

Year 7 Parents' Information Evening

September 2026

A series of five horizontal lines in yellow, light green, blue, purple, and red, slightly wavy and positioned at the bottom of the slide.

Information presented by...



Katie O'Malley

Senior Assistant Headteacher

Lucy James

Deputy Headteacher

KINDNESS

CURIOSITY

DETERMINATION

This evening we will cover...



- What's it like to be in Year 7?
- Things to look forward to
- How we work with parents/carers
- Key messages

We will all be around afterwards to take individual questions



What we have done so far

- Assemblies
- First day
- “Drama Day” activities
- Inter-house competitions
- *Oliver* auditions
- Competitive fixtures
- Open Evening
- And so much more!!!

And, coming up...

- Royal Navy Attract
- First Aid Training

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Expectations and behaviour



Learning

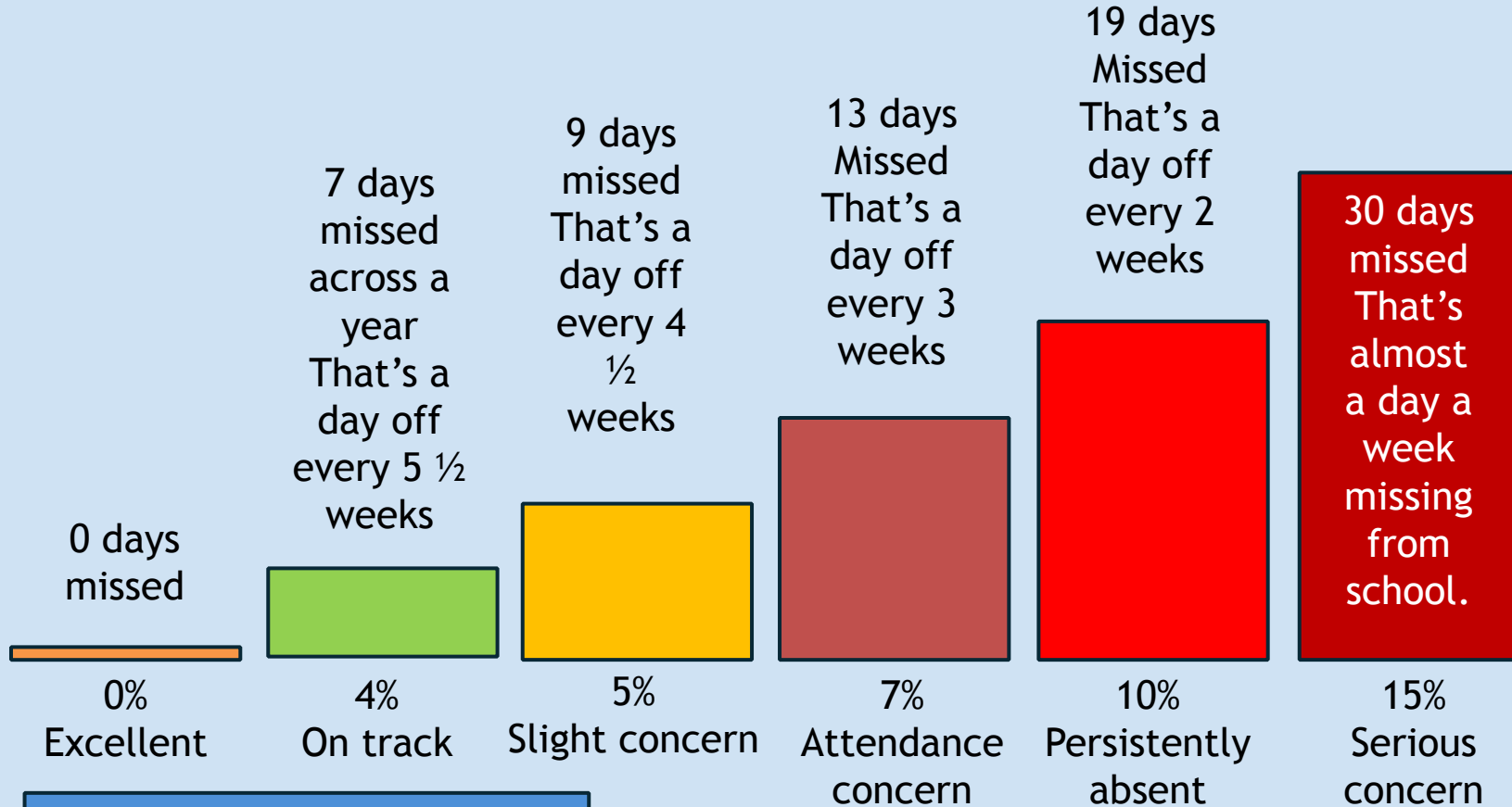
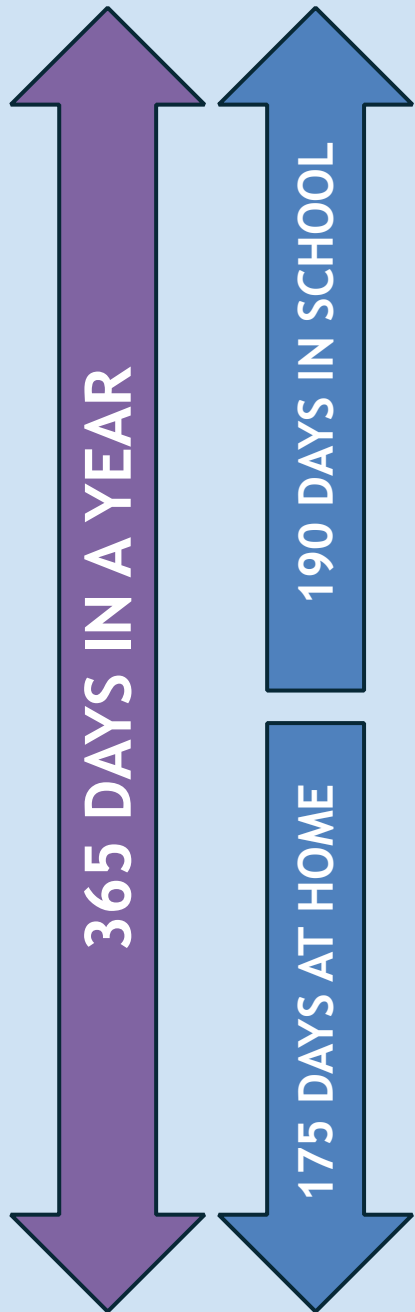


