

Chellaston Academy

Tutor Rooms

6pm

PUPILS WITH SURNAMES A - K FREF

PUPILS WITH SURNAMES L – Z F ROOMS

6.45pm

PUPILS WITH SURNAMES A - K FREF

PUPILS WITH SURNAMES L-Z F ROOMS

FMR F9	SRP A4W
KNG F7	FNS F3
PKS F6	TDR F10
HDY F4	WMY F8
ELT A5W	NMN F5
KLY – (F4/ F1)	JHN F1

Year 7 Partners in Progress Meeting



Chellaston Academy – Miss Laura Jones

This evening is ...

An opportunity to meet your child's tutor and put a face to a name; they are your first point of contact.

A chance to hear about how our school works now your child is here.

A night to talk to other parents and reflect on the transition journey.

A chance to ask questions to the team in the FREF after presentations.

Chellaston Academy

Transition

Summer Term of Year 6

Transfer Days

First half term

Primary Heads Visit

Important dates – Mrs Kelly Grimwood

- Dance Shows: 3rd, 4th 5th December
- Lower school Drama Production: 10th, 11th December
- Year 7 data drop: January
- Year 7 Tracking: March
- Careers day: Energy Quest March 12th
- Pi day (Maths) March 13th
- Year 7 Parents evening: March 26th
- Junior Maths Challenge: April 30th
- Year 7 reports: June
- Meet the author day: June 8th
- Mental health workshop: June 11th

Chellaston Academy

One school year is
190 days or 39 weeks



High Attendance equals
more learning opportunities, more qualifications and more choice

Only 10%
of persistent absentees
achieved
5 A*-C

Attendance

Chellaston Academy

Reporting an absence

If your child is ill or you know they are going to be off school, please report the absence by 8:30 - 9:00am using one of the following methods:

Telephone: 01332 702502 option 1 (24 hour Absence Line answerphone)

Email: attendance@chellaston.derby.sch.uk

If a student needs to leave school during the day for an appointment, a medical appointment card/letter or note should be shown to the form tutor during form time, whereby a pink signing out slip will be authorised and issued to allow the student to leave the class, and to sign out at reception at the time requested.

Homework Policy

Rationale:

"Homework is not an optional extra, but an essential part of a good education". -1999 White Paper, Excellence in Schools

Parents can support students by:

- developing a positive and productive approach to homework.
- ensuring there is a balance between the time spent on homework and recreational activities.
- talking to teachers about any concerns they have about the homework.
- keeping up to date with what is happening within school and therefore, how homework fits in with students everyday school life.
- ensuring students regularly check Firefly to see what homework is due.
- discussing homework with their child.
- linking homework and other learning activities to the families' culture, history and language, linking with relevant services, clubs, associations and community groups.

Students can take responsibility for their own learning by:

- regularly checking their homework on Firefly.
- discussing with their parents or care givers homework expectations.
- accepting responsibility for the completion of homework tasks within set time frames.
- following up on comments made by teachers.
- seeking assistance when difficulties arise in a timely manner.
- organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities and part-time employment.

Homework schedule:

Subject	KS3
English	1-2 per week
Maths	1 per week
Science	1 per fortnight
Modern Foreign Languages	1 per fortnight
Geography	1 per fortnight
History	1 per fortnight
Computing	Twice a topic (every half term)
Philosophy	1 per fortnight
Technology	1 per fortnight
Art	1 per fortnight

The year so far...

Whitemoor Lakes

- 175 students and 18 members of staff faced the rain and wind to take part in a team building weekend. Many new friendships were forged and lots of fun and laughter was had by all!

