

Welcome

Year 9

Parent and Carer Information Evening

11th September 2023

Please turn your mobile phones to silent

We are **courageous** in our learning, We are **compassionate** in our caring,
Supporting each other in love, we will **achieve** and **flourish** together.

Who's Who - Introductions

Miss Joy Langley	LAN	Headteacher
Mr Jason Farr	FAR	Associate Deputy Headteacher
Mrs Marie O'Toole	OTO	Associate Deputy Headteacher
Mrs Jemini Bhalsod	BHA	Director of SEND
Mrs Lisa Burr-Bick	BUR	Director of SEMH and DSL
Mr Elliott Weston	WES	Assistant Headteacher
Ms Ellie Ellis Bryant	ELL	Assistant Headteacher
Mr Jake Grimwood	GRI	Assistant Headteacher
Mrs Rachel Hursey	HUR	Assistant Headteacher
Extended SLT:		
Mr Adam Sheppard	SHE	Associate Assistant Headteacher
Mrs Helen Howlings	HOW	School Business Manager

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Programme

- | | |
|--|-----------------|
| 1. Welcome – Vision, Values, Curriculum Overview | Miss Langley |
| 2. CCSA Standards | Mr Farr |
| 3. Attendance and Arbor | Mrs O’Toole |
| 4. Safeguarding | Mrs Burr-Bick |
| 5. SEND Provision | Mrs Bhalsod |
| 6. Role of the Form Tutor | Mr Weston |
| 7. Approach to Learning: Assessment, Homework, Reading | Mr Grimwood |
| 8. Enrichment and Intervention | Ms Ellis Bryant |
| 9. Parent and Carers Partnership | Miss Langley |

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Welcome to New Staff

ARK	Mr Fitz Arkey	Head of Year 8 and Teacher of PE
COX	Miss Loran Cox	Head of DT and Art, Year 7 Form Tutor
DEA	Mr Stephen Deare	Head of Year 7 and Teacher of Science
ELV	Mr Dan Elvins	Associate Head of Year
GIL	Miss Kiran Gill	Lead Practitioner of Maths, Year 7 Form Tutor
GRI	Mr Jake Grimwood	Assistant Headteacher – Assessment and Curriculum
HUN	Mr Ben Hunt	Head of Maths, Year 7 Form Tutor
MAR	Miss Emily Marsh	Assistant SENDCo, Teacher of Geography
MCD	Miss Olivia McDonnell	Teacher of English, Year 8 Form Tutor
NOR	Mr Aamir Nore	Head of RE and PSHE, Year 7 Form Tutor
ODI	Mrs Peace Odiaka	Teacher of Maths, Year 7 Form Tutor
SAB	Mr Lee Sabin	Head of Music, Year 9 Form Tutor
SHE	Mr Adam Sheppard	Associate Assistant Headteacher – KS3 Pastoral Lead, Teacher of Drama
WEB	Miss Victoria Webb	Teacher of Science, Year 8 Form Tutor

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Vision

To be a community, wanting to learn and live well together by
instilling hope,
gaining confidence,
showing perseverance,
inspiring ambition and creativity,
supporting each other to achieve our God-given potential.

To send our students out into the world
to be courageous,
to be beacons of light in their local communities,
knowing the love of God.

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and flourish together.



Let
love

&
kindness

be the
motivation

behind all that you do

1 Corinthians 16:14





Curriculum

	Yr 7	Yr 8	Yr 9
English	8	8	8
Maths	8	8	8
Science	7	7	7
RE	3	3	3
PE	3	3	3
History	4	4	4
Geography	4	4	4
MFL	3	3	3
Art	2	2	2
DT	2	2	2
Drama	2	2	2
Music	2	2	2
Computing	1	1	1
PSHE	1	1	1
	50	50	50

Key stage 4:

- Core subjects:
 - English Language
 - English Literature
 - Maths
 - Double Science
 - RE
- Option Choices:

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Organisation of Classes

- Year group has been grouped as two halves
 - Y – Yardley
 - W – Wood
- Different classes for different subjects
 - Maths
 - Set on attainment at end of Year 8
 - Science
 - Mixed attainment
 - English, History, Geography, RS, French, Computing
 - Streamed on attainment at end of Year 8
 - Creative subjects – Art, Music, Drama and Technology
 - Taught as a carousel
 - PE and PSHE
 - Taught in mixed groups – two form groups timetabled at the same time

The groups will be reviewed every half term.