We believe in the value of:

- 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

Attendance expectations

Missing 1 day a week
=
Missing 1 whole year of school life



This is equal to missing a half term

175 days for holidays, shopping, appointments, activities and day trips

Great attendance means being in school more than 96% of the time

School is important for so many things: Social interaction and development, wider opportunities, pastoral support, academic support

Our expectations

Academy Code of Conduct

Kindness

- We are kind to each other and to the environment around us.
- We are polite and follow all instructions when asked.
- We are focused, we listen and we contribute respectfully.



Curiosity

- We are confident to ask questions or ask for guidance when we need it.
- We are always prepared for lessons with a positive attitude to learning.
- We set no limits on what we can achieve.



Determination

- We try our hardest in every task.
- We keep trying when things get difficult.
- We represent our school as positive ambassadors at all times.



Behaviour for Learning Top 5



1. **Strong start:** we arrive on time, line up and enter the classroom calmly
2. **Full attention:** we are immediately silent and face the speaker when called to attention
3. **Full effort:** we apply ourselves with our full effort to the learning tasks set
4. **Full focus:** we focus all our attention on the learning tasks set
5. **Calm finish:** at the end of the lesson we wait in silence for the member of staff to dismiss us

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Social Time Top 5



1. Appropriate **language** used in student interactions at social times
2. **Physical interactions** between students are safe and follow the Academy value of kindness
3. Students show **respect for the Academy environment** – litter picked up and put in the bin, toilets and facilities used appropriately
4. Students **do not use mobile phones** on the Academy site from arrival at school until dismissed from class at the end of the day
5. Students present themselves appropriately at all times: hoods down around the site; **uniform** correct

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- To make a positive difference

- To set no limits on what we can achieve

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Social Time Top 5



1. Appropriate **language** used in student interactions at social times
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Behaviour for Learning Top 5



Every lesson, every time

- 1. Strong start:** we arrive on time, line up and enter the classroom calmly
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- 3. Full effort:** we apply ourselves with our full effort to the learning tasks set
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- 5. Calm finish:** at the end of the lesson we wait in silence for the member of staff to dismiss us

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Systems: Rewards



House Points:

- **One House Point:** any positive behaviour in line with the Academy's expectations and values - "I've done more than just avoid getting a behaviour point"
- **Two House Points:** consistent, repeated or significant positive behaviour in line with the Academy's expectations and values
- **Three House Points:** a "WOW" reward for a special contribution to the Academy or positive behaviour which goes over and above expectations, or sets a role model example for others to follow

