



# **Welcome to Year 11 Parents Information Evening**

September 2023

Kindness · Curiosity · Determination



## Information given by:-

- Chris Hildrew - Headteacher
- Frances Dawes - Deputy Headteacher
- Lucy James - Deputy Headteacher

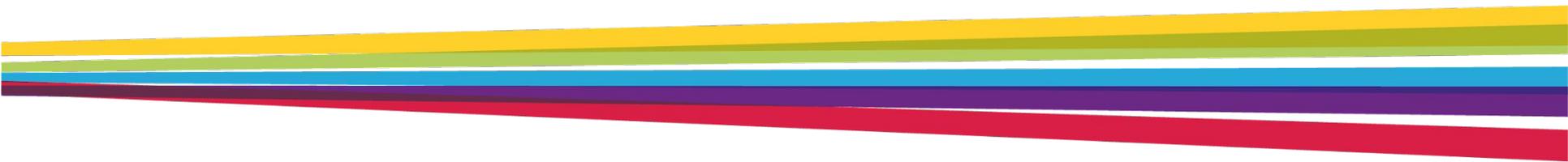


# Aims of Presentation

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

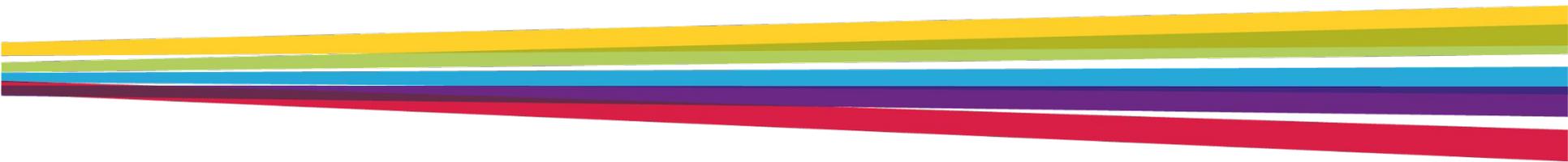
# Year 11 2023-24

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      CURIOSITY  
DETERMINATION

# Start with the end in mind...



KINDNESS      CURIOSITY  
DETERMINATION



# Ticket to Prom

1. A positive conduct points score
2. Attendance above 90%



KINDNESS      CURIOSITY  
DETERMINATION

Start with the end in  
mind...



KINDNESS      CURIOSITY  
DETERMINATION

# So what do you have in mind?



KINDNESS      CURIOSITY  
DETERMINATION

Start with the end in  
mind...



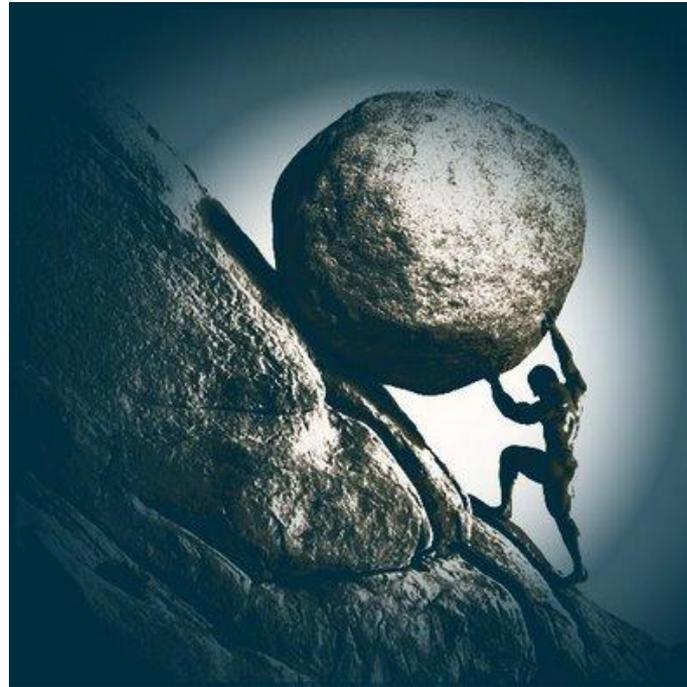
KINDNESS      CURIOSITY  
DETERMINATION

# Start with the end in mind...



KINDNESS      CURIOSITY  
DETERMINATION

# How to get there?



KINDNESS      CURIOSITY  
DETERMINATION



Kindness Curiosity Determination

# 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

KINDNESS      CURIOSITY  
DETERMINATION



# Behaviour Matters

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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

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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

