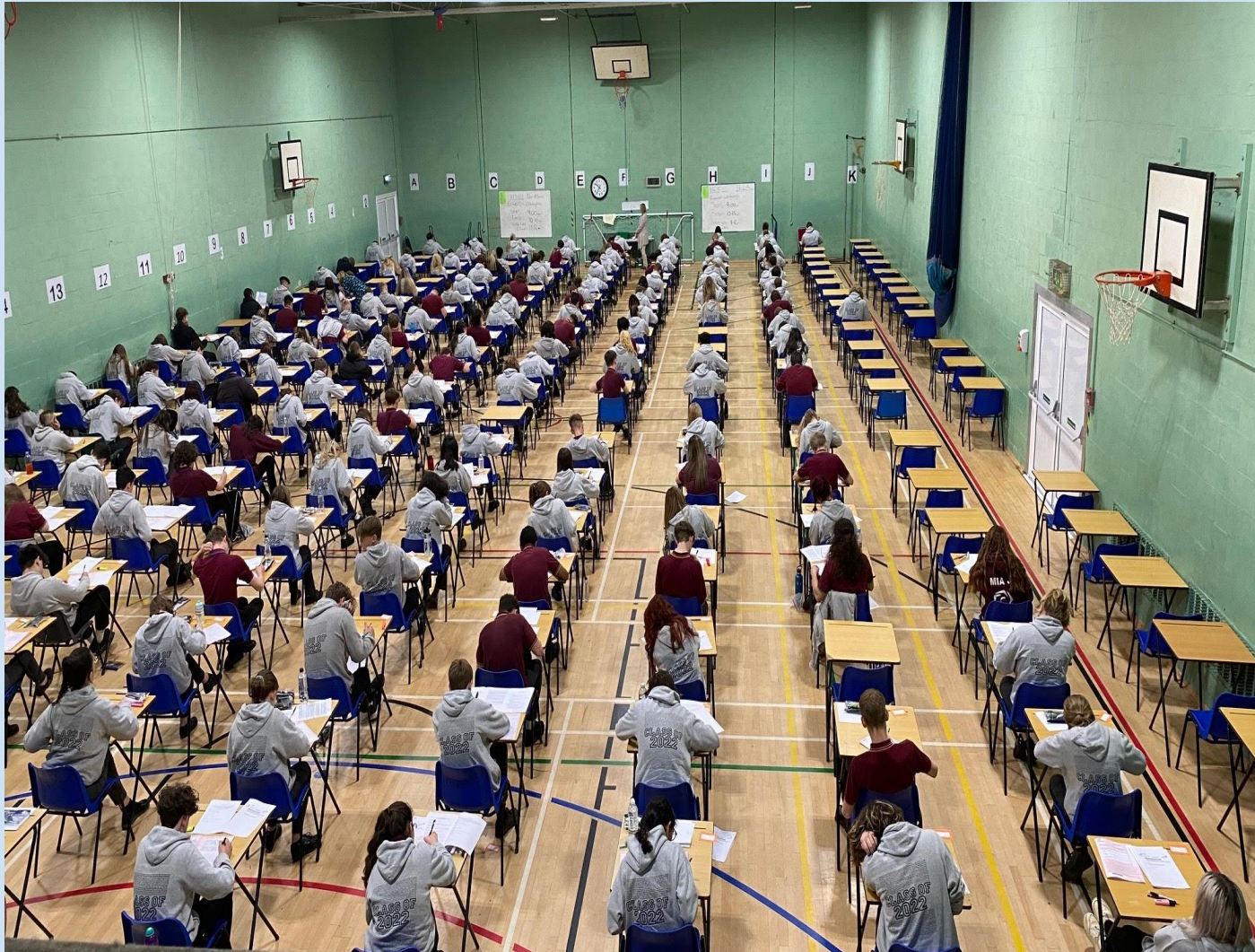


KINDNESS

CURIOSITY

DETERMINATION

Start with the end in mind...

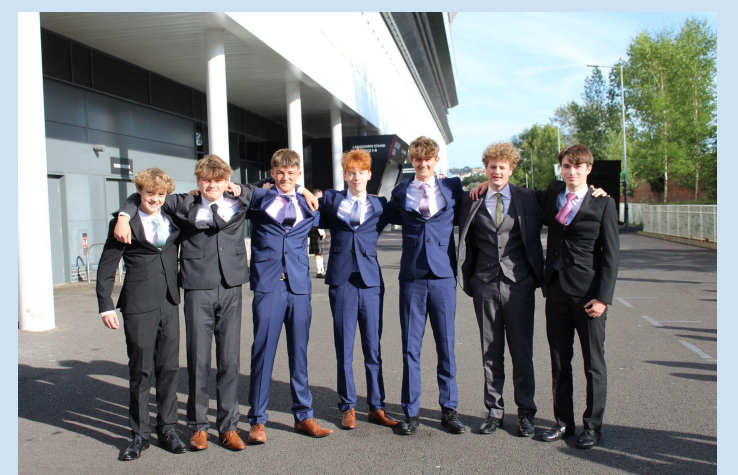


KINDNESS

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DETERMINATION

Start with the end in mind...



KINDNESS

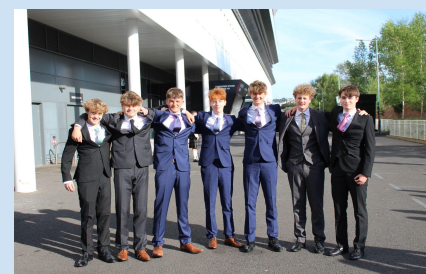
CURIOSITY

DETERMINATION



Ticket to Prom

1. A positive conduct points score
2. Attendance above 90%
3. A good record of punctuality



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Start with the end in mind...



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So what do you have in mind?



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Start with the end in mind...



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Start with the end in mind...

