



Welcome to Year 10 Information Evening

September 2023

Kindness · Curiosity · Determination



Information given by:-

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



Behaviour Matters

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

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

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.

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)

Equipment



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- Essential Equipment:

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- Ruler
- Scientific Calculator (Casio fx-85GTCW preferred)
- Reading book
- Planner with timetable
- Pencil case

- Desirable equipment:

- One Purple Pen
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- Protractor
- Pair of compasses
- Set of coloured pencils
- Glue stick
- Set of four highlighters
- Water bottle (reusable)



How is it going?

Year to date:

- 2,292 behaviour points issued (1.26 per student)
- 14,401 house points issued (7.92 per student)

Average number of students in refocus: 18 (1.1% of the student population)



Key Dates and Key Messages

Frances Dawes
Deputy Headteacher

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Key Dates 2023-2024



23 November	Academy Careers Convention, 6.00-8.00pm
28 & 29 November	Academy Christmas Concerts, Playhouse, WsM, 7.00pm
December	Report 1 issued
March	Report 2 issued
w/c 22 April	Mock Exams Week
June	Report 3 issued
13 June	Parents' Evening, Academy site, 4.00-7.00pm
w/c 8 July	Work Experience Week

Short course GCSE Exam



Morning: 9th May 2024 Relationships and Issues of life and death
(current unit)

Afternoon: 16th May 2024 Christian beliefs and teachings

Morning: 7th June 2024 Buddhist beliefs and teachings



Communication

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

Churchill@churchill-academy.org OR phone

MCAS / The Portal



The screenshot shows the 'mychildatschool.com' login interface. At the top is the logo with a red checkmark. Below it is a blue 'PARENT LOGIN' button. The form includes an 'Email' field with an envelope icon and a 'Password' field with a lock icon. There is a checkbox for 'Remember Email Address' and a 'Reset Password' link. A large blue 'Login' button is at the bottom of the form. At the very bottom, there are two app store badges: 'Available on the App Store' and 'Get it on Google play'. The footer text includes 'v5.2023.8657.29981' and 'Powered by Bromcom'.

MCAS is available in the 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.



my child school.com Churchill Academy and Sixth Form

Dashboard Homepage and Launchpad

YOU ARE HERE: Dashboard

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)

Behaviour
Willow's recent behaviour
No Behaviour data found

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 dng@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%

Hudson, Willow

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

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

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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

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 (Key Stage 3: Years 7, 8 and 9)
- Personalised Stage (Key Stage 4: Years 10 and 11)
- Advanced Stage (Post-16: 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.

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 (Key Stage 3: Years 7, 8 and 9)

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 Maths and also to enrich the breadth of the curriculum offer to not only build a firm foundation for the Personalised Stage but also to ensure that all students are exposed to the inspiration and wonder of enquiry, creativity and independent learning skills through Science, the Humanities (History, Geography and Statutory RE), a modern language (French or Spanish), the performing arts (Drama, Dance and Music), Art, Design and Technology, Food and Nutrition, IT and Computer Science, Physical Education, and PSHE (personal, social

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Work Experience

8th to 12th July 2024

Mr Rob Morgan
Assistant Headteacher



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
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.