Rewards thresholds



Level	Milestone	Outcomes
L1 25 Conduct Points	Tutor Commendation	E-Certificate from your tutor
L2 75 Conduct Points	Head of House Commendation	Certificate from your Head of House
L3 125 Conduct Points	Headteacher's Commendation	Certificate from the Headteacher
L4 175 Conduct Points	Governor's Commendation	Certificate from the Chair of Governors
L5 250 conduct points	250 Club	Certificate from CEO 5 "Front of the queue" lunch tickets
L6 350 conduct points	350 Club	Certificate from CEO 10 "Front of the queue" lunch tickets
L7 450 conduct points	450 Club	Certificate from CEO Prize draw for Amazon voucher

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Learning to behave well



- Immediacy
- Certainty
- Consistency

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 = removal to refocus



- This enables teachers to focus their time and attention on the students who are meeting expectations
- Refocus is a silent working space where students can reflect on their behaviour, and access the curriculum via Google Classroom
- It is designed to remove disruption from the classroom with the aim of achieving disruption-free learning

How are Year 7 doing?



As of today, Year 7 looks like this:

- Average house points = 56
- Highest house points = 100
- Average behaviour points = -1.79



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Uniform, jewellery, equipment



Uniform



- Black or Charcoal grey plain full-length trousers or shorts
- 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. ¾ zip tops are suitable alternatives for hoodies.

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.

Equipment



Every day, students are expected to bring:

- Essential Equipment:
 - Two Black pens
 - Two Sharp pencils
 - Rubber
 - Ruler
 - Scientific Calculator (Casio fx-85GTCW preferred)
 - Reading book
 - Timetable
 - Pencil case
- Desirable equipment:
 - One Purple Pen
 - One Green Pen
 - Protractor
 - Pair of compasses
 - Set of coloured pencils
 - Glue stick
 - Set of four highlighters
 - Water bottle (reusable)

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- Glue stick
- Set of four highlighters
- Water bottle (reusable)



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.

Mobile phone pouches



5 reasons behind our phone-free school day

Why schools are using **JUST FOCUS** lockable pouches



Students can still bring a phone to school, but it is secured and unavailable during the school day.



Friday 16th October: **Parent Communication**

19th-23rd October: **Student Assemblies** (in houses)

Half term

Tuesday 3rd November: **pouches issued** (in tutor time)

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What happens in Year 7?



The school day



8:35-9:00	Tutor / Assembly
9:00-10:00	Period 1
10:00-11:00	Period 2
11:00-11:20	Break
11:20-12:20	Period 3
12:20-13:20	Period 4
13:20-14:05	Lunch
14:05-15:05	Period 5



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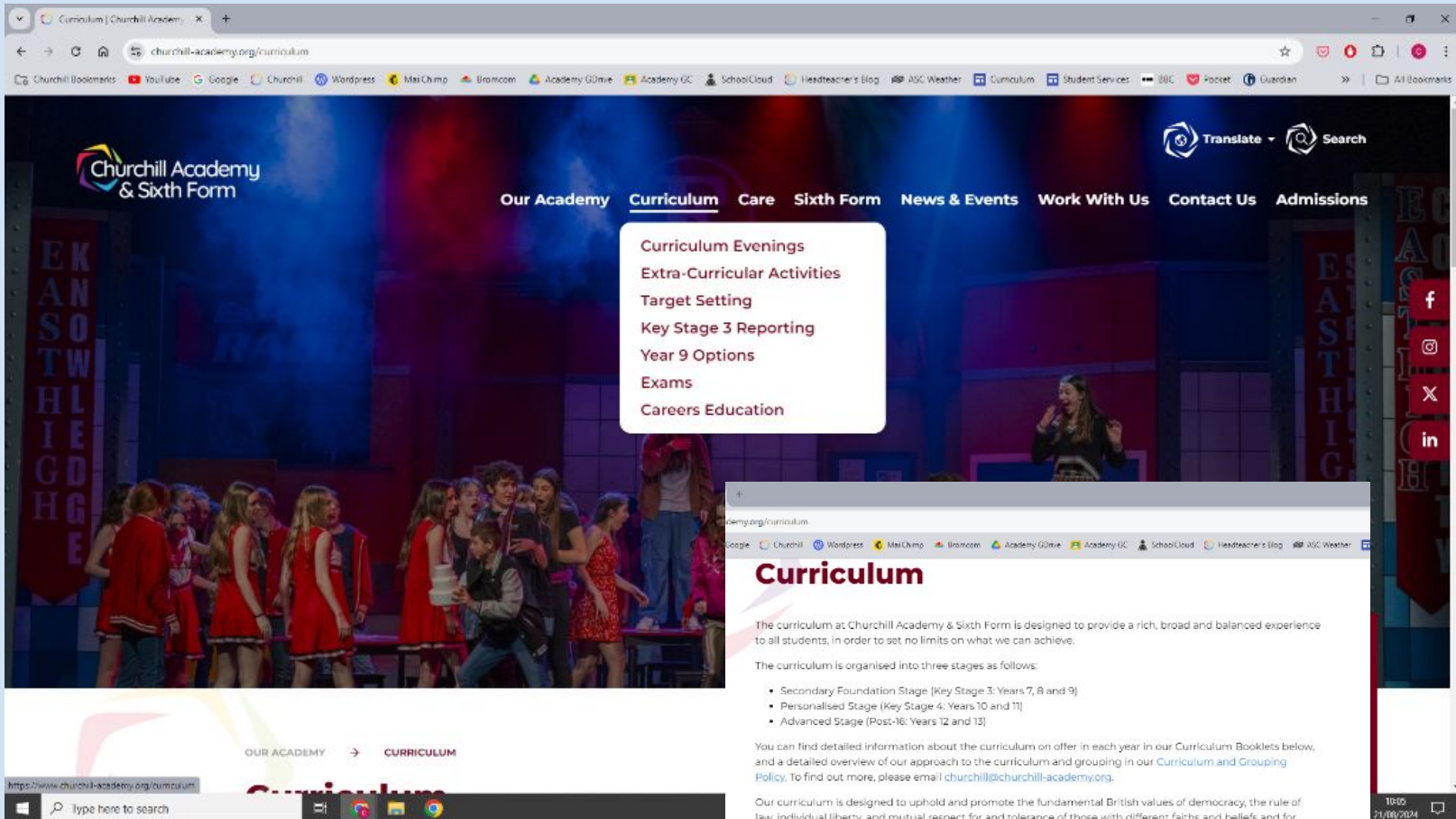
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The Year 7 Curriculum