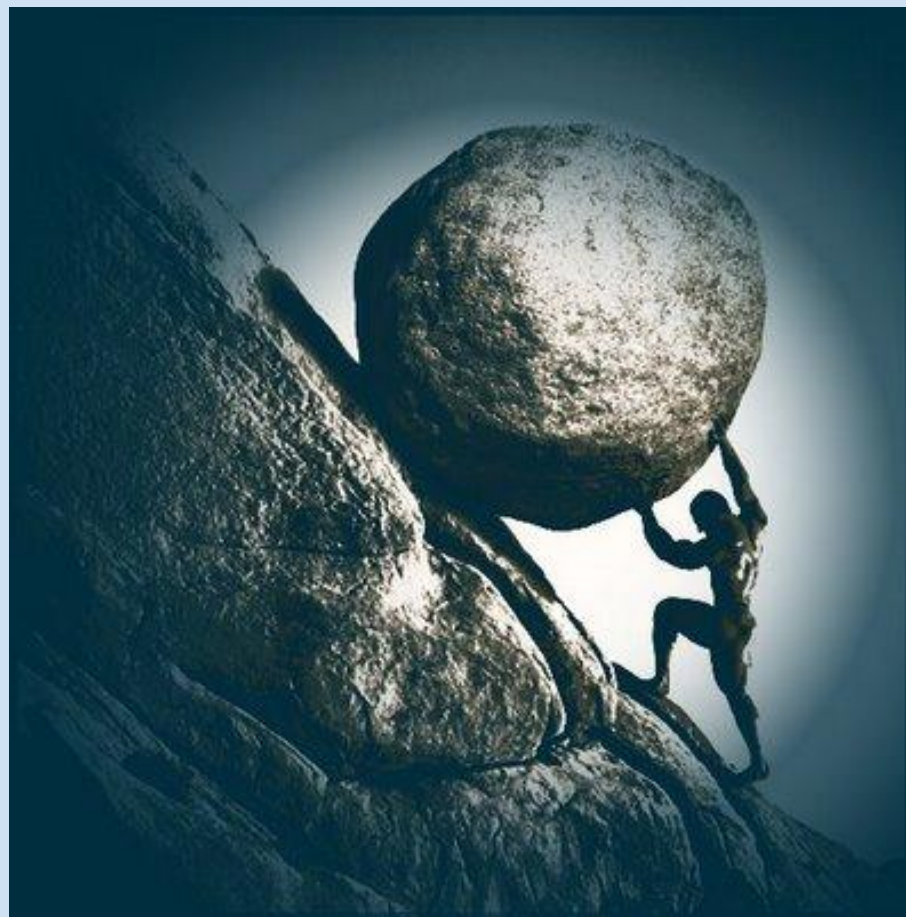


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How to get there?



KINDNESS

CURIOSITY

DETERMINATION



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It's up to you



- Start with the end in mind
- Take responsibility - what actions do you need to take?
- Put in the effort
- Monitor your progress
- Be a role model

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Whole school messages



Learning



We believe in the value of:

- Determined and consistent effort
- A hunger to learn new things
- Challenging ourselves to go beyond our comfort zone
- Viewing setbacks and mistakes as opportunities to learn and grow
- Seeking and responding to feedback
- Encouraging others to succeed

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Our expectations



Academy Code of Conduct

Kindness

- We are kind to each other and to the environment around us.
- We are polite and follow all instructions when asked.
- We are focused, we listen and we contribute respectfully.



Curiosity

- We are confident to ask questions or ask for guidance when we need it.
- We are always prepared for lessons with a positive attitude to learning.
- We set no limits on what we can achieve.

Determination

- We try our hardest in every task.
- We keep trying when things get difficult.
- We represent our school as positive ambassadors at all times.



Behaviour for Learning Top 5



1. **Strong start:** we arrive on time, line up and enter the classroom calmly
2. **Full attention:** we are immediately silent and face the speaker when called to attention
3. **Full effort:** we apply ourselves with our full effort to the learning tasks set
4. **Full focus:** we focus all our attention on the learning tasks set
5. **Calm finish:** at the end of the lesson we wait in silence for the member of staff to dismiss us

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Social Time Top 5



1. Appropriate **language** used in student interactions at social times
2. **Physical interactions** between students are safe and follow the Academy value of kindness
3. Students show **respect for the Academy environment** – litter picked up and put in the bin, toilets and facilities used appropriately
4. Students **do not use mobile phones** on the Academy site from arrival at school until dismissed from class at the end of the day
5. Students present themselves appropriately at all times: hoods down around the site; **uniform** correct

KINDNESS CURIOSITY DETERMINATION

- To make a positive difference
- To set no limits on what we can achieve

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Effort



A student currently making Good effort...

- **Good effort means being a responsible and hardworking student who tries their best all of the time.**
- Shows a good interest in their learning and is attentive and focused;
- Responds well to feedback and targets and completes work to the expected standard;
- Shows determination and is willing to persevere when things are difficult;
- Takes responsibility for their work and is well organised;
- Willingly does all that is asked of them and sometimes more.

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Effort



A student currently making excellent effort...

- **Excellent effort means being committed to getting the most out of all learning opportunities available. It is what all students should aim for.**
- Excellent participation in the lesson at all times, and is fully engaged;
- Actively seeks and responds to feedback on how to improve the quality of their work;
- Shows great determination and views setbacks and mistakes as opportunities to learn and grow;
- Manages their time and work efficiently and is an excellent role model who is highly disciplined;
- Uses their initiative in a range of situations without always having to be told what to do;
- Shows dedication and enthusiasm for learning at all times.

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Effort



A student currently making insufficient effort...

- **Insufficient effort means that a student is probably doing most of what they are supposed to do but is failing to push themselves or make the most of the opportunities available.**
- Often participates in lessons and is generally focused and well behaved;
- May not try hard enough to improve their work after feedback;
- Is usually well organised but does the minimum that is asked of them and not much more;
- Might make a Good level of effort some of the time but this is not consistent.

Effort



A student currently making poor effort...

- **Poor effort means that a student needs support or intervention to become a more responsible learner.**
- Makes little effort to be involved in the lesson and may disrupt the learning of others instead;
- Fails to act on feedback provided and as a result may not make much progress;
- Is not interested in being challenged and will give up without really trying;
- Spends an inadequate amount of time on tasks and may produce poor work as a result;
- Takes little or no responsibility for their own learning or behaviour;
- Effort is frequently a cause for concern.

Learning to behave well



- Immediacy
- Certainty
- Consistency

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How to support this at home



- Support the Academy with your children
- Raise any issues with us via tutor
- Make sure your child leaves the house with correct uniform and equipment
- Celebrate successes
- Learn from setbacks

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Serious incidents



Serious incidents may result in a full day in Refocus - no matter whether you have been before or not - or you may be suspended or permanently excluded from school.

Examples of “serious incidents” include (but are not limited to): swearing at a member of staff, behaviour that poses a Health & Safety risk, aggressive/ rude attitude, bullying, discrimination (including racism, homophobia, transphobia), vandalism, truanting, gambling, threatening behaviour, refusal to follow instructions, fighting or recording a fight, dangerous or reckless behaviour, physical assault, sexual harassment or assault, possession of drugs, alcohol, weapons.

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Punctuality



- You are expected to be at your lesson by the start of lesson bell for tutor time, period 3 (after break) and period 5 (after lunch)
- You are expected to arrive with the rest of your class for periods 1, 2 and 4.
- If you have a genuine reason for being late you **must** have a note from home or from a member of staff, otherwise you will be marked late.
- If you are late three times in a week, you will be placed in a House late detention at breaktime



Uniform, jewellery,
equipment



Uniform



- Charcoal grey plain full-length trousers
- If a belt is to be worn, this must be black and suitable for school
- Maroon School Uniform Polo Shirt with House Colour Trim and School Logo
- Black socks only
- Hats, scarves and coats, if worn, should be plain, without logos or patterns. Denim or leather jackets are not permitted.
- Hoodies: Academy hoodies (House PE hoodies, Maroon Academy hoodies, or Grey Year 11 hoodies) are acceptable to wear as part of the Academy's uniform. Hoods must be worn down. Other hoodies (those not issued by the Academy, or "trip" hoodies) are not acceptable and should not be worn to school.

Shoes



- Plain black flat polishable shoes. Must be all black, with no coloured logos or flashes. Shoes should enclose and protect toes and heels for health and safety reasons. Boots, canvas or fabric shoes or trainers are not allowed. Air Force or similar plain black trainers with uppers that are “polishable” are acceptable as school shoes, as are any plain black polishable shoes. Trainers with fabric uppers, or trainers with white or coloured logos or flashes, are not acceptable.

