

'Learning to Shape the Future'

Year 10 Information Evening

Monday 16th September 2024



Curriculum

Mr Cummins: Headteacher



Upton-by-Chester High School

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Curriculum

- Builds on Key Stage Three.
- Is designed to support learners to know more and remember more over time – This is crucial.
- Is about knowing the subject holistically...as well as supporting them in examinations.
- Is made up of examinable areas and other areas.



Curriculum Map

Subject	Number of periods per fortnight (1 hour lessons)
English (Lang and Lit)	9
Mathematics	8
Science	9
PSHE	1
Religious Studies (Core)	1
Physical Education	2
History or Geography	5
French or Spanish	5
Options	5 periods per option.



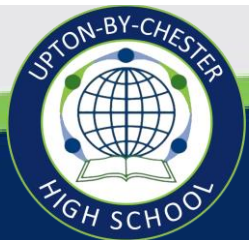
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Curriculum Map

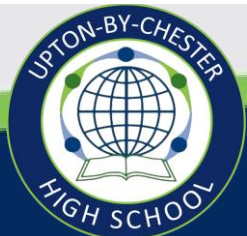
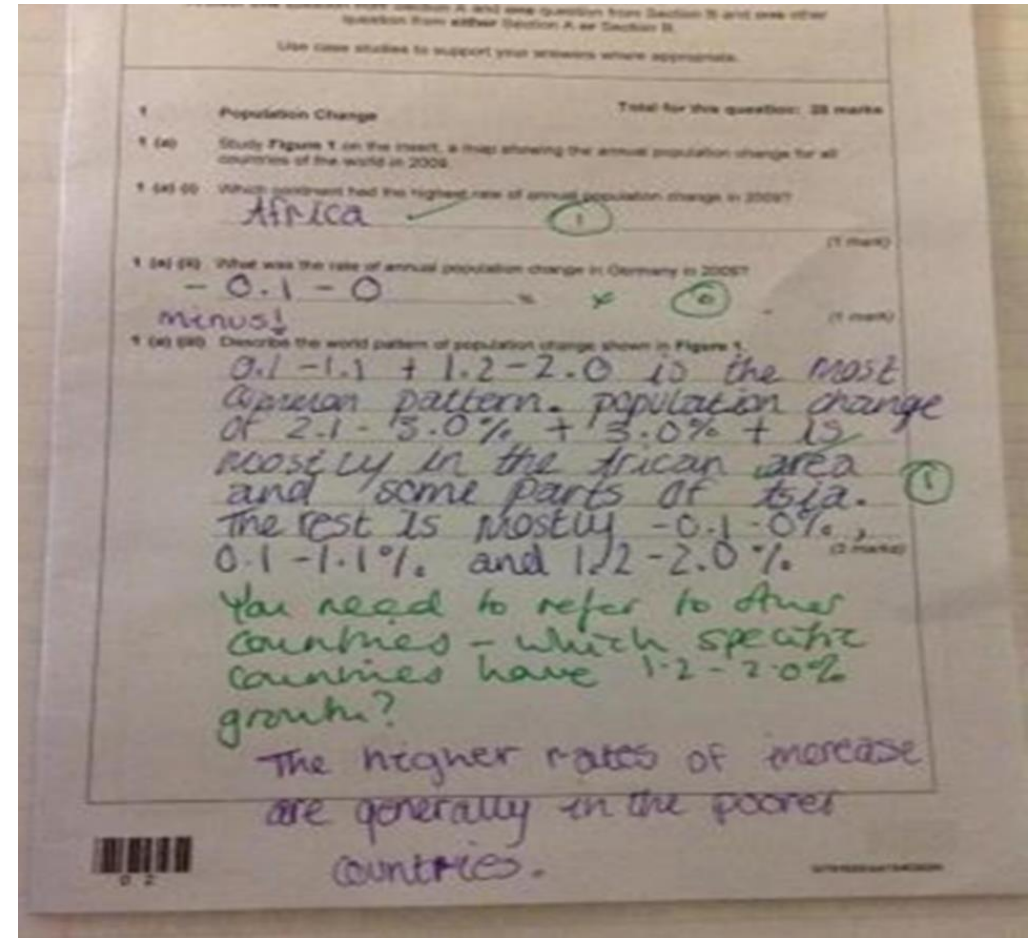
Our curriculum also covers the following in an age-appropriate and sequenced way, commensurate with learners' levels of maturity.