Changes will be made based on the progress data, homework, approach to learning score

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GCSE and Vocation Qualifications



Level Equivalent	New Grade	Previous Grade
Level 2 equivalent	9	A*
	8	A
	7	B
	6	C
	5 Strong pass	
	4 Standard pass	
Level 1 equivalent	3	D
	2	E
	1	F
		G
	U	U

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Year 9 Guided Options Cycle

w/b 8 th January 2024	Year 9 Exam Fortnight
Wednesday 24 th January 2024	Year 9 Options Information Evening
<i>24th January to 28th February</i>	<i>Year 9 PSE lessons focussing on options</i>
Wednesday 28 th February 2024	Year 9 Parents' Evening
Friday 1 st March 2024	Deadline for Option Forms

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The CCSA Standards

- Presenting **correct uniform**
- Being **equipped for learning**
- Demonstrating a **positive approach to learning**
- Being **on time for learning**

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Presenting Correct Uniform

UNIFORM EXPECTATIONS

The image displays school uniform components. On the left, individual items are shown: a dark blue jacket with a crest, a striped tie, dark trousers, a grey long-sleeved shirt with a crest, a dark pleated skirt, and a dark blue backpack with a crest. On the right, two complete outfit options are shown. 'OPTION A' consists of the dark blue jacket, a white shirt, a striped tie, a dark sweater, and a dark pleated skirt. 'OPTION B' consists of the dark blue jacket, a white shirt, a striped tie, a dark sweater, and dark trousers.

OPTION A

OPTION B

CHRIST CHURCH
Church of England Secondary Academy

Through valuing every individual, as made in God's image,
we will **learn, flourish and celebrate truth**

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Presenting Correct Uniform



PERMITTED SHOES



PERMITTED SHOES

All of the above are examples of permitted shoes for the 2021/22 academic year.
Other appropriate styles are available. All shoes MUST be plain black, polishable leather/leather effect.

NOT PERMITTED SHOES



NOT PERMITTED SHOES

Not permitted: • Air bubbles • Colourful tabs/labels/branding • Material/fabric/mesh/suede upper
• Coloured trim/soles/outlines of branding • Boots • High heels • Running trainers

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CCSA Uniform expectations

- Full and correct uniform
- Use of the uniform shop
- Daily uniform checks
- Jewellery and accessories
- Coats off in the building

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Being equipped for learning

- Full CCSA PE kit
- Rucksack
- Calculator
- Black/ blue and green pen
- Pencil, ruler and rubber
- Water bottle (named)
- Reading book

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Demonstrating a positive approach to learning

- Punctuality
- Enthusiasm
- Curiosity
- Engagement
- Interest
- Excitement
- Listening
- Communication

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ATTENDANCE FOCUS

What is
GOOD
attendance?



National Attendance expectation is 97%

Below 90 % Attendance is a serious cause for concern.

FAST TRACK processes may begin if attendance drops below 90% attendance.

GOOD ATTENDANCE VS ACADEMIC PROGRESS

Impact of absence

Attendance during one school year	equals this number of days absent	which is approximately this many weeks absent	which means this number of lessons missed
95%	9 days	2 weeks	50 lessons
90%	19 days	4 weeks	100 lessons
85%	29 days	6 weeks	150 lessons
80%	38 days	8 weeks	200 lessons

Register Routines:

Morning Registers

Parents Reporting Absence: 9.10am
parent deadline for reporting absence

Tutor Registers

Registers to be taken 8.45am

Afternoon Register

Must be taken within first 10 mins of your
lesson by 12.10pm.