Jewellery



- Jewellery: students are permitted a watch and a ring. Piercings in the ear and/or nose must be studs only for health and safety reasons. Hoops, rings, dangly, spiked, chain link or spacer style earrings or nose piercings are not permitted. No other piercings are allowed (e.g. tongue or other parts of the body). All piercings must be removed or covered with a plaster when taking part in PE or Dance. All watches of any kind must be removed during exams.
- Make up: make up is not permitted in Years 7 or 8. In Years 9-11 make up, if worn, should be discreet. Nail varnish, false nails and false eyelashes are not permitted.

What if we get it wrong?



- **Incorrect uniform:** offered correct uniform to wear - behaviour point issued for incorrect uniform
- **Incorrect jewellery:** will be confiscated for collection at the end of the day - behaviour point issued for incorrect uniform
- If it cannot be removed (e.g. nails), you will be placed in Refocus until it can be sorted out with home.

Mobile phones



- **Mobile phones:** we are including AirPods and earphones and earbuds (etc) in the definition of “mobile phone”
- If your mobile phone or AirPods, earphones, earbuds etc are seen or heard during the school day - from your arrival on the site through to when you are dismissed from your classroom - it/they will be confiscated and a behaviour point issued
- If this is in social time you will also be sent to Time-Out for a breach of social time expectations

Equipment



Every day, students are expected to bring:

- Essential Equipment:
 - Two Black pens
 - Two Sharp pencils
 - Rubber
 - Ruler
 - Scientific Calculator (Casio fx-85GTCW preferred)
 - Reading book
 - Planner with timetable
- Desirable equipment:
 - One Purple Pen
 - One Green Pen
 - Protractor
 - Pair of compasses
 - Set of coloured pencils
 - Glue stick
 - Set of four highlighters
 - Water bottle (reusable)

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- Essential Equipment:

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- Desirable equipment:

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Key Dates 2024-25



17 October	Sixth Form Open Evening
4-15 November	Mock Exams
19 November	Be A Sixth Former for a Day
26 November	Academy Christmas Concert, Playhouse WsM, 7pm
28 November	Academy Careers Convention, 6.00-8.00pm
December	Report 1 issued
9 January	Parents' Evening 4-7pm
3 - 14 February	Mock Exams
March	Report 2 issued
w/c 6 May	External Examinations begin (provisional date)
18 June	Last External Exam (provisional date)
25 June	Exam contingency day
26 June	Sixth Form Induction Day

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Communication



- First point of contact is your child's tutor
- You can :-
 - Email / or phone your child's tutor and we aim to respond within 2 working days
 - Email teachers directly
 - Email the academy on churchill@churchill-academy.org
- If your child requires a **Health Care Plan** please contact the nurse, Biz Hembrow: eh@churchill-academy.org
- Healthcare plans are part of the home/school partnership - we aim to review them annually and we do this by re-sending you the plan and asking for a return to confirm no updates or any changes

MCAS / The Portal



MCAS is available in an internet browser (<https://www.mychildatschool.com/MCAS/MCSParentLogin>) or via the MCAS app in the App Store or Google Play.

To log in, you need your email that you have registered with the school and a password.

A screenshot of the 'mychildatschool.com' Parent Login page. The page features the logo at the top left, a blue 'PARENT LOGIN' button, an email input field with an envelope icon, a password input field with a lock icon, a 'Remember Email Address' checkbox, a 'Reset Password' link, a blue 'Login' button, and version information 'v5.2023.8657.29981' and 'Powered by Bromcom'. At the bottom, there are two app store badges: 'Available on the App Store' and 'Get it on Google play'.

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Hudson, Willow

- Dashboard
- Data Collection Form
- Announcements
- Attendance
- Behaviour
- Exam Results
- Exam Timetables
- Reports
- Timetable
- Academic Calendar

✓ **Attendance**
Is Willow at school?
More

Period	Subject	Mark
AM	Tutor Group	?
PM	Tutor Group	?

Announcements
More

No Announcements data found

Reports
Willow's progress checks
More

Published	Report
24/06/2022	12 DC3 and UCAS (2021 - 2022 Term 6 21/22)
22/03/2022	017394-Hudson-Willow-12 DC2 Attainment, Effort and Mocks (2021 - 2022 Term 4 21/22)
22/03/2022	017394-Hudson-Willow-12 DC1 Effort Grades Report (2021 - 2022 Term 4 21/22)

Classes
Willow's Classes

Class Name	Class Details	Attendance
13A/Assem1	Assembly Mr R Morgan rm@churchill-academy.org	0%
13A/Pe2	Physical Education Mr T Jones tj@churchill-academy.org	0%
13A/Tp1	Specialist Tutor Program Mr S Joyce shj@churchill-academy.org	0%
13B/Et1	English Literature Mr D Grimmelt dhg@churchill-academy.org	100%
13C/Py1	Psychology Miss H Sheppard hs@churchill-academy.org	100%
13D/Sk1	Social & Caring Ms V Bogonosov vb@churchill-academy.org	100%

Behaviour
Willow's recent behaviour
More

No Behaviour data found

For MCAS queries please email mcas@churchill-academy.org

KINDNESS CURIOSITY DETERMINATION

More information



- Outline of the Year 11 curriculum is available on the website :-
 - Content of each course
 - Exam board details
 - Assessment details
 - Recommended revision guides

Careers and Guidance



Information, advice & guidance careers meetings are available by request via a student's tutor or direct to the Academy Careers Adviser **Suzie McGonigal** at:

smg@churchill-academy.org or
careers@churchill-academy.org.

All students are entitled to an Independent Advice and Guidance appointment.