Other things happening with the year 7's

- Police talks on Halloween and Bonfire safety
- Cyber bullying and e-safety workshop first week back after half term
- House sports
- Sports clubs
- Music clubs
- Drama clubs
- Maths club
- Homework club (on every day 8am – 8:25am and 3-4pm)
- Franklin Scholars
- Intervention programmes – Lexia/Rise and Shine Maths/Mentoring



Setting/Assessment/Progress /Homework and Reporting

Miss Claire Sutton



Chellaston Academy



Attendance Summary				
Target Attendance	Actual Attendance	Authorised Absences	Unauthorised Absences	No Of Lates
95%	95.7%	14	0	0

Mindset Points		
Learning	Excellence	Integrity
28	27	1

Behaviour Summary			
C1	C2	C3	C4
0	1	0	0

Form Tutor Comment: Grace is a very mature and polite student in tutor and I never receive concerns about her progress and behaviour from any of her subject teachers. Grace participates in all tutor activities and is currently working towards a group Oracy project about "animal testing within make-up brands". Grace confidently conducts herself as a team player and is secure in her ability to plan and organise. Grace has excellent punctuality and is well-equipped with the relevant stationery and uniform. I would like to see her volunteer a bit more in school opportunities such as House Competitions and leadership roles. I believe Grace has a strong personality and would do well with supporting her peers. Grace currently has 56 achievement points, this is fantastic! She also has 3 behaviour points, 2 of which are for forgetting homework in May. It is essential Grace keeps up to date with homework and can easily access the Homework club to support.

Mrs K. Spray



Progress Report

Year 7

You will receive 3 reports this year:

1. w/c 13th Jan
2. w/c 16th March
3. 15th June*

What will the information look like in your progress report:

You will be given an 'Attitude to Learning' Grade (A-D) for each subject

You will be an end of Year Target level

You will be given a comment for any areas indicated as a cause for concern. I.e. a D grade.

This will be a target for how to improve.

Subject	ATL	Progress	End of Year Target	Year 11 Target	In order to make progress students will need to	
					Progress Focus*	ATL Focus
English	C	D	3	6	Be able to develop subject specific analysis skills.	
Maths	B	B	3	7		
Science	A	B	3	7		
Geography	B	C	3	7		
History	B	C	3	7		
Computing	C	C	3	6		
French	B	C	3	7		
Spanish	B	B	3	7		
Art	A	A	3	7		
Drama	B	C	3	7		
Music	C	C	3	7		
PE	A	A	3	7		
Philosophy	A	B	3	7		
Technology	B	D	2	7	Improve their ability to describe subject-specific ideas.	

You will be given a progress indicator (A-D) for each subject

You will be an end of Year 11 Target level

What is an 'Attitude to Learning' grade?

We have identified five key characteristics of students who make great progress in their attitude to learning, namely:

- Work completed in class;
- Homework quality;
- Participation in lesson;
- Ownership of their own learning;
- Resilience.

We believe that development of these skills is of great importance in determining your future progress and attainment, as well as preparing you for life beyond school.

In each report you will receive a 'grade' which represents a best fit for those descriptors for each subject.

It is very important that you consider what this means regarding your learning, rather than seeing it as a score: if you do not achieve an A, it does not mean you are under-achieving.



Attitude to Learning descriptors

	A	B	C	D - In order to make progress students will need to:
Classwork	❖ Classwork is always done to the very best of your ability and effort.	❖ All classwork is completed on time and to a good standard.	❖ Most class work is completed on time and to a satisfactory standard/some incomplete.	❖ Ensure all work is completed to a satisfactory standard and on time.
Homework	❖ Homework is always completed on time and to the best of your ability.	❖ All homework completed on time and to a good standard.	❖ Most of your homework is handed in on time however the quality does not always represent your potential.	❖ Ensure all homework is handed in on time and shows commitment to their work.
Participation in lesson	<ul style="list-style-type: none"> ❖ You always take an active role in every aspect of the lesson. ❖ All classroom expectations are met to allow the learning of yourself and others. 	<ul style="list-style-type: none"> ❖ You regularly take an active role in several aspect of the lesson. ❖ All classroom expectations are met to allow the learning of yourself and others. 	<ul style="list-style-type: none"> ❖ Most classroom expectations are met to allow the learning of yourself and others. ❖ You regularly engage with the activities within the lesson. 	<ul style="list-style-type: none"> ❖ Not allow themselves to get distracted by others. ❖ Follow teachers instructions at the first time of asking. ❖ Regularly engage with activities in the lesson.
Ownership of own learning	❖ You always show evidence that you have actively responded to feedback given.	❖ You regularly show evidence that you have actively responded to feedback given.	<ul style="list-style-type: none"> ❖ You sometimes show evidence that you have actively responded to ❖ feedback given. 	❖ Show evidence that they have actively responded to feedback.
Resilience	❖ You are always enthusiastic and motivated. You are always prepared to fail, reflect and grow.	❖ You are mostly enthusiastic and motivated. You are often prepared to fail, reflect and grow.	❖ You are sometimes enthusiastic and motivated. However, at the first sign of difficulty you regularly do not show the resilience needed in order to make progress.	❖ Show they have the resilience to not give up at the first sign of difficulty.