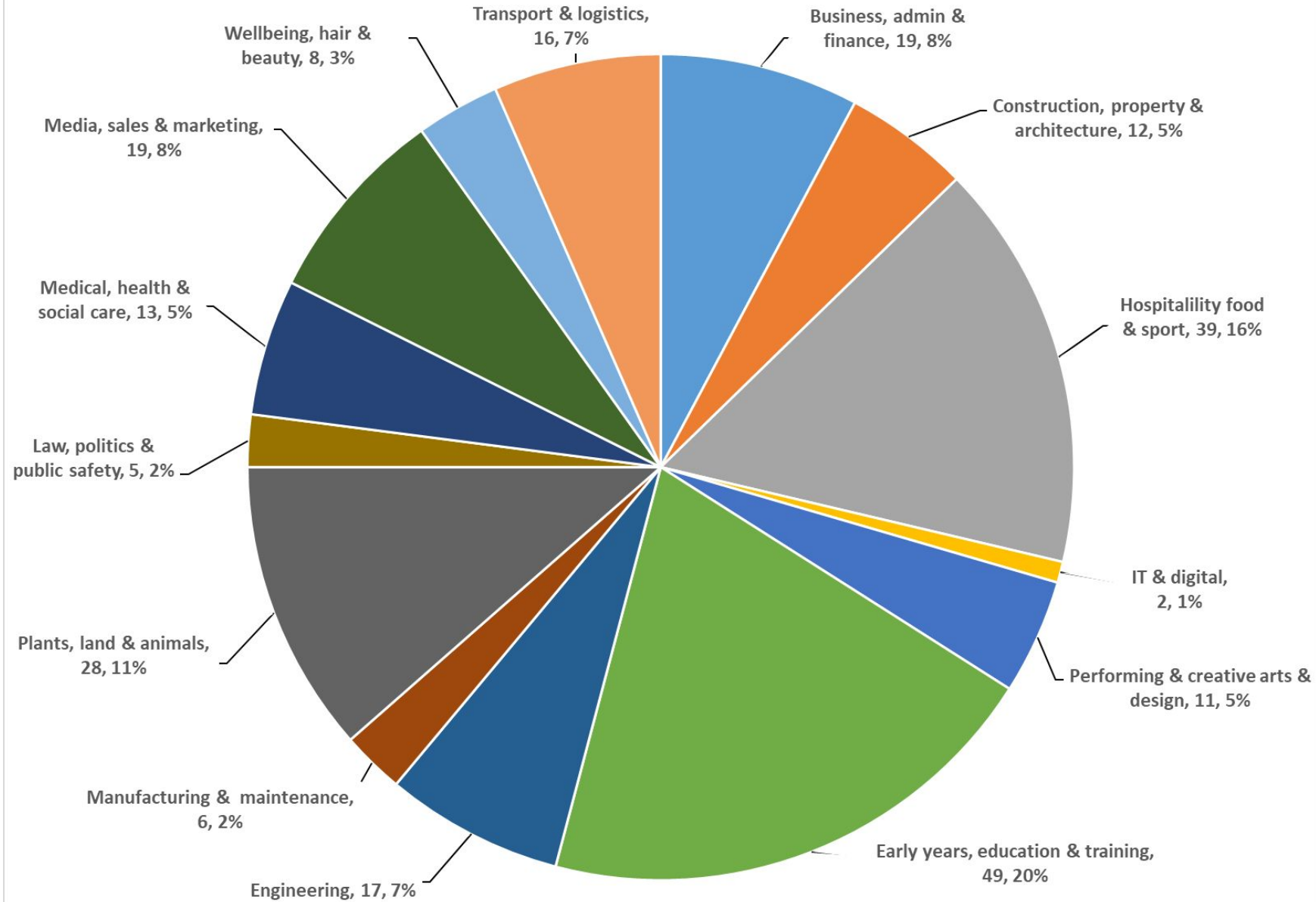


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Work Experience Placements







SWL
4
TON
GARANT



Getting the placement

Independent research or contacts

‘The’ database provided by CSW

Apply to more than one at a time



After their assembly on 29th September, Year 10 students will be provided with a login and password to access a database which includes a directory of companies who are already registered with the Careers South West.

You can source your own placements through making your own enquiries but the employer will need to have Employers' Liability Insurance and will need H&S checks (**up to 10 weeks**).

Once you've found a placement and it has been confirmed to you by the employer, please complete the process in the guide and return the consent forms to Mandie Hill - mh@churchill-academy.org

We will confirm the placement with you and the employer once H&S checks have been completed. It's a good idea to keep in touch with them until the placement starts.

Work Experience Signed Consent



Student Agreement

First Name:

Last Name:

Date of Birth:

Tutor Group:

I agree to participate in the work experience scheme and, as the student named above, I agree to:

- Attend this work experience placement and understand that any information obtained about the Employer's business is held in confidence and will not be disclosed without the Employer's permission.
- I will obey all safety, security and other instructions given by the Employer.

