



CROMPTON HOUSE
CofE SCHOOL

The Year 11 Journey Parent Information Evening

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Introductions

Mr D. Slack

Associate Deputy Headteacher



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Year 11 Journey
Mr D. Slack
Associate Deputy Headteacher



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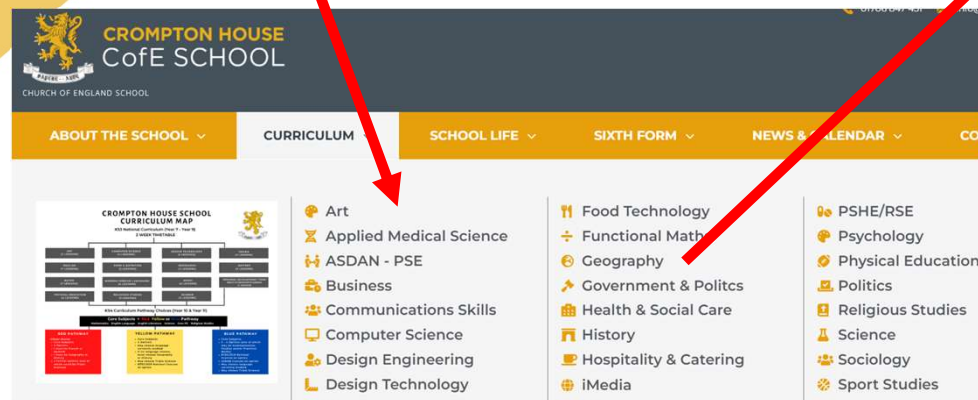
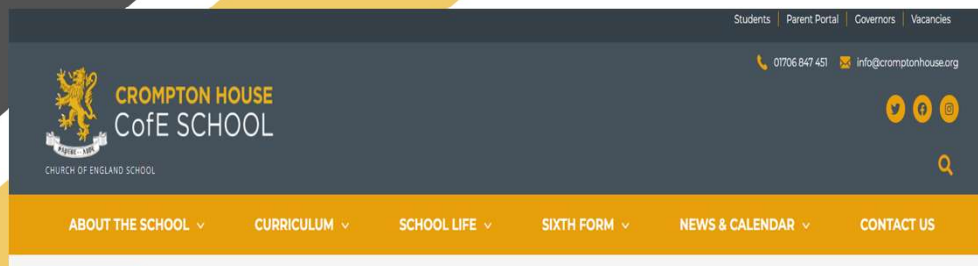
KS4 Curriculum

KS4 Curriculum

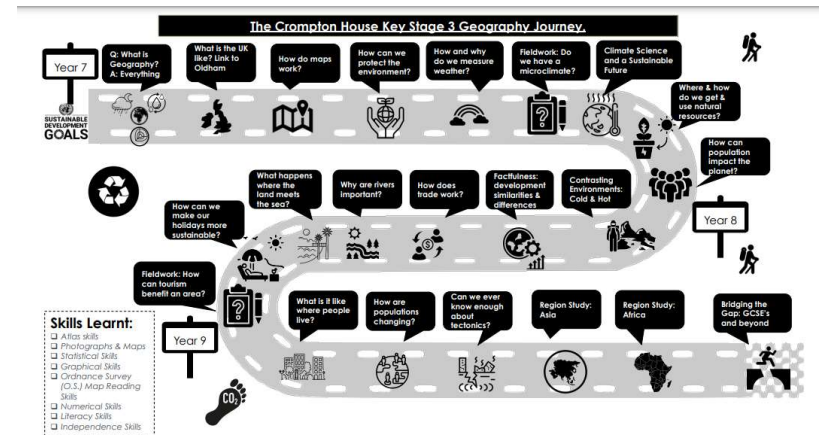
- Maths
- English (Literature and Language)
- Science
- RS
- Core PE

- 4 'Option' Choices – Guided by the Pathways system

Where can I find what my child is learning? Crompton House Website



KS3 Geography Key Stage 3 Curriculum Overview			
	Autumn Term	Spring Term	Summer Term
Year 7	<ul style="list-style-type: none"> The UK Human and Physical (rocks/soils) – map skills & GIS Climate, weather, Tropical Storms 	<ul style="list-style-type: none"> Global Issues & Climate Change Population 	<ul style="list-style-type: none"> Resources
Year 8	<ul style="list-style-type: none"> Contrasting environments – ecosystems, cold environments including glaciation and Antarctica (resources), hot deserts Global Inequalities - Development 	<ul style="list-style-type: none"> Economic Activity including China Rivers and floods 	<ul style="list-style-type: none"> Coasts and Tourism & sustainable tourism including Castleton fieldtrip
Year 9	<ul style="list-style-type: none"> Urbanisation Migration 	<ul style="list-style-type: none"> Volcanoes Earthquakes and Tsunamis 	<ul style="list-style-type: none"> Comparing Asia and Africa



