



# **Welcome to Year 10 Parents' Information Evening**

September 2024

Kindness · Curiosity · Determination

# Information given by:-



- Chris Hildrew                      Headteacher
- Lucy James                         Deputy Headteacher
- Hannah Sheppard                Head of Sixth Form and Careers Leader

# Aims of Presentation:-



- To remind parents regarding the Headteacher's key messages for 2023/24
- To provide key information for the year ahead
- To introduce and explain Work Experience
- To introduce the GCSE target setting process



# Headteacher's Welcome

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# 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

# 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

KINDNESS    CURIOSITY    DETERMINATION

## 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.

# 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.



## Behaviour - one year on

- Parent survey: 29% improvement
- Staff survey: 34% improvement
- Student survey: 30% improvement

KS3 students told Challenge Partners reviewers “it’s better now because it means you can do more learning and focus more...classes are quieter and more concentrated” and “if you misbehave you go to refocus because they want you to do well.”

# Learning to behave well



- Immediacy
- Certainty
- Consistency

# Systems: Rewards



## House Points:

- **One House Point:** any positive behaviour in line with the Academy's expectations and values - "I've done more than just avoid getting a behaviour point"
- **Two House Points:** consistent, repeated or significant positive behaviour in line with the Academy's expectations and values
- **Three House Points:** a "WOW" reward for a special contribution to the Academy or positive behaviour which goes over and above expectations, or sets a role model example for others to follow

# Rewards thresholds



Level	Milestone	Outcomes
L1 25 Conduct points	Tutor Commendation	E-Certificate from your tutor
L2 75 Conduct points	Head of House Commendation	Certificate from your Head of House
L3 125 Conduct points	Headteacher's Commendation	Certificate from the Headteacher
L4 175 Conduct points	Governor's Commendation	Certificate from the Chair of Governors

Systems: classroom behaviour



**Any failure to meet expectations results in a behaviour point.**

- **Behaviour Point:** serves as your warning. It says “you have not met this expectation. You now need to make sure that you meet my expectations for the remainder of the lesson.”
- Your teacher will support you to get back on track.



## Second behaviour point = Refocus

- This enables teachers to focus their time and attention on the students who are meeting expectations
- Refocus is a silent working space where students can reflect on their behaviour, and access the curriculum via Google Classroom
- It is designed to remove disruption from the classroom with the aim of achieving disruption-free learning



# 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.

# 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

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# 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 will be 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
  - 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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- Rubber
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- Scientific Calculator (Casio fx-85GTCW preferred)
- Reading book
- Timetable
- Pencil case

- Desirable equipment:

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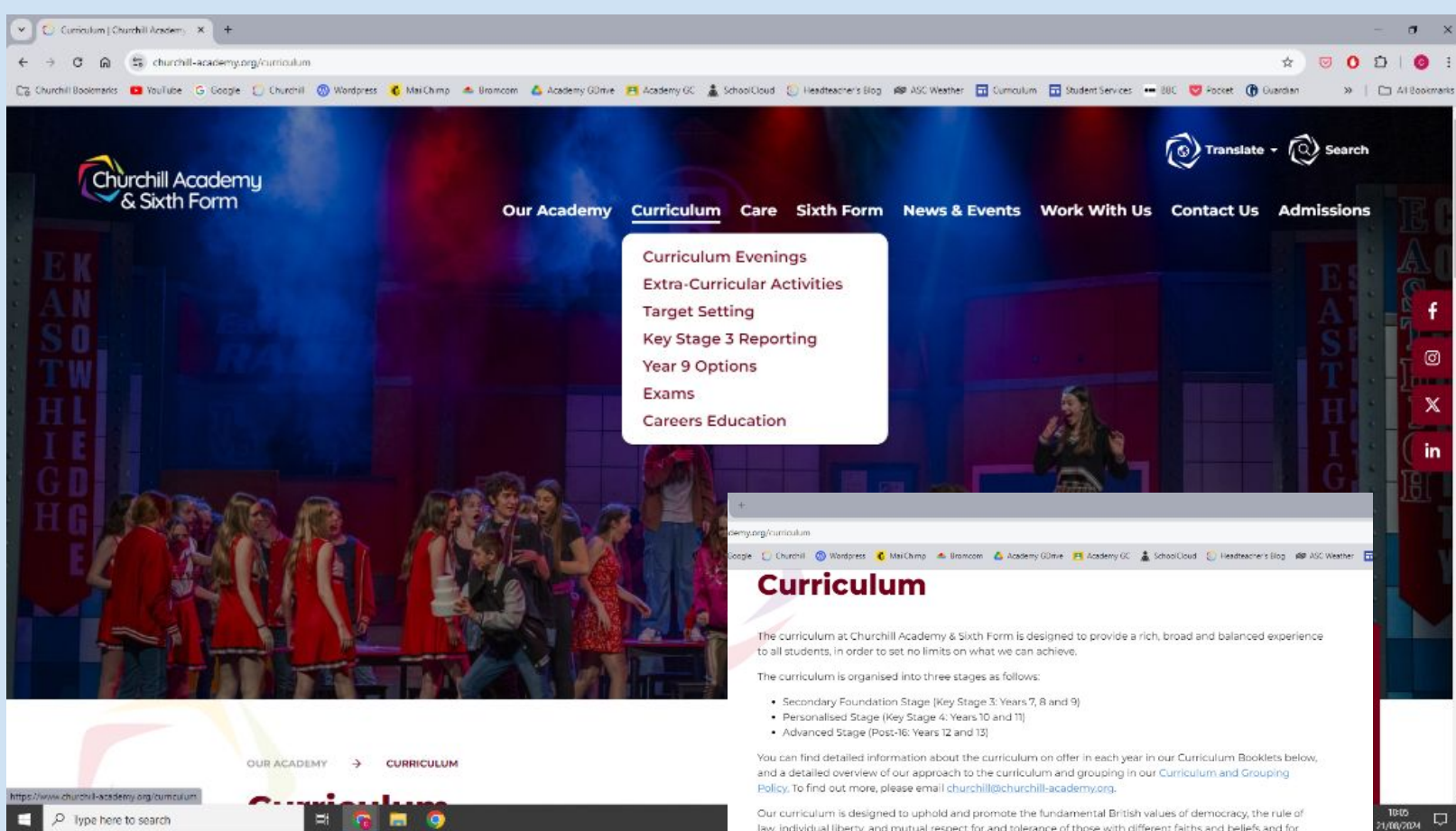
# The Key Stage 4 Curriculum

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# Curriculum information



- Outline of the Year 10 curriculum is available on the website :-
  - Content of each course
  - Exam board details
  - Assessment details
  - Recommended revision guides



## Changes to option subjects

- Can be complex
- At the very latest **by Friday 27th September**
- Considered and thoughtful rationale needed
- Contact Lucy James

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New grading structure	Current grading structure
9	
8	A*
7	A
<hr/>	
6	B
5	
<b>GOOD PASS (DfE)</b> 5 and above = top of C and above	
4	C
<b>AWARDING</b> 4 and above = bottom of C and above	
<hr/>	
3	D
	E
2	F
	G
1	
	G
U	U