Signed: (Student)

Parental Consent

As a parent/carer of the above named student, I confirm that:

- I have read and understood this form and any accompanying documents (including the student and family guide).
- I am aware of the type of placement, duties to be carried out, work environment and any significant risks to the student.
- The placement is within the student's physical and psychological capacity**
- I have advised (and am responsible for advising) the employer of any health conditions, learning difficulties or particular additional needs that might impact the student's physical and psychological ability and/or health and safety during the placement**
- If the student leaves the Employer's premises during lunch or break periods, no liability can be accepted by the Employer or the Academy for any incident that may occur during that time.

I consent to the student attending this placement for the agreed period of time.

Signed: (Parent/Carer)

Print Name:

Date:

** If you wish to discuss this with the school/need help with this, please contact Mandie Hill

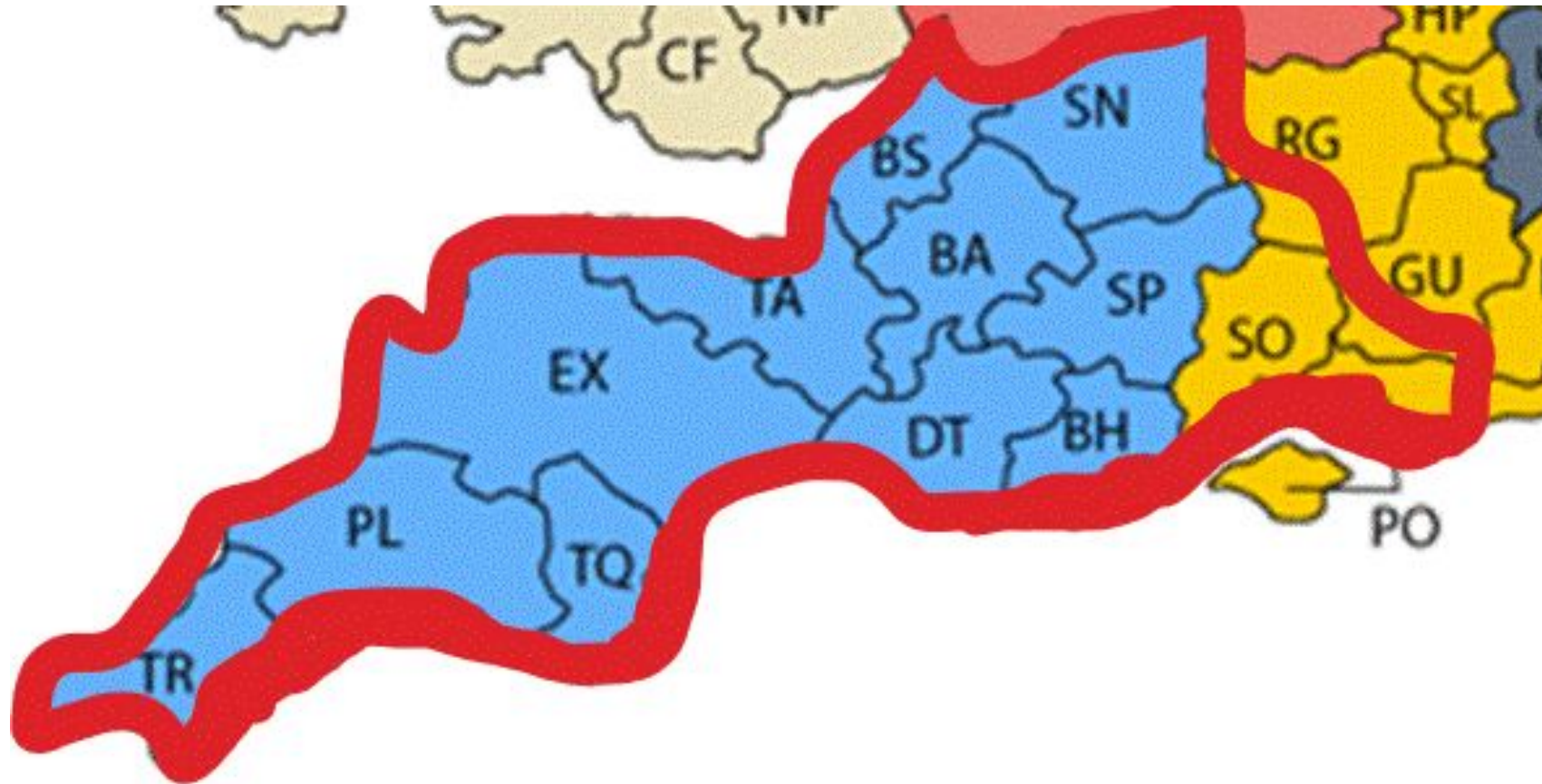
The Academy will instigate Health & Safety checks on receipt of this form. A fee of £35.50 for H&S checks is payable via ParentPay. If the placement is outside of the CSW area, a supplementary fee of £50 will be charged – see the Student & Family Guide for out of area information. An additional £20 'late fee' will be charged for forms returned after the below.

