



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

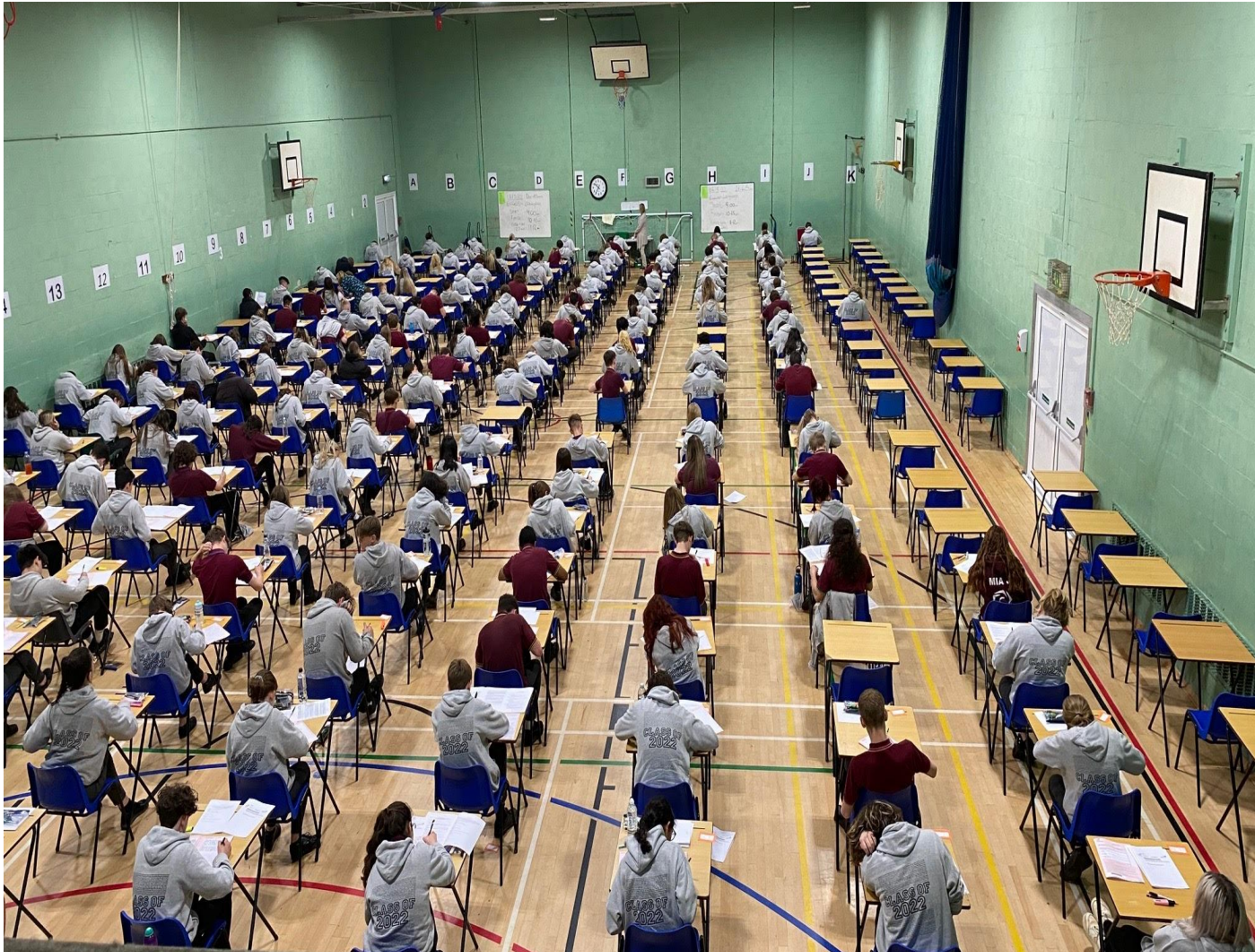


Start with the end in mind...



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%



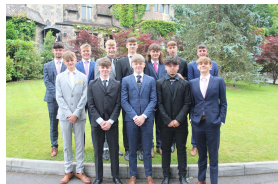
KINDNESS CURIOSITY
DETERMINATION

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...



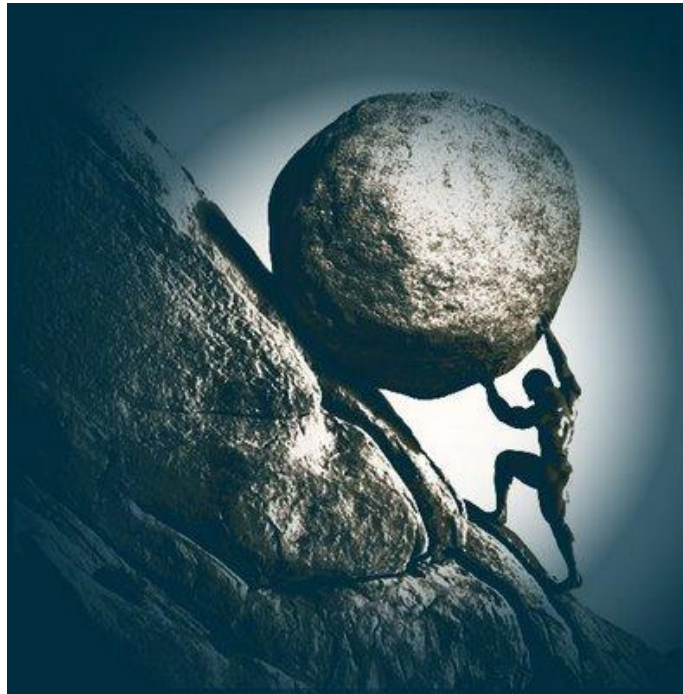
KINDNESS CURIOSITY
DETERMINATION

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

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

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

- 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

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.