- English 7 lessons
- Maths 6 lessons
- Science 6 lessons
- Design Technology 4 lessons
- Performing Arts 5 lessons
- PE 4 lessons
- Art 4 lessons
- Geography 3 lessons
- History 3 lessons
- IT/Computing 1 lesson
- RE 2 lessons
- PSHE 1 lesson
- Languages 4 lessons

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



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Groupings



- **Learning groups**

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

- **Practical learning groups**

- Smaller mixed attainment groups for more practical lessons

- **Maths groupings**

- Students will start off year 8 in mixed attainment groups
- Setting begins in Term 5 based on students' attainment in the subject to allow the curriculum to be personalised

Baseline testing

MidYIS Testing

- A national standardised test
- Done online
- Adaptive questions in Vocabulary, Mathematics, Non-Verbal, Skills
- Takes up to one hour

Select the word or phrase with the closest meaning.

generous

expressive

giving

winding

exit

The pie chart shows the results of a survey of 160 students.



How many students run?

5

10

15

20

Select the shape from the right that has been cut to create this cross section.

Select 'NO MATCH' if the cross section does not have a matching shape.



Select the matching numbers.

958473

954873

95473

958473

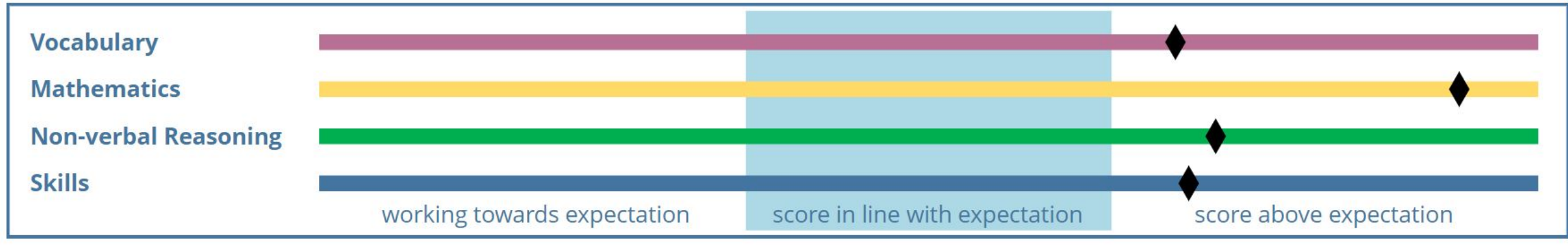
958373

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The results



- Teachers will always be cautious of making decisions based on a single assessment
- They will use this information, together with other sources of evidence such as examples of work, to build up a more general overview of how students perform