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DETERMINATION



How our memory works



Lucy James, Deputy Headteacher



To set no limits on what we can achieve

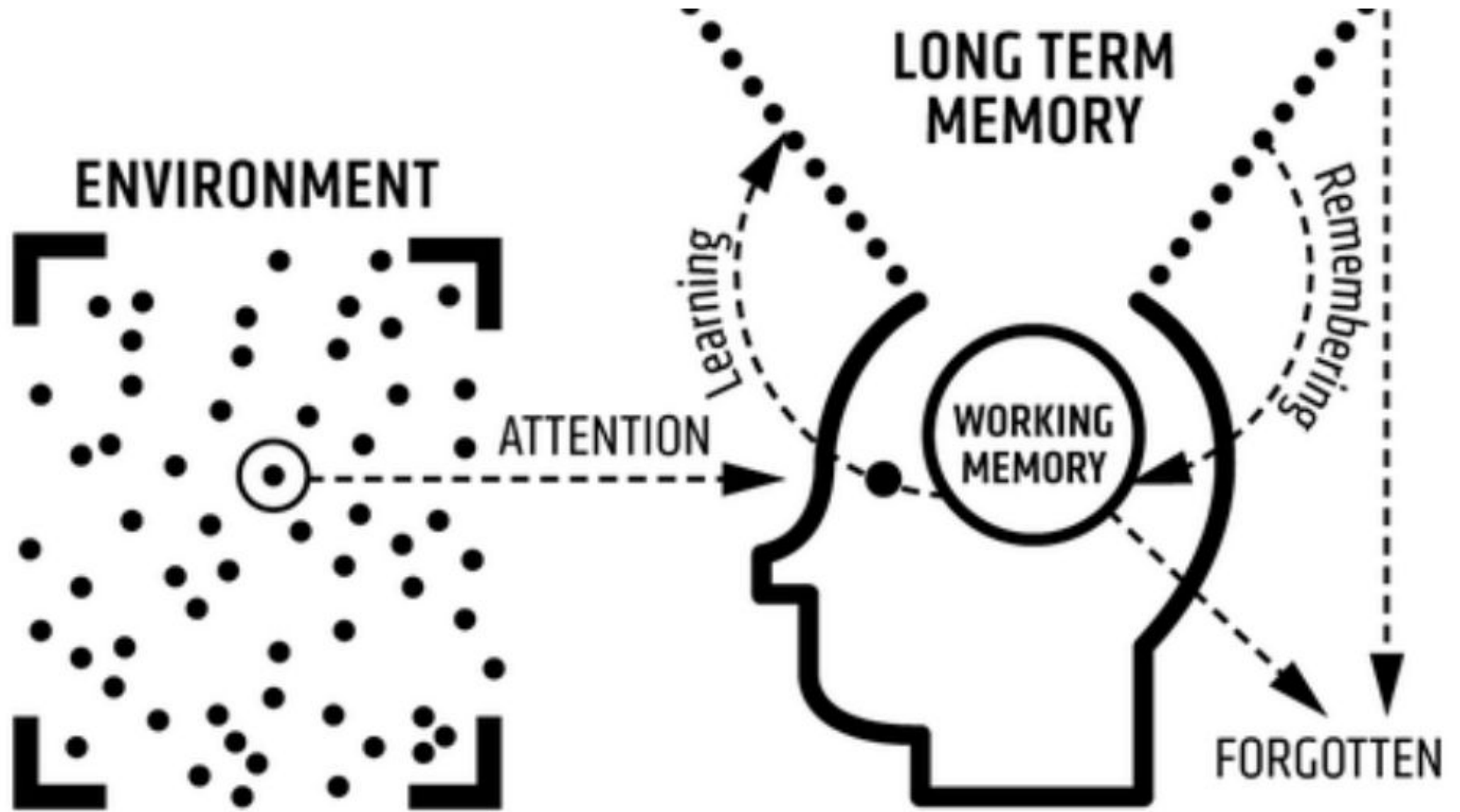


Year 11 Families: Supporting with exam revision

Lucy James, Deputy Headteacher

To set no limits on what we can achieve

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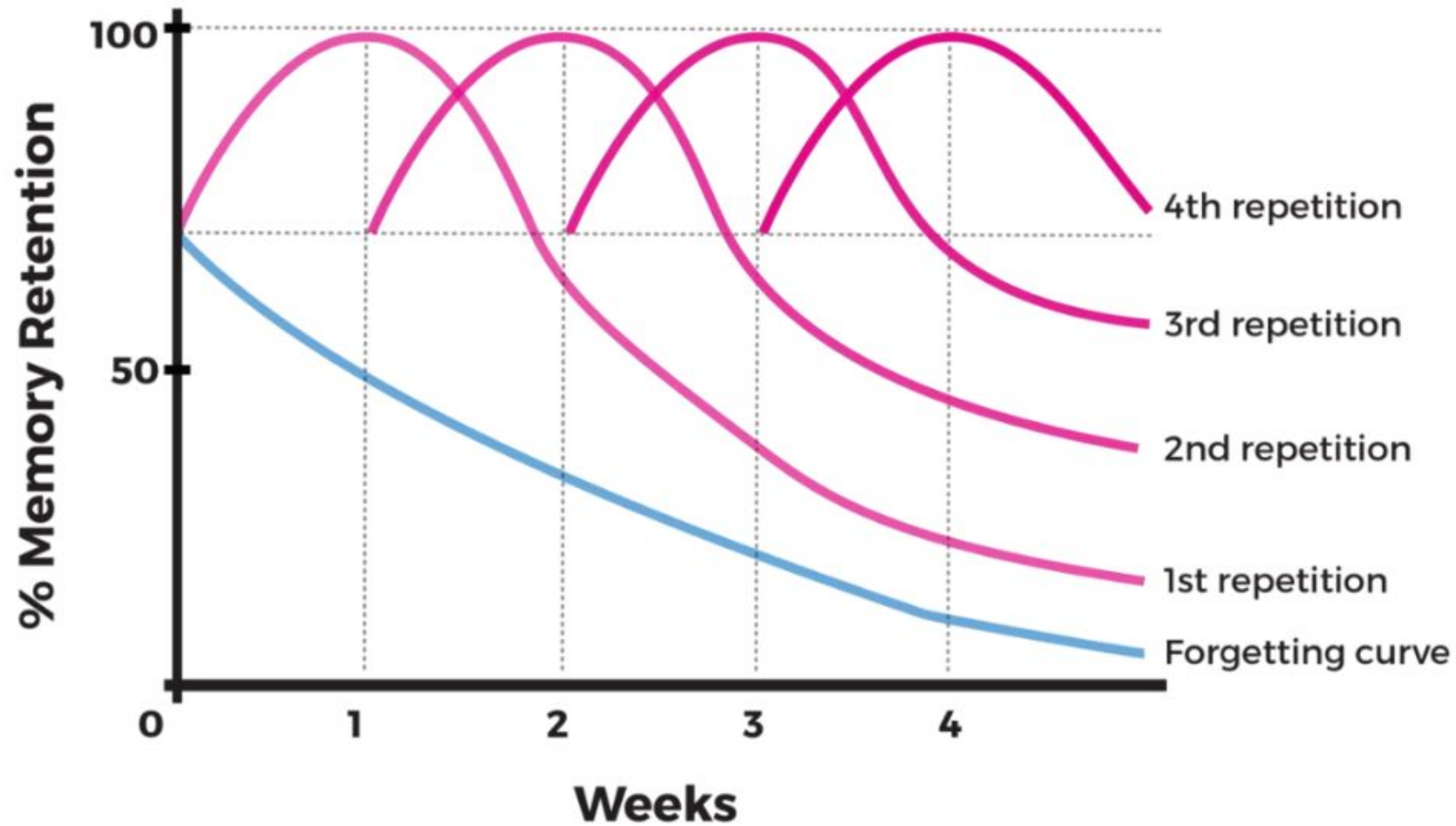
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Curve of Forgetting

For newly learned information



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Science shows that **repetition and revision of information** works best when ...



... you fully understand the information and can explain and describe it



... you can give examples



... you switch between topics



... you space your revision out over time

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Short term memory test



[Link](#)

Number of letters	Correct letters
2	U M
4	T Z L D
6	K X C E J O
8	A V C Y I S E H
10	L B F Q R P M A U X
12	Z Q E C T B U M O N R V

