

Year 9 Parents' Information Evening

September 2024

A decorative graphic at the bottom of the slide consisting of several horizontal, slightly wavy lines in yellow, green, blue, purple, and red.



- Chris Hildrew Headteacher
- Garaeth Davies Assistant Head
- Nathan Waller Outdoor Education Lead

KINDNESS

CURIOSITY

DETERMINATION

Aims of presentation:-



- To share the Head Teacher's key messages for 2024-25
- To share curriculum information, including information about reporting and assessment, and guidance about the options process
- To share key dates and opportunities for Year 9 students, including Duke of Edinburgh Award Scheme launch



Headteacher's Welcome



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

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- 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.

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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.”

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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

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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.

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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 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
 - Pencil case
- 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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Year 9: curriculum

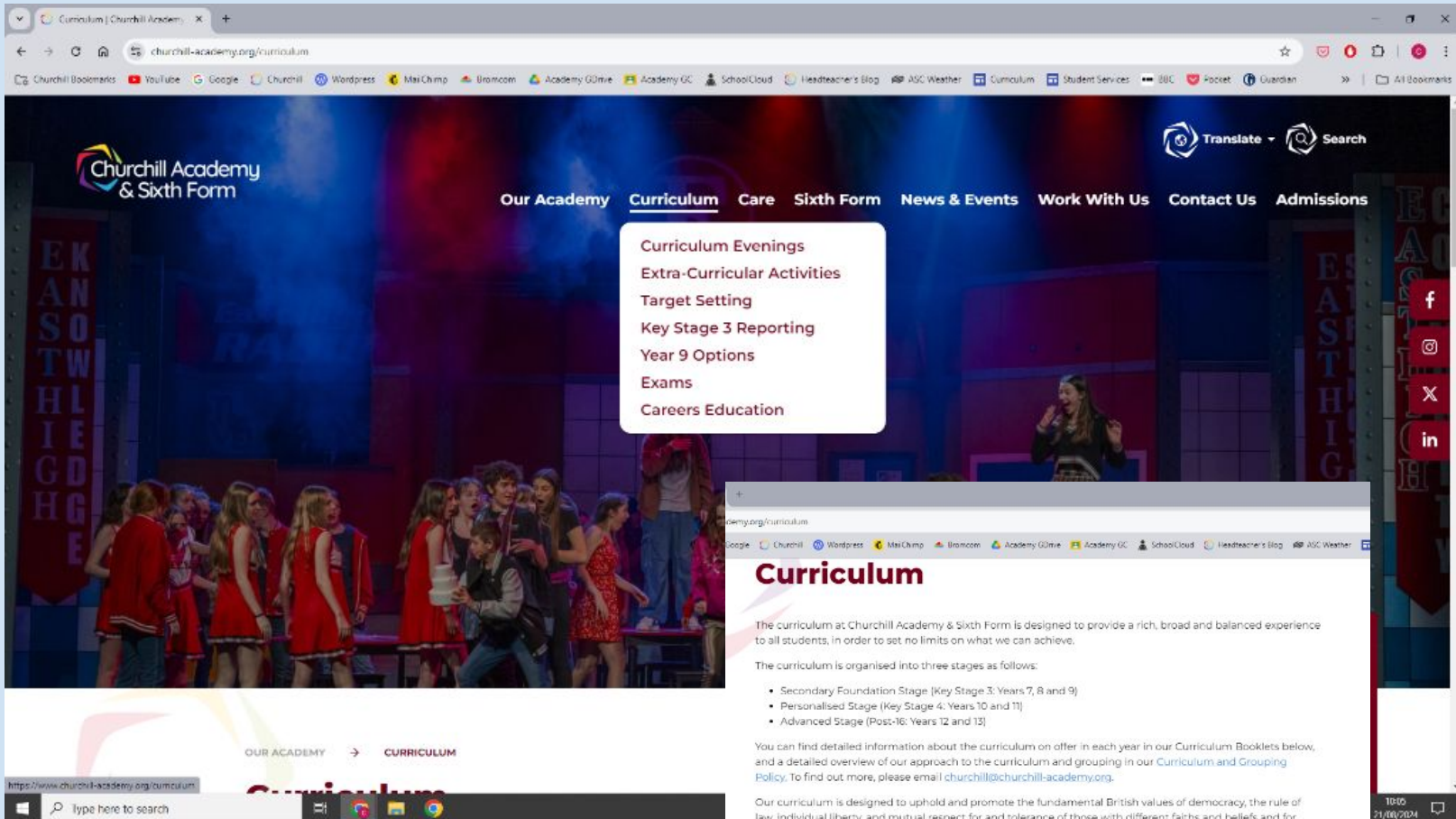


The Year 9 Curriculum



- English 7 lessons
- Maths 7 lessons
- Science 8 lessons
- Food and Design
Technology 3 lessons
- Performing Arts 4 lessons
- PE 4 lessons
- Art 2 lessons
- Geography 3 lessons
- History 3 lessons
- IT/Computing 2 lessons
- RE 2 lessons
- PSHE 1 lesson
- Languages 4 lessons

Information about curriculum content for each subject is available on the [Academy website](#)



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Groupings



- **Learning groups**

- In Year 8 and 9, learning groups are rearranged so that we can effectively deliver our curriculum and to ensure that learning groups have a full balance of students based on a wide range of factors
- Learning groups are mixed attainment groups

- **Practical learning groups**

- Smaller mixed attainment groups for more practical lessons

- **Maths groupings**

- Setting begins in Term 5 of Year 8 based on students' attainment in the subject to allow the curriculum to be personalised

