

Thanks for Joining Us

1. Welcome from the Headteacher
2. Progress and Homework
3. Behaviour for Learning
4. Success in English
5. Success in Mathematics
6. Success in Science
7. PSHE

Year 11 Outcomes

In Pursuit of Excellence

Proud to Belong



In Pursuit of Excellence

Proud to Belong

	Grade 4+				Grade 5+				Grade 7+			
	2021	2020	2019	2018	2021	2020	2019	2018	2021	2020	2019	2018
English & Maths basics	73%	66%	59%	56%	53%	37%	31%	35%	19%	9%	9%	8%
Maths	75%	69%	65%	68%	59%	44%	36%	46%	25%	15%	14%	13%
English (best)	83%	82%	68%	62%	66%	55%	53%	46%	32%	16%	18%	14%
English Language	78%	76%	62%	58%	61%	52%	47%	38%	30%	14%	15%	10%
English Literature	82%	76%	65%	58%	63%	43%	50%	40%	25%	12%	16%	12%
2 sciences	61%	70%	67%	64%	44%	48%	48%	41%	22%	13%	10%	9%

Carr Hill High School

Overview

KS4 Attainment 2021 · Actual results

222 pupils

Attainment 8 (Overall)

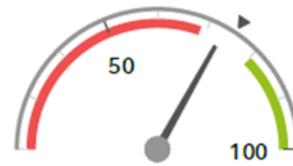
5.2 ↑



In line with the national average (5.2) ◀

% English & Maths (Grade 4+)

73%



In line with the national average (75%) ◀

There is 'a strong and proactive safeguarding culture at Carr Hill' (Local Authority Safeguarding Audit November 2020)

The school maintains a clear vision that all pupils should achieve, across the broad spectrum of the Secondary curriculum. All staff buy in to that commitment, irrelevant of whether a pupil has SEND or not. (Local Authority SEN Audit December 2020)



Pupil Premium Review

In summary, I wish to thank all contributors to this review process, not least the pupils, who communicated respectfully, positively and with depth about their learning. It is clear there is an evolving culture change in mindset about PP pupils from the pupils themselves resulting from changes in approach from key staff, in particular the impact of the focus on Quality First Teaching and more targeted strategy around engagement in learning with the required adaptations to teaching pedagogy.

Morning line up routines are calm and orderly. There are very high expectations of uniform and social behaviours.

Similarly, behaviours for learning were (today at least) exemplary and pupils spoken with unanimously wanted to show loyalty to 'their' teachers and 'their' school. If this is a true reflection of the pupils' daily attitude to staff and learning, then there has truly been a positive impact of PP strategy over the last 2 years.



When describing the staff culture, the IQM Coordinator states that they are “working very hard to allow every one of our young people to pursue excellence in all that they do”. They want their students to “be committed to being the best they can be, to have ambitious goals for themselves and their future; to look for solutions to problems and learn from mistakes rather than giving up; and to develop a deep sense of for themselves, others, the school and the wider community”.

‘I only witnessed good or better behaviour across the school during lessons and during unstructured times.’



I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded IQM's Inclusive School Award and be reassessed in 3 years' time.

I am confident that the recent changes made to leadership structures, along with changes to staffing in core subjects, will lead to excellent outcomes and outstanding inclusive practice.

The curriculum at Carr Hill High School is fully inclusive and personalised to individual needs. There is lots on offer to ensure all students can pursue their interests at appropriate levels for them.

I therefore recommend that the school applies to be assessed as Centre of Excellence in one year's time. I will arrange for the Headteacher and IQM Coordinator to visit an IQM Centre of Excellence school to find out what it entails and observe best practice.

Targets and keeping track of progress

Performance in year 11	PATHWAY
7-8	BOOST
6-7	CORE 1
4-5	CORE 2
3-4	FOUNDATION

Reports

- Two reports per year, one in December and one at the end of the year.
- The report will include information on their behaviour for learning in each subject and whether or not they are making expected progress in their subject.
- Parents evening for year 8 is January 13th.

Homework

- Encourages good habits of independent learning and private study.
- Allow students to prepare for class.
- Allows students to demonstrate application of knowledge, understanding and skills.
- Encourages parental involvement.
- KNOWLEDGE organisers

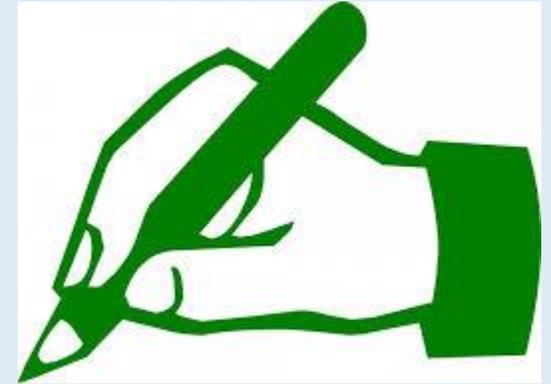
The purple pen of progress....

Gives you the power to:

- Respond to teacher feedback.
- Improve the quality of your work.
- Make progress and aspire to be the best you can be.