- Relationships and sex education, and health education (secondary schools)
- Spiritual, moral, social and cultural development
- British values
- Careers guidance

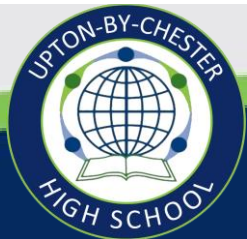
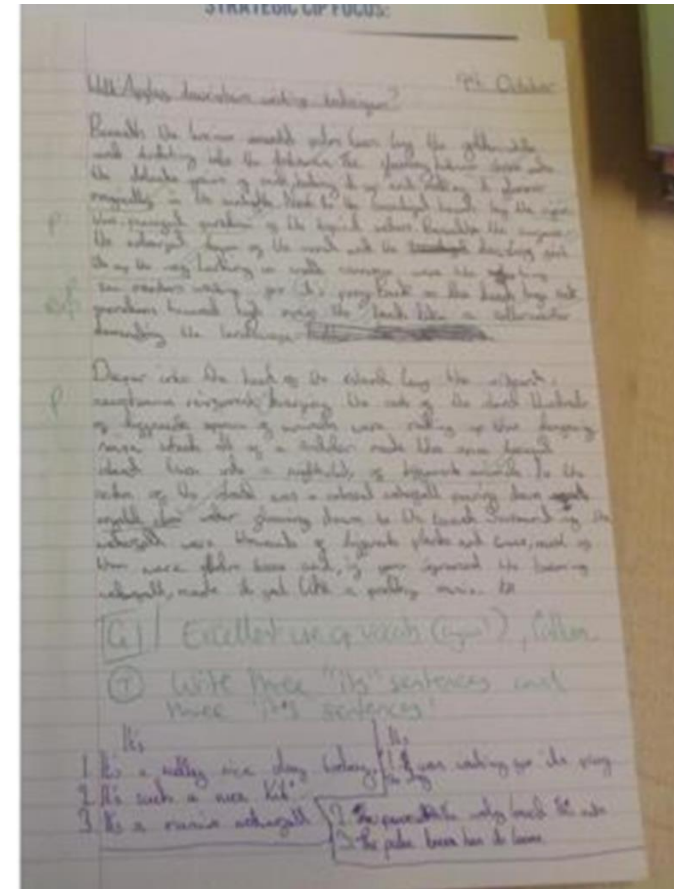
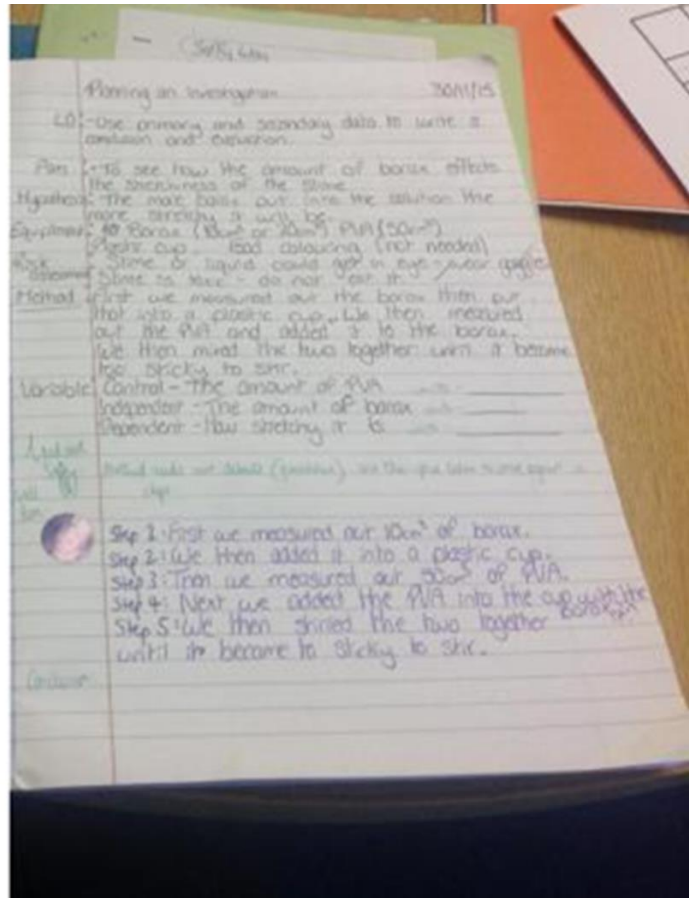


Marking and Feedback

- Verbal feedback
- Learners respond to improve the work or develop knowledge further in purple
- Periodic written feedback in green
- Tests/assessments
- Literacy codes
- Presentation of work