Where can I find what my child is learning? Curriculum Newsletters

- Sent home termly Y7-11
- Includes a summary of what is being studied in school for each subject in that year group
- Also includes tips for supporting learning outside the classroom

Year 7 Curriculum Newsletter

Summer Term



Dear parent/carers,

Welcome to our Curriculum Newsletter for the Summer term. As part of our on-going work in supporting students at home, our curriculum teams across the school have summarised the work they will be doing with students throughout this term so that you can see all of the different skills and knowledge bases that students will be developing. I hope that you find these entries to be an exciting taste of our brilliant curriculum that we have on offer and allow you to discuss subject learning with students at home. As always, should you wish to find out more information about any subject, please see our curriculum pages on the Crompton House website.

Kind regards,
Mr D. Slack
Assistant Headteacher – Curriculum

Subject	Learning
Art	Year 7 students will be exploring the topic of colour theory, exploring watercolour and coloured pencils to understand tertiary, complimentary, harmonious, cold and warm colours.
Computer Science	In Computer Science , students will be exploring Artificial Intelligence and looking at machine learning.



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Home Learning

What is Home Learning?

- Learning does not stop at the end of the school day.
- Learning at home is an essential component of the educational process.



Home Learning: Frequency

KS4 Setting Timetable

	Red Week	Green Week
Monday	Science + Option V	Science + Option V
Tuesday	English	English
Wednesday	Maths	Maths
Thursday	RS + Option W	RS + Option W
Friday	Option Y + Option X	Option Y + Option X



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Grades

GCSE Grades

- Every student is given an individual MEG ('Minimum Expected Grade')
- These grades are calculated based on:
 - CATs Data collected in Y7 (Cognitive Ability Tests)
 - Data collected on each student throughout Y7-9
 - Any additional information provided at transition
- MEGs can and will change - they will move up with student performance

GCSE Grades

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

Grade 4 or Grade 5?

Always push for 5.

Vocational Grades

WJEC Vocational Awards	Anticipated Performance Points*	GCSE 9-1
Level 2 Distinction*	8.5	9
Level 2 Distinction	7	8
Level 2 Merit	5.5	7
Level 2 Pass	4	6
Level 1 Distinction*	3	5
Level 1 Distinction	2	4
Level 1 Merit	1.5	3
Level 1 Pass	1	2

Level 2 = Grade 4+

Level 1 = Grade 1-3



Grade 4+ in
Maths and English

Average Point
Score

Average Point Scores

- Lots of Sixth Form and Colleges will ask for an 'average point score' or 'APS'
- This involves taking all the GCSE qualifications and adding them together
- You then divide this number by the number of qualifications to get your 'APS'

Maths – 5	RS – 7
Eng Lang – 6	History – 6
Eng Lit – 6	Art – 5
Spanish – 5	PE - 5
Science – 4:4	

Total Points: 53
Number of GCSEs: 10

APS: 5.3



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Year 11 Journey





21st August 2025.



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How do we get there?



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One step at a time...



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10:10:10



10 Weeks
Mock 1

10 Weeks
Mock 2

10 Weeks
Exams

The first 10 weeks...

- 8 weeks of school lessons
- Mock 1 – week commencing 4th and 11th November

But what else?

- Sixth Form/College visits and applications
- Apprenticeship applications

Mock 1

- **Student launch:** Friday 27th September
- **What needs revising:** Student information booklet has everything you need
- Mocks will last 2 weeks
- Results early December

Crompton House CE School
Year 11 Mocks
November 2024



Student
Information
Booklet

Revising

- ✓ 45m chunks with a short rest break
- ✓ Downstairs at the kitchen table where revision can be supervised

- ✓ Look-cover-write-check
- ✓ Seneca/Sparx/GCSEPod
- ✓ Flashcards and testing

- ✗ No distractions – no phone, no TV, consider music
- ✗ Not just reading or copying

The second 10 weeks...

- 10 weeks of school lessons
- Mock 2 – week commencing 24th February and 3rd March

But what else?

- Work Experience – week commencing 16th December
- Vocational Exams – January 2025

The final 10 weeks...

- 7 weeks of school lessons
- 2 weeks of holiday revision time
- Mock 2 – week commencing 24th February and 3rd March

The exams

- Start week commencing 5th May
- Finish 20th June
- Contingency 25th June – students must be available until this date

The final 10 weeks...