Feedback



Homework expectations

- No homework timetable gives teachers flexibility.
- Homework set via Synergy, which students and parents have access to.
- On average, students in Year 8 receive a minimum of:
- 60 minutes per week in Mathematics, English and Science.
- 30 minutes per week in Geography, History and Languages.
- 30 minutes per fortnight in Art, Computing, Performing Arts, RS and Technology.
- We expect homework to be completed to the best of a student's ability every time.

Homework Club

- Every day in the library.
- Access to computers, printers, books, resources.
- Staffed.
- Open until 4:30pm and 4:00pm on a Friday

School Synergy

- Click on the useful links at the bottom of the homepage of the website.
- Students need to log into synergy to find homework
- Students should also log into synergy to find lesson work if they are absent

USEFUL LINKS

Office 365

Home Access+

[School Synergy](#)

Online Payment

SEN and Local Offer

Remote Access

GCSE/BTEC Sportswear

Book Room/Resource

Facilities Hire

Ofsted Parent View

Accelerated Reader

Acc Reader Book Finder

GCSEPod

Librosoft

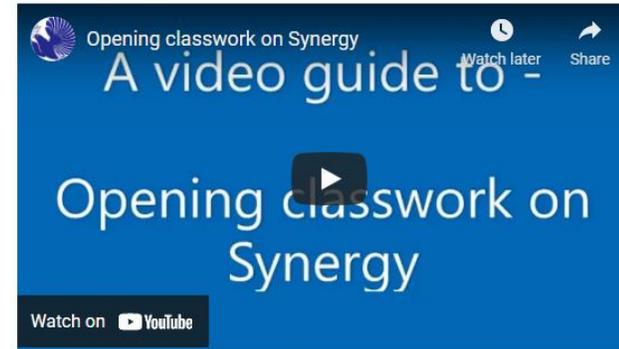
School synergy

- Information and video guides can be found under the parents tab on the website
- Parents – school synergy

Accessing Synergy on a computer

Please find below some quick videos which show you how to access Synergy, view Lessons and Classwork, and upload completed work onto Synergy.

Opening classwork on Synergy



Uploading completed work to Synergy



Behaviour for Learning

Be Present

at all lessons, mentor times & assemblies.

Be Punctual

to all lessons, mentor times & assemblies.

Be Positive

in your work ethic, attitude and approach.

Be Polite

by respecting everyone and everything; travel around the school safely.

Be Proud

to belong to Carr Hill, your College and take pride in yourself, your uniform and achievements.

Be Prepared

to learn with your equipment, your books and phone off and away.

Behaviour For Learning

In Pursuit of Excellence

Proud to Belong

‘Be the very Best version of you’

In Pursuit of Excellence

Proud to Belong



Attendance – 98% or above

- 95% attendance = $\frac{1}{2}$ a **day** of lessons missed every two weeks
- 95% attendance – **TWO** weeks of lessons missed each year

Resilience



- This year will be hard; there will be ups and downs
- It is how we respond to challenges and set-backs that determines how successful we will be
- Those who continue to work hard despite challenges will do well. Those who give up and stop trying will not.
- Parents, we need you to keep encouraging your son/daughter to keep going and never give up!