KINDNESS CURIOSITY DETERMINATION

- To make a positive difference

## 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 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.

# 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.

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# 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

# 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

# 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

- You go straight there
- Check in your bag and your mobile phone
- Refocus is a silent working space
- You will reflect on your behaviour
- You will access to curriculum via Google Classroom
- The aim is to reduce the risk of you coming back

# Refocus Room



First time in Refocus	Two lessons + one social time
Second time in Refocus	Three lessons + one social time
Third time in Refocus	Four lesson + two social times
Fourth / more times in Refocus	Five lessons + two social times

# Reflection, Appeal, Restoration



If you are sent to Refocus, there are three steps to follow before you return to lesson:

- Reflection
- Appeal
- Restoration



# Reflection

Reflection is aimed at working out what's gone wrong. You will complete a Google Form questionnaire about what happened.

Your form will be read by:

- Staff in refocus
- The member of staff who sent you to Refocus
- Your tutor and Head of House
- It may also be shared with your parents



# Appeal

- **Appeal** is an essential part of the process: if you feel you have been sent to Refocus unfairly, or there is additional information we need to know to understand what has gone wrong, you will have the opportunity to fill in an appeal in the Refocus Room
- We **promise** that we will look at your appeal: we **promise** that the member of staff who sent you to Refocus will talk to you about what you have written.
- **But:** if you argue about going to Refocus, you lose the right to appeal.



# Restoration

After being sent to refocus, your teacher will talk to you about what went wrong, using your reflection form

This is an opportunity to **restore** the relationship and ensure that the next lesson is a positive one.

Your teacher will be looking for opportunities to praise you and award you house points in your next lesson: you need to give them those opportunities.



# Communication home

If you are sent to Refocus, the member of staff who sent you will contact home to explain what has happened.

Our aim is to achieve **disruption free learning.**



# 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

# Social Time: time-out detention



- No warning
- Any breach of social time top 5, values, or respect = straight to Time-Out
- Before school/between lessons: next social time
- In social time: go immediately

Time out will be in S9 - just opposite Refocus

Access from the outside door only

## Examples of

- running indoors;
- shouting indoors;
- being out of bounds;
- mobile phone / airpods / earbuds seen or heard (visible item confiscated);
- dropping litter/throwing food;
- inappropriate language or attitude;
- eating or drinking in banned areas;
- not cleaning away litter when asked;
- hitting or kicking school property;
- not keeping hands and feet to yourself (including pushing, shoving, play-fighting etc).



# 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 sent to Refocus.



# Uniform, jewellery, equipment

From September 2023

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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 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)