Consent Forms must be returned by:

- 3pm on Fri 28th March if placement is 'out of area'
- 3pm on Mon 17th May if placement is within the CSW geographical area

PLEASE RETURN THIS FORM TO RECEPTION AS SOON AS THE
PLACEMENT HAS BEEN CONFIRMED TO YOU BY THE EMPLOYER
For queries/a hard copy of this form, please contact Mrs Hill via school reception

The 'In Area' Map



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Timescale



29th Sept:	Year 10 Assembly Launch
28 March: (end of Term 4)	Placements to be confirmed
18 May:	Late charge for 'in area' placements applied
July 8-12th :	Work experience week (except Azores trip)

Cost for Health and Safety checks



CSW Standard charge:	£35.50
CSW Out of area fee:	extra £50
CSW Late fee:	extra £20
<ul style="list-style-type: none">- 29 March onwards if 'out of area area'- 18 May onwards if 'in area'	

Costs are paid on ParentPay, instalments are available.



For any questions about placements or to offer a work experience placement for our students, please contact:

Mandie Hill, Work Experience Administrator on

mh@churchill-academy.org

For careers links or talks, employer engagement and careers advice appointments, please contact Suzie McGonigal – Careers and Business Engagement Coordinator on smg@churchill-academy.org

For everything else, contact Rob Morgan – Careers Leader on rm@churchill-academy.org

If you can't remember these email: careers@churchill-academy.org



12th October	Sixth Form Open Evening (Year 10?)
23rd November	Annual Careers Convention (including talks)
1st Feb	Apprenticeship Twilight Talk for parents/carers
Jan/Feb	Virtual careers talks in PSHE lessons (volunteers always welcome!)
June	Apprenticeships and T-levels talks for Year 10 (PSHE)
14th June	Year 10 World of Work Day
8th - 12th July	Year 10 Work Experience



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unifrog

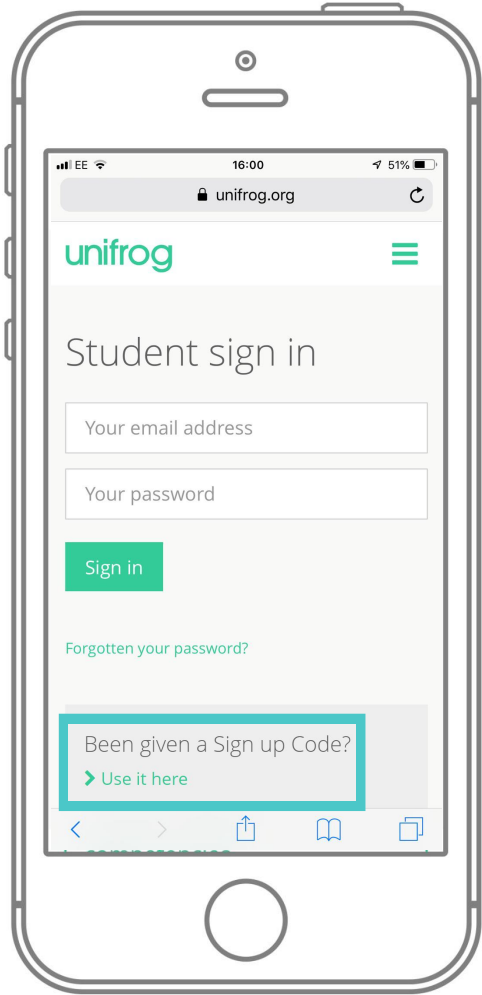


What is Unifrog?