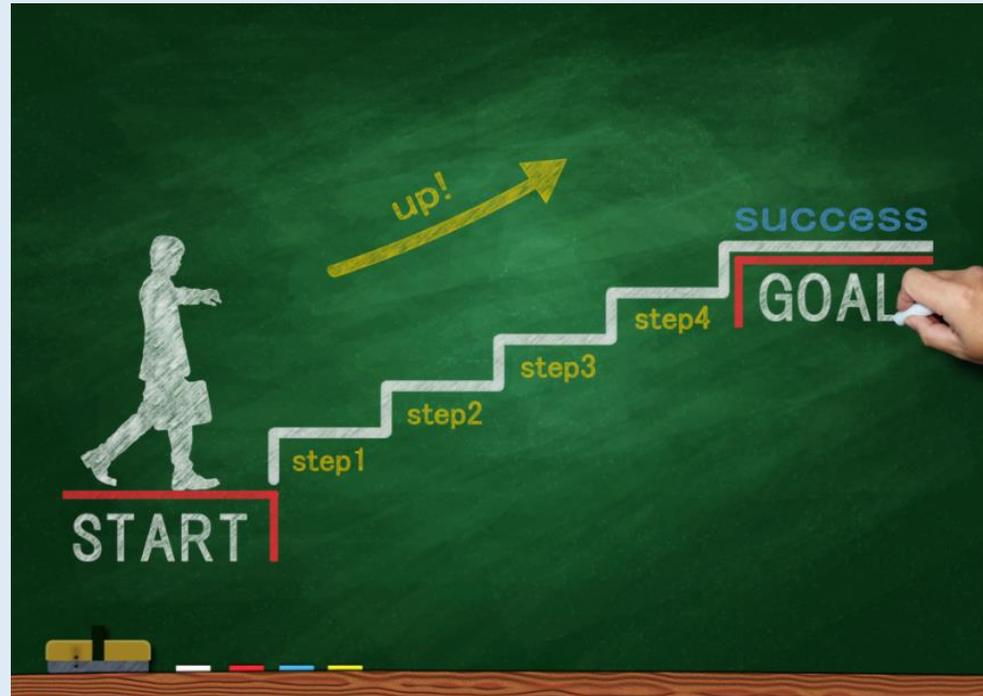
Commitment



- Teachers – committed to supporting our students to fulfil their potential, to giving them as much support and guidance as possible to help them achieve their goals.
- Students – the real effort and commitment must come from you. At least 5 hours of work at home each week. Maximum effort in all classwork and homework. No excuses – these are **your** results and **you** have to work hard for them.
- Parents – we need you to make sure the extra work at home is happening. All students need a quiet space to study, free from all distractions (especially electronic devices).

Aspiration

- We want our students to set high targets for themselves.



Respect



- Students:
- Respect your teachers – listen carefully in class, follow advice given in feedback, stick to deadlines, be polite, acknowledge how hard teachers are working to support you.
- Respect your parents – they are going to nag you because they want the best for you! – Tough Love!
- Respect yourselves – try your best, behave sensibly, give it your best shot.

Respecting yourself also means looking after yourself



- There will be ups and downs, tears, frustration, panic, self-doubt etc. etc.
- Working hard is essential, but so is self-care
- Homework and revision must be a priority, but this should be balanced with exercise, healthy eating and time for hobbies, friends and family.
- Please let us know if you are not feeling ok .

Behaviour for learning

- **Present** – Being both physically present in class and mentally in the room and ready to learn.
- **Punctual** – 5 minutes lateness to every lesson in a day costs 25 minutes of learning. Over a week, that's over 2 hours of learning lost. Over a term, almost 30 hours lost.
- **Positive** – This year will be tough with some knocks and set-backs. Resilience and positivity needed.
- **Polite** – Staff at school expect manners and courtesy from students as an absolute minimum. Students should also be polite to each other. Always.
- **Proud** – Proud of our school community and proud of ourselves.
- **Prepared** – All books and equipment. Prepared for all assessments and PPEs.

Reward Systems:

- Positive behaviour points - these are issued on a daily basis to recognise achievement across the school and are recorded.
- On a half termly basis student positive behaviour points will be counted and recognised through Year Group Celebration Assemblies.
- Faculty rewards – positive text messages, praise post cards, telephone calls, verbal praise.
- End of year Celebration Events

	Points	Badges		Points	Badges	
	100	★		2100	● ★	
	200	★ ★		2200	● ★ ★	
Year 7	300	★ ★ ★		2300	● ★ ★ ★	Year 11
<i>Aspirational Badges</i>	400	★		2400	● ★	<i>Aspirational Badges</i>
	500	★ ★		2500	● ★ ★	
	600	★ ★ ★		2600	● ★ ★ ★	
	700	★ ★		2700	● ★ ★	
Year 8	800	★ ★ ★		2800	● ★ ★ ★	
<i>Aspirational Badges</i>	900	★ ★ ★		2900	● ★ ★ ★	
	1000	★		3000	● ★	
	1100	★ ★		3100	● ★ ★	
	1200	★ ★ ★		3200	● ★ ★ ★	
Year 9	1300	★ ★		3300	● ★ ★	
<i>Aspirational Badges</i>	1400	★ ★ ★		3400	● ★ ★ ★	
	1500	★ ★ ★		3500	● ★ ★ ★	
	1600	★ ★		3600	● ★ ★	
	1700	★ ★ ★		3700	● ★ ★ ★	
Year 10	1800	★ ★ ★ ★		3800	● ★ ★ ★ ★	
<i>Aspirational Badges</i>	1900	★ ★ ★ ★		3900	● ★ ★ ★ ★	
	2000	●		4000	● ●	

★ Bronze ★ Silver ★ Gold ● Platinum

Behaviour for Learning - The Choice System

Grade 2 – Resistant

- Repeated refusal to work, needs reminders to be brought back on task. Makes poor choices.
- Repeated failure to follow instructions or classroom expectations
- Continued negative impact on the learning environment
- Continued lack of effort and motivation
- **Refusal** to engage with feedback

Outcome
Negative Behaviour Point

4 occasions of a grade 2 or 3 in a week = 30 minute detention

Grade 1 - Not possible to continue teaching with student in the room due to disruption and so student timed-out to another classroom. Same day detention

Grade 3 - Reluctant

- Distracting others
- Initial refusal to work
- Does what is asked to a minimal standard
- Shows insufficient effort to achieve full potential.
- Lack of care with presentation
- Doesn't always act on advice to improve work
- Doesn't persevere with challenges
- Takes a passive role in group work

Outcome
Warning

Grade 4 - Focussed

- Hard working and engaged
- Makes a positive contribution to the learning environment
- Notable effort put into work
- Care is taken with the presentation of work
- Responds positively to advice to improve work
- Responds positively to challenges and shows resilience
- Contributes positively to group work
- Follows classroom expectations

Outcome
Verbal Praise

Reward activities and events

Grade 5 - Outstanding

- A sustained positive impact on the leaning of others
- Shows leadership in lessons
- High quality presentation enhances work.
- Takes a leading role in group work
- Pro-actively responds to feedback
- Demonstrates independent learning especially through wider reading and research
- Consistently displays curiosity and a love of learning

Outcome
Positive behaviour point

How can you help?