Late to School- Procedures

- Late to tutor- please ensure all late marks are entered and challenge students arriving late without a yellow late slip (see last slide).
- If repeatedly late please contact home to see if there are any current issues we may not be aware of.
- At 9.30am The Attendance Team will send Truancy call out to every parent if their child is absent from school without notification.

1st day Absence Protocol

All Lesson morning registers are completed by 9.20 am

Admin Team conduct 1st day absence calls between 9.10am to 10am-

Medical Appointments

Please inform the school of all medical absences/ illness must be supported by medical evidence.

Holidays

No holidays will be authorised during term time.

3rd Day Absence Protocol

- All 3rd day absences must be seen – AWO-CSAWS (external agency) Attendance Admin- conduct home visits

Follow Up Procedures:

- Letter will be sent to parents advising on Attendance procedures/ expectations

STUDENT LATE SLIP

STUDENT'S
NAME.....**YEAR**.....

Form:

Date:

Time of arrival:

Student Name:

FORM:

Date:

Time:

Staff Authorisation:

Absence Slip

Reason for Leaving site:

Advance Notices

Advance absences are currently populated on ARBOR which shows live on system for teaching staff.

Sign out procedures

Absence Sign out slip- to be issued to every student leaving the school. (This provides evidence that it is a legal absence if stopped by the police.

Absence Slip –

Parents who do not report reasons for their child's absence will need to complete



Safeguarding

Mrs Burr-Bick

Director of Social Emotional Health
Designated Safeguarding Lead

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Meet the safeguarding team

Any staff member is available for seek support if your child needs to talk to them



Mrs Burr-Bick

Designated Safeguarding Lead (DSL)



Mrs O'Toole

Deputy DSL



Mr Campbell

Safeguarding Officer



Mr Elvins

Safeguarding Officer



Mrs Hall

Safeguarding Officer

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Role of the Safeguarding

Leading on safeguarding and child protection within school and outside of school

Ensuring staff are fully trained in understanding safeguarding (KCSIE) and they need to refer to the DSL

How we ensure safeguarding is in place:

- Keeping children Safe In Education 2023
- CCSA Safeguarding and child protection policy
- Behaviour Policy
- First Aid Policy

(All of which you will find online on our website)

Responsible for monitoring and filtering ICT within school and we use SMOOTHWALL which monitors and filters our ICT systems in school and outside of school.

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To ensure we educate our students:

- the importance that our young people know what to do when they are put under pressure and may feel uncomfortable, unhappy, or feel they have no power to refuse.
- Ensuring that they knowing who to speak to for support.
- Recognising the different risks they can face:
 - Child Criminal Exploitation
 - Child Sexual Exploitation
 - Understand their rights
 - What are the forms of abuse in order to know what is wrong
 - How to keep themselves safe online when using Instagram, chats, sexting etc.
- Help them develop confidence to ask for help when they feel unhappy and need support and know that they will not get in trouble we are their to **SUPPORT**.

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How you can support your child(ren)

- Teach them not to keep secrets and it is okay to share.
- Ensure that you have the knowledge of the risks that are out in our communities and in everyday life.
- Make sure you know who their friends are and that they have positive relationships
- That they understand how to keep themselves safe online
- Create a home environment where it is ok to talk, even about the most difficult things. Talk to them and listen to them, encourage them, let them know we are there to support.
- Use the schools website – safeguarding to gain as much advice and support and if in doubt speak to one of the team.

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Right Help, Right Time



Right Help, Right Time Delivering effective support for children and families in Birmingham

