



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

September 2025

Kindness · Curiosity · Determination



Kindness · Curiosity · Determination



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

September 2025

Kindness · Curiosity · Determination



# Information given by:-

- Chris Hildrew                      Headteacher
- Lucy James                        Deputy Headteacher
- Alison Crocker                   Associate Assistant Headteacher: Careers





# Aims of Presentation:-

- To share the Headteacher's key messages
- To provide key information for the year ahead
- To introduce and explain Work Experience
- To introduce the GCSE target setting process



# Headteacher's Welcome

Kindness · Curiosity · Determination

# 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

# A level results



Kindness · Curiosity · Determination





# GCSE results



Kindness · Curiosity · Determination



# 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

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



If your mobile phone is seen or heard at any time, it will be confiscated and a behaviour point issued.

At social time, you will be sent to time out.

- **“At any time”**: from the moment you arrive until you are dismissed at the end of the day
- **“Mobile phone”**: includes AirPods, headphones etc.
- **“Seen”**: your phone should be completely out of sight. If it is in your pocket you will be asked to put it away out of sight in your bag without a behaviour point.



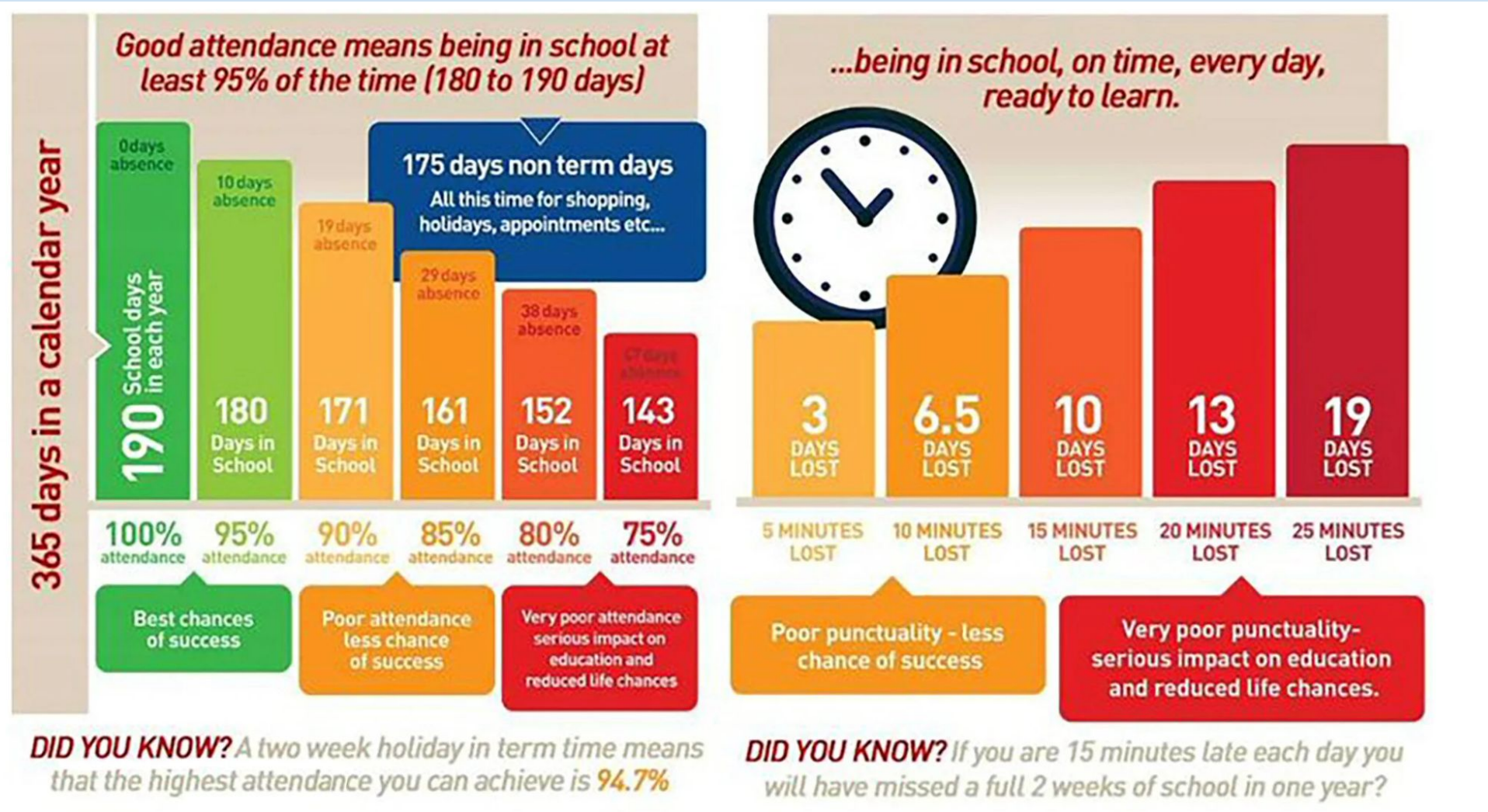
# Behaviour for Learning Top 5



Every lesson, every time

- 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

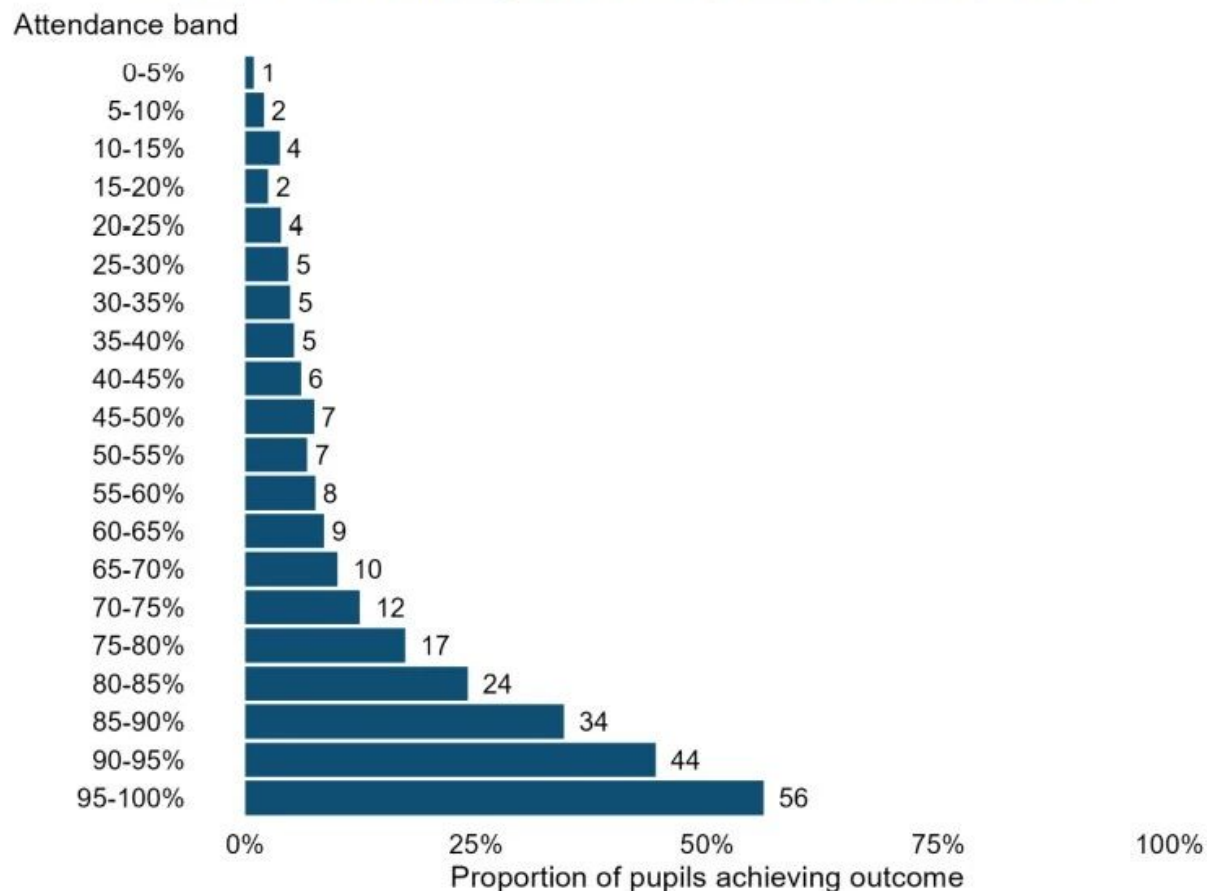
# Churchill Academy attendance expectations