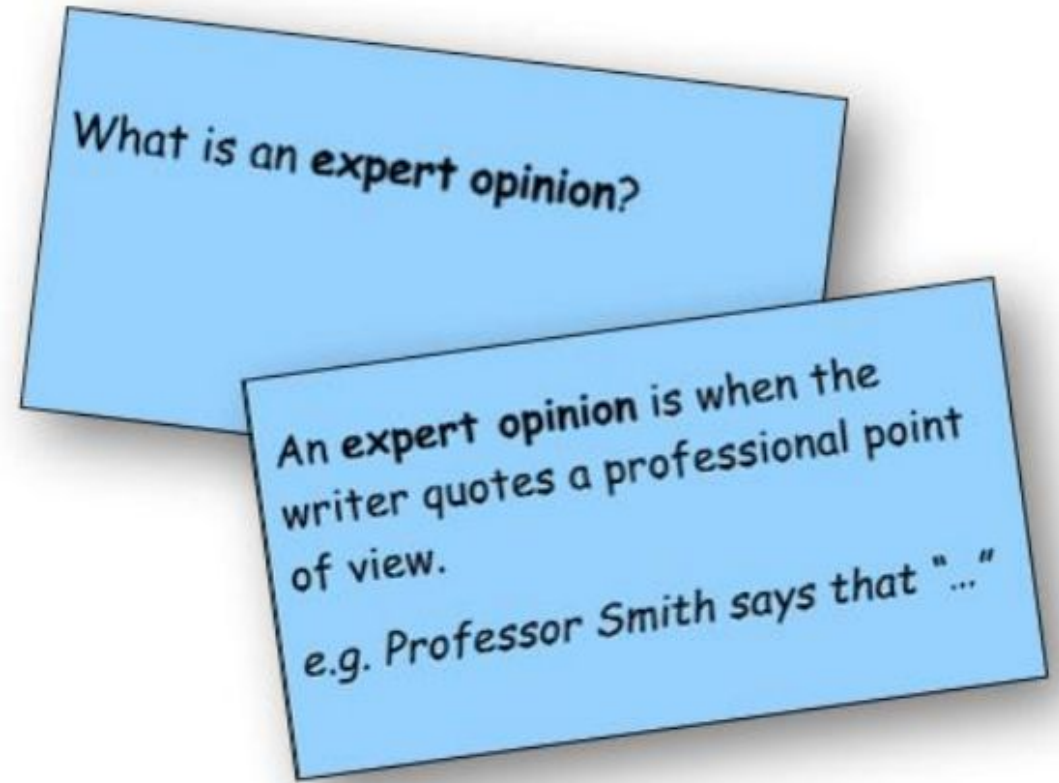
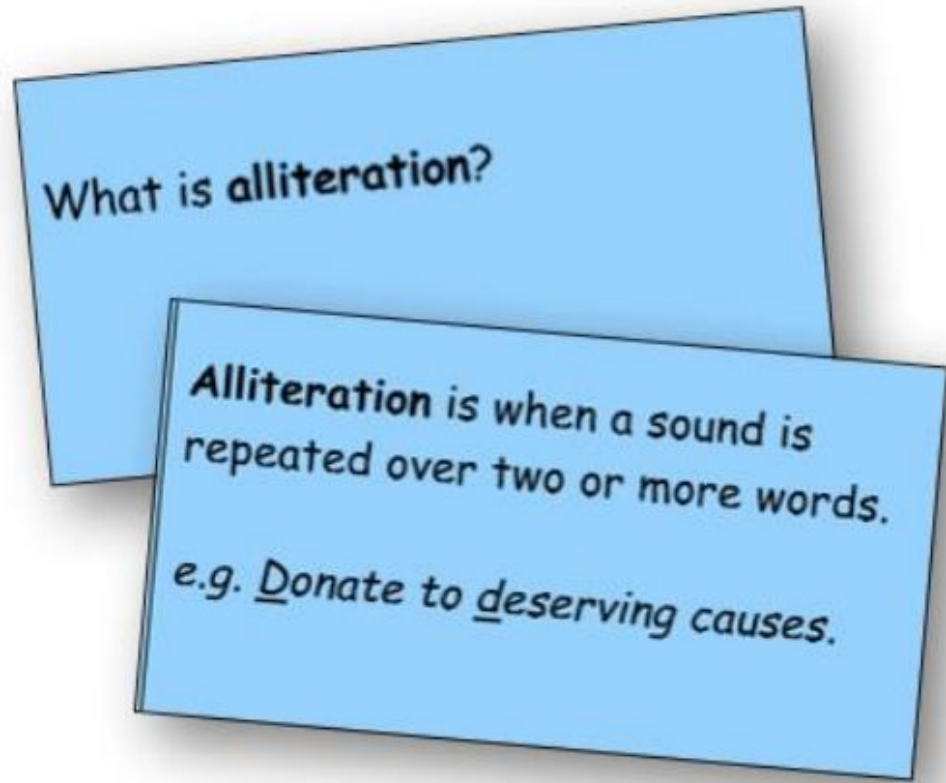
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Effective flashcards will have:

- A small amount of information on each card
- Use a prompt such as a question, key term, date or quote on one side and the answer on the other side



Self Quizzing



Look



Cover



Write



Check



Correct

Look – read and reread the section a few times to make sure that you understand it. You could also read it aloud.

Cover – cover up this part of the knowledge organiser

Write – write (from memory!) everything you can remember

Check – check what you have written using the knowledge organiser

Correct – correct any mistakes, spelling errors or bits missing (using a different coloured pen)

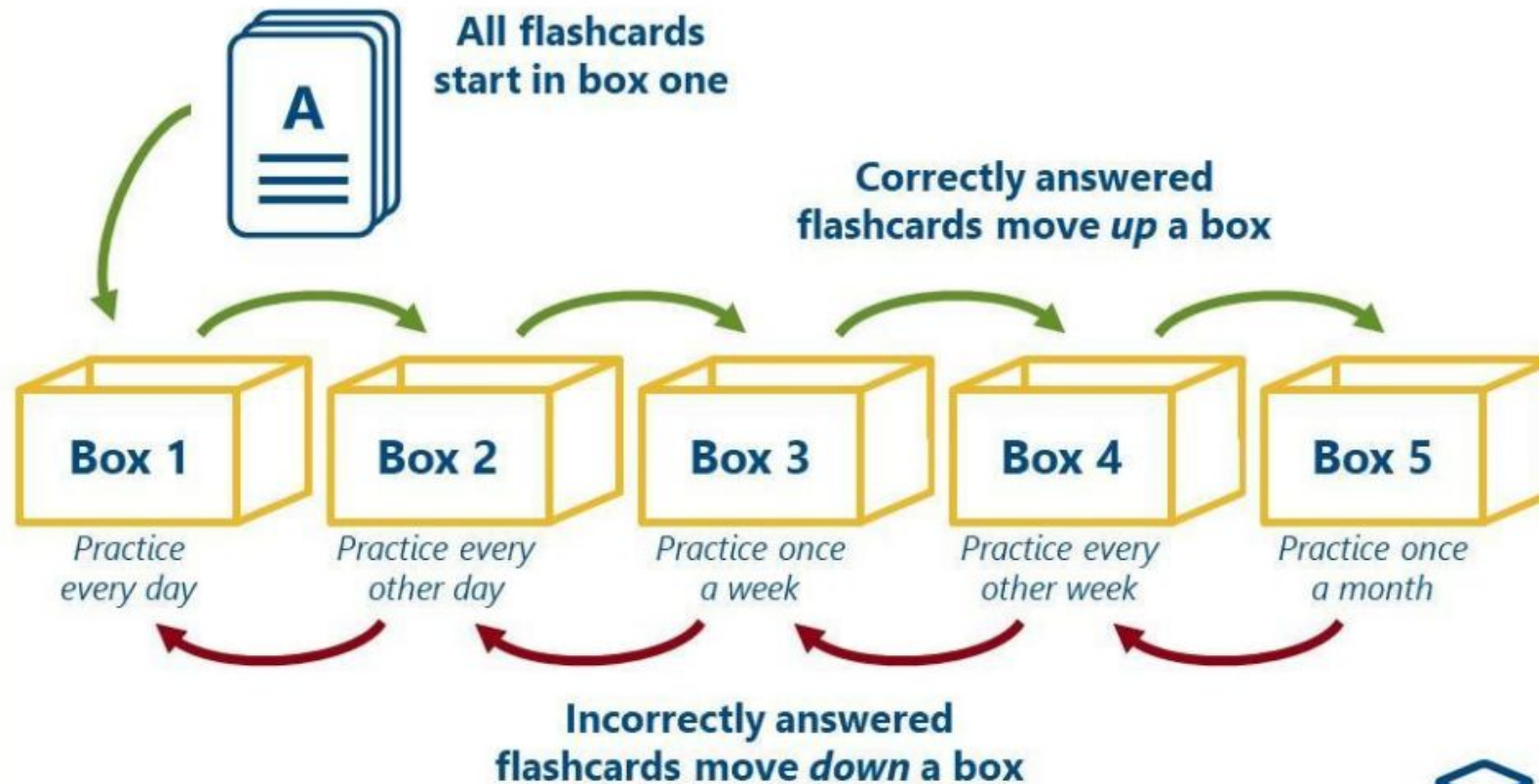
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How to use the Leitner system for flashcards