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Reports - Scaled Scores

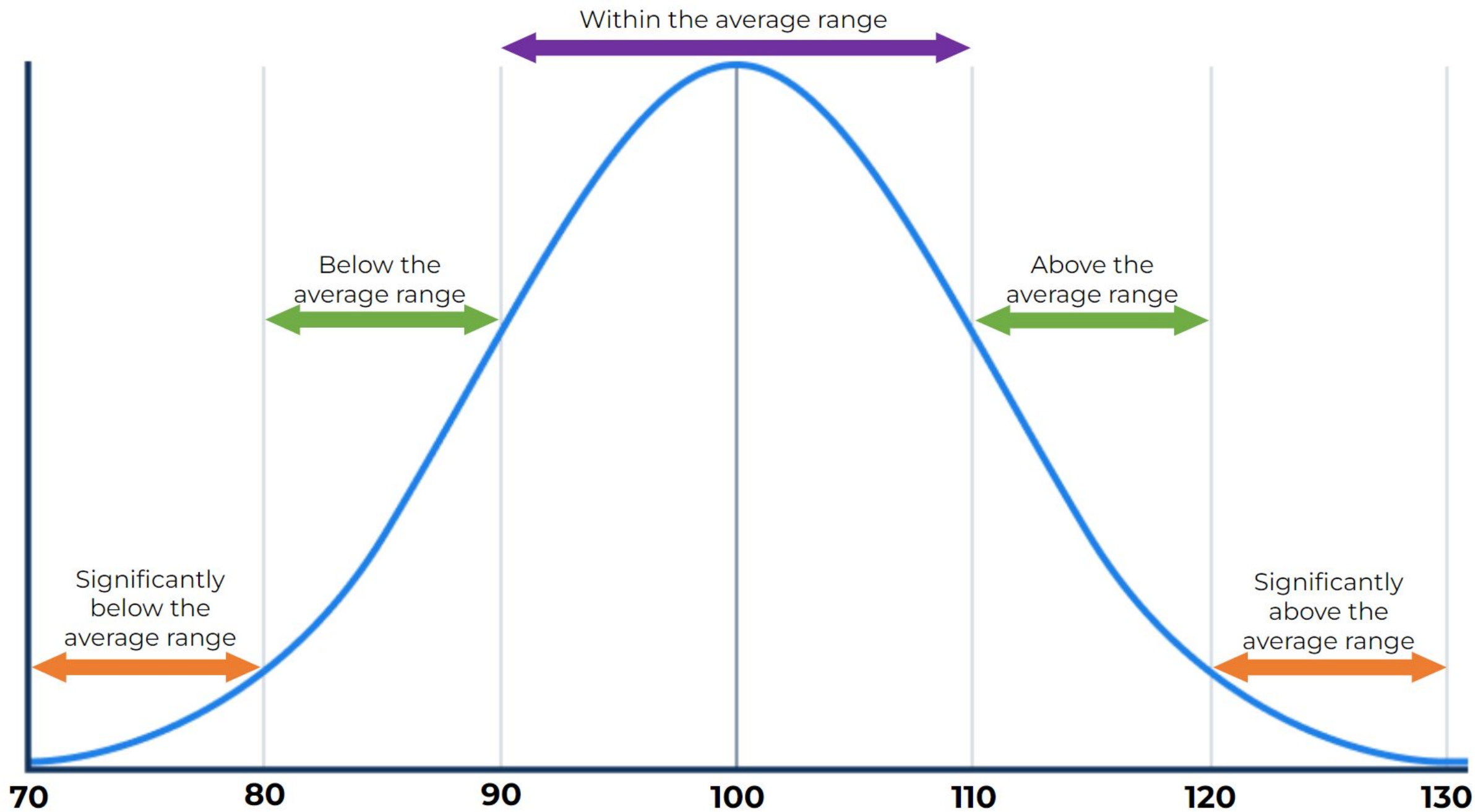


- Your child will have been assessed in each subject
- The scaled score is a summary of that assessment
- It may be based on one test or task, or a number
- It is comparable across all subjects
- This is the same way that Key Stage 2 SATs scores are generated.



Scaled Scores

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



Effort



A student currently making Good effort...

- **Good effort means being a responsible and hardworking student who tries their best all of the time.**
- Shows a good interest in their learning and is attentive and focused;
- Responds well to feedback and targets and completes work to the expected standard;
- Shows determination and is willing to persevere when things are difficult;
- Takes responsibility for their work and is well organised;
- Willingly does all that is asked of them and sometimes more.

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Effort



A student currently making excellent effort...

- **Excellent effort means being committed to getting the most out of all learning opportunities available. It is what all students should aim for.**
- Excellent participation in the lesson at all times, and is fully engaged;
- Actively seeks and responds to feedback on how to improve the quality of their work;
- Shows great determination and views setbacks and mistakes as opportunities to learn and grow;
- Manages their time and work efficiently and is an excellent role model who is highly disciplined;
- Uses their initiative in a range of situations without always having to be told what to do;
- Shows dedication and enthusiasm for learning at all times.

