



**Christ the King**  
Catholic Voluntary Academy

# **Yr 7 Essentials for Success**

## **2023-2024**



**Christ the King**  
Catholic Voluntary Academy



# Meet the chaplains



Lucy & Charles

## A short prayer for the day ahead

O Jesus, through the immaculate heart of Mary, I offer you my prayers, works, joys, and sufferings of this day for all the intentions of your Sacred Heart, in thanksgiving for your favours, in reparations for my sins, for the intentions of all my relatives and friends, and in particular the intentions of the Holy Father, Pope Francis. Amen.

## A bit about Lucy...

- I am from South London and studied English and Music at the University of Leeds
- Before starting here, I worked at NET ministries in Glasgow, a Catholic Youth Ministry Charity
- This is the start of my second year here at Christ the King and I'm really looking forward to developing our work this year

## A bit about Charles...

- I am from Rutland and studied Geography at University
- Before starting here, I was a lay chaplain at another secondary school
- Prior to that I spent four years at The Briars Youth Retreat Centre
- I can't wait to get to work here at Christ the King and the rest of the Oscar Romero Hub.

# What is our Role in School?

What is our role in school? We work with students and staff to support their Faith. We do this through Liturgical Prayers, monthly Masses and confession, running Chaplaincy Team, supporting form prayer reps, organising retreats to our local Catholic retreat centre (The Briars), running staff prayer and various other activities around school.

We also have a pastoral role and ensure that the Chapel is always open for students and staff to pop in for some time of peace, prayer and a chat. We work across the Oscar Romero Hub which includes four primary schools and Christ the King Secondary school but one of us is always based at Christ the King.

How can you support our work? At the end of each term, we celebrate with an end of year liturgical prayer or Mass held at Good Shepherd Church. We send out a livestream link to ensure that you can participate online, please feel free to watch these and join us in prayer. From this year, we also film weekly videos which are uploaded to the school website talking through the theme of the week. Please watch these and discuss them with your children.

Support your children in joining the chaplaincy team, signing up for retreats and to be a form prayer rep. The roles we support in school allow our young people to grow in confidence, leadership and faith. We believe that each student has unique gifts and talents to bring to our School Community. Please support and encourage them in joining these initiatives.



- Purpose of this presentation – IAG
- Parental involvement has a significant impact
- Different ways for parents to be involved:
  - Ask questions about your child's learning
  - Help them to prepare for school – be organised
  - Encourage them to always do their best/keep trying
  - Support/supervise work
  - Attend school events
  - Communicate with their teachers





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# Maths

Presentation by N Morgan

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- Students will be taught in mixed ability groups in year 7.
- They will be delivered lessons that address the demands of problem solving and reasoning as well as content.
- We hope to make lessons engaging and challenging for all students.
- Students require their equipment every lesson, this includes a calculator.





# Christ the King

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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Algebraic Thinking						Place Value and Proportion					
	Sequences		Understand and use algebraic notation		Equality and equivalence		Place value and ordering integers and decimals				Fraction, decimal and percentage equivalence	
Spring	Applications of Number						Directed Number		Fractional Thinking			
	Solving problems with addition & subtraction		Solving problems with multiplication and division		Fractions & percentages of amounts		Operations and equations with directed number				Addition and subtraction of fractions	
Summer	Lines and Angles						Reasoning with Number					
	Constructing, measuring and using geometric notation			Developing geometric reasoning			Developing number sense		Sets and probability		Prime numbers and proof	





- Homework is set once a week

dfm

- Electronic logins will be given to Dr Frost
- Teachers will provide extra support to any student who requires it
- We encourage you to contact either myself or your child's maths teacher if you have any concerns



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# English



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# KS3 Texts Studied

## ***Literature:***

- 'Boy' by Roald Dahl and other autobiographical extracts
- The context around 'A Christmas Carol' by Charles Dickens
- 'Of Mice and Men' by John Steinbeck /
- 'Private Peaceful' by Michael Morpurgo
- An anthology of Poetry

## ***Shakespeare:***

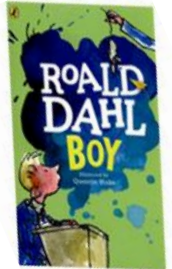
- Romeo and Juliet (yr 7)
- A Midsummer Night's Dream (yr 8)