Reports - Scaled Scores

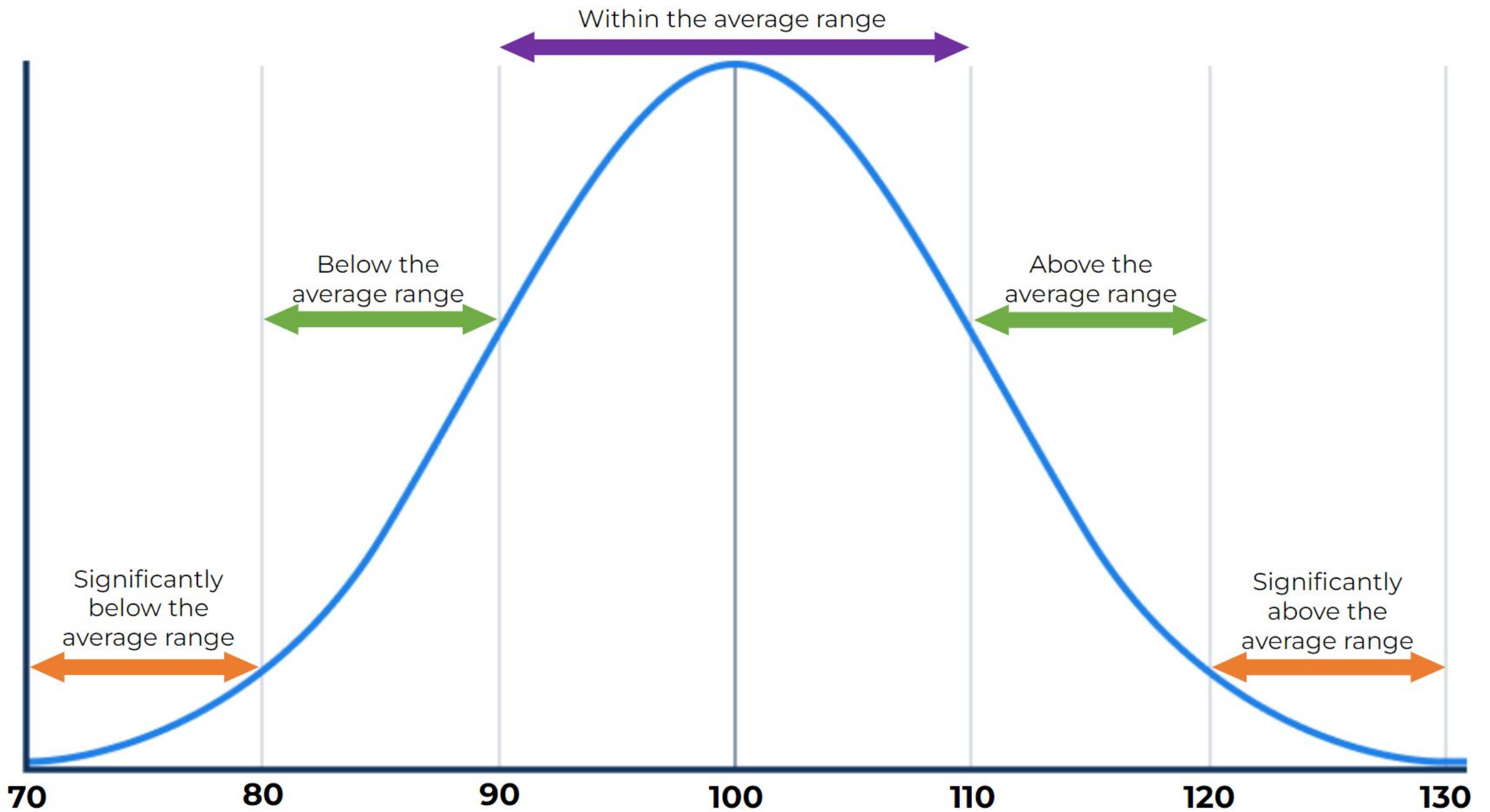


- Your child will have been assessed in each subject
- The scaled score is a summary of that assessment
- It may be based on one test or task, or a number
- It is comparable across all subjects
- This is the same way that Key Stage 2 SATs scores are generated.



Scaled Scores

- The maximum possible scaled score is 130
- The average scaled score is 100
- The lowest possible scaled score is 70



Choosing GCSE Options



The options process will begin in January

Last year's options presentation and information booklet is available on the Academy website.

Options timeline



14 January	Careers to Curriculum Day & Options Assembly
14 January	Options booklet and information shared with families
22 January	Report 1 issued
23 January	Parents' Evening, including Options presentation Academy site, 4.00-7.00pm
27 January	Online options form opens
14 February	Online options form closes
April	Updates to families and confirmation of options choices

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 on: 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

Key Dates 2024-25



26 November	Academy Christmas Concerts, Playhouse WsM, 7.00pm
28 November	Academy Careers Convention, 6.00-8.00pm
22 January	Report 1 issued
23 January	Parents' Evening, including Options presentation Academy site, 4.00-7.00pm
27 January - 14 February	Options form open
April	Confirmation of options choices
May	Report 2 issued
w/c 16 June	Exams Week
w/c 7 July	Activities Week
July	Report 3 issued (exam results)

MCAS / The Portal