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Effort



A student currently making insufficient effort...

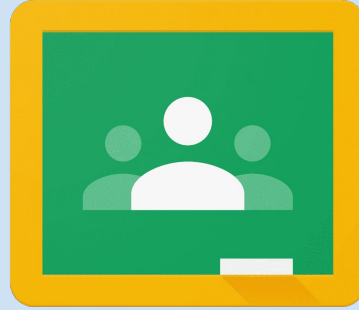
- **Insufficient effort means that a student is probably doing most of what they are supposed to do but is failing to push themselves or make the most of the opportunities available.**
- Often participates in lessons and is generally focused and well behaved;
- May not try hard enough to improve their work after feedback;
- Is usually well organised but does the minimum that is asked of them and not much more;
- Might make a Good level of effort some of the time but this is not consistent.

Effort



A student currently making poor effort...

- **Poor effort means that a student needs support or intervention to become a more responsible learner.**
- Makes little effort to be involved in the lesson and may disrupt the learning of others instead;
- Fails to act on feedback provided and as a result may not make much progress;
- Is not interested in being challenged and will give up without really trying;
- Spends an inadequate amount of time on tasks and may produce poor work as a result;
- Takes little or no responsibility for their own learning or behaviour;
- Effort is frequently a cause for concern.



Google Classroom



Using Google Classroom

Home

Calendar

Enrolled

To do

Y Year 8 Science 25-26

H History - Year 8

2 2025_8HAV-Sp/La1

2 2025_8HAV/Ps1

2 2025_8A/CPE2

2 2025_8HAV/En1

2 2025_8HAV/Ad1

2 2025_8HAV/Hi1

2 2025_8HAV/Gg1

2 2025_8B/Dt3

2 2025_8HAV/It1

2 2025_8HAV/RE1

Year 8 Science 25-26
SAW Two

S

📎 📁 ⋮

History - Year 8
SAW One

S

📎 📁 ⋮

2025_8HAV-Sp/La1
Catherine Thomas

Due today
Vocabulary learning homework 1

C

📎 📁 ⋮

2025_8HAV/Ps1
Thom Knock

T

📎 📁 ⋮

2025_8A/CPE2
Lewis Matthews

L

📎 📁 ⋮

2025_8HAV/En1
Sue Dibble

S

📎 📁 ⋮

2025_8HAV/Ad1
Kaja Brockington

Due Sunday
Open Evening - Art Volunteers

K

📎 📁 ⋮

2025_8HAV/Hi1
Nathan Waller

N

📎 📁 ⋮

2025_8HAV/Gg1
Jon Bevan

Due Monday
Homework 1: ATLAS AND MAP
SKILLS READING TASK

J

📎 📁 ⋮

2025_8B/Dt3
Naomi Briffitt

N

📎 📁 ⋮

2025_8HAV/It1
Peter O'Connor

P

📎 📁 ⋮

2025_8HAV/RE1
Katherine Hoare

K

📎 📁 ⋮

Guardian Summaries



Parents/carers cannot view Google Classroom directly

If “invited” to a Google Classroom Guardian Summary, you will receive an email (usually weekly) giving you a summary of what has been posted in each Google Classroom

This includes homework tasks, deadlines, notices etc.

MCAS / The Portal

A screenshot of the 'mychildatschool.com' parent login portal. The page features a blue header with the site's logo. Below the header is a blue button labeled 'PARENT LOGIN'. The main form area includes an 'Email' input field with an envelope icon, a 'Password' input field with a lock icon, and a checkbox for 'Remember Email Address'. A 'Reset Password' link is located to the right of the password field. A large blue 'Login' button is positioned below the form. At the bottom, there are two app store badges: 'Available on the App Store' and 'Get it on Google play'. The footer includes the version number 'v5.2023.8657.29981' and the text 'Powered by Bromcom'.

MCAS is available in an internet browser (<https://www.mychildatschool.com/MCAS/MCSParentLogin>) or via the MCAS app in the App Store or Google Play.

To log in, you need your email that you have registered with the school and a password.

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Churchill Academy and Sixth Form

Mrs E Hudson

Hudson, Willow

Dashboard

Data Collection Form

Announcements

Attendance

Behaviour

Exam Results

Exam Timetables

Reports

Timetable

Academic Calendar

Dashboard *Homepage and Launchpad*

YOU ARE HERE: Dashboard

Attendance
Is Willow at school?