- All students need a desk and a quiet space to complete homework and to revise.
- Homework needs to be completed each night and is set on Synergy each day. Students need to regularly read over class notes.
- Effective learning involves self-testing – can you test your son/daughter on what they have learnt in class to make sure that it has gone in?
- Take an active interest in their learning and ask them to tell you what they have learnt each day.
- Students should be spending at least 5 hours per week on homework and revision.
- Encourage them to be inquisitive and to read around their work to encourage a deeper knowledge and understanding
- Encourage them to be ambitious – they are capable of anything with hard work and support!

SEND

Every teacher is responsible for every student.

To continue to promote inclusion the first point of contact for any student is the mentor or class teacher.

However if you have a specific concern regarding a barrier to learning etc. The SENCO does do drop in clinics. These are advertised on the school website.

If times are inconvenient, please call and we can set up a meeting at a more convenient time.

Access Arrangements

A number of parents will be sent details of screening for Access Arrangements towards the end of year 9.

Students on the SEND register are automatically screened.

A number of students screened are not on the register, they may be screened at the request of a member of staff.

All students of all abilities can qualify for Access Arrangements.

Please remember there is always a chance that a student screened may not make the criteria to qualify.

Expectations:

Behaviour for Learning

Be Present 
at all lessons, mentor times & assemblies.

Be Punctual 
to all lessons, mentor times & assemblies.

Be Positive 
in your work ethic, attitude and approach.

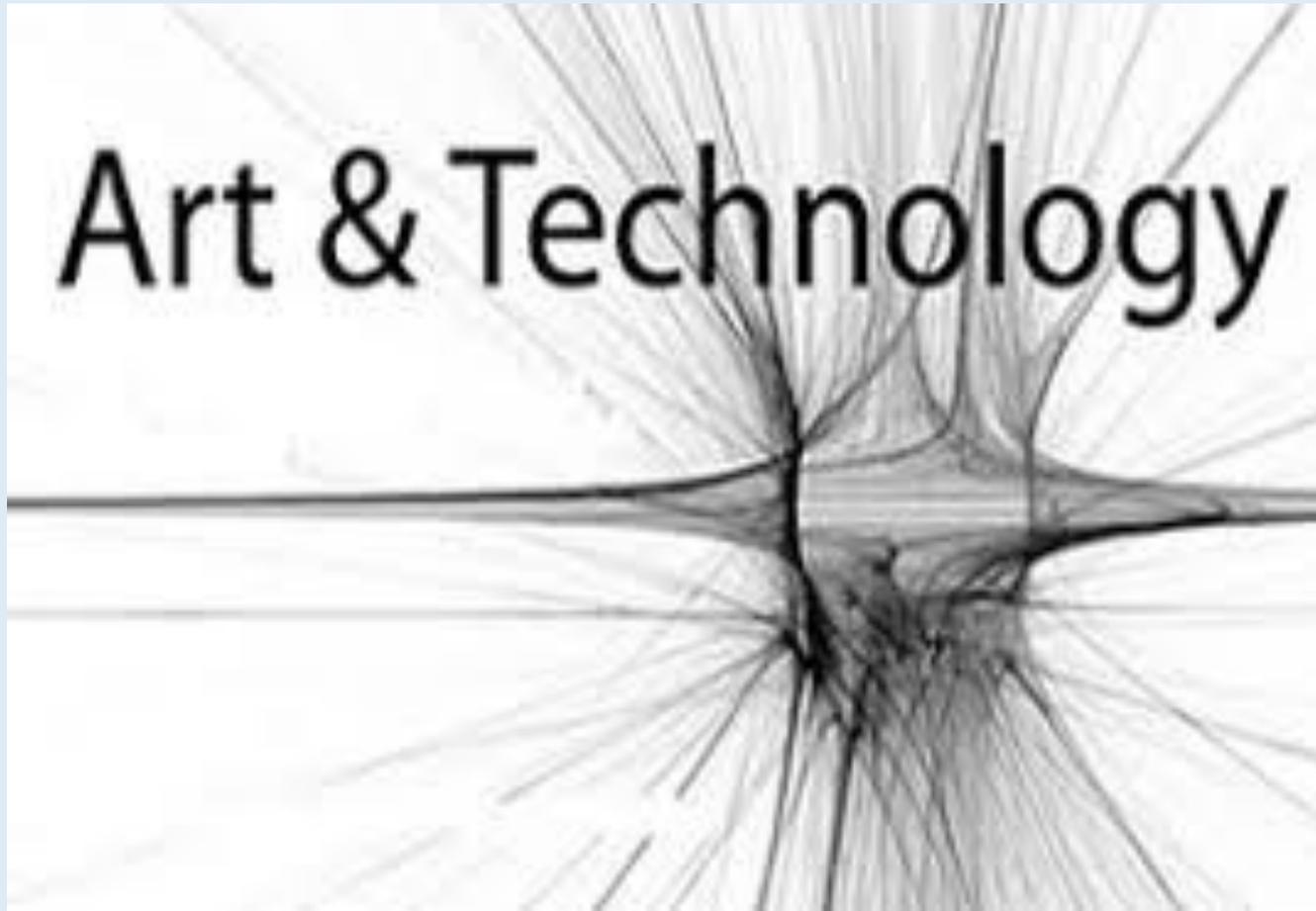
Be Polite 
by respecting everyone and everything; travel around the school safely.