Increase your memory with spaced repetition and active recall



ExamStudyExpert.com/Leitner-system



KINDNESS CURIOSITY DETERMINATION



Omniscient narrator (all knowing)
 Omniscient narrator (all knowing)
 Omniscient narrator (all knowing)
 Omniscient narrator (an all knowing narrator)
 Omniscient narrator.

2nd person
 2nd person
 2nd person
 2nd person
 2nd person } "You"

Narrative voice } who is telling the story.
 Narrative voice }
 Narrative voice }
 Narrative voice }
 Narrative voice }

3rd person
 3rd person
 3rd person
 3rd person
 3rd person } "He"

1) What is omniscient an all knowing

2) What is 1st person "I"

3) What is 2nd person "You"

4) What is 3rd person "He", "She", "They"

Narrative perspective } Point of view of a person who is telling the story.
 Narrative perspective }
 Narrative perspective }
 Narrative perspective }
 Narrative perspective } (point of view or mood of the person telling the story)

1st person } "I"
 1st person }
 1st person }
 1st person }
 1st person }

Tuesday 10th April 2019
 Types of narration.

- 1) 1st person = 'I'
- 2) 2nd person = 'you'
- 3) 3rd person = 'He', 'She', or 'They'
- 4) Omniscient narrator = an all knowing narrator (like God)
- 5) Narrative voice = who is telling the story.
- 6) Narrative perspective = the point of view or mood of the person telling the story.

- 1) 1st person ✓
- 2) 2nd person ✓
- 3) 3rd person ✓
- 4) Omniscient narrator ✓
- 5) Omniscient view ✓
- 6) Narrative perspective ✓

- 1) 1st person = I ✓
- 2) 2nd person = You ✓
- 3) 3rd person = He, She, They ✓
- 4) Omniscient narrator = all knowing ✓

- 5) Narrative voice = who is telling the story.
- 6) Narrative perspective = the point of view or mood of a person.

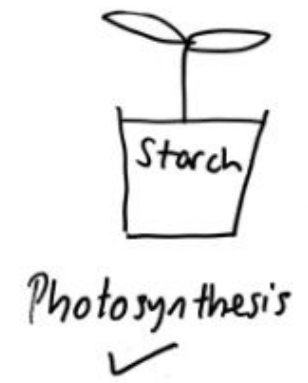
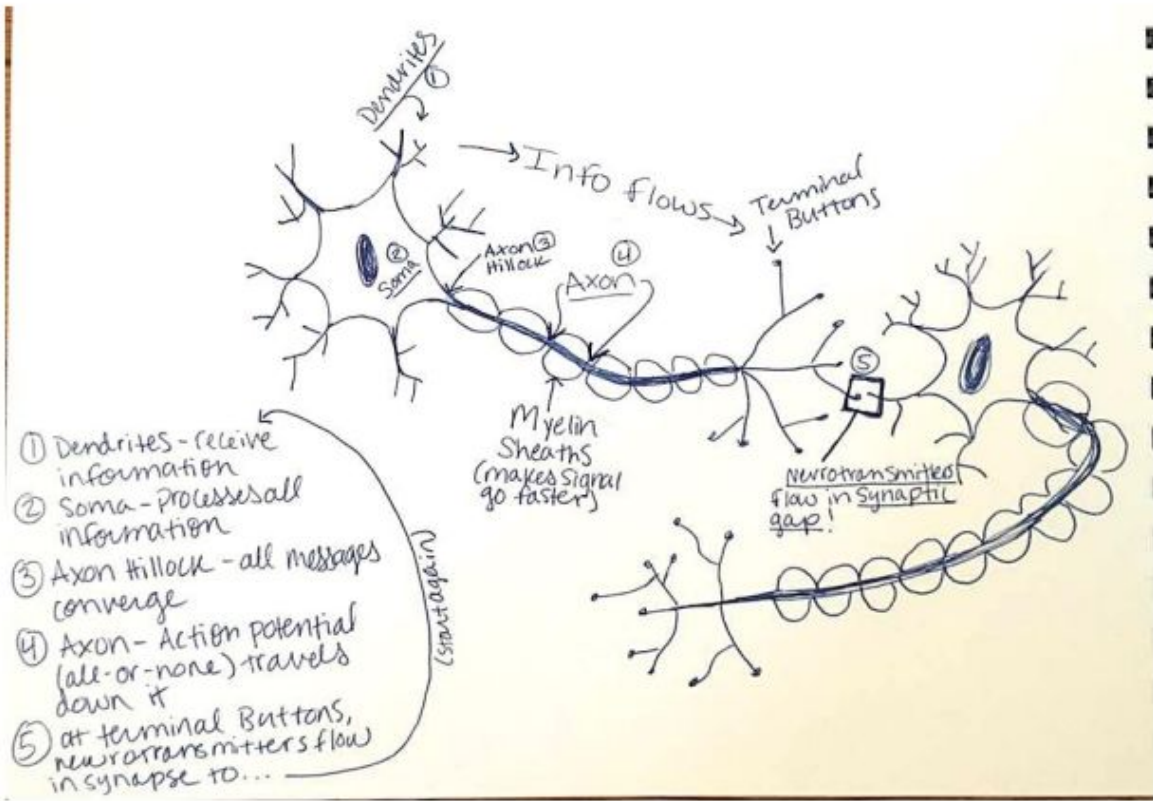
Types of narration.

- 1) 1st person ✓
- 2) 2nd person ✓
- 3) 3rd person ✓
- 4) Omniscient narrator ✓
- 5) Narrative voice ✓
- 6) Narrative perspective ✓

Other meanings or examples.

- 1) I
- 2) She, he, You x You = 2nd person
- 3) They x She, he, They = 3rd person
- 4) all knowing
- 5) point of view
- 6) who is telling the story.