More

Period	Subject	Mark
AM	Tutor Group	
PM	Tutor Group	

Announcements

More

No Announcements data found

Reports
Willow's progress checks

More

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
Willows recent behaviour

More

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 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%

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

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25th September 2026

From the Head

It has been nice to see the return of some sunshine this week, and the Academy has looked glorious in the good weather. We are so fortunate to have such beautiful surroundings!

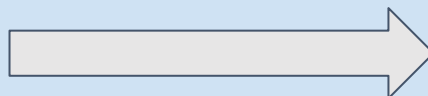
We had our first governors' meeting of the year on Tuesday. Our governors are the unsung heroes of the Academy, volunteering their time and expertise in the best interests of our students. Thank you to them all!

Thank you also to the many students who have already volunteered to support our Open Evening next Wednesday. We have had a fantastic response and we're so grateful! Parents and carers have until Sunday 27th September to complete the permission form ([via this link](#)).

This week's newsletter includes lots of great good news and some really helpful information for families, including information about specific support available from the Academy, the local authority and wider services for SEND, neurodivergence, family services, young carers and more. Enjoy!



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on the
academy
website**



OUR ACADEMY → NEWS & EVENTS → **NEWSLETTERS**

Newsletters

You can subscribe to our weekly newsletter here:

Subscribe

* indicates required

Email Address *

First Name

Last Name

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Beyond the curriculum



Weekly Clubs

Please click on the links below for the timetables. There is no booking required; simply show up on the day and get involved!



**Oliver!
Rehearsal's**



**Music
Ensembles**



**PE
Extracurricular
Clubs**

Please note: The Oliver! rehearsal is subject to change, we will update the schedule weekly.

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Beyond the curriculum

Music notices:

Lunchtime clubs and ensembles: All ages and abilities are welcome.

Monday	Senior Choir W19 - Starts 14th September
Tuesday	Orchestra W17 - Starts 15th September Guitar club W19 - Starts 15th September
Wednesday	Concert Band W17 - Starts 16th September
Thursday	Song Club - Year 7, 8 & 9. W19 Starts 17th
Friday	Soul Band W17 - Starts 18th

Y7 Dance Club: Tuesday lunchtime

House and School Councils
Eco Schools Group



Korean Club



- Want to learn a language that's a bit different?
- Started learning Korean on Duolingo?
- Come and learn about the Korean language and culture from a real Korean person!



- **Wednesday lunchtimes in L6**
(starting Wed 16.09.26)



Book Club (Friday lunch)
Library Group (Tuesday lunch)

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Beyond the curriculum



	LUNCH TIME (1:20-1:55)	AFTERSCHOOL (3:10-4:10)
MON 28TH SEP		MEETINGS
TUES 29TH SEP		YEAR 7 + 8 + 9 RUGBY COACH TOM TENNIS COURTS XC RUN CLUB ANYONE YEAR 7 & 8 GIRLS FOOTBALL VS PRIORY H
WEDS 30TH SEP	BADMINTON CLUB SH	YEAR 7 8 & 9 NETBALL VS SIDCOT (Y7 NETBALL CLUB IS CANCELLED DUE TO FIXTURE) OPEN EVENING
THURS 1ST OCT	INSET DAY	INSET DAY
FRI 2ND OCT		

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To look forward to...



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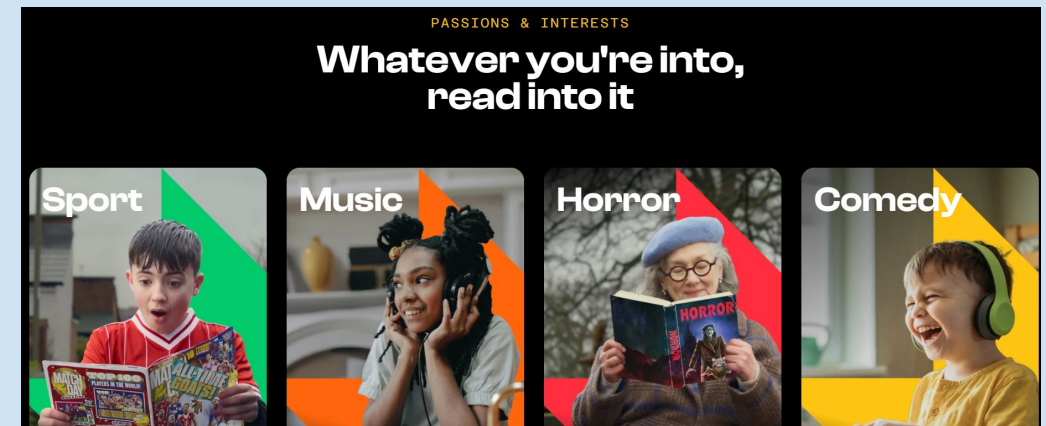
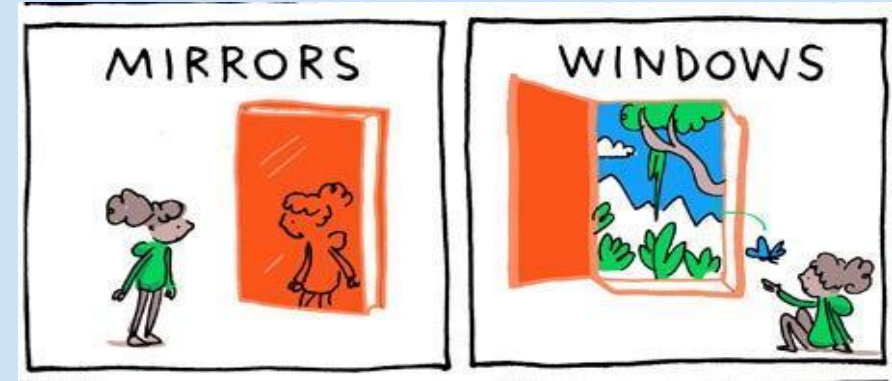
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Reading ...