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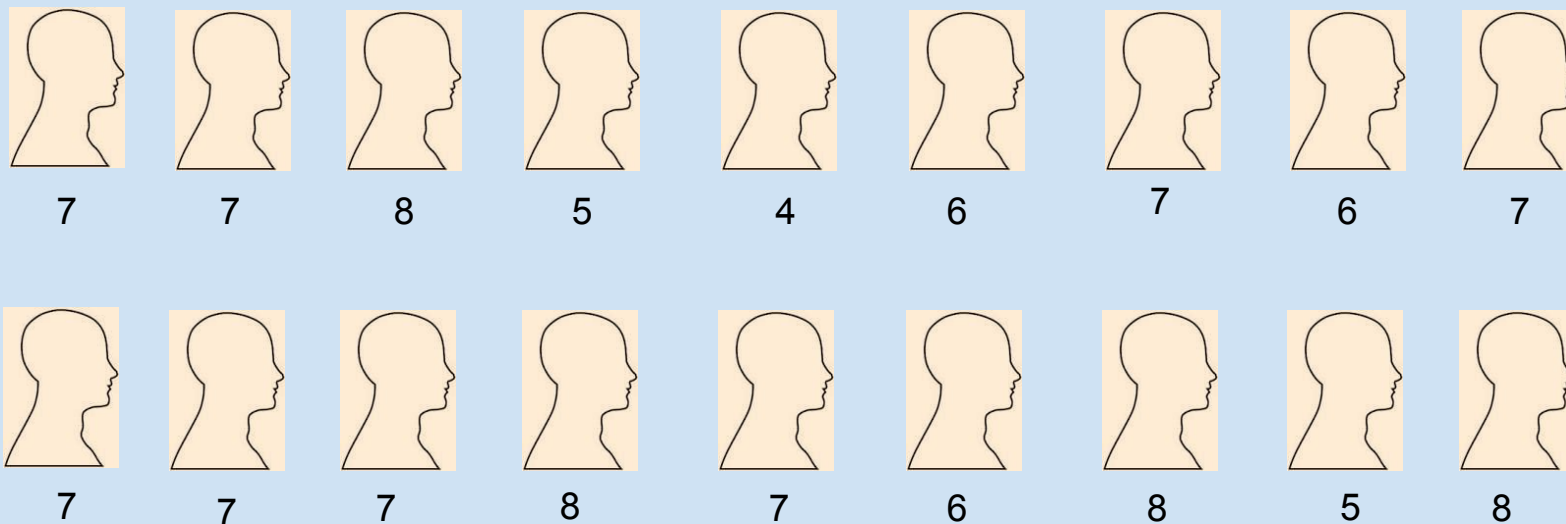


- This year 10 student is a girl, who was born in January
- She got 101 in in her CATs test
- She has just started GCSE English

Looking in the national GCSE results database....

We would probably find several thousand girls who were born in January and got the same year 6 results.

What grade did they get for GCSE English?



We can summarise by working out the % at each grade

Grade	4	5	6	7	8
% frequency	6	11	17	44	22



# Churchill Academy & Sixth Form

## Year 10 Target Setting Report 2023-24



**Alison Apple**

**TABC**

### CATs Scores

Verbal	104	Non-verbal	112	Quantitative	117	Spatial	100
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Subject	FFT Forecast	%1	%2	%3	%4	%5	%6	%7	%8	%9
Art & Design	4+	3	8	19	23	22	14	7	3	1
Biology	6-	1	2	8	14	21	23	16	9	5
Business Studies	7-	0	1	3	7	14	24	21	17	13
Chemistry	6-	1	2	8	14	21	23	16	9	5
Computer Science	6	0	2	6	11	19	26	18	11	7
Dance	7+	0	0	1	3	8	20	23	21	24
Design & Technology	6-	1	2	7	12	21	25	17	10	6

Based on the results of **“similar students”** nationally:

- Gender
- Birth month
- CATs scores



Subject	FFT Forecast	%1	%2	%3	%4	%5	%6	%7	%8	%9
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Chemistry	6-	1	2	8	14	21	23	16	9	5
Computer Science	6	0	2	6	11	19	26	18	11	7
Dance	7+	0	0	1	3	8	20	23	21	24
Design & Technology	6-	1	2	7	12	21	25	17	10	6

# What next?



1. Talk to tutors



2. Discuss with parents



3. Discuss with class teachers



4. Class teacher makes a decision



5. Review targets with tutors



6. Reports to parents

The greater danger for most of us lies not in setting our aim too high and falling short; but in setting our aim too low, and achieving our mark.