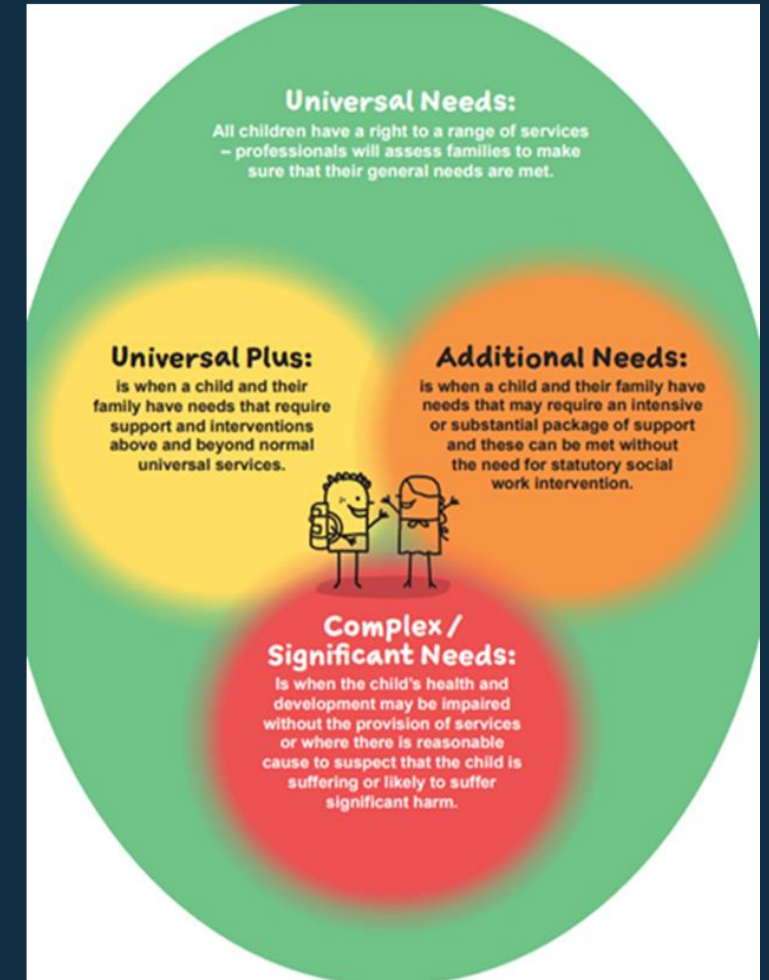
Guidance for Practitioners

Version 5 – December 2021



Referrals for support are deemed by thresholds. These thresholds determine who is the most appropriate agency to respond to the needs of our children and families.

As a school we work with Locality Hub which is Selly Oak. These provide access to much needed services and funds for our community. A Valuable support!



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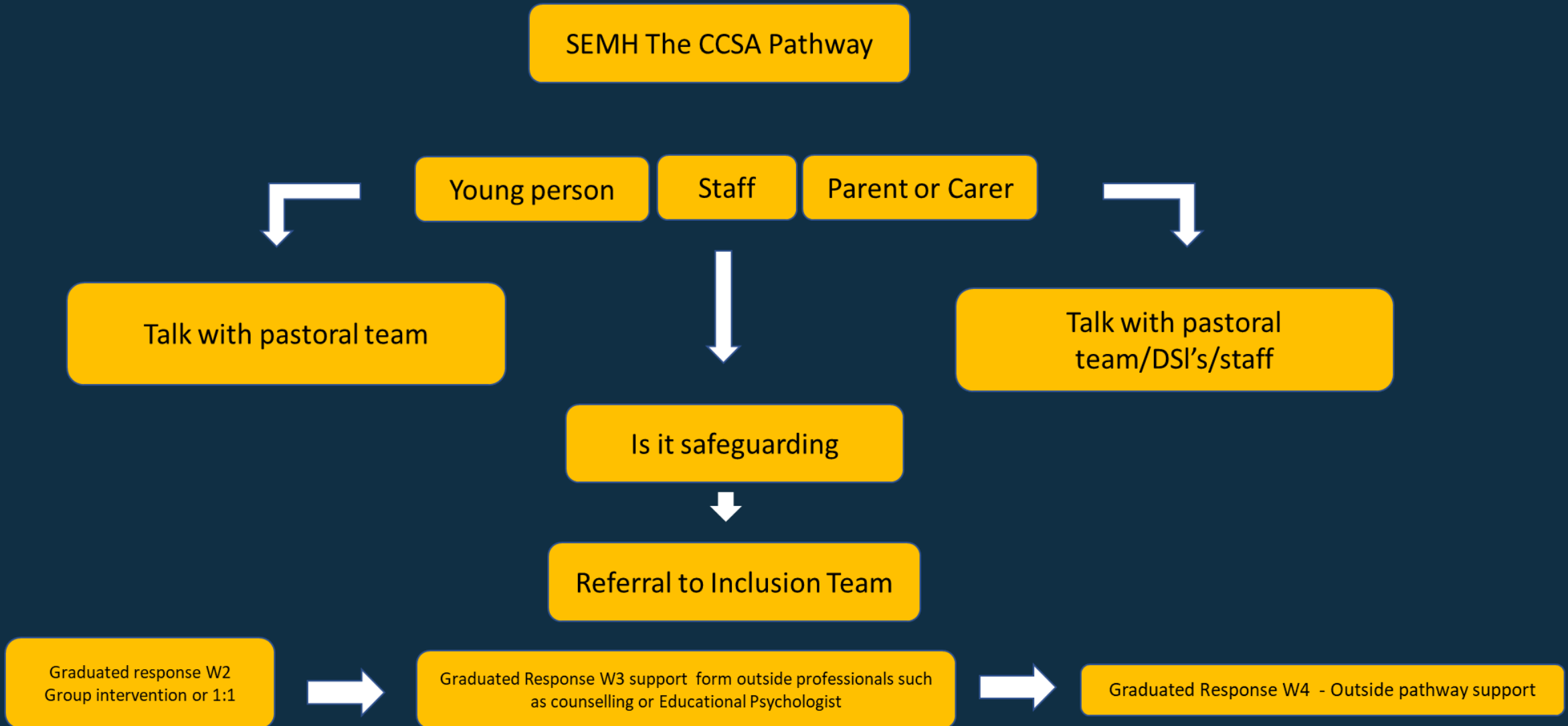
Director of Social, Emotional and Mental Health (SEMH)