- boosts children's mental health
- builds empathy
- enhances academic performance
- improves attention span, memory and problem-solving skills



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Reading at school



- Reading book as part of compulsory equipment
- Daily reading to start the day
- Non-fiction guided reading once a week
- Library lesson fortnightly
- Reading challenges - bronze, silver, gold
- Reading assessments and intervention
- Open access to the library

What to read after "Diary of a Wimpy Kid"



GN = Graphic Novel

▲ = Super Readable

★ = More challenging

Rereading and series reading are not necessarily a problem: "a very uncomplicated form of self-care."

- Familiarity in the plot development, characters and settings are beneficial in becoming a confident reader
- Knowing what is coming brings order and comfort

If you enjoy **LOTTIE BROOKS**

Why not try ...



Double-click on covers for more information about the book.

GN = Graphic Novel

▲ = Super Readable

★ = More challenging



What would encourage teenagers to read more?

- ✓ Finding books that match their interests and hobbies
- ✓ Reading books of a film or TV series they've watched
- ✓ Having freedom to choose what to read and how
- ✓ When reading fits easily into their daily lives

Children and young people who enjoy listening to audio say it helps them to:

- ▶ Better understand a story or subject (48.4%)
- ▶ Relax or feel better when stressed (52%)
- ▶ Use their imagination more compared to watching videos (52.9%)

Finding ways to easily fit reading into daily life

- 📖 10 minutes after school or dedicated reading in form time
- 📖 Listen to an audiobook on the bus to and from school
- 📖 Use reading as wellbeing a tool to wind down before bed

Reading little and often is enough for teenagers to enjoy all of the benefits

All reading counts

Books, comics, magazines, audiobooks, ebooks, poetry and short stories all build reading confidence. It all counts.

Teenagers thrive when they follow what they love in the format that works best for them.



Communication



- First point of contact is your child's tutor
- You can :-
 - Email / or phone your child's tutor and we aim to respond within 2 working days
 - Email teachers directly
 - Email the academy on churchill@churchill-academy.org
- If your child requires a **Health Care Plan** please contact the nurse, nurse@churchill-academy.org
- Healthcare plans are part of the home/school partnership - we aim to review them annually and we do this by re-sending you the plan and asking for a return to confirm no updates or any changes

Working with you



“Friends of Churchill” - a new group to work with parents and carers who are interested in supporting the Academy’s work.

First meeting **Wednesday 25th November** 6pm-7pm

Discussion of the **Parent Friendly Schools** framework, aiming to form a regular group to work in partnership with Academy leaders to support our work

Interested? Save the date!

Other staff



- To make contact with other staff please call or email reception
 - Head of House
 - Senior Team
 - SENCo
 - Year 7 Pastoral Support Worker - Mr Cross

For Head of House or any other member of staff please phone reception and ask for an appointment. If the member of staff is available they will try and help there and then but please do not assume that they are available.

Key Dates 2026-27



26 November	Academy Careers Convention
14 & 15 December	Academy Christmas Concert
Late January	Report 1 issued
May	Report 2 issued
10 June	Year 7 Parents' Evening
w/c 28 June	Assessment Week (core subjects)
w/c 12 July	Activities Week

Thank you

We will be around to answer any questions you may have

Please visit Stuart Green Room for:

- Tea, coffee and cake and information about school food
 - Good quality second hand uniform shop
 - Help with IT issues
 - Speak to staff
 - See our external partners