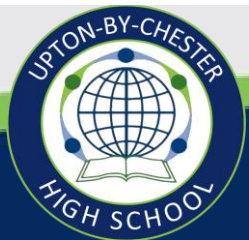
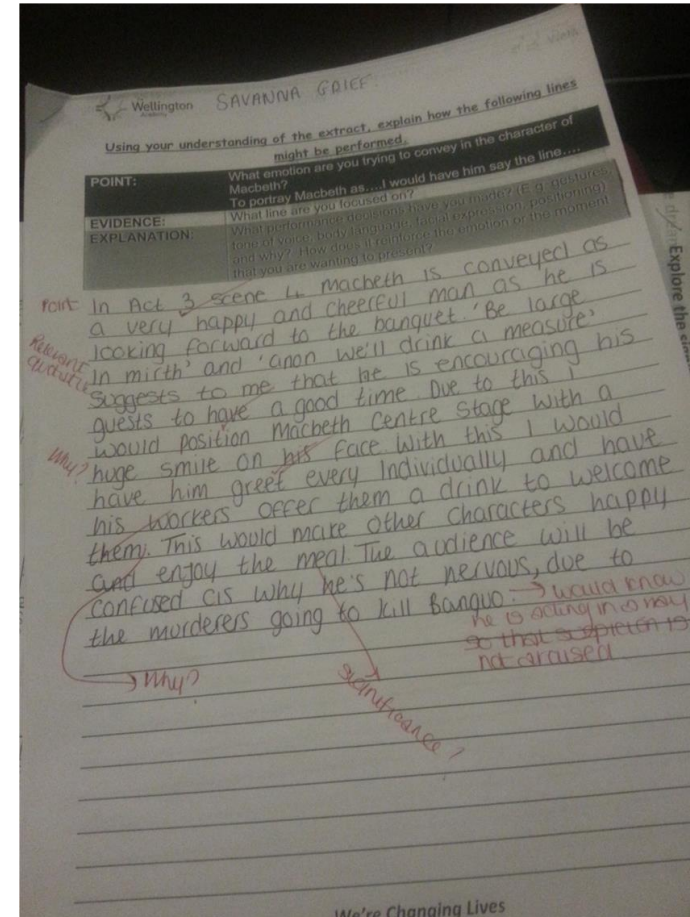


Marking and Feedback



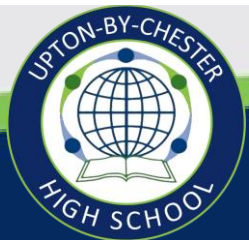
Marking and Feedback

Live Feedback



How to support your children with learning

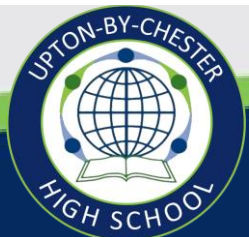
- Know that your support matters.
- Help them to organise themselves – (Day and Homework and planning)
- A space to learn and the equipment that they need including revision guides.
- Set yourself some involvement boundaries.
- Contact school if you have any questions.



Research shows that regular completion of homework at secondary school can improve learners' progress by up to 5 months (Education Endowment Foundation 2023).

Learners whose parents/carers stay involved in school:

- Have better attendance and behaviour,
- Get better grades,
- Demonstrate better social skills
- Adapt better to school.