Progress Indicator explained:

The aspirational 'End of Year' and 'Year 11' targets are created in Year 7. These are based on the following data;

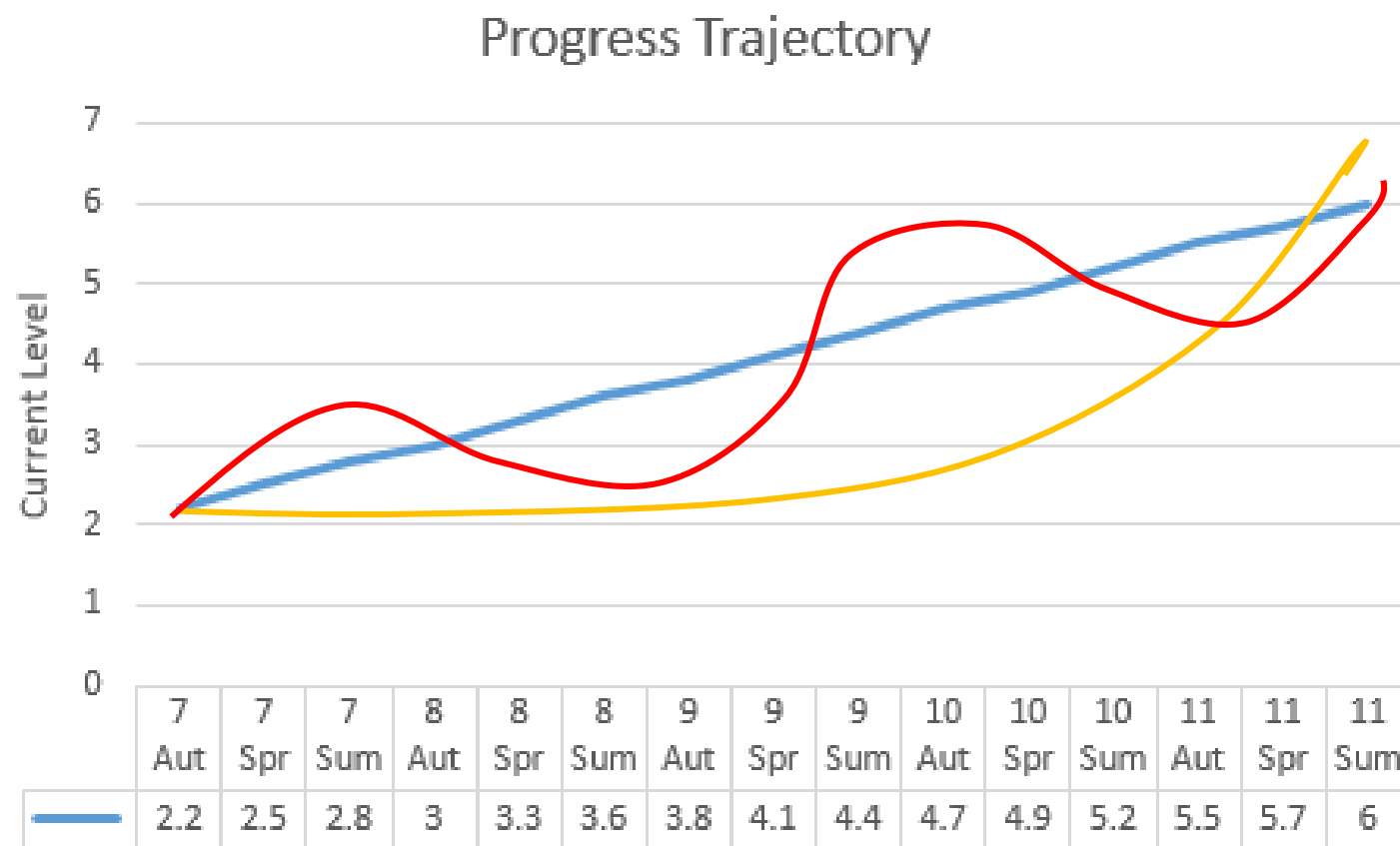
- Your child's Key Stage 2 attainment in English and Maths
- Gender
- Date of birth
- Progress made between Key Stage 1 and 2
- How similar students in the previous year 11 cohort performed in their GCSEs.