Be Proud 
to belong to Carr Hill, your College and take pride in yourself, your uniform and achievements.

Be Prepared 
to learn with your equipment, your books and phone off and away.

In Pursuit of Excellence

Proud to Belong



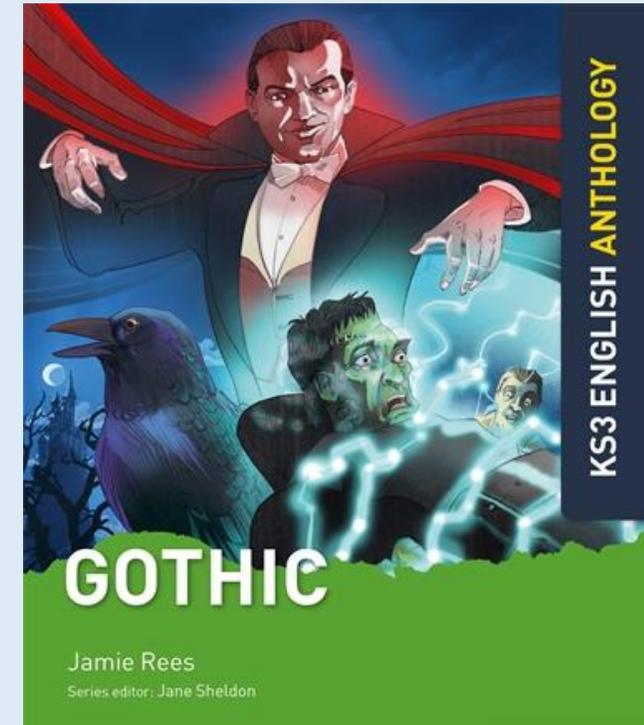
- £5 contribution for materials
- Online payment
- Cash at the finance office



English

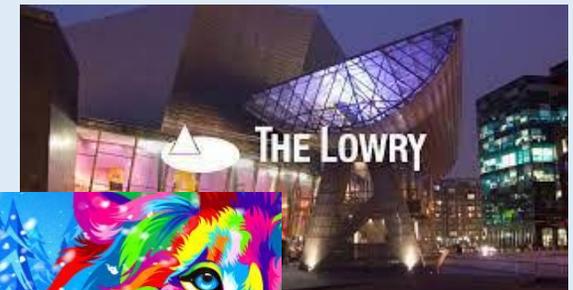
The Year 8 Course

- The year 8 English course consolidates and develops skills taught at KS2 and year 7 whilst preparing students for forthcoming GCSE English and Literature study.
- Reading: Students read a range of fiction and non-fiction texts including contemporary and pre-twentieth century texts. They learn to develop the skills of analysis.
- Writing: Students practise a variety of writing styles and there is a focus on improving technical accuracy – spelling, punctuation and grammar.
- Spoken language: Students use talk for learning and learn debating skills.



Extra-curricular Activities

- In addition to this curricular work, the English department offers a range of extra-curricular activities and competitions to encourage students to write for different audiences and to promote a love of literature and reading.
- Activities include:
 - Creative Writing Club – Tuesday lunchtimes
 - English Homework Club – Wednesday after school
 - National Poetry Day
 - Book Week
 - A theatre trip



Accelerated Reader

- Accelerated Reader is a computer program that helps teachers manage and monitor children's independent reading practice.
- Your child picks a book at their own level and reads it at their own pace. When finished, your child takes a short quiz on the computer.
- Students have one lesson each fortnight in the HUB library.
- You will be sent a username and password for AR Home Connect where you can view what your child is reading and how they do when they take a quiz.