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Communication

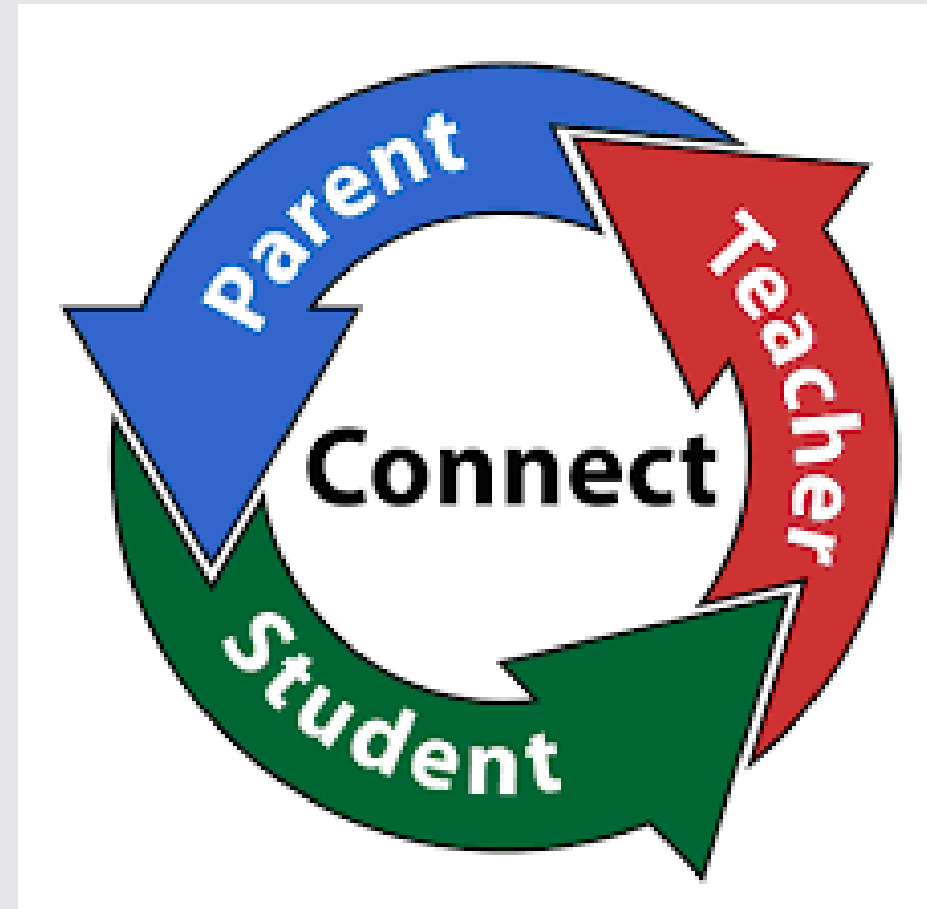
Mr Cummins



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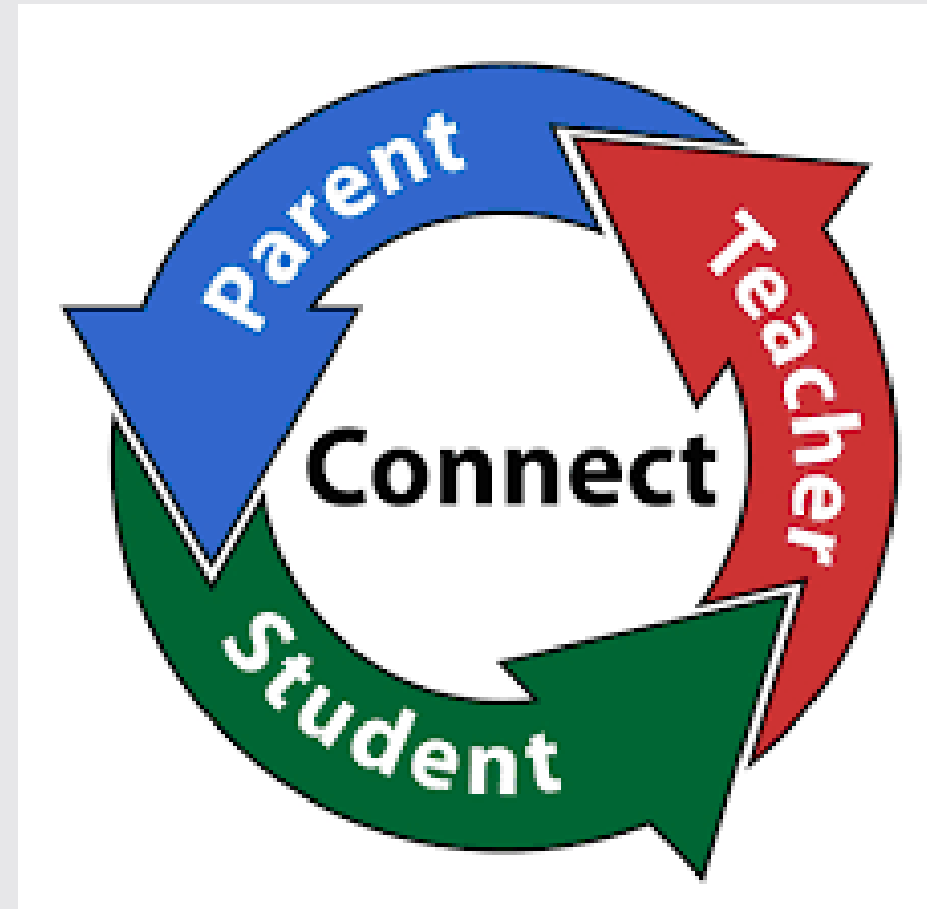
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Support and Challenge



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- Information evenings throughout the year.
- Parents' Evening
- 3 x reports – 2 progress and one full.
- Contact with Form Tutor, Head of Year and Pastoral Support Manager (48 hours)
- Planners for communication.
- Director of Key Stage.