We use that data to map the progress your child should make from Year 7 in order to achieve these targets in Year 11.

Example of how students make progress over 5 years.

But please remember, it's a marathon not a sprint:

- All students learn at different rates – so you might dip at one stage, but then make fantastic progress later on.
- All subjects are different – you might find some subjects naturally harder than other.
- If you are below at the moment, don't worry! If your effort indicates you are trying hard, you will succeed in the end.



Do 'sets' have an impact on the progress indicator?

No!

Students are taught in forms for Technology, PE, Drama and Art.

The only 'sets' are for English, Maths, Science, humanities, Languages.

Based on KS2 average data.

We spend this year getting to know students. Gathering data to make a more informed/individual decision for setting in Year 8 when the timetable is more flexible and allows for this to happen.

Regardless of the class they are in, all students are given the scope of materials to make as much progress as they can. No ones progress is held back by the curriculum offered to sets.

How do staff generate a progress indicator grade?

Every department is different. They see them different amounts, have differing levels of KS2 devoted to them and require different skills.

Staff are asked to use a number of indicators and their professional judgement to assess where they think your child is, in line with their flight path.

We then report to you our professional judgement in the format below:

A – Your teacher is very happy with the progress being made.

B – Your teacher is happy with the progress being made.

C – You might not be making as much progress as we would like, but your teacher is not concerned at this stage.

D – You are not making enough progress, this is now a cause for concern and intervention will be put in place.

Any student falling 'below' will be supported by their subject teacher to ensure they make the progress we would expect. You will also see a comment has been added to their report to indicate what they need to work on in order to progress. In addition to this, within each subject area of Firefly, there are materials to support progress that can be accessed independently.

How do staff generate a 'progress indicator' grade?

Home

WisePay | Firefly | Email



Chellaston Academy

Executive Principal: Mr K Gaiderman. M.Ed. B.Ed. NPQH

Chair of PEAK Multi-Academy Trust: Mr N Hollis

Chair of Governors: Mr J James

Swarkestone Road, Chellaston, Derby, DE73 5UB 01332 702502



Home Information Curriculum Sixth Form Year 6 Zone School Direct Safeguarding Catering Contact Us

Headteacher

Assessment

Assessment & Reporting

Careers

Key Stage 3 Assessments

In order to give parents as much information as possible, please see the assessment schedule which you can [download here](#) in Excel format.

It outlines when each subject is holding formal assessments. These assessments take place to aid the learning of students and we hope this information will help parents to support this. As with last year, Chellaston Academy is not awarding levels to students, however, as part of our marking and feedback policy, students will receive clear guidance on areas of success and areas for development.

Each of these assessments have been carefully planned by departments to aid student progress. Alongside classwork, homework and other forms of informal assessment these assessments help staff to form a judgement on the amount of progress that students are making.

Formal Summative Assessment Schedules can be found on Firefly.