A screenshot of the 'mychildatschool.com' Parent Login page. The page has a white background with a blue header containing the logo. Below the header is a blue button labeled 'PARENT LOGIN'. There are two input fields: 'Email' with an envelope icon and 'Password' with a lock icon. Below the password field is a checkbox for 'Remember Email Address' and a link for 'Reset Password'. A large blue 'Login' button is at the bottom. At the very bottom, there are two app store badges: 'Available on the App Store' and 'Get it on Google play'. The footer includes the version number 'v5.2023.8657.29981' and the text 'Powered by Bromcom'.

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.

KINDNESS CURIOSITY DETERMINATION



Hudson, Willow

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

✓ **Attendance**
More

Is Willow at school?

Period	Subject	Mark
AM	Tutor Group	?
PM	Tutor Group	?

Announcements
More

No Announcements data found

Reports
More

Willow's progress checks

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
More

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 Grimmatt 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
More

Willows recent behaviour

No Behaviour data found

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

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Year 9 are invited to start their
Duke of Edinburgh Adventure



YOUTH WITHOUT LIMITS

Anyone from year 9 in school can take part. There are three progressive levels of programmes which, when completed, lead to a Bronze, Silver or Gold DofE Award. In year 9 Bronze can be completed, consisting of:

BRONZE AWARD

VOLUNTEERING

3 months

PHYSICAL

3 months

SKILLS

3 months

EXPEDITION

2 days
1 night

Plus a further 3 months in either the Volunteering, Physical or Skills section.



96%

Say volunteering gave them a sense of achievement

Over

3/4

Feel happier because volunteering gave them more confidence

Key date: Friday 27th September – Parentpay opens

Cost: £28.50 for registration
Approx. £150 for expedition

Thank you

We will be around to answer any questions you may have