# The link between attendance and outcomes



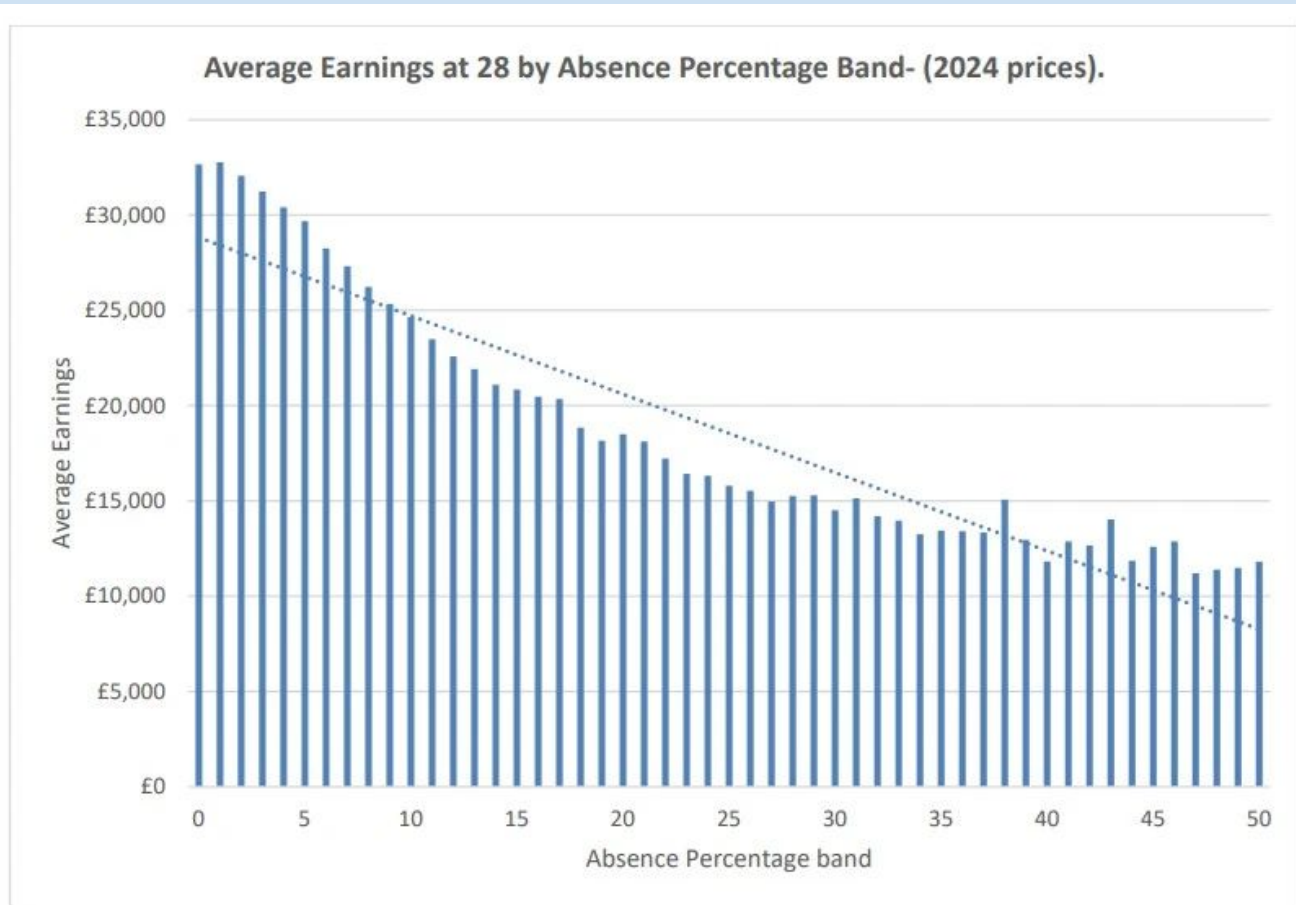
**Figure 6 Proportion of pupils in each 5% attendance band for Year 11 achieving Grade 5 or above in English and Maths GCSE at the end of KS4**



Students who were absent from school less than 5% of the time are twice as likely to achieve grade 5's in English and Maths, than someone who missed school 5-10% of the time.