You will get a rough indication of when assessments will take place in each subject

The Key Stage Three Assessment Schedule – a Year overview

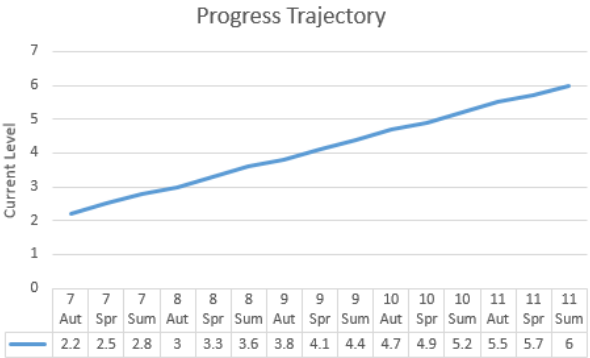
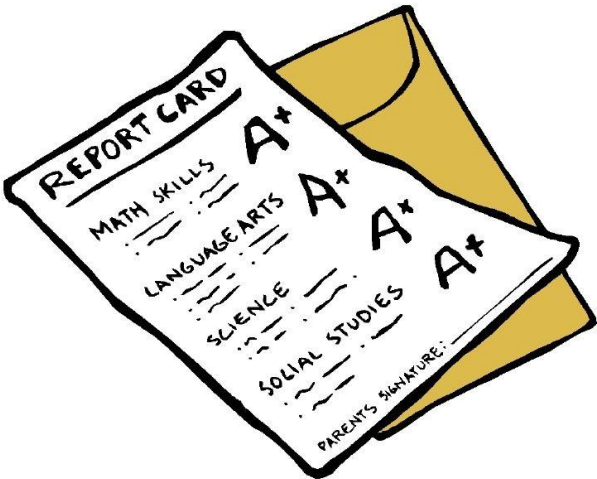
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	
1	Year 7		* = classes and assessments are on a rotational basis			** = These assessments will take place during this half term. It will be dependant on the class as to which week it will take place												
2	Week beginning	Week	English	Maths	Science**	MFL	History	Geography**	Computing	Philosophy	Technology*	Art**	Drama**	Music**	PE*	Other info		
3	09/09/2019	A	Year 7 Cold Task		BENCHMARK TEST Solids, liquids & gases/cells/energy/ space					Baseline	CAD CAM – Space Claim/Spatula/ Robot				Baseline/Transitional SOW			
4	16/09/2019	B					BASELINE/ Source enquiry		Baseline entry test				Baseline				Baseline/Transitional SOW	
5	23/09/2019	A	Warm Task - Gothic							Baseline						Baseline/Transitional SOW		
6	30/09/2019	B							E-mail worksheet	Baseline					Baseline/Transitional SOW			
7	07/10/2019	A								Baseline					Baseline/Transitional SOW			
8	14/10/2019	B	Hot Task - Gothic															
9	21/10/2019	A							E-safety presentations				Shapes		Bridging the Gap			
10	28/10/2019	Half Term																
11	04/11/2019	B	Cold Task - Forensic Linguist		gases/cells/energy/ space				E-safety presentations		CAD CAM – Space Claim/Spatula/ Robot							
12	11/11/2019	A																
13	18/11/2019	B					Battle of Hastings											
14	25/11/2019	A	Warm Task - Forensic						Game Design				States and Impro					
15	02/12/2019	B																

What if you want to know your level?

We believe that the most important thing you know is not the number (level) that you achieve, but that you are aware of **HOW** to improve. Studies show that students do not focus on the advice given by teachers as much when they are awarded levels. Therefore we feel its important to remove them. We are moving to 'life without levels' across all of your work throughout this year.

What is important is if you are showing as 'on' or 'above' on the progress indicator this represents 'outstanding' progress.

Any one falling 'below' will be supported by their subject teacher to ensure they make the progress we would expect. In addition to this, within each subject area on Firefly, there are materials to support progress that can be accessed by you independently.



What if you still want to know your level?