Michelangelo

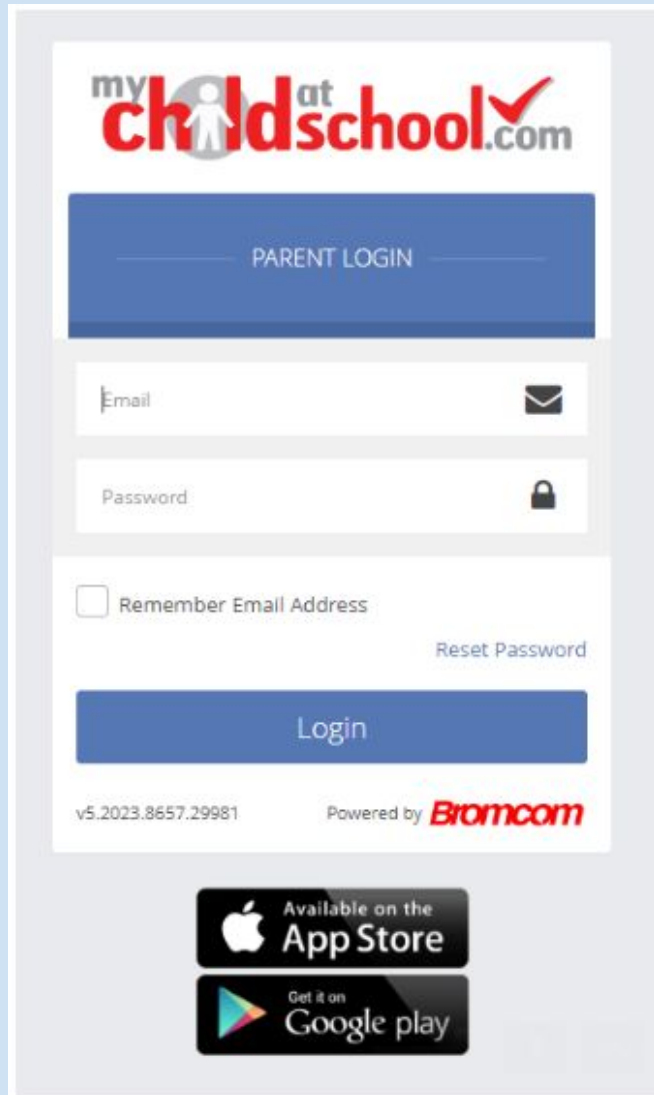
# Key Dates 2024-25



26 November	Academy Christmas Concerts, Playhouse WsM, 7.00pm
28 November	Academy Careers Convention, 6.00-8.00pm
December	Report 1 issued (targets and effort grades)
6th February	Apprenticeship information talk for parents/carers
March	Report 2 issued
22 April - 2 May	Mock Exams
June	Report 3 issued
6th June	World of Work Day
19 June	Parents' Evening
w/c 7 July	Work Experience Week

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# 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.

Any queries please contact us

[churchill@churchill-academy.org](mailto:churchill@churchill-academy.org)

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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](mailto:churchill@churchill-academy.org)
- If your child requires a **Health Care Plan** please contact the nurse, [nurse@churchill-academy.org](mailto:nurse@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



# Work Experience

7th to 11th July 2025

Hannah Sheppard  
Assistant Headteacher



Why is Work Experience important?

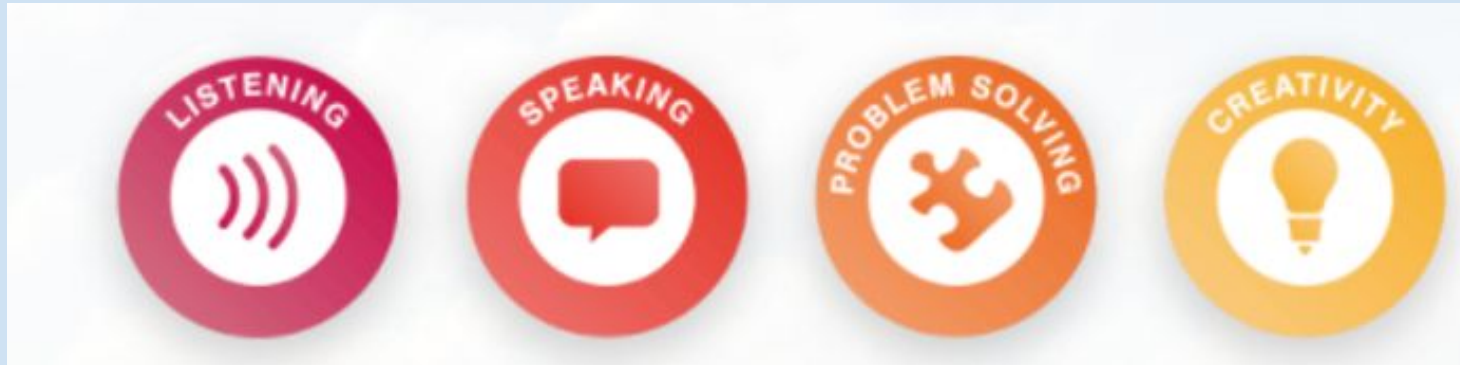
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## **The benefits of work experience include:**