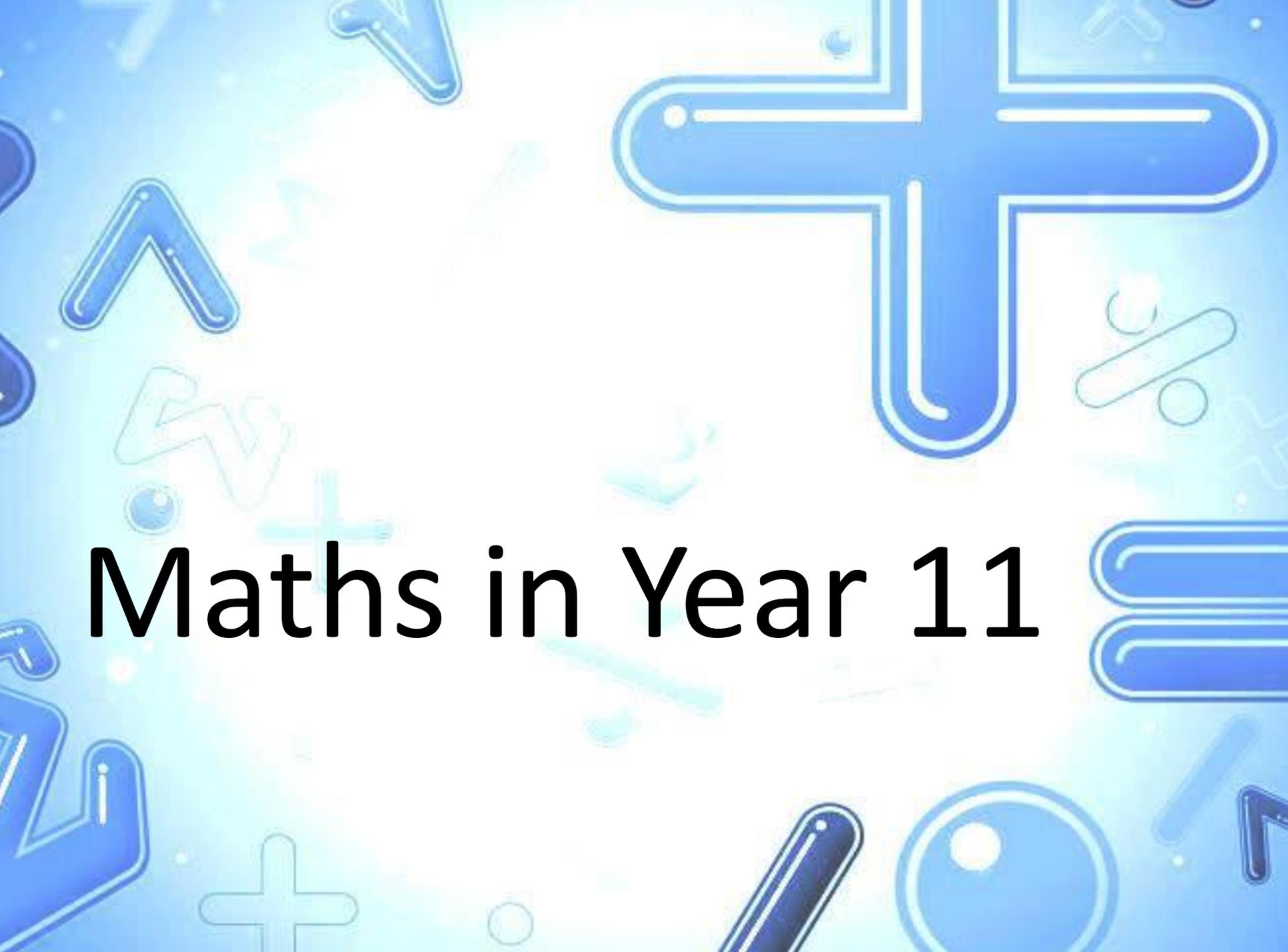
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  - Set of four highlighters
  - Water bottle (reusable)



# Maths in Year 11



# Which tier?

- Higher Tier is designed for students expecting to get grades 4 – 9
- Foundation Tier is designed for students expecting to get grades 1 – 5
- Students should already know which tier they are likely to sit



# Exams?

- AQA exam board
- 3 x 1 ½ hour papers
- Paper 1: Non - calculator
- Paper 2: Calculator
- Paper 3: Calculator

No coursework element



# Exam preparation

Three extra mock exams with tailored feedback.



# Resources to help

- Google Classroom – past papers
- SPARXmaths
- [www.mathsgenie.co.uk](http://www.mathsgenie.co.uk)
- Corbett maths
- Revision guides & practice papers – email before mocks



# What can you do to help?

- Make sure they have the correct equipment
- Encourage your son/daughter to do past papers
- Support them with revision and homework
- Talk to them about their maths!



English

Year 11

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# Which tier?

- No tiers - All students sit the same 4 exams which offer the opportunity to achieve 9-1.
- 1 qualification for English Language
- 1 qualification for English Literature  
(Taught by the same teacher, as in Year 10 -mixed ability classes)



# English in Y11

- Examining board: Eduqas – (Examiners in the department!)
- No Coursework – Exam = 100% of the qualification
- GCSEs in English Language AND in English Literature
- 4 exams: 2 Language & 2 Literature
- Exam 1 – Language Fiction
- Exam 2 – Language Non-Fiction
- Exam 3 – Literature C1 –Romeo and Juliet\*/Anthology\*
- Exam 4 – Literature C2 – A Christmas Carol\*/  
An Inspector Calls\*/ Unseen Poetry

\*All Lit texts are closed book exams!



# What will they study this year?

## **This year:**

- Romeo and Juliet: ISBN 019832166X
  - A Christmas Carol: ISBN 9780141324524
  - Non-Fiction Reading Skills
  - Poetry Anthology (provided by school)
  - Revision of all other units
- 
- It is extremely useful if they have their own copy of the text to annotate in class AND/OR helpful York Notes books for revision at home.



# How can they revise?

- The ring bound booklet. It is the 'one stop' revision guide for Language & Literature' with past papers, tips, knowledge organisers, the lot!
- Gather external information on key texts from excellent study guides like York Notes.
- Use the knowledge organisers to test themselves regularly on key information.



# How can you help?

- Discuss the texts with them, especially if you have read them/seen them in performance
- Ensure they are completing the homework set -each task is geared around revision of class material.
- Encourage and check they understand what they need to do to improve. If they don't know, contact us!