Young People with SEMH difficulties may display behaviours such as:

- Challenging behaviours
- Restlessness/over-activity
- Non-compliance
- Mood Swings
- Impulsivity
- Physical aggression
- Verbal aggression
- Perceived injustice
- Constant worry
- A sense of feeling overwhelmed
- Low level self worth

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How do we identify the support



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SEMH/Safeguarding



kooth

Kooth is a free online service offering emotional and mental health support for children and young people

www.kooth.com

OPEN DOOR
COUNSELLING
CHANGE IS POSSIBLE

BIRMINGHAM CHILDREN'S TRUST

thrive
Removing barriers to learning

Pause.

Lots more services available to receive support. It is good to TALK!

Right Help, Right Time
Delivering effective support for children and families in Birmingham
Guidance for Practitioners
Version 5 - December 2021

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SEND Provision

Mrs Bhalsod
Director of Special Educational Needs

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SEND Team



Jemini Bhalsod
Director of SEND

TAs

Nichola Robins
Kerrie-Ann Calcutt
Megan Smith
Sophie Allen

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Staffing updates

Jane Scott – SENCO

Emily Marsh – Assistant SENDCo

Jayne Leeson – SEND Support and Administrator

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SEND provision

Tiered approach

Strategies and provision within the classroom

Interventions led by classroom teachers and TAs to support

Specialist interventions to support the students further depending on need.

External agency/professional interventions



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Access Arrangements

Year 9 exam arrangements

- Gathering evidence to support applications by using assessment data
- Ensuring the right arrangements are in place by completing the nationally standardised tests
- Arrangements dependent on need



Contact

Contact the SEND team:

Phone – 0121 393 3678

Email - ccsa-sendco@christchurchsecondary.org.uk

This will ensure one of the team can pick up the emails and respond in a timely manner.



Role of Form Tutor Supporting your child

Mr Weston
Assistant Headteacher

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The Role Of The Form Tutor

- To set the standard for learning at the start of each day for all students in their form group
- To remove any barriers to learning and support your child in being the best version of themselves both in and out of the school environment
- To safeguard your child daily, ensuring any queries or concerns your child has are addressed

What Makes A Good Form Tutor and What can you expect?