1. Increased focus and ambition
2. Greater understanding of adult life and increased maturity
3. Career specific guidance
4. Affirmation of choice and direction
5. Challenge/re-focus of choice and direction
6. Improved employability skills due to your experience of the working world
7. Improved likelihood of finding employment and more likely to find the right pathway.



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5 ENCOUNTERS  
WITH EMPLOYERS  
AND EMPLOYEES

Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.

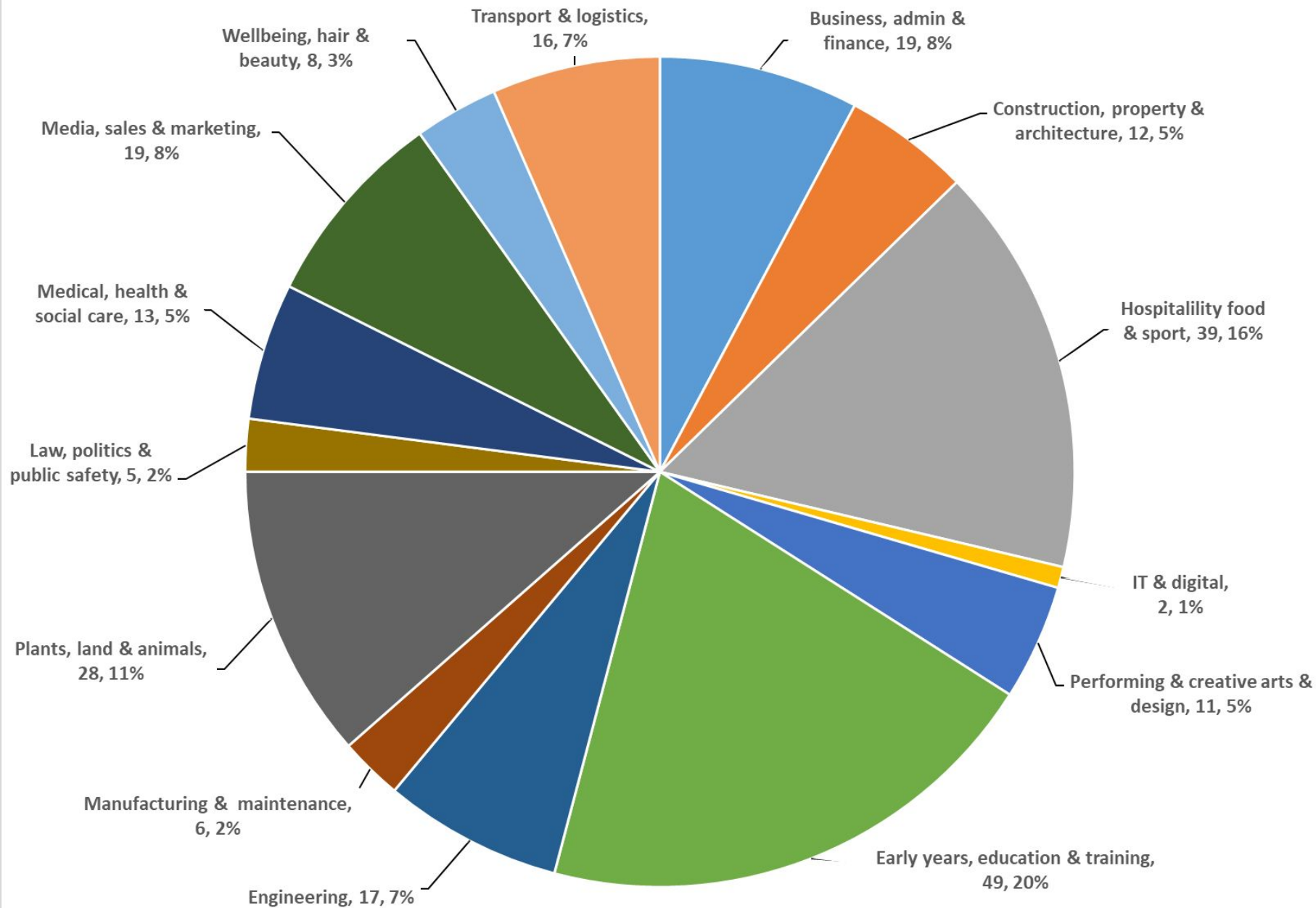
6 EXPERIENCES OF  
WORKPLACES

Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.



Where can my child complete their placement?

# Work Experience Placements





How do you find a placement?

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How do you find a placement?



Independent research or contacts

Students will receive a list of companies who have taken our students on placements in the past few years

Apply to more than one at a time

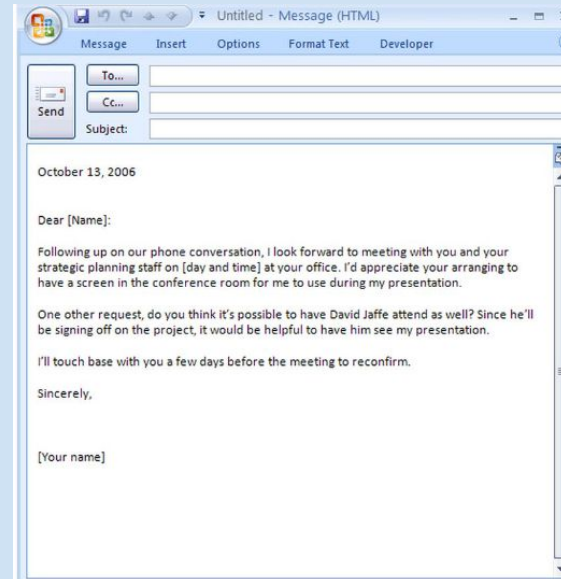


Students must source their own placements through making your own enquiries but the employer will need to have **Employers' Liability Insurance.**

You can look locally or go further away if you are able to support your child with their transport.



# How to get a placement?



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# Top Tips

Please encourage your child to...

- Email, call and drop in to enquire with an employer and include a CV.
- Apply for more than one placement at a time.
- Practise their pitch, have someone check their email, CV, etc.
- Practice explaining why they want to do work experience with them.



Once a placement has been confirmed by the employer, the student must login to their Unifrog account and add it to the Placements tool - we'll be showing all students how to do this soon, and we'll send you a guide with instructions too.