# Key Dates 2023-2024



12 October	Sixth Form Open Evening, 5.30pm - 8.00pm
2 November	Be a Sixth Former for a Day
8-17 November	Mock Exams
23 November	Academy Career Convention
28 & 29 November	Christmas Concerts, Playhouse WsM, 7.00pm
December	Report 1 issued
11 January	Parents' Evening, Academy site, 4.00pm - 7.00pm
20 Feb - 1 March	Mock Exams
March	Report 2 issued
27 June	Sixth Form Induction Day

12th October	Sixth Form Open Evening *
2 November	Be A Sixth Former for a Day
23 November	Academy Careers Convention
1 Feb	Apprenticeship & T-Levels Twilight Talk for parents
Jan (TBC)	Apprenticeship Talk for students
Jan (TBC)	T-Levels Talk for students
Dec to March	Sixth Form Interview season
22nd June	Sixth Form Induction Day



# Communication



- First point of contact is your child's tutor
- If your child requires a Health Care Plan please contact School Nurse Biz Hembrow

# MCAS / The Portal

A screenshot of the 'myChildatSchool.com' parent login portal. The page has a white background with a blue header bar containing the text 'PARENT LOGIN'. Below the header are three input fields: the first contains the school ID '12728', the second contains the username 'Hudson6892', and the third is labeled 'Password'. There is a 'Remember School ID and Username' checkbox which is checked. Below the input fields are links for 'Forgotten Login Details?' and 'Redeem Invitation Code?'. A blue 'Login' button is positioned below these links. At the bottom left of the page, it says 'v5.2021.8278.40604' and 'Powered by Bromcom'. At the very bottom, there are two buttons: 'Available on the App Store' and 'Get it on Google play'.

MCAS is available in a 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 the school ID (12728), your unique username and a password.

# MCAS



my child at school.com | Churchill Academy and Sixth Form | Mrs E Hudson

Dashboard *Homepage and Launchpad* | YOU ARE HERE: Dashboard



Hudson, Willow

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

### Attendance

*Is Willow at school?*

Period	Subject	Mark
AM	Tutor Group	?
PM	Tutor Group	?

### Announcements

No Announcements data found

### Reports

*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

*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 Grimmett 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*

No Behaviour data found

For MCAS queries please email [mcas@churchill-academy.org](mailto:mcas@churchill-academy.org)

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# 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



- Exam
- Curriculum
- Student Services
- Exams
- Key Information
- Results
- Site Map
- Staff List
- Term Dates
- Transport
- Uniform
- Catering
- Data Protection

... stories celebrating students' success at A-level and GCSE this summer



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# CURRICULUM

The curriculum at Churchill Academy & Sixth Form is designed to provide a rich, broad and balanced experience to all students, in order to set no limits on what we can achieve.

The curriculum is organised into three stages as follows:

- Secondary Foundation Stage (Years 7 and 8)
- Personalised Stage (Years 9, 10 and 11)
- Advanced Stage (Years 12 and 13)

You can find detailed information about the curriculum on offer in each year in our Curriculum Booklets below, and a detailed overview of our approach to the curriculum and grouping in our Curriculum and Grouping Policy. To find out more, please email [churchill@churchill-academy.org](mailto:churchill@churchill-academy.org).

Our curriculum is designed to uphold and promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

## The Secondary Foundation Stage (Years 7 and 8)

The Secondary Foundation Stage provides a wider curriculum experience than students will have generally experienced at primary school. Our intention is to build upon their core learning in English and

### IN THIS SECTION

- Curriculum**
  - Curriculum Evenings
  - Extra-Curricular Activities
- Student Services
- Exams
- Key Information
- Results
- Site Map
- Staff List
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# 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](mailto:smg@churchill-academy.org) or  
[careers@churchill-academy.org](mailto:careers@churchill-academy.org).

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



unifrog

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# Introduction to Unifrog for parents

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# What is Unifrog?



- Unifrog believe that destinations - where students end up after school - is even more important than their academic performance. They partner with schools to support students to progress into the best opportunity for them.
- Unifrog do this by providing a one-stop-shop where students can explore their interests, then find and successfully apply for their best next-step after school.