- 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.

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!



Target Setting

Lucy James, Deputy Headteacher

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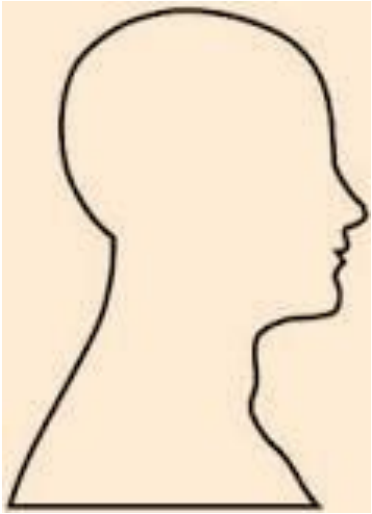


New grading structure	Current grading structure
9	A*
8	
7	
6	B
5	
4	C
3	
2	D
1	
U	E
	F
	G
	U

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

AWARDING
4 and above = bottom of C and above

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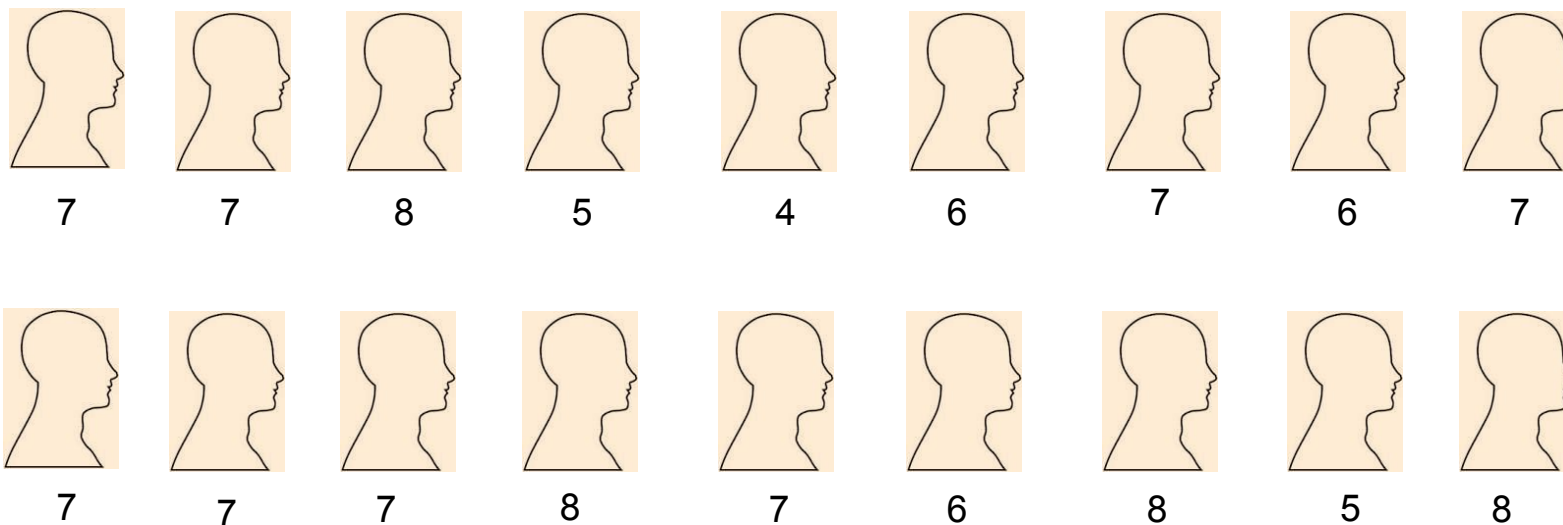