- Practical subject exams happen before 5th May
- Individual subjects will communicate relevant dates to you



**What do students
need?**



Pace



Determination



**Seek help when they
need it**



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Pastoral Support
Mrs A. Gadsby
Head of Year 11

The year ahead

Making EVERY lesson count!

Crompton House Expectations

Every member of staff and every student at Crompton House will consistently apply our **LEARN** expectations

L Listen

Listen respectfully to all staff at all times
Listen respectfully to the opinions of others

E Engage

Be fully equipped and ready to learn
Fully participate with lessons
Engage with extra-curricular activities

A Attitude

Arrive on time
Find opportunities to be kind to and care for each other
Demonstrate a positive attitude towards lessons and each other
Show pride in behaviour, language, presentation, homework & uniform

R Resilience

Don't give up!
Always try your best!
Set yourself ambitious goals that provide challenge and growth

N No Negotiation

Follow all staff instructions
Follow the classroom seating plan & put hands up when contributing
Follow all whole school rules

Follow **LEARN** and Achieve Excellence

✓ Earn Crompton House Credits ✓

C1: FIRST WARNING >>> C2: SECOND WARNING >>> C3: EXIT & DETENTION >>> C4: ON CALL & REFLECTION

Loving God : Caring for Each Other : Achieving Excellence

Attendance

Is **90%**

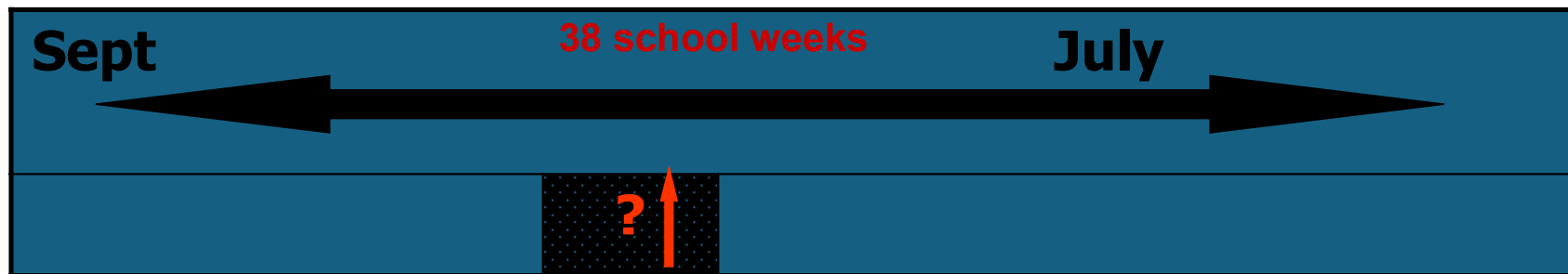
attendance

good?



90% attendance =
1/2 day missed every
week!!

1 school year at **90%** attendance =
4 whole weeks of lessons MISSED!!!



Absent for 4 weeks

90% attendance over **2** years of secondary school....