# The link between attendance and earnings



Source: Longitudinal Educational Outcomes (LEO)

Students who were absent more than 10% of school (miss on average one day per fortnight), see average future earnings reduced by £750 per missed day



# **The Key Stage 4 Curriculum**

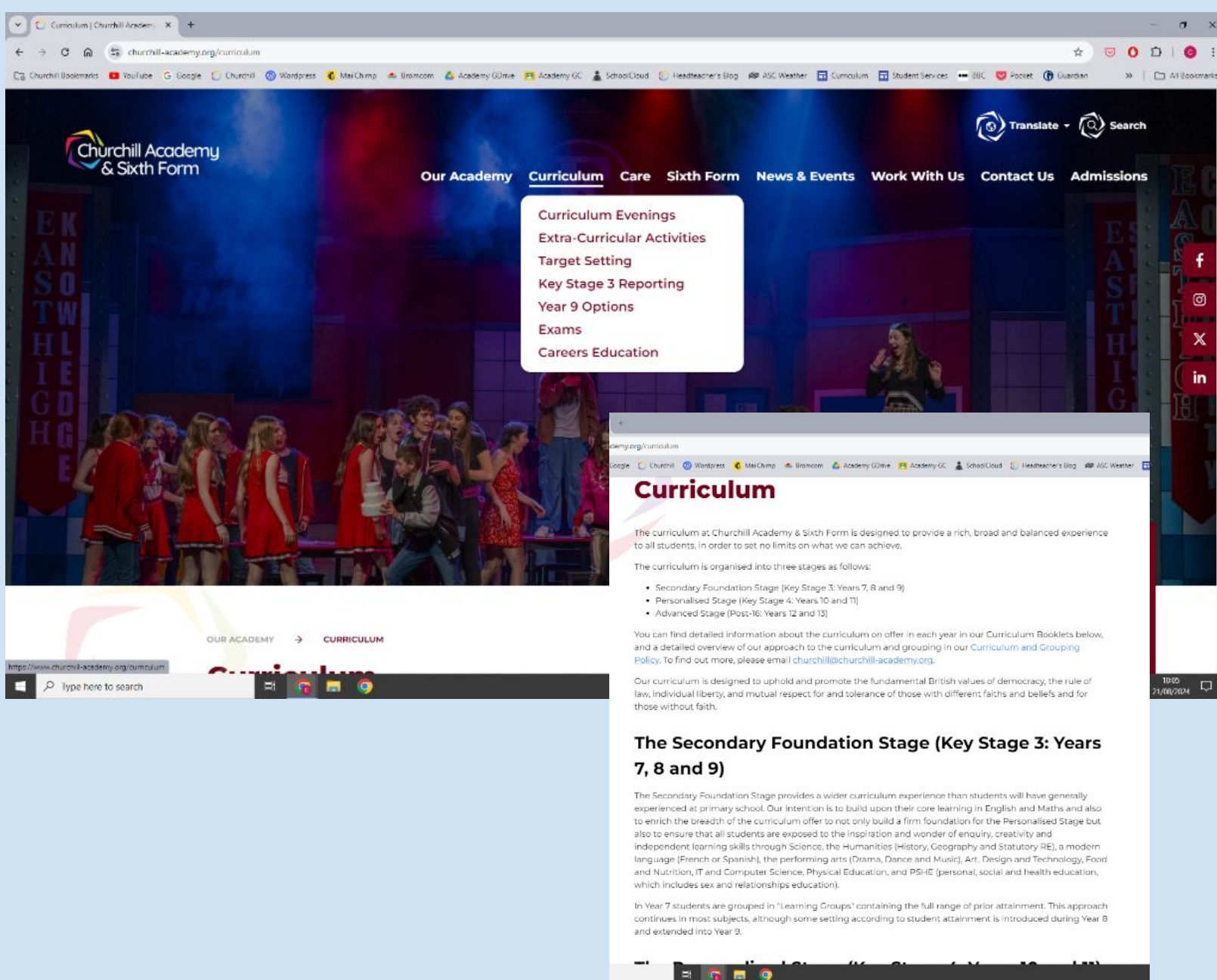
Kindness · Curiosity · Determination



# 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 **30th September**
- Considered and thoughtful rationale needed
- Contact Lucy James / form on Academy website