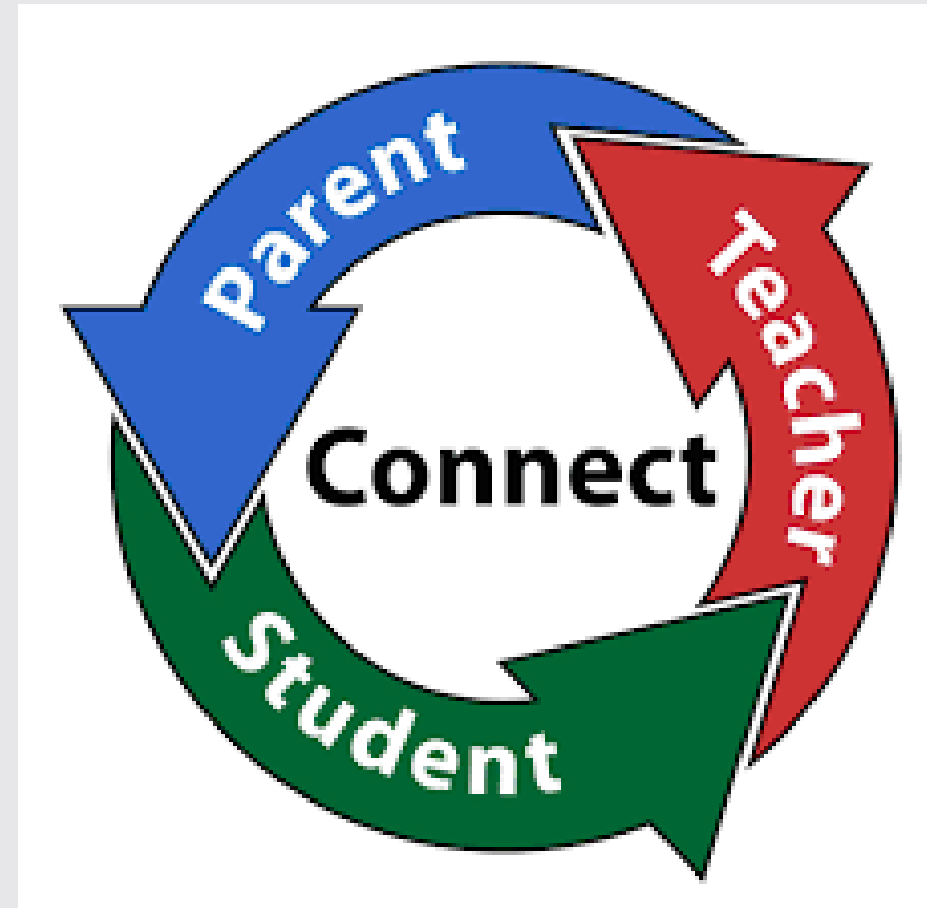


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- Weekly Parent Bulletin – Friday via email.
- Letters from Headteacher and other staff.
- Termly newsletter to parents - Upton Voice.
- School Website - Events, Policies and Curriculum.

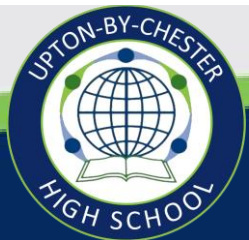
Really important we have up to date contact information.



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- Edulink - Information regarding attendance and attitude to learning grades.
- Show My Homework / Satchel One – All homework is on this platform.



Assessment

**Mr Rutter: Assistant Headteacher
Director of Key Stage 4**

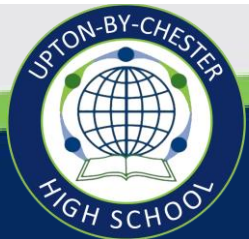


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Exam information 2024-26

- Examinations returned to normal in 2022-23. We expect this to be the case for all future years.
- All learners will be graded against the national standards which were returned to in 2023.
- Any changes to the above will be communicated to parents and learners as soon as we are made aware.



How are GCSE courses graded?

- GCSEs are graded 1-9.
- All grades are a pass.

Old grades	New grades
A*	9
A	8
B	7
C	6
D	5 Strong Pass 4 Standard Pass
E	3
F	2
G	1
U	U



Targets

- Targets have been set for all learners.
- No Key Stage Two data which is how DfE would normally measure progress.
- Targets based on tests completed in Year 7, 8 and 9.
- Targets to be reviewed at half term.



Attendance

Mr Rutter



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Attendance Matters

- A learner who is absent a day of school per week misses an equivalent of 2 years of their school life
- 90% of learners with absence rates below 85% do not achieve 5 or more 'good' (Grade 4 or above) GCSEs and around one third achieve no GCSE at all

School Attendance CWaC Sep 24



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Attendance Matters

Good News

- Upton-by-Chester High School has good attendance
- Learners are automatically rewarded for being in school and for being on time
- Attendance incentives are used to motivate learners
- Learners who are in school do well and are rewarded



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Attendance Matters

Number of days off school per year	Percentage % attendance	Number of lessons missed
0 days	100%	0
2 days	99%	10 lessons
5 days	97%	25 lessons
10 days	95%	50 lessons



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Attitude to Learning

- ALL learners start on an ATL '2'
- ATL linked to rewards and recognition
- Parent view on Edulink