- This year 10 student is a girl, who was born in January
- She got 101 in writing at the end of Year 6
- She has just started GCSE English

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



08/06/2001
Male

ALERTS

PP EAL SEN

HML Reading Writing Maths
L 5C 4 3C

8
subjects

0
targets
set

0
targets
reviewed

0
below
benchmark

Subject	FFT Benchmark Based on average challenge setting				Pupil target data Combine data, knowledge & aspiration	
<input type="text"/>	Chance of each grade or higher	Risk of lower grade	Benchmark grade	Chance of higher grade	Target grade	How likely? Target reviewed?
Business Studies	<div><div></div><div>1 2 3 4 5 6 7 8 9</div><div>1 7 18 21 23 19 8 2 1</div><div>Chance (%)</div></div>	47%	5- FFTS Very high	30%		
English Language	<div><div></div><div>1 2 3 4 5 6 7 8 9</div><div>- 2 12 26 29 22 7 2 -</div><div>Chance (%)</div></div>	40%	5 FFTS Very high	31%		
English Literature	<div><div></div><div>1 2 3 4 5 6 7 8 9</div><div>- 4 11 23 26 23 10 2 1</div><div>Chance (%)</div></div>	38%	5 FFTS Very high	36%		
Geography	<div><div></div><div>1 2 3 4 5 6 7 8 9</div><div>2 10 23 22 20 14 7 2 -</div><div>Chance (%)</div></div>	35%	4+ FFTS Very high	43%		
History	<div><div></div><div>1 2 3 4 5 6 7 8 9</div><div>2 10 17 19 20 17 10 4 1</div><div>Chance (%)</div></div>	48%	5- FFTS Very high	32%		
Mathematics	<div><div></div><div>1 2 3 4 5 6 7 8 9</div><div>8 19 30 30 11 2 - -</div><div>Chance (%)</div></div>	27%	3+ FFTS Very high	43%		
Religious Studies	<div><div></div><div>1 2 3 4 5 6 7 8 9</div><div>1 6 12 18 21 21 14 5 2</div><div>Chance (%)</div></div>	37%	5 FFTS Very high	42%		



Alex Avocado Subjects

9-1 · SCHOOL

08/06/2001
Male

ALERTS

PP EAL SEN

HML Reading Writing Maths

L 5C 4 3C

8
subjects

0
targets
set

0
targets
reviewed

0
below
benchmark



Subject

FFT Benchmark

Based on average challenge setting

Pupil target data

Combine data, knowledge & aspiration



Chance of each grade or higher

Risk of lower grade

Benchmark grade

Chance of higher grade

Target grade

How likely?

Target reviewed?

Business Studies



47%

5-
FFTS
Very high

30%

English Language



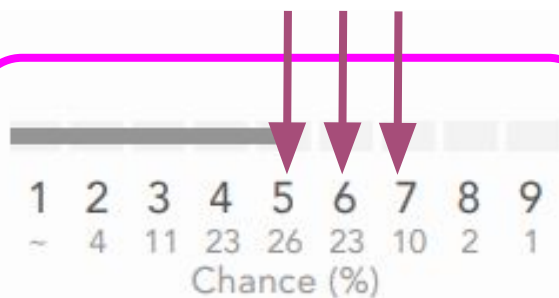
40%

5
FFTS
Very high

31%



English Literature



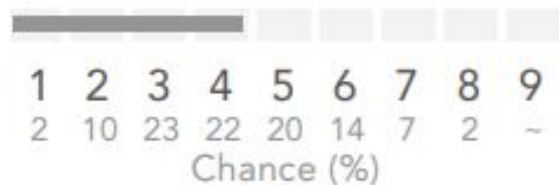
38%

5

FFT5
Very high

36%

Geography



35%

4+

FFT5
Very high

43%

Kindness · Curiosity · Determination

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



Thank you for attending the
Year 10
Curriculum Evening

September 2023