- Supports organisation
 - Being the in school parent
- Creates accountability for students
 - Listens, is approachable, takes action
- Builds positive relationships with students and their parents
 - Being a positive role model
 - Creates a sense of community and belonging
 - Is an in school cheerleader and advocate

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Your Childs Form Group

HOY 9 – Mr. Sheppard, AHOY – Mr. Campbell SLT Link – Mr. Grimwood			
9WIL	Ms. Williams		CEDAR
9GIL	Ms. Gilpin		CEDAR
9SUG	Dr. Suggitt		SYCAMORE
9SAB	Mr. Sabin		SYCAMORE
9TOM	Ms. Tompkins		CYPRESS
9POT	Ms. Potter		ACACIA
9WEL	Mr. Wells		ACACIA

Form Time Program

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WEEK 1	Monday	Tuesday	Wednesday	Thursday	Friday
YR 7	Standards	House Worship- Theatre	Literacy	Assembly – Theatre	Literacy
YR 8	Standards	House Worship - Theatre	Literacy	Literacy	Assembly - Theatre
YR 9	Standards	House Worship - Theatre	Literacy	Assembly – Teams	Literacy
WEEK 2	Monday	Tuesday	Wednesday	Thursday	Friday
YR 7	Standards	Form Worship	Literacy	Assembly – Teams	Literacy
YR 8	Standards	Form Worship	Literacy	Literacy	Assembly - Theatre
YR 9	Standards	Form Worship	Literacy	Assembly - Theatre	Literacy

Standards Form Time

- Uniform check
- Equipment check
- Reflection on previous week
- Key notices (Students)
- Targets for the week
 - Pastoral focus

House/ Form Time Worship

- Opportunity to come together and share our Christian faith

Year Group Assembly

- Key pastoral topics delivered as a whole year group
- Further support and emphasis on year groups standards

Literacy

- Takes place twice a week during form time
- Aim is to improve literacy skills of all students as a whole school focus.



Approach to Learning Assessment

Mr Grimwood
Assistant Headteacher

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	Student Name: James Smith Form: 8GRI		
<u>Subject</u>	<u>Attainment</u>	<u>Approach to Learning</u>	
English	Mastery +	Cause for Concern	
Mathematics	Secure =	Good	
Science	Secure -	Unacceptable	
History	Mastery =	Outstanding	
Geography	Secure +	Cause for Concern	
French	Mastery -	Cause for Concern	
PE	Unable to Say	Unable to Say	
Music/Drama	Emerging +	Unacceptable	
Art/Design	Mastery -	Good	
RE	Developing +	Outstanding	
Reading Age: 12y 8m		Attendance: 93.2%	
Achievement: 192		Behaviour: 6	

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This is your child's report for *Half Term 1*. Below, you will find the descriptions for each level. In addition, each "Attainment" Grade is specified with a "+", "=" or "-" symbol. This highlights whether they are at the top of that level (+), achieving most of it (=), or just beginning to achieve it (-).

<u>Attainment</u>	<u>Approach to Learning</u>
<p style="text-align: center;"><u>Mastery</u></p> <ul style="list-style-type: none"> - Student consistently learns and remembers specific, high-level knowledge. - Student continually applies knowledge with excellent precision and accuracy. - Student consistently articulates their ideas academically. - Student understands how to continually improve their work and can effectively respond to it. 	<p style="text-align: center;"><u>Outstanding</u></p>
<p style="text-align: center;"><u>Secure</u></p> <ul style="list-style-type: none"> - Student learns and remembers key knowledge well. - Student applies knowledge to a good standard. - Student regularly articulates their ideas clearly and effectively. - Student understands some methods to improve their work and responds to it. 	<p style="text-align: center;"><u>Good</u></p> <ul style="list-style-type: none"> - Student works well in lessons and responds positively to activities. - Student displays the CCSA values and expected behaviours in all lessons. - Student completes homework to a good standard consistently. - Student communicates well with others.
<p style="text-align: center;"><u>Developing</u></p>	<p style="text-align: center;"><u>Cause for Concern</u></p>
<p style="text-align: center;"><u>Emerging</u></p>	<p style="text-align: center;"><u>Unacceptable</u></p>
<p style="text-align: center;"><u>Unable to Say</u></p> <ul style="list-style-type: none"> - Student has significant gaps in knowledge and subject skill due to absence from lessons. - Student has not had the opportunity to apply and communication knowledge due to absence. 	<p style="text-align: center;"><u>Unable to Say</u></p> <ul style="list-style-type: none"> - Student has not had the opportunity to develop their behaviours or complete homework due to low attendance