Kindness · Curiosity · Determination



New grading structure	Current grading structure
9	A*
8	
7	
6	B
5	
4	C
3	
2	D
1	
U	E
	F
	G
	U

**GOOD PASS (DfE)**  
5 and above = top of C and above

**AWARDING**  
4 and above = bottom of C and above



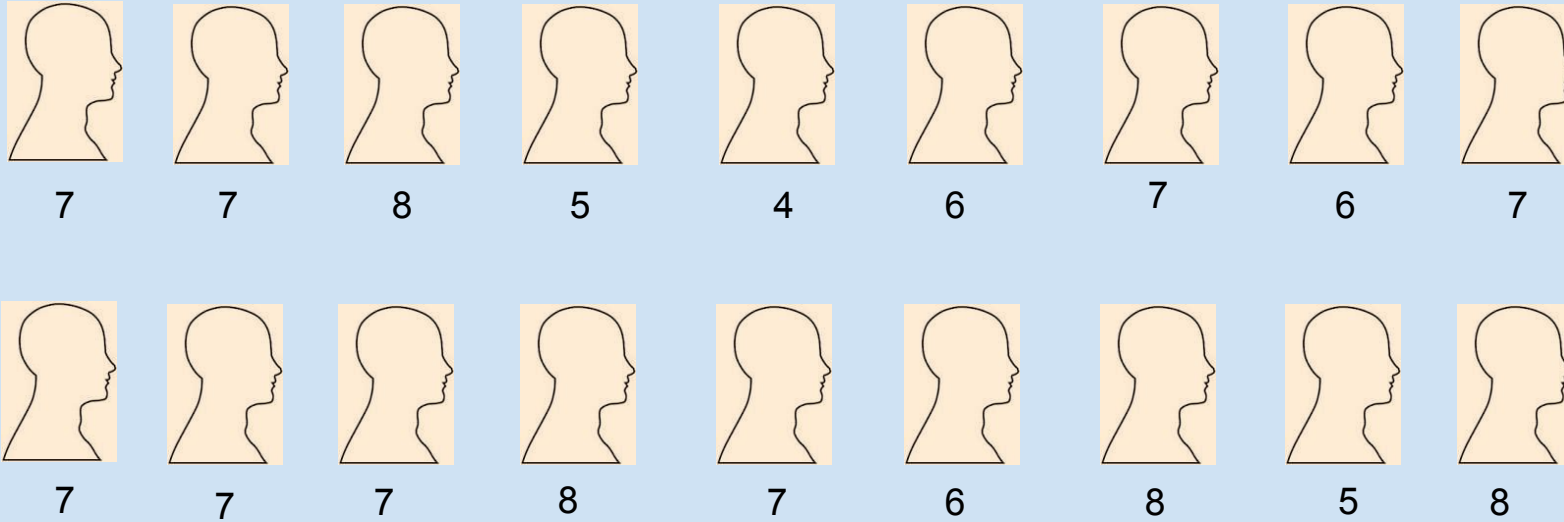


- This year 10 student is a girl, who was born in January
- She got 101 in in her CATs test
- She has just started GCSE English

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
--------	-----	------------	-----	--------------	-----	---------	-----

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
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

# 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 2025-26



27 November	Academy Careers Convention
2 / 3 December	Christmas Concerts
29 September - 23 October	Target setting discussions with tutors and teachers
November	Report 1 issued
9 - 20 March	Year 10 Mock Exams
May	Report 2 issued
14 May	Parents' Evening
2 July	World of Work Day
w/c 13 July	Work Experience Week