Once a placement has been added to unifrog the employer will (automatically) be sent a form to complete with the full placement details

Once the employer has completed their form the parent/guardian **(as added by the student)** will be sent an email by unifrog to review the placement details and give their consent (please check your SPAM!). This ensures the placement is safe and appropriate.

If you have any questions about the process, you can email [wex@churchill-academy.org](mailto:wex@churchill-academy.org)

# The Work Experience Guide



Students and families will receive a guide book with all the information needed to start finding a placement, the process involved and what to do once they get it.

This will be sent to families by email.

# Timescale



25th Sept: Year 10 Assembly Launch

28 March:  
(end of Term 4) Placements to be confirmed

July 7-11th : Work experience week (unless your child is on the Geography trip in which case they need to find a time in the holidays)

# On the placement



We check the placement is going well during the week

Students complete a Work Experience Log Book with a daily skills diary

The employer will be asked to provide feedback for the student

Students will use the above to reflect on skills learnt during PSHE lessons

After the placement, students will get a Work Experience Certificate

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17th October	Sixth Form Open Evening (Year 10?)
28th November	Annual Careers Convention (including talks)
6th Feb	Apprenticeship Twilight Talk for parents/carers
Jan/Feb	Virtual careers talks in PSHE lessons (TBC based on availability of volunteers)
June	Apprenticeships and T-levels talks for Year 10 (PSHE)
6th June	Year 10 World of Work Day
7th - 11th July	Year 10 Work Experience



# Thank you

We will be around to answer any questions you may have

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