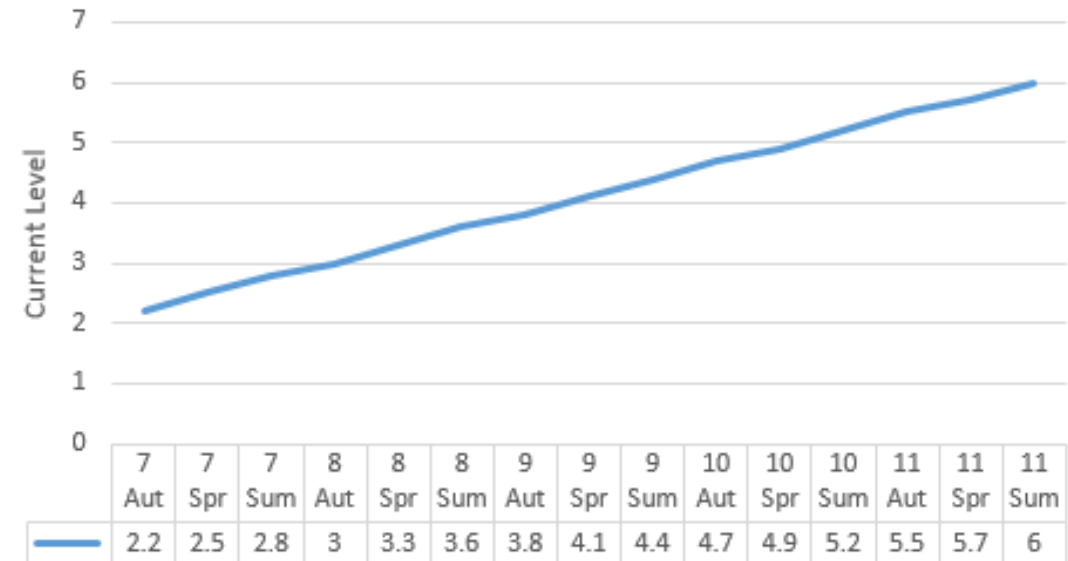
There is also a conversion chart on the website – which means you can map a rough indicator of your current level if you wish.

But please remember, it's a marathon not a sprint:

- All students learn at different rates – so you might dip at one stage, but then make fantastic progress later on.
- All subjects are different – you might find some subjects naturally harder than other.
- If you are below at the moment, don't worry! If your effort indicates you are trying hard, you will succeed in the end.



Progress Trajectory



Rough idea of how students are progressing over time.

Year 7 Autumn Term	Year 7 Spring Term	Year 7 Summer Term	Year 8 Autumn Term	Year 8 Spring Term	Year 8 Summer Term	Year 9 Autumn Term	Year 9 Spring Term	Year 9 Summer Term	Year 10 Autumn Term	Year 10 Spring Term	Year 10 Summer Term	Year 11 Autumn Term	Year 11 Spring Term	Year 11 Final Grade
3.7	4.1	4.4	4.8	5.2	5.6	6.0	6.3	6.7	7.1	7.5	7.9	8.2	8.6	9
3.2	3.5	3.9	4.2	4.6	4.9	5.2	5.6	5.9	6.3	6.6	7.0	7.3	7.7	8
2.7	3.0	3.3	3.6	3.9	4.2	4.5	4.8	5.1	5.4	5.8	6.1	6.4	6.7	7
2.2	2.5	2.8	3.0	3.3	3.6	3.8	4.1	4.4	4.7	4.9	5.2	5.5	5.7	6
1.7	2.0	2.2	2.4	2.7	2.9	3.1	3.4	3.6	3.8	4.1	4.3	4.5	4.8	5
1.1	1.3	1.5	1.7	1.9	2.1	2.3	2.6	2.8	3.0	3.2	3.4	3.6	3.8	4
1.1	1.2	1.3	1.5	1.6	1.8	1.9	2.0	2.2	2.3	2.4	2.6	2.7	2.9	3

Report reply slip:

Inside your report you will receive a reply slip.

This is to be completed by home to show they have read and understood your report.

If there are any issues it should be raised with your form tutor in the first instance.

Form tutors will be chasing up students to ensure they return these slips.

More information for parents can be found on the Academy website – under ‘Assessment and Reporting’.

Student name: _____ Tutor group: _____

Parents are asked to sign and return this slip to the academy on the day following the distribution of reports.

We hope you have found this report a useful guide to your child's progress in the academy. We would be grateful if you could complete the reply slip below and return it to your child's form tutor. If you wish to discuss the content of these reports, please contact the form tutor in the first instance.