# Work Experience

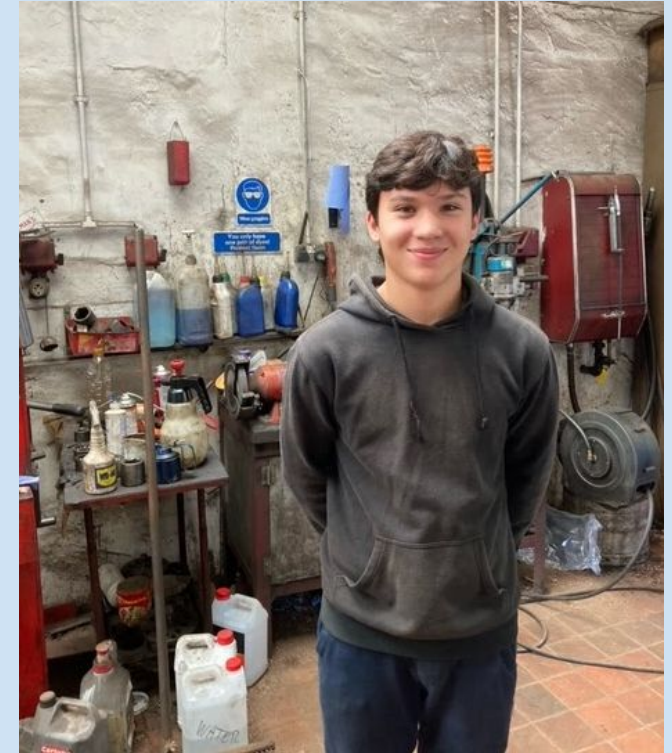


13th - 17th July 2026

Alison Crocker  
Associate Assistant Head Teacher  
Careers



# Why is Work Experience important?



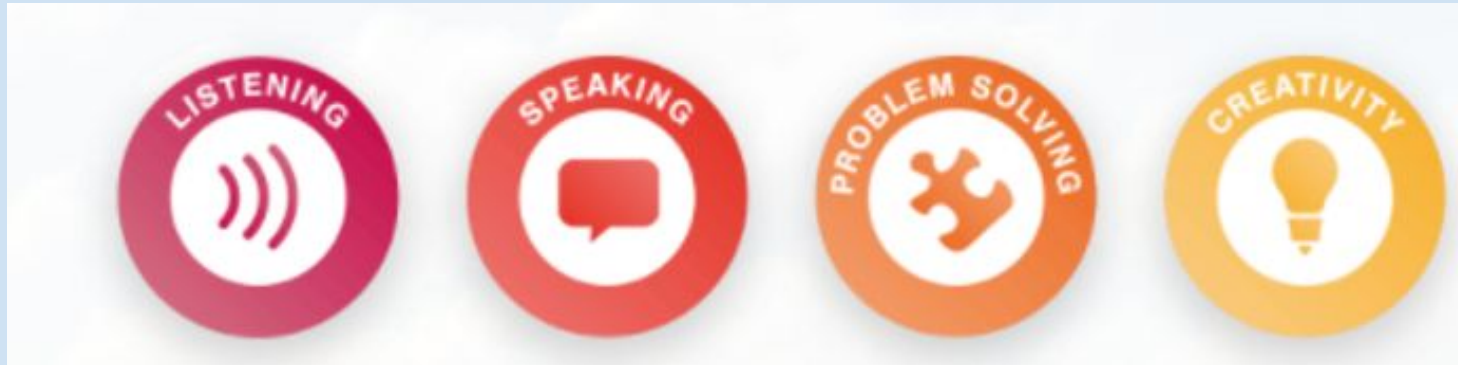
Kindness · Curiosity · Determination





## **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.



Kindness · Curiosity · Determination



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 opportunities, including visiting speakers, mentoring and enterprise schemes, and could include pupils' own part-time employment where it exists.	<ul style="list-style-type: none"><li>• Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.</li></ul>
6 EXPERIENCES OF WORKPLACES	Every pupil should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.	<ul style="list-style-type: none"><li>• By the age of 16, every pupil should have had meaningful experiences of workplaces.</li><li>• By the age of 18, every pupil should have had at least one further meaningful experience.</li></ul>