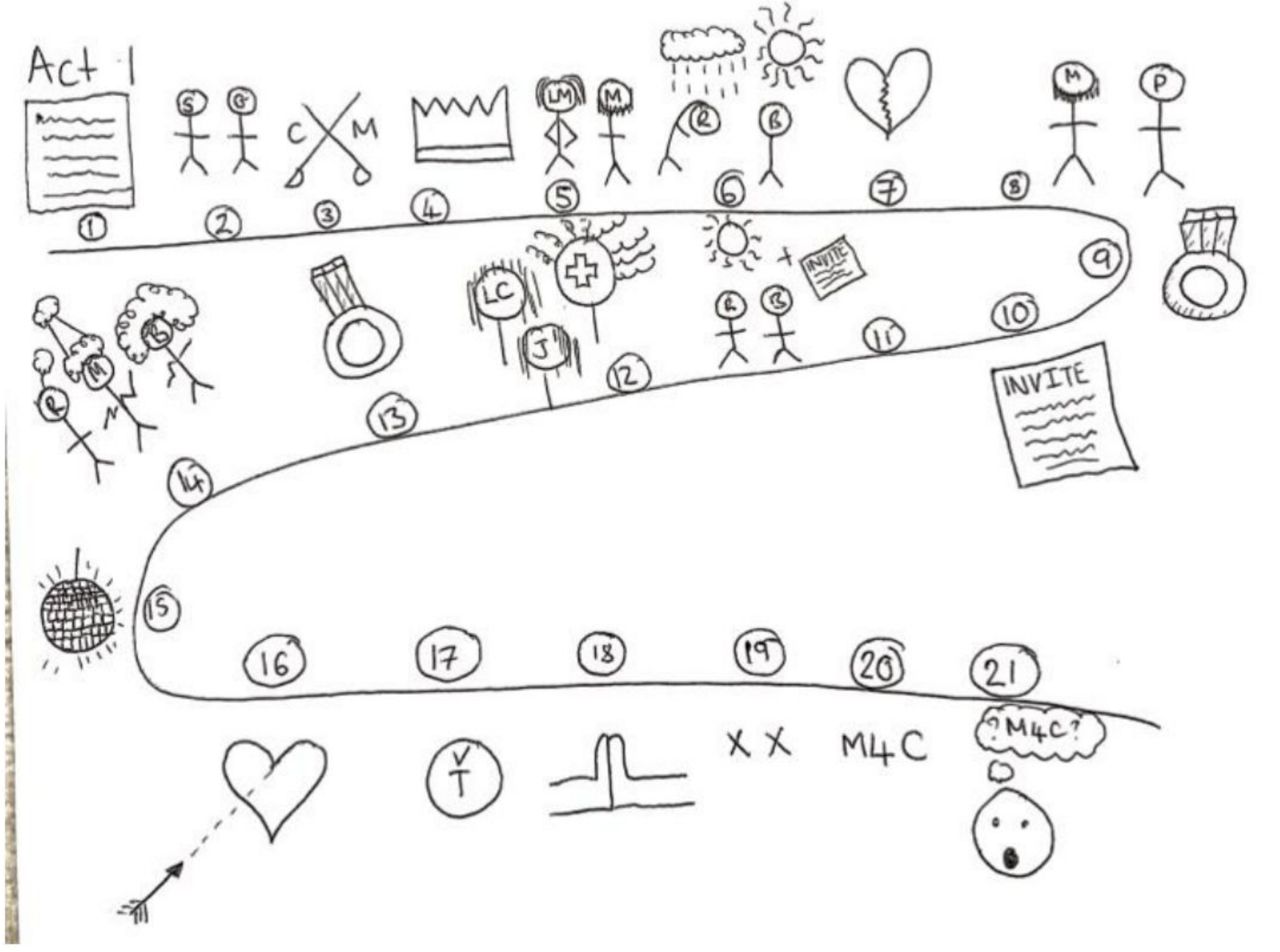
Dual coding



Valid inference

X Water?
or
X sunlight?
or
X temperature?

Invalid inference



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Look



Cover



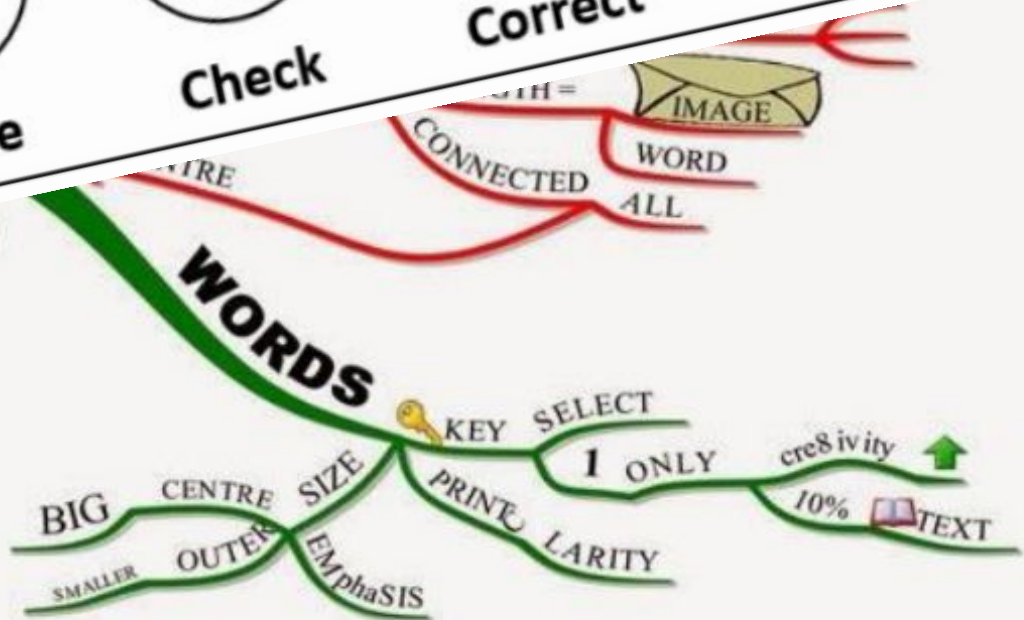
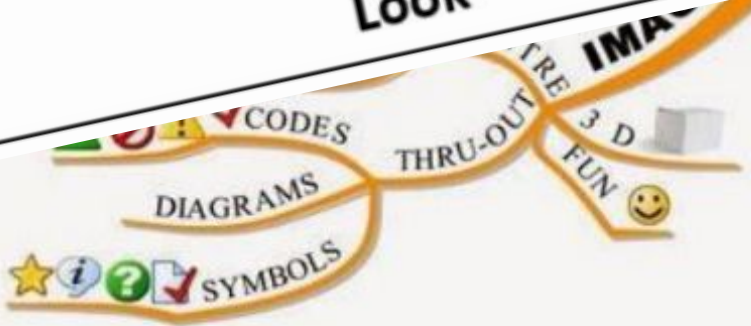
Write



Check



Correct



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CURIOSITY

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Muhammad Ali, arguably the greatest boxer in the history of the sport. He was born in 1942 in Louisville, Kentucky in the US. He was named after his father, Cassius Clay Sr, who was named after the 19th century abolitionist politician Cassius Clay. He changed his name to Muhammad Ali in 1964. He became a boxer at the age of 12. As an amateur boxer he won many titles culminating in the Light Heavyweight gold medal in the 1960 Olympics in Rome. When Ali returned home he was so proud he wore his medal wherever he went. After a week he went to a café to order a drink. The waiter said, "I'm sorry we don't serve coloured people". Ali was so cross by this he threw his medal into a river. He turned professional at the age of 18. Ali's record was 100 wins, 5 losses; an impressive record.

Ali became World Champion at the age of 22. Ali was famous for his unorthodox fighting style. Ali brought strategy and tactics into the boxing ring. With his fast moving, he was adept at dodging punches and with his fancy footwork which was known as the "Ali Shuffle". He also used mind games and often out-psyched his opponents before a match. He once famously said he would "float like a butterfly and sting like a bee".