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History Autumn 1 – Why was the First World War considered as the “war that will end all war”?

	<u>Emerging</u>	<u>Developing</u>	<u>Secure</u>	<u>Mastery</u>
1. The Long Term Causes of World War I	I know a long-term cause and why it led to war.	I can describe some long-term causes and explain how they led to war.	I can explain long-term causes and how they combined to lead to war.	I can analyse the importance of the long-term causes and explain their significance together.
2. The Short Term Causes of World War I				
3. How did they convince men to sign up to fight?				
4. What was life like in the trenches?				
5. Who fought and what was their experience?				
6. Assessment: _____ _____				

End of Journey comment:

We are Courageous in our learning.

We are courageous in our learning, We are compassionate in our caring, Supporting each other in love, we will achieve and flourish together.

Students will be taking their books home this year.
Some reasons for this:

Books

Can use for revision and for homework. Students can go over lesson content again and look at what has been completed. Homework (when not online) can be completed in exercise books.

Encourages students to be proud of their learning and to be independent

Enables students to share their work and achievements with you at home.



Why have homework?

Homework



Homework is an integral and important part of learning. Aside from supporting the curriculum, homework plays a critical role in the formation of positive learning behaviours, independence and self-discipline. Homework allows students to practise key knowledge and skills, committing them to long-term memory, while developing habits of independent study that will be essential as they get older.



Research demonstrates that homework can be make a difference. It can have +5 months impact on student attainment at secondary school level.

Homework: new approach

Homework

Students will complete homework for all subjects.

- Year 7 the tasks will take no longer than 20 mins,
- Year 8 this will be for no longer than 30 mins
- Year 9 this will be no longer than 45 mins.

Teachers will allow a week for students to complete tasks and this work will be acknowledged. There will also be rewards for great homework/sanctions if not completed.

English, Maths, Science and French homework will be once a week. For all other subjects this will be fortnightly.

Homework can be used to extend learning such as research, open-ended projects, creative product-making.

Homework will start week beginning 18th September. Students will write their homework in planners.

Homework will be set via Microsoft teams and will be completed in student books.

Our aim at CCSA

CCSA's Vision on reading.

1. Everybody reading – all students to be at their chronological reading age.
2. Seize every opportunity to read and teach reading.
3. Establishing a culture of reading.



Please collect a leaflet at the end that gives some information and advice on reading.

LEARN
FLOURISH
CELEBRATE
TRUTH

Why is reading important?

- Individuals who read for pleasure have a 20% higher chance of finding success in their careers.
- Reading just 30 minutes a day can increase your vocabulary by over 1,000 words per year.
- Children who read 1,000,000 words a year are in the top 2% of reading achievement.
- In order to access GCSE's, a student's reading age must be 15 years and 8 months.

How can you help at home?

1. Make time to read: research shows that reading with your child for as little as 10 minutes a day can significantly boost how well they do at school.
2. Set aside a regular time every day where your child is expected to read, whether it's for 10 minutes when they get in from school or reading before bed; little and often works best.
3. Let your child choose what to read: your child is more likely to enjoy reading if they get to choose what they read.
4. Explore different reading materials: as well as fiction there is a whole world of comics, magazines, ebooks, audio books and non-fiction for your child to discover.
5. Get the whole family involved: encourage your child to read with other family members or discuss what they are currently reading.
6. Choose books based on their interests, this will encourage them to keep reading and enjoy the process!

All students are completing reading tests at the moment.
We look forward to sharing the results with you.