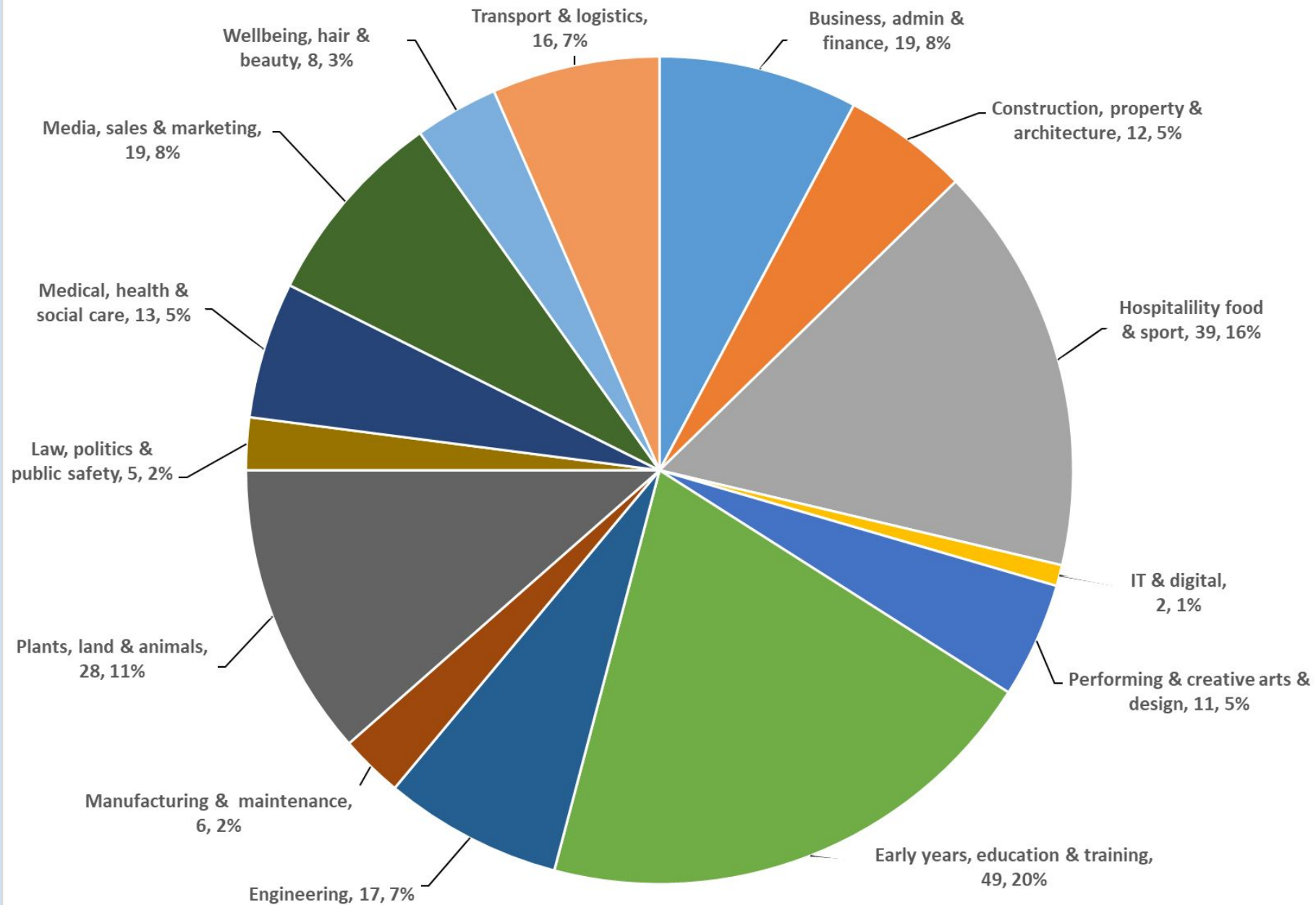


# Where can my child complete their placement?



Kindness · Curiosity · Determination

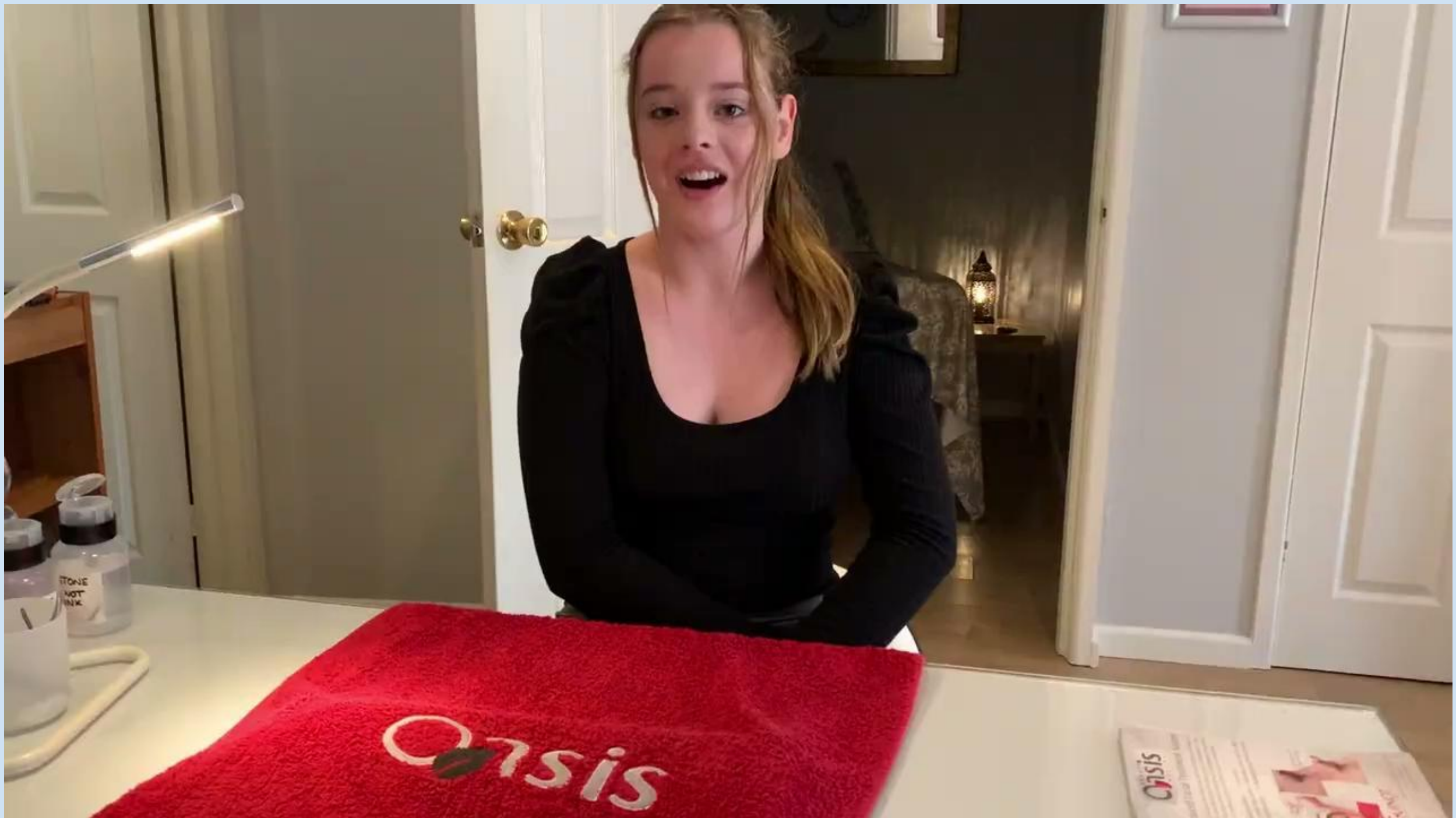
# Work Experience Placements







Kindness · Curiosity · Determination





How do you find a placement?

Kindness · Curiosity · Determination



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 enquiries but the employer will need to have **Employers' Liability Insurance.** Unless the employer is exempt and it is a low risk placement.

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

# How to get a placement?



Kindness · Curiosity · Determination



# 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



26th Sept: Year 10 Assembly Launch

2 April:  
(end of Term 4) Placements to be confirmed

July 13th - 17th : 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

Kindness · Curiosity · Determination



8th October

Post 16 options talk

17th October

Sixth Form Open Evening (Year 10?)

27th November

Annual Careers Convention (including talks)

TBC 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)

2nd July

Year 10 World of Work Day

13th - 17th July

Year 10 Work Experience

Kind



# Thank you

We will be around to answer any questions you may have