In 1967, Ali refused on religious grounds to be drafted into the army to fight in the Vietnamese war. He was stripped of his title and banned from boxing. He went to the courts and was successful in overturning this judgement. Ali is the only boxer to win the title on three separate occasions. Ali retired from boxing in 1981 at the age of 39. Throughout his career he earned \$50 million. Ali converted to Islam when he was 22 and joined the Nation of Islam inspired by Malcolm X. Ali was married 4 times and had nine children in total. Ali was awarded the Greatest Sportsman of the Century in 1999.

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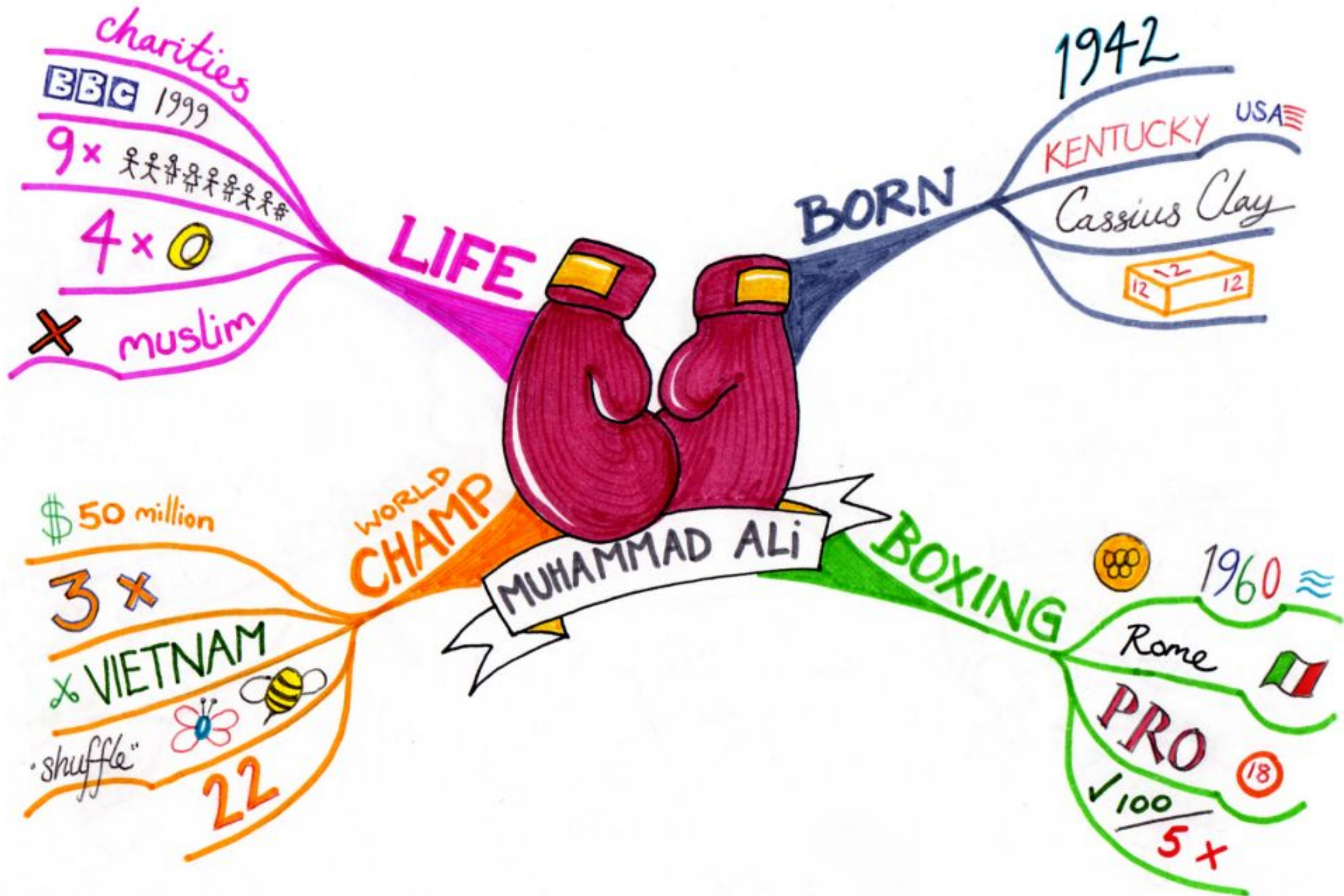
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KINDNESS

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Look



Cover



Write



Check



Correct

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CURIOSITY

DETERMINATION

Test!



1. When was Muhammad Ali born?
2. At what age did he become world champion for the first time?
3. How much did he earn throughout his career?
4. What was Ali's record of wins vs losses?
5. How many times was Ali married?

Test!



1. When was Muhammad Ali born? **1942**
2. At what age did he become world champion for the first time? **22**
3. How much did he earn throughout his career? **\$50m**
4. What was Ali's record of wins vs losses? **100 wins – 5 losses**
5. How many times was Ali married? **4**

Revision timetables



Students will not need to spend an equal amount of time on all subjects.

They need to think about which subjects and topics they need to prioritise.

Revision timetables



- Think about the **time** they will be revising
- What is **realistic** for them to do each day?
- What **other activities** or plans do they have?
- Know when they will revise and then **stick to it!**
- The plan won't be the same for every week – make a **different plan for each week** running up to exams
- Plan the **topics** to revise not just the subjects

Revision timetables



WEEK	English Language	Maths	Biology	Physics	French	Geography	TOTAL
Monday	Writing (1 hour)				Sport (1 hour)		2 hours
Tuesday		Fractions (1 hour)	Enzymes (1 hour)			Trade/Aid (1 hour)	3 hours
Wednesday				Energy (1 hour)	Transport (1 hour)		2 hours
Thursday		Vectors (1 hour)				Settlements (1 hour)	2 hours
Friday			Evolution (1 hour)				1 hour
Saturday			Nerves and hormones (1 hour)			Volcanoes (1 hour)	2 hours
Sunday		Triangles (1 hour)		Waves (1 hour)			2 hours
TOTAL	1 hour	3 hours	3 hours	2 hours	2 hours	3 hours	14 hours

KINDNESS CURIOSITY DETERMINATION

Top Tips



- Include **extra-curricular** activities, family activities and downtime into revision timetables.
- **Little and often** beats “cramming” ... short, regular revision sessions are more effective and motivating.
- Find a **dedicated revision space** for revision
- Remove **distractions** (including mobile devices!)
- Maintain a **self-care routine** – healthy eating, staying hydrated and regular exercise

Other useful support



- Exam board resources
- Other useful revision sites
- Revision guides



These methods really work!



- What was the 10 letter sequence from the start of the session?
- What is one advantage of being a sole trader?
- How much did Muhammad Ali earn across his career?

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These methods really work!



- What was the 10 letter sequence from the start of the session?
 - **L B F Q R P M A U X**
- What is one advantage of being a sole trader?
 - **Decisions – quick to set up – keep profits – privacy**
- How much did Muhammad Ali earn across his career?
 - **\$50 million**

Any questions?



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FAO Lucy James

Curriculum enquiries - subject teachers

Pastoral or wellbeing concerns - tutor

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Thank you

We will be around to answer any questions you may have