Miss C Sutton
Assistant Headteacher

You are invited to comment on this report in the space below

Signature: _____

Firefly and homework



There will be more information from the Tutors about frequency of homework.

However, it is really important that students know to check Firefly regularly to monitor the homework that is being set.

Likewise, there is a parent app, which allows you to track the homework they are also being set.

Homework is also a measure how teachers gauge progress.

Information on how to log in for parents has been in the newsletter and on the website. Let me know if you're struggling to access it.

Curriculum – Mrs Anita Holdgate

- Regardless of their starting point, ability or social background we want to prepare all students for the transition into the next stage of their lives, leaving with successful outcomes which lead to future learning and employment.
- We want our students to be good citizens, good employees, good partners and good role models for future generations.
- Our curriculum does not just consist of academic subjects. Our wider curriculum last year incorporated more than 150 different activities.

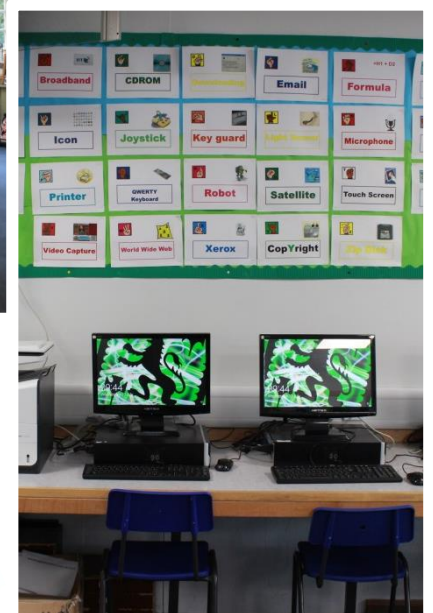


A 3 year KS3 Curriculum

- Our Key Stage 3 Curriculum meets all the current statutory requirements.
- The 'rich curriculum' offer which includes learning 'outside of the school day.' (Ofsted – July 2019)
- The delivery ensures students develop the skills necessary to progress to successful GCSE outcomes and beyond – though they may not yet realise it!
- 'ensure that they are well prepared for the next stage of their education, employment and training.' (Ofsted – July 2019)

14 different subjects taught by subject specialists

- English
- Maths
- Science
- Geography
- History
- Philosophy
- French or Spanish
- Art
- Music
- Drama
- Technology
- Computing
- Physical Education
- PSHE – Personal Development



Careers

- Careers Education permeates throughout the school curriculum.
- In PSHE and Tutorial sessions students look at their strengths, personality traits and current aspirations.
- Students will be introduced to UNIFROG and will log all their involvement in activities in our wider curriculum eg Whitemoor Lakes, Sports clubs, Drama, Music, whole and part cohort events led by outside providers such as Rolls Royce and also the organised activities they participate in out of school. This enables them to build their personal profile.

Cycling!

- Despite what you may have read on social media – we do encourage students who wish to cycle to school to do so!
- We have been supported by Cycle Derby to raise awareness of cycling safety.
- We continue to have concerns about some students who ride irresponsibly whilst travelling to and from school. (Practising wheelies!)
- We need your support!
- Cycling on pavements is not permitted
- Cycling on a public highway on a bike without two working brakes is not permitted. (Stunt bikes)
- Using a cycle without reflectors and lights is not permitted in hours of darkness.

Chellaston Academy

CHANGE OVER TIME!

STAFF AROUND FOR QUESTIONS

STALLS TO LOOK AT RESOURCES

ENJOY MEETING THE TUTOR



Chellaston Academy

Tutor Rooms

6pm

PUPILS WITH SURNAMES A- K FREF

PUPILS WITH SURNAMES L-Z

TUTOR ROOMS

6.45pm

PUPILS WITH SURNAMES A- K FREF

PUPILS WITH SURNAMES L-Z

TUTOR ROOMS

FMR F9	SRP A4W
KNG F7	FNS F3
PKS F6	TDR F10
HDY F4	WMY F8
ELT A5W	NMN F5
KLY – (F4/ F1)	JHN F1