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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)



Equipment

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- Essential Equipment:

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

- Desirable equipment:
 - One Purple Pen
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 - Protractor
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 - Set of coloured pencils
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 - Set of four highlighters
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The background is a light blue gradient with various mathematical symbols and icons scattered throughout. These include a large plus sign in the top right, a percentage sign on the right, a large equals sign on the right, a large less-than sign on the left, and several smaller plus signs, minus signs, and arrows. The symbols are rendered in a stylized, rounded font with a slight 3D effect.

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
- 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



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

The screenshot shows the login interface for myChildatSchool.com. At the top is the logo. Below it is a blue bar with 'PARENT LOGIN'. There are three input fields: '12728' (School ID), 'Hudson6892' (Username), and 'Password'. A checkbox labeled 'Remember School ID and Username' is checked. Below the fields are links for 'Forgotten Login Details?' and 'Redeem Invitation Code?'. A blue 'Login' button is at the bottom. The footer includes 'v5.2021.8278.40604' and 'Powered by Bromcom'. At the very bottom are 'Available on the App Store' and 'Get it on Google play' badges.

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

Dashboard Homepage and Launchpad

YOU ARE HERE: Dashboard

- 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

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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



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Catering

Data Protection

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



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Churchill Academy & Sixth Form

+

ll-academy.org/Information/Curriculum/

From IE

AL ActiveLearn Digital ...

Component 1 - WA...

AL Library | ActiveLearn

Beating eating diso...

AL Series Explorer | Act...

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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.

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

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Dec to March	Sixth Form Interview season
22nd June	Sixth Form Induction Day





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 or
careers@churchill-academy.org.

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

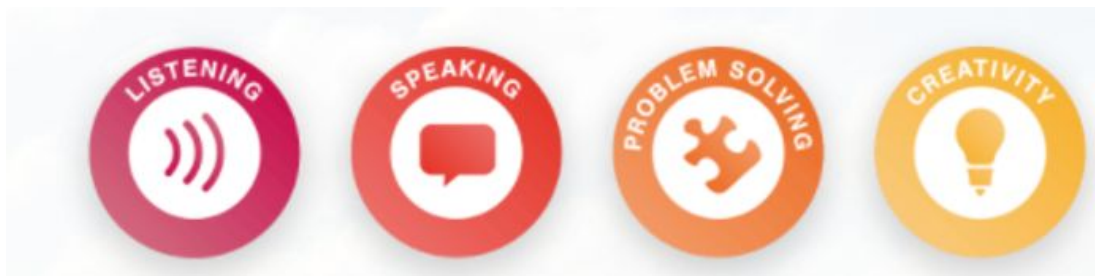


unifrog



Introduction to Unifrog for parents

Kindness · Curiosity · Determination



Kindness · Curiosity · Determination

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



Unifrog - The complete destination for university applications

Home - Student - Unifrog

unifrog.org

0:08

WHAT IS UNIFROG?
One-stop-shop for destinations

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

Careers library

Subjects library

Know-how library

MOOC

Personality profile

Interests profile

Read, Watch, Listen

Webinars

Recording what you've done

Activities

Competencies

Interactions

Searching for opportunities

UK universities

US universities

European universities

Oxbridge

Canadian universities

Asian universities

Australasian universities

ME and African universities

Irish universities

Special Opportunities

Events

Drafting application materials

UK Personal Statement
Classes

Subject References

CV / Resumé

Writing tool

Common App Essay

US recommenders

Notes for Reference writers

Making applications

Post 18 Intentions

Locker

Applications list

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!*

Use guidance and examples to prepare students for making applications.

Activities

Competencies

Interactions

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

August 2017

Regularly looking after the children of family friends

Referee: Mary Taylor

[Edit >](#)



Member of a book club

Reading books / academic journals

September 2015

Meeting to discuss books we have read on a biweekly basis

Referee: John Biggs

[Edit >](#)



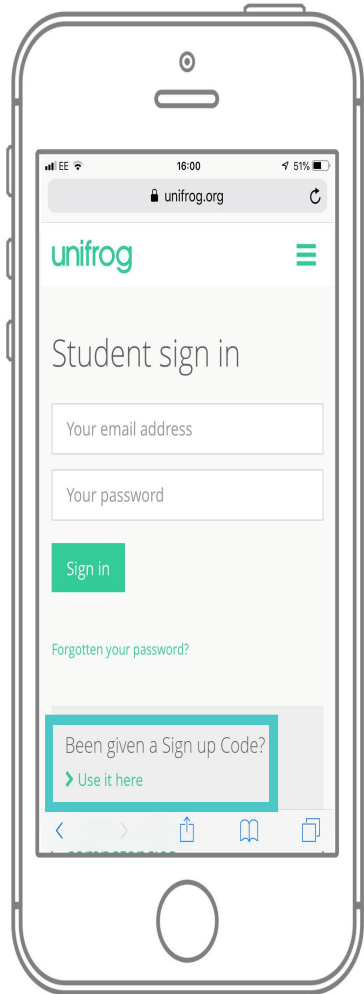
Other cool stuff

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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