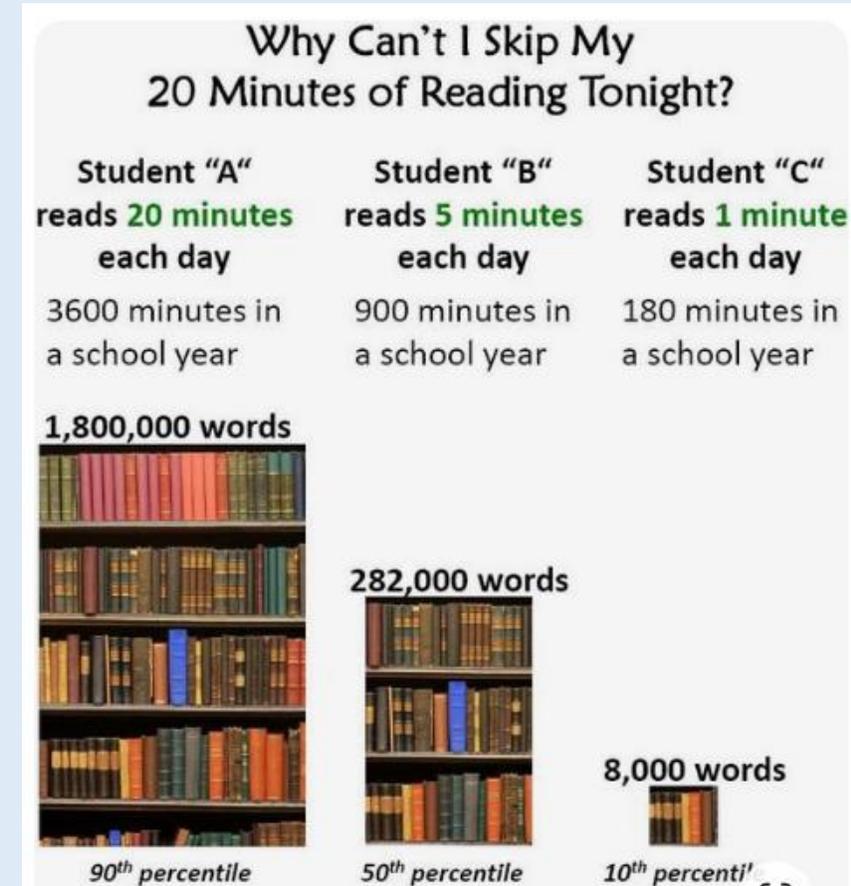
Bedrock

- Students will also be using **Bedrock Vocabulary**.
- This is an online vocabulary and reading programme which teaches the language needed to succeed at school.



Parents and Carers

- You can help to support your child by encouraging regular and wide reading.
- Regular reading impacts on comprehension and writing skills as well as helping your child to become an independent learner.
- Thank you for encouraging your child to complete such tasks regularly as on-going homework.
- Homework is set regularly via Synergy.



Should you have any queries, please contact either:

- Mrs M Aspden - Faculty Leader
- Ms C Fry – Assistant Faculty Leader
- Mrs K Gardner – Assistant Faculty Leader



Mathematics

Mathematics in Year 8

- Algebra, number, ratio, geometry and statistics building on the work in year 7.
- Learn the skills to enable problem solving.
- Each fortnight, one lesson will be used for students to spend time preparing for and then completing a knowledge check.
- Differentiated target classwork and homework will be given to students from these results.
- If a student still appears to have gaps in knowledge the Mathematics Intervention Mentor will provide support.

How can parents/carers help?

- Be positive
- Encourage your child to be positive
- Encourage your child to be resilient
- Encourage your child to ask for help
- Ensure your child has the correct equipment for lessons

What support is available?

- Their classroom teacher (at the appropriate time).
- Thursday lunchtime room 4.
- The Maths office.
- Their mentor.
- Web based resources – Hegarty Maths



Reminders

We recommend you
back your maths book

On your desks should be:

Your pens: **Blue**/Black, **Red** and **Purple**.

Maths Book.

Planner.

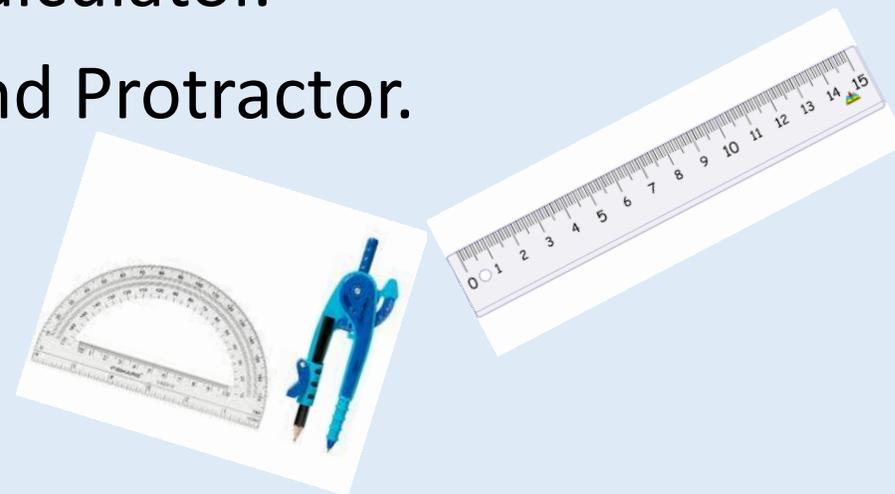
Calculator.

Geometry Equipment: Ruler, Compass and Protractor.

At the start of each lesson:

Rule off from the previous lesson.

Always write 'cwk' and the date and underline both.



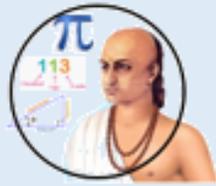


- Hegarty maths is a web based resource with hundreds of help videos with corresponding tasks.
- Each student has their own login details and home page.
- Staff will provide each student with a Hegarty homework book.
- Students complete a series of Hegarty homework clips to improve retention of topics covered in lessons.