Enrichment Student Leadership

Ms Ellis Bryant
Assistant Headteacher

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Period 6 intervention and enrichment

- Preparing your child for the tests of life, not just the life of tests
- Subject intervention to support student progress
- Enrichment clubs to develop their character
- Priorities: Detention comes first, subject intervention comes second, clubs are third priority
- Every day except Wednesday, 3.15-4pm
- For safeguarding reasons, students can only attend if they are signed up on the Arbor registers – we will write to you separately with instructions for sign up and details for clubs to look through with your child so they can make their choices

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Supporting each other in love, we will **achieve** and **flourish** together.

Period 6 intervention and enrichment

- Timetable updated for Spring and Summer terms with some different options
- Options in grey are coming soon
- 2 week timetable to include diverse options in PE and Sport – options in yellow are only once a fortnight
- Options in blue are lunchtime clubs that will need signing up for too

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WEEK 1

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

Lunch Dodgeball Mr Arkey sports Hall	Lunch Basketball Mr Wells Sports Hall	Lunch Y9 Football Team Mr Weston Sports Hall	Lunch Y9 Netball Team Miss Potter Sports Hall	No lunch club
Literacy intervention Miss Gittens C12	Science intervention Mrs Stephens B22	No period 6 due to staff meetings	Y9 French intervention Miss Gilpin, Dr Suggitt B33	CCSA Play Miss Tompkins 002
Maths intervention Mr Hunt, Miss Dodhia B08	Creative Writing Teacher Millpark B10		Music practice Mr Sabin B24	Stand-up comedy Miss McDonnell Studio
Eco Schools Award Mrs Cattell C26	Choir Mr Sabin B24		Criminology - solve a crime Ms Webb B19	
Art and design club Miss Williams C35	French club Miss Gilpin B33		History club Mr Lee C25	
CCSA Musical Miss Tompkins 002	Gardening Ms Jones B17		Trampolining Miss Potter Sports Hall	
Y7/8 Netball Miss Potter Sports Hall	Badminton Miss Potter Sports Hall		Y7/8 Fitness Mr Wells Fitness Suite	
	Football Mr Wells 3G		Boys Rugby Mr Arkey Pitch	
	Girls Rugby Mr Arkey, Dr Suggitt Pitch			

WEEK 2

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

Lunch Dodgeball Mr Arkey sports Hall	Lunch Basketball Mr Wells Sports Hall	Lunch Y9 Football Team Mr Weston Sports Hall	Lunch Y9 fitness Y7/8 Netball Miss Potter & Mr Wells	No lunch club
Literacy intervention Miss Gittens C12	Science intervention Mrs Stephens B22	No period 6 due to staff meetings	Y9 French intervention Miss Gilpin, Dr Suggitt B33	CCSA Play Miss Tompkins 002
Maths intervention Mr Hunt, Miss Dohia B08	Creative Writing Teacher Millpark B10		Music practice Mr Sabin B24	Stand-up comedy Miss McDonnell Studio
Eco Schools Award Mrs Cattell C26	Choir Mr Sabin B24		Criminology - solve a crime Ms Webb B19	
Art and design club Miss Williams C35	French club Miss Gilpin B33		History club Mr Lee C25	
CCSA Musical Miss Tompkins 002	Gardening Ms Jones B17		Dance Mrs Odiaka Studio	
Y9 Netball Miss Potter Sports Hall	Gymnastics Miss Potter Sports Hall		Y9 Duke of Edinburgh Miss Potter, Mr Wells SH	
	Football Mr Wells 3G		Boys Rugby Mr Arkey Pitch	
	Girls Rugby Mr Arkey, Dr Suggitt Pitch			

Parent and Carer Partnership

1. Feedback Forms and further questions – Link to be sent out through Arbor
Deadline – Friday 15th September
2. **Friends of CCSA**
Tuesday 19th September – 5pm
3. **Parent and Carer Forum**
Wednesday 25th October – 5pm
4. **Parent and Carer Prayer Group**
Wednesday 27th September – 7pm

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