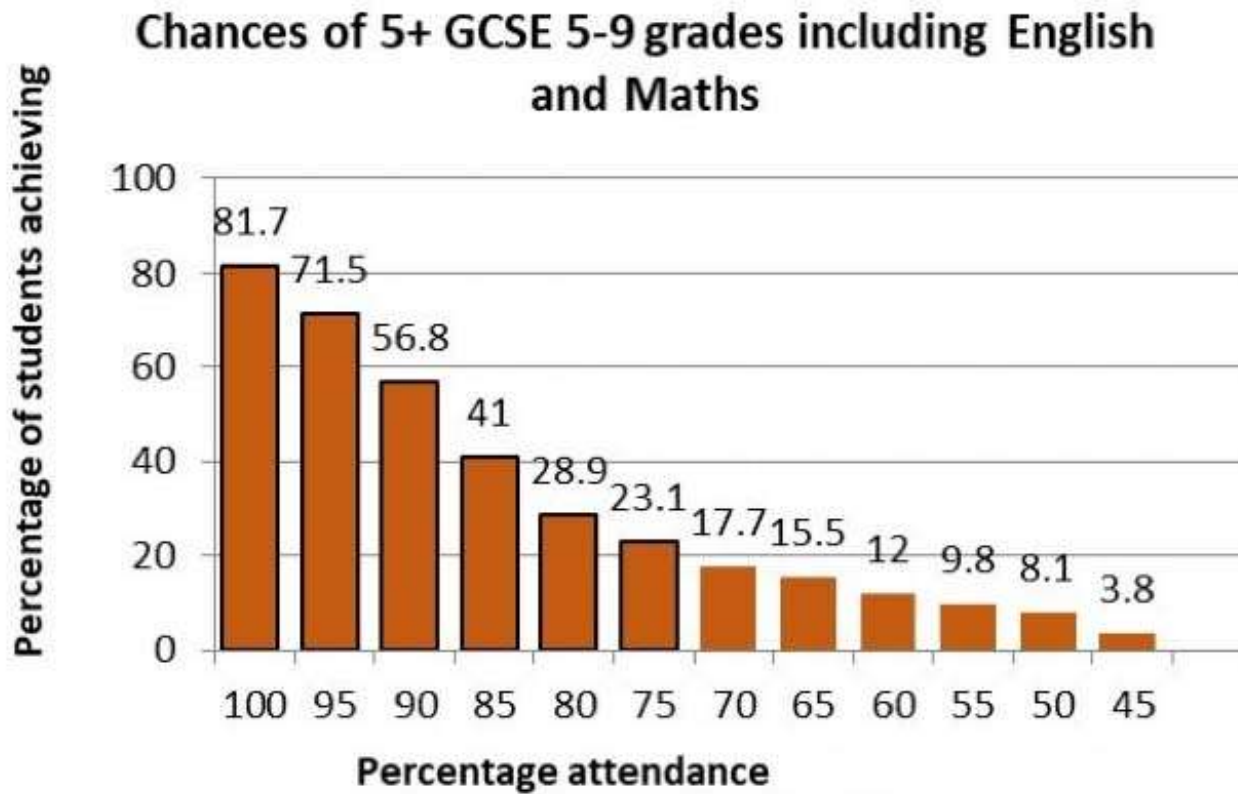
= **40 days** or **200 lessons** missed!

What's the impact of this...

Research suggests that **17 missed school days** a year = GCSE grade **DROP** in achievement. (DfES)

The greater the **attendance** the greater the **achievement**.

The data backs this up....





Standards

-Lates

-Appearance

-Behaviour for Learning

Lates

- **Friday detention** - 60-minute detention for students late to class five times in a week.
- For every subsequent late arrival, an extra 10 minutes will be added to the detention, capping at a maximum finish time of 5 pm.
- This system reinforces the importance of punctuality and encourages students to value their educational commitments.

Appearance

- **Shoes**- Correct shoes must be worn at all times
- **Skirts**- Must not be rolled and be knee length
- **Make-up**- No make-up is to be worn to school
- **Jewellery**- No jewellery is to be worn to school
- **Hair**- Must be a natural colour. No extreme haircuts.
- **Socks**- Plain, white socks with no frills.
- **Jumpers**- Plain black v-neck jumpers.

Behaviour for Learning Expectations of Students

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Loving God : Caring for Each Other : Achieving Excellence

Pastoral Care Matters



CROMPTON HOUSE

Wellbeing Charter - Students

Loving God : Caring for each other : Achieving Excellence

At Crompton House CofE School our intention is to ensure we have an enjoyable, rewarding, environment in which all students feel safe, valued, understood and accepted.

Pastoral Care Matters



This charter has been drawn up with the following principles in mind:

Take care of yourself.

Take care of others.

Take care of this school environment.

Pastoral Care Matters

We all have a responsibility to consider the impact we make on ourselves, others, and the school environment.

Be safe in our school environment.

Be kept safe from potential causes of physical, verbal, emotional and sexual abuse.

Have any special needs understood by the adults working with them.

Be given a voice to be listened to and responded to.

Be happy, learn and have fun within the school day.



Pastoral Care Matters



Pupils are encouraged to ...

Be proactive in looking after their own wellbeing

Make good choices to support their wellbeing, with the support of those around them.

Develop self-confidence.

Accept routines and activities that promote wellbeing, and develop independence where appropriate.



Students requiring urgent mental health, wellbeing support or ongoing regular help can find where to access the help listed below

SUPPORT IN SCHOOL

UNIVERSAL SUPPORT

- A Head of Year
- Head of Year in the Hub
- Inclusion Hub
- Assemblies by KOOOTH
- Mental health awareness day twice a year February and October
- PSHE Green Tuesdays Wellbeing and Mental health
- Be Well survey Years 9 and 10
- Subject Student Voices on T and L
- Happiness calendar on screens around school and updated monthly in newsletter
- Youth team - Student mental health ambassadors
- Peer mentors
- Mental health and well being literature in the library.
- Understanding Stress Course. Years 10 and 11
- Student Diversity group
- Youth club drop in on Friday lunch
- #writeasmile project