This only applies to positive behaviour points earned in Maths.
It will be calculated each half term.

Can you collect all the Maths badges?



Aryabhata



Ada Lovelace



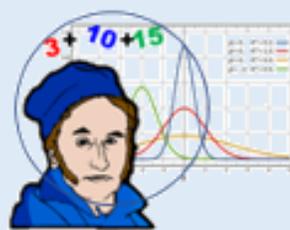
Alan Turing



Leonhard Euler



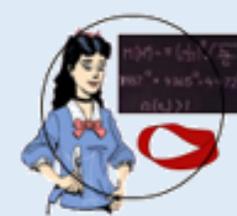
Florence Nightingale



Carl Gauss



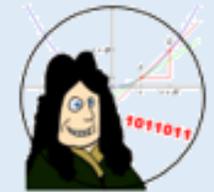
Sir Isaac Newton



Sophie Germaine



Euclid



Gottfried Leibniz

Year	Badge	Rene Descartes	Florence Nightingale	Euclid
7	Merits	50	100	200
	Badge	Aryabhata	Carl Gauss	Ada Lovelace
8	Merits	50	100	200
	Badge	Pythagoras	Sophie Germain	Sir Isaac Newton
9	Merits	50	100	200
	Badge	Gottfried Lieb niz	Alan Turing	Leonhard Euler
10	Merits	50	100	200



Pythagoras



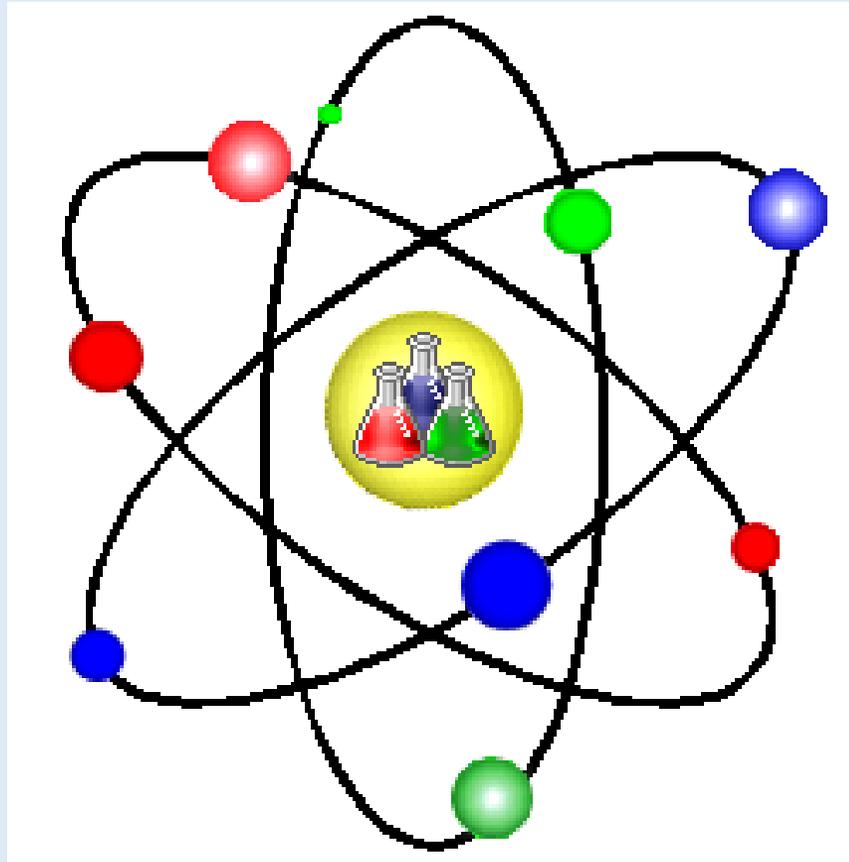
Rene Descartes

Revision Guides



Should you have any queries, please contact either:

- Mr J Myers- Faculty Leader
- Mrs L Potts – Assistant Faculty Leader
- Mr L Topping – Assistant Faculty Leader



Science

Year 7 Structure: the 10 Big Ideas

Topic	Number of lessons
Unit 7B1 – Organisms (Movement and Cells)	10(2)
Unit 7B2 – Ecosystems (Independence, Plant reproduction)	9(2)
Unit 7B3 – Genes (Variation and Human Reproduction)	9(2)
Unit 7C1 – Matter (Particle Model & Separating Mixtures)	15(2)
Unit 7C2 – Reactions (Metals/Non Metals, Acids/Alkalis)	13(2)
Unit 7C3 – Earth (Earth Structure and the Universe)	12(2)
Unit 7P1 – Forces (Speed and Gravity)	7(2)
Unit 7P3 – Energy (Energy Costs and Energy Transfer)	7(2)
Unit 7P4 – Waves (Sound and Light)	11(2)

In Science lessons students will:

- Do practical work where possible.
- Extend and develop Maths skills so will need a calculator.
- Meet new words that they will have to remember the meanings of that are Science specific and use the words from the Academic Word List that they need to understand for all subjects.
- Explore the 10 Big ideas about Science through investigation and research.