ATL Grade (SIMS)	Learning Behaviours
1	<p>Outstanding Learning Behaviours</p> <p>A learner meets all '2' criteria and additionally makes outstanding contributions.</p> <p>Recognition</p> <ul style="list-style-type: none"> ❖ Verbal praise ❖ PRAISE card signed ❖ Contact home for consistently displaying outstanding learning behaviour
2	<p>Positive Learning Behaviours</p> <p>All learners start the lesson with a '2'. This is the minimum expectation. Learners will arrive with the correct equipment, complete work to the best of their ability and fully engage with the phases of the lesson. (Maximising Success Model)</p> <p>Recognition</p> <ul style="list-style-type: none"> ❖ Verbal praise <p>Steps in lesson</p> <ul style="list-style-type: none"> ❖ Redirection
3	<p>Passive and Inconsistent Learning Behaviours</p> <p>A learner produces incomplete or sub-standard classwork/homework, or lacks the correct equipment or kit.</p> <p>Steps in lesson</p> <ul style="list-style-type: none"> ❖ Rule Reminders, repeat if necessary ❖ Choice given with Take Up Time ❖ Catch- Up set by teacher
4	<p>Negative Learning Behaviours</p> <p>A learner fails to engage with learning despite steps in lesson having taken place.</p> <p>Steps in lesson</p> <ul style="list-style-type: none"> ❖ Centralised Referral ❖ Learning Conversation (formal) <p>If no improvement, HOD /HOY will follow up.</p>
5	<p>Disruption of Learning</p> <p>A learner's behaviour has impacted on the learning of others and is referred to the HOD.</p> <p>Steps in lesson</p> <ul style="list-style-type: none"> ❖ Curriculum Area/s Referral ❖ Centralised Referral and Learning Conversation (formal) ❖ Formal Communication <p>If no improvement, HOD /HOY will follow up.</p>
\$	<p>Curriculum Area/s Referral Unsuccessful</p> <p>A learner is not able to positively engage with the HOD and is removed to support them to complete the work required for the lesson.</p> <p>Steps in lesson</p> <ul style="list-style-type: none"> ❖ Work Room Referral ❖ Centralised Referral and Learning Conversation (formal) ❖ Formal Communication home

Attitude to Learning (AtL) Grades

- Learners are graded for their attitude to learning in each lesson
- These can be viewed on Edulink by parents and carers
- Learners are recognised for their positive contribution to learning
- Interventions by staff will take place where learners display negative learning behaviours



Passive and Inconsistent Learning Behaviours

- AtL 3 grades are awarded for incomplete or substandard classwork/homework
- Also applies when learners lack the correct subject specific equipment
- May result in Catch-Up referrals being set by class teachers



Negative and Disruptive learning behaviours

- In the event that a learner fails to engage with their learning, or disrupts the learning of others, a negative AtL grade 4 or 5 may be awarded
- This will be followed up with a Formal Learning Conversation and a Referral
- Should the disruptive behaviour continue, staff may contact home for your support in changing behaviours



Expectations and Recognition

Mr Wearden: Head of Year 10



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Upton's 'DNA'

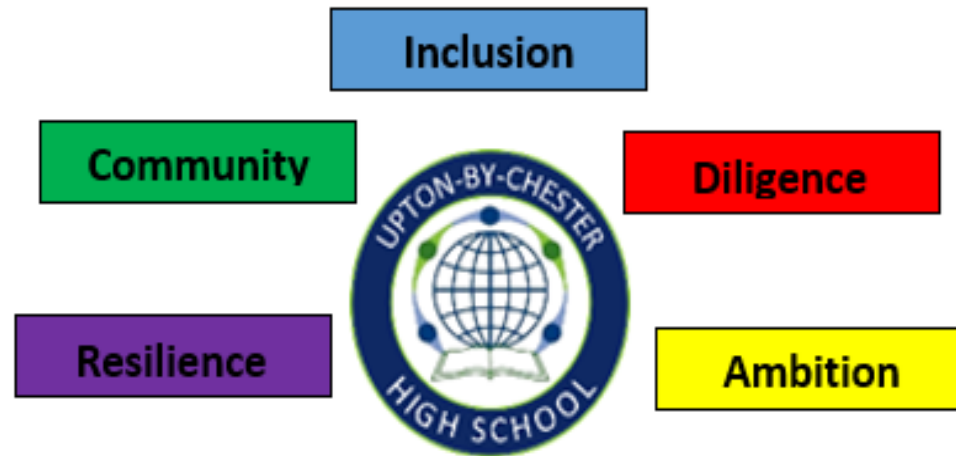
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RULES



PREPARED	RESPECTFUL	SAFE
<i>'..to learn'</i>	<i>'...to the community and environment'</i>	<i>'...from harm'</i>