# Unifrog introduction for parents



WHAT IS UNIFROG?  
One-stop-shop for destinations

0:08

**Pathways**

- PERSONALITY QUIZ
- INTERESTS QUIZ
- CAREERS
- SUBJECTS
- GOALS
- KNOW-HOW
- MOOCS

**Opportunities**

- USA UNIVERSITIES
- CANADA UNIVERSITIES
- UK UNIVERSITIES
- IRELAND UNIVERSITIES
- EU UNIVERSITIES
- AUSTRALASIA UNIVERSITIES
- ASIA UNIVERSITIES
- MIDDLE EAST UNIVERSITIES

**Applications**

- ACTIVITIES
- COMPETENCIES
- COMMON APP ESSAY
- PERSONAL STATEMENTS
- STUDENT LETTERS & ESSAYS
- TEACHER LETTERS
- RECOMMENDATIONS
- REFERENCES

**Management**

- PLANNING
- MESSAGING
- TEACHING RESOURCES
- INTERACTIONS
- DESTINATIONS
- USAGE CHARTS
- DOWNLOADS

# The Unifrog tools



Exploring pathways	Recording what you've done	Searching for opportunities	Drafting application materials	Making applications
Careers library	Activities	UK universities	UK Personal Statement	Post 18 Intentions
Subjects library	Competencies	US universities	Classes	Locker
Know-how library	Interactions	European universities	Subject References	Applications list
MOOC		Oxbridge	CV / Resumé	
Personality profile		Canadian universities	Writing tool	
Interests profile		Asian universities	Common App Essay	
Read, Watch, Listen		Australasian universities	US recommenders	
Webinars		ME and African universities	Notes for Reference writers	
		Irish universities		
		Special Opportunities		
		Events		

# Exploring pathways



The tools in the *Exploring pathways* section allow your child to research the types of exciting options available to them after school.

Careers library

Subjects library

Know-how library

MOOC

Personality profile

Interests profile

Read, Watch, Listen

Webinars



# Searching for opportunities



The tools in the *Searching for opportunities* section allow you to compare universities, degree options and special opportunities around the world.

UK universities

US universities

European universities

Oxbridge

Canadian universities

Asian universities

Australasian universities

ME and African universities

Irish universities

Special Opportunities

Events



# Recording what you have done



Use the tools in this section to start *Recording what you have done!*

Activities

Competencies

Interactions

Use guidance and examples to prepare students for making applications.

## Activities you've done

Record what you've done. Then use this material for your applications.



**2 of 10** recommended minimum recorded so far

Almost anything can be considered an extracurricular activity - from having a job, to taking care of family members, to extreme soap carving.

[+ Add an activity](#)



**Babysitter**

Work experience

[Edit >](#)

August 2017

Regularly looking after the children of family friends

Referee: Mary Taylor



**Member of a book club**

Reading books / academic journals

[Edit >](#)

September 2015

Meeting to discuss books we have read on a biweekly basis

Referee: John Biggs



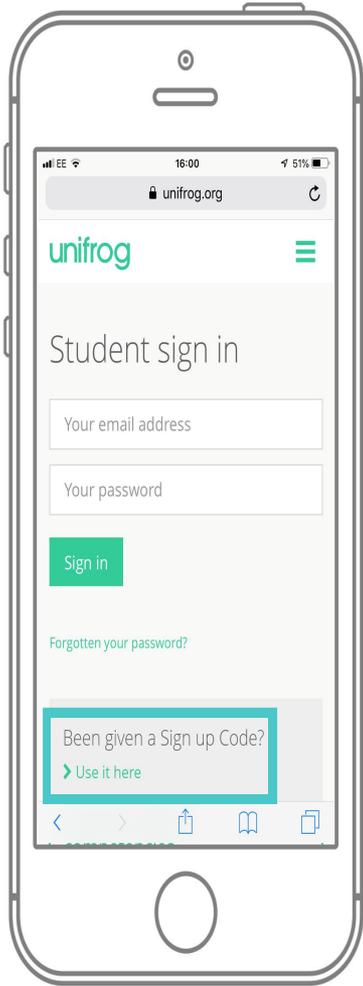
## Other cool stuff

The Unifrog platform contains so much more than what we can show you today - there are many other tools available!

So why not see for yourself? Sign up as a student and access the tools in exactly the same way that the students do.

You never know, there might be a new career just around the corner!

# Parents & guardians, get signed up!



Go to <https://www.unifrog.org/sign-in> and click 'Been given a Sign up Code?' You'll be asked for some details and a sign up code. This is what you need:

**<<Insert Parent Sign up Code here>>** Code: CASFParents

After signing up, log into Unifrog using your email address and password via the student sign-in page!



Thank you

Please stay and ask any questions  
directly to  
Mr Hildrew, Ms Dawes or Mrs James

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