SELECTED SUPPORT

- 38 Mental health first aiders in school
- MHST – Mental Health Support Team Thursday
- TOG Mind - Anxiety Course
- Exam stress group
- TOG Mind - One to one appointments Thursday and Friday
- Anxiety Course Mondays 2.40pm - 3.30pm

TARGETED SUPPORT

- Signposting material for services around Oldham
- Oldham Brokage Service
- School Counsellor – 5 days a week



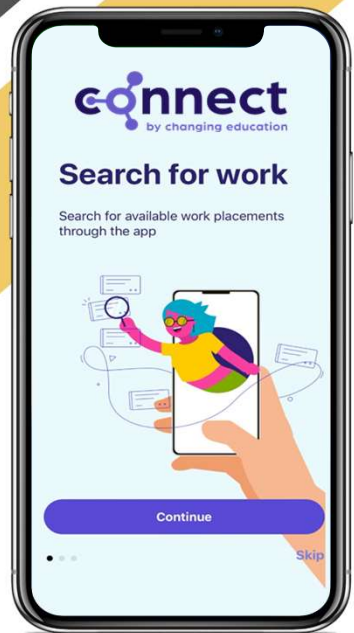
Exam Stress sessions being delivered in school
Email a.gadsby@cromptonhouse.org if you feel your child would benefit



Careers and Further Education Advice

- **Tuesday/Wednesday lunch time drop ins All in 6th Form**
- **October**
- **02/10/2024** Crompton House Sixth Form Open Evening
- **08/10/2024** Oldham College -vocation courses year 10-11
- **15/10/24** Hopwood Hall – vocational courses year 10-11
- **November**
- **05/11/2024** Creative Access college – Musical College also suitable for year 10-13s interested in FE and HE in Music
- **12/11/24** RAF year 10-13
- **19/11/24** The Manchester College year 10-11
- **20/11/24** Edge Hill University Drop In for year 10-13
- **26/11/24** Rochdale Training year 11
- **December**
- **03/12/2024** Race Ahead Training year 10-11 interested in Childcare
- **10/12/2024** Oldham Active year 11-13 interested in part time work or careers in sport.

Work Experience



Connect
Careers
Manager App

Download

Scan QR code

Fill in information

**16th December -20th
December**

**Students to find their own
placements**

**Any problems, see Mrs
Rourke in the Hub.**



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Access Arrangements

Mrs M. Newell

Assistant SENCO

What are access arrangements?

Access arrangements allow pupils with special educational needs, disabilities or temporary injuries to access the examinations. Examples of access arrangements include having access to a:-

- Reader/reading pen
- Scribe/writer
- Extra time
- Supervised rest breaks
- Word processor

In this way the exam boards will comply with the duty of the Equality Act 2010 to make reasonable adjustments.

Example:

A pupil who has been diagnosed with ADHD who finds it difficult to concentrate in the exams may require supervised rest breaks. If the rest breaks were not in place the pupil would be at a disadvantage towards the other pupils. This complies with the Equality Act and allows the pupil to fulfil their potential.

Who is eligible?

Access arrangements may be awarded on account of:-

- Cognition and learning needs
- Communication and interaction needs
- A medical condition
- Sensory and physical needs
- Social, emotional and mental health needs

Evidence

- Evidence may be provided by:
- CAMHS
- Registered Psychologist
- Medical Consultant
- Psychiatrist
- Speech and Language Therapist
- EHC Plan
- Other appropriate evidence

OR

Pupils can be assessed in school:

- Referrals can come from:
- Teachers
- Parents
- Pupils
- Outside Agencies

In order to be eligible, evidence will be gathered from the subject teachers. Then the pupil will be assessed by the access arrangements co-ordinator.

Reader/Scribe/Word Processor

A computer reader/reader, scribe or use of a word processor will be awarded on account of:-

- Learning difficulties
- Communication needs
- English as an additional language
- A medical condition diagnosed by a registered specialist
- Sensory and physical needs
- Social, emotional and mental health needs
- Illegible handwriting

Extra Time

To award extra time the needs of the pupil must be determined by one of the following:-

- A current EHC Plan
- A learning difficulty
- In the case of a learning difficulty, two standardised scores, below 85, must relate to two different areas of speed of working as below:-
 - Speed of reading and writing
 - Speed of reading and cognitive processing
 - Speed of writing and cognitive processing
 - Two different areas of cognitive processing

Need more information?

This is not a comprehensive list of available access arrangements.

If you would like more information you can send me an email:

[m.newell@cromptonhouse .org](mailto:m.newell@cromptonhouse.org)

Or see me at the back of the hall tonight.

Thank you for listening!!



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Conclusions
Mr D. Slack
Associate Deputy Headteacher