VALUES



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Rules

Prepared

Respectful

Safe

PREPARED	RESPECTFUL	SAFE
<i>'...to learn'</i>	<i>'...to the community and environment'</i>	<i>'...from harm'</i>
I arrive on time to school and each lesson with a positive mind-set.	I always show respect, I am kind and polite and help others where I can.	I will speak to a member of staff if I am unable to resolve or wish to report an issue.
I fully engage in all lessons and demonstrate a positive attitude to learning.	I consider the learning of others and listen to staff and my peers.	I move around our school calmly and behave in a way that is safe for all.
I complete classwork and homework to the best of my ability.	I respect the property of others and the school/ local environment.	I choose the safer route to and from school.
I carry a school bag and the correct equipment for each lesson.	I try to put myself in others shoes to demonstrate empathy and understanding.	I adhere to the safety rules of classrooms (subject specific spaces).
I wear my correct school uniform with pride.	I am accepting of the opinions or beliefs of others.	I follow all teacher instructions the first time and every time.



Basic Equipment

The 'CORE 4'

1. School Bag - Large enough for an A4 folder
2. Planner - filled in with each subject and set/non-set recorded
3. Reading Book
4. Pencil Case - containing 'KEY 3' and other required stationary



Pencil Case

Must contain the 'KEY 3'

1. Black Pen
2. Purple Pen
3. Pencil

Plus other equipment

- Ruler, eraser, sharpener, colouring pencils, glue-stick, compass, protractor and calculator



8.40 a.m.-8.50 a.m.

Friday
Good Morning!



Rule: Prepared

Uniform Check

Footwear	Must be all-black Must be 'polishable'-no canvas No trainers
Make-up	Make-up light and natural looking, No- false eyelashes
Nails	No nail varnish or acrylic nails
Hair	No dyed hair (unless natural colour)



DUE Card

Your DUE card will be signed if you do not have the correct footwear
Your DUE card will be signed if you have been asked to remove make-up

Referrals

Your tutor will let you know if you have a referral today
(Break, Lunch, HOY, Catch-Up or SLT Referral 1.5 hrs)
It is YOUR RESPONSIBILITY to attend to avoid further escalation- write in your planner!



Uniform reminders



Shoes: black, polishable, no soft fabric (black socks - no bows)

Skirts: sensible length, not rolled up, pleated/skater style

Blazer: Learners must always have their blazer and wear them at the start and end of their lessons

No nail varnish, false nails, jewellery or piercings of any kind except one small stud in each ear.

No excessive make-up, false tan or false eyelashes

Further information can be found in schools planners and on school website



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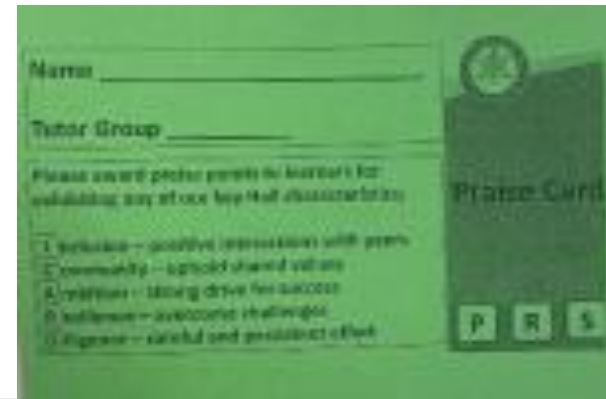
DUE CARD: Introduction of 'CORE 4' now reflected on the DUE card



PRAISE CARD:

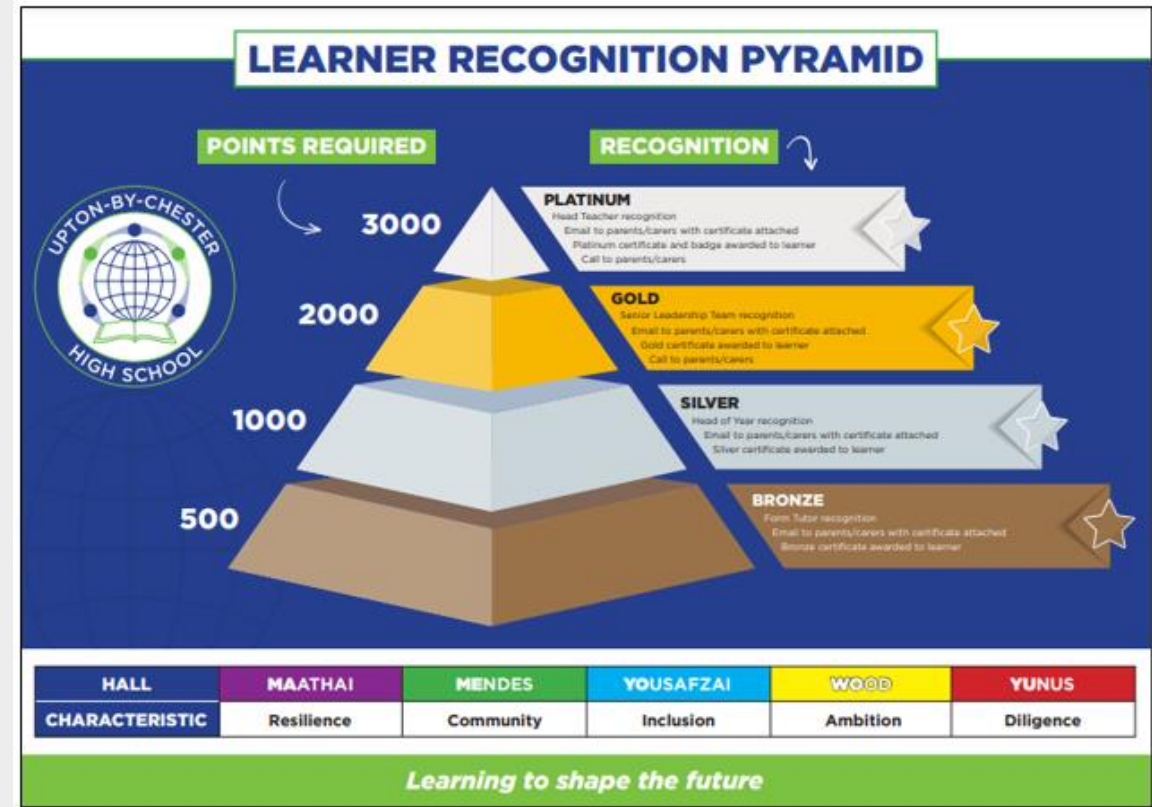
Praise linked to the school values of our Halls Figure Heads

'Key Characteristics'	Hall
<i>Resilience</i>	Wangari MAATHAI Hall
<i>Diligence</i>	Muhammed YUNUS Hall
<i>Community</i>	Chico MENDES Hall
<i>Ambition</i>	John Wood Hall
<i>Inclusion</i>	Mala YOUSAFZAI Hall



Recognition

- PRAISE card- linked to School Values
- SLT Remote Learner Briefing
- Learner of the Half Term
- ‘Raise Praise’ slot in PLaN
- Halls Assemblies and linked events
- Year Group Half Termly ‘Rewards’ assemblies
- Communication home for all ATL ‘1’s’ and ‘2’s’
- Bronze, Silver, Gold & Platinum Awards



Recognition Points					
Attendance 100% weekly	No lates weekly	ATL 1 and 2	Full PRAISE card	Attending Engage@Upton session	Learner of the Half Term
Automatic from SIMS	Automatic from SIMS	Automatic from SIMS	Form Tutor logs via SIMS	Automatic from SIMS	Form Tutor logs via SIMS
10 points per week	10 points per week	ATL 1 = 2 points ATL 2 = 1 point	10 points per full card	5 points per session	50 points
Recorded by Teachers across curriculum daily	Recorded by Teachers across curriculum daily	Recorded by Teachers across curriculum daily	Prize Draw Assembly & RAISE PRAISE during PLaN	Recorded by staff leading Engage activities daily	Nominated by HODs end of each Half Term
Maximum per week 10 points	Maximum per week 10 points	Maximum per week 50 points	Maximum per week 50 points	Maximum per week 20 points	Maximum per Half Term 50 points



Other Key Information

Mr Wearden



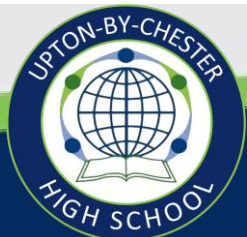
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Other things to be aware of...

- Work Experience – 21st – 25th October 2024
LewisP@uptonhigh.co.uk

- Get involved in the Engage@Upton Activities.
- Duke of Edinburgh's Award – Bronze.
- Sixth Form Open Evening



Upcoming Key Dates – 2024-25

Mid Year Assessments

W/c January 13th 2025

Parents Evening

Thursday 6th March 2025

Reports to Parents / Carers

TBC

PPE

Monday 16th June 2025 – Friday 27th June 2025

External GCSE Exams

May 2026 to end of June Approx.

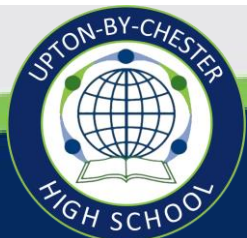
(Exam timetables have not been issued by the exam boards yet)

Work Experience

Monday 21st October 2024 – Friday 25th October 2024.

Sixth Form Open Evening

Thursday 2nd November 2024



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Thank you



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