Lessons, Resources, Assessment,
and Kerboodle Books

[What is Kerboodle?](#)

Username/Email

jbloggs

Password

••••••

Institution Code

cw3

Remember me

Log in

[Trouble logging in?](#)





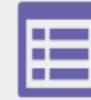
LESSONS

Ready-to-go lesson presentations, with linked resources and teacher notes



RESOURCES

A collection of resources for use in the classroom or at home



ASSESSMENT

A bank of assessment materials to test knowledge and understanding



MARKBOOK

View work and results, track progress and more



DIGITAL BOOK

Online versions of the Student Books for display and annotation



USER MANAGEMENT

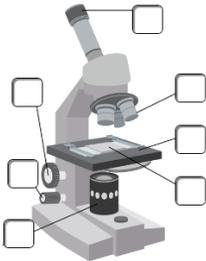
Create and organise teaching groups for this course, and invite more teachers to Kerboodle

B1.1 Interactive: The world of the microscope

Use the key and drag the numbers to the correct place on the microscope diagram.

Key: 1 = coarse adjustment knob, 2 = slide, 3 = ocular lens, 4 = light source, 5 = stage, 6 = fine adjustment knob, 7 = objective lens.

2 5 7 1 3 4 6



B1.1 Interactive: The world of the microscope

Select the correct words for each gap.

Light microscopes are relatively and can be used almost anywhere.

They use a beam of to form the image of an object. They may magnify things several times.

Electron microscopes use a beam of to form an image and can magnify objects up to around two times. Transmission electron microscopes give 2D images but magnification and resolution. Scanning electron microscopes give 3D images magnifications.

Reset

Acknowledgements
© Oxford University Press 2016

< Back

2 of 2

Check answers

Should you have any queries, please
contact either:

Miss C North - Faculty Leader

Mr S Jones – Assistant Faculty Leader

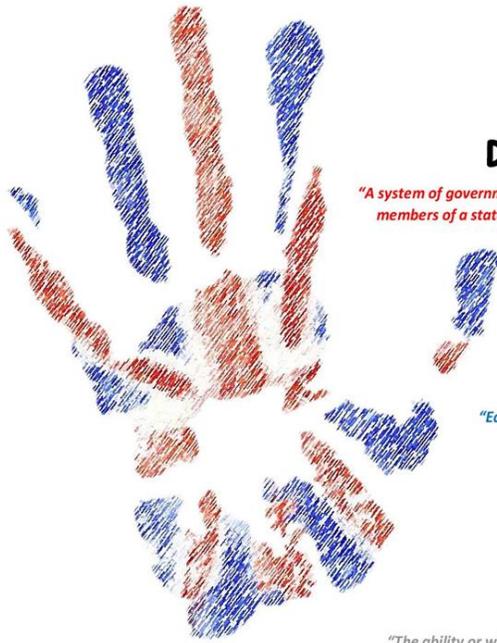
Mrs R Rothwell – Assistant Faculty Leader

Year 8 PSHE

Intent:

- To provide opportunities for students to develop the knowledge, skills and attributes they need to manage their lives, now and in the future.
- To provide knowledge and skills that enable students to become healthy, independent and responsible members of a society.
- To give our students opportunities to learn about rights and responsibilities and appreciate what it means to be a member of a diverse and multicultural society.

The key British Values lie at the heart of all we do and all students transpose these values into their books at the start of the academic year and make reference to them at the end of each half term, demonstrating which values have a clear link to the topic studied.



Fundamental British Values

Democracy
"A system of government by the whole population or all the eligible members of a state, typically through elected representatives."

Rule of Law
"The restriction of the arbitrary exercise of power by subordinating it to well-defined and established laws."

Individual Liberty
"Each of us having the freedom to make our own choices and do what we want; within reason."

Mutual Respect
"The understanding that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own on others"

Tolerance
"The ability or willingness to tolerate the existence of opinions or behaviour that one dislikes or disagrees with."

Within our PSHE provision will also ensure the national statutory requirements are covered which include:

Statutory Health and Mental Wellbeing Education

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Statutory Relationships and Sex Education

- Families
- Respectful relationships, including friendships
- Online media
- Being safe
- Intimate and sexual relationships, including sexual health

Additional topics studied in PSHE:

- . Citizenship
- . Careers and Employability Skills
- . Personal Finance
- . Enterprise
- . Gangs
- . Knife Crime

What do you do if you need help?

- Speak to your Mentor / Head of Year / Pastoral Support Manager / any member of staff
 - www.zumos.co.uk
 - www.kooth.com
 - www.lancashiremind.org.uk
- Parents/carers – please check the school website under parents > safeguarding resources
 - [Safeguarding Resources | Carr Hill High School \(carrhillschool.com\)](http://carrhillschool.com)



We want to all students to have access
to a happy and safe learning
environment where they can thrive to
achieve great success in the future.