## ***Language Extracts:***

- Travel writing, extracts from the Gothic genre, Nineteenth century

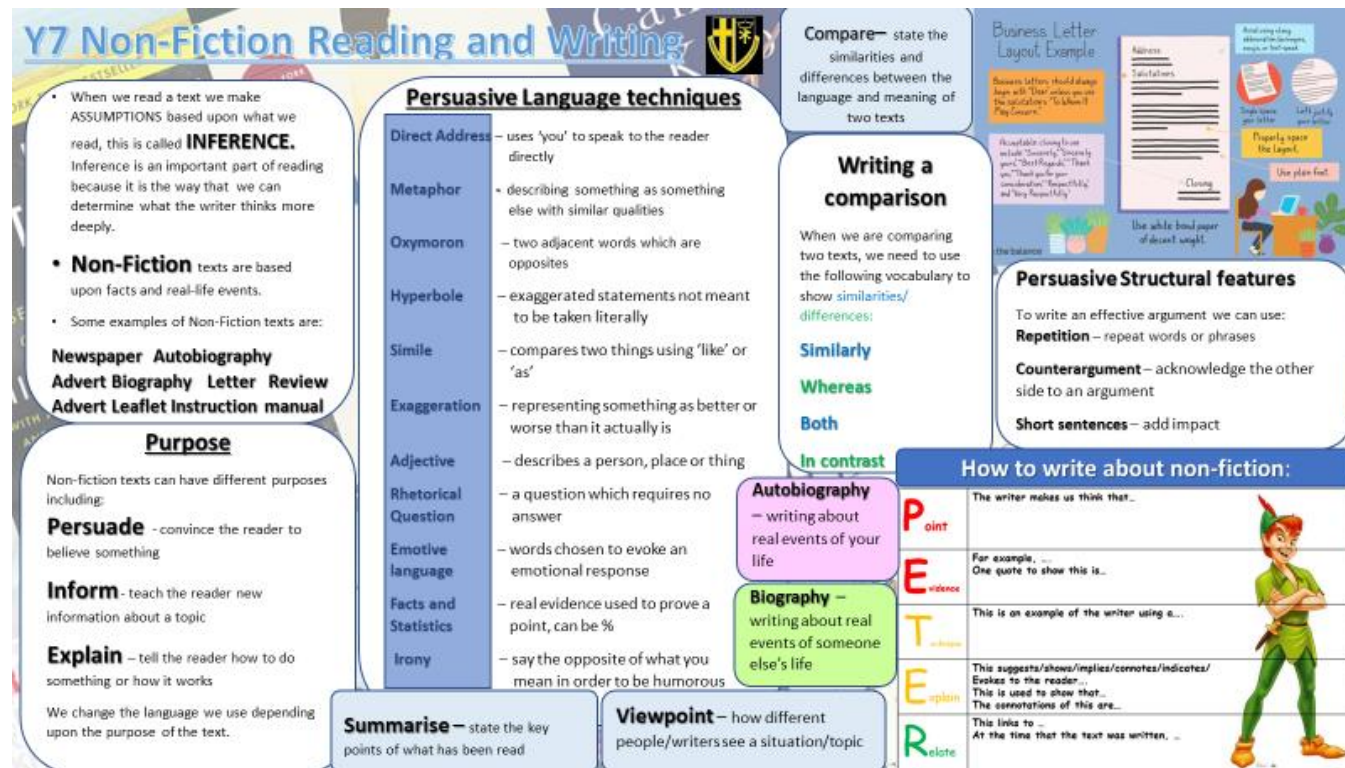
## ***Reading for Pleasure***

- *A Kind of Spark* by Elle McNicoll
- *The Dark Lady* by Akala





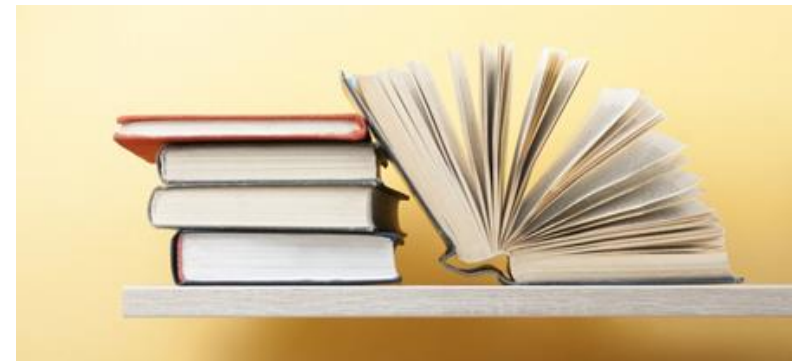
- # Homework





## Reading lessons

- Once a fortnight students are split into two small groups and have a 'Reading Lesson'.
- During this lesson students go to the Learning Resource Centre (LRC) and can browse/change library book, talk to the LRC manager, take Accelerated Reader tests, complete activities linked to reading.





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# Literacy at CTK



- DEAR – whole school initiative, reading is key to the curriculum.
- All year 7, 8 and 9 students are issued a school reading book.
- DEAR time takes places every day – 15 mins of reading.
- This underpins Accelerated Reader and highlights our commitment to developing students' reading skills.







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# Science

J. Gamble



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THE NAME'S BOND,



'When can we mix chemicals together?'

'Are we doing an experiment today in the lesson?'

# Science is about 'How?' and 'Why?'

'When do we use a Bunsen Burner?'

'Why do we have to do writing in science?'







# Topics

Term	Topics
Autumn term 1	Organisms
	Matter
	Energy
Spring term 2	Ecosystems
	Earth
	Forces
Summer term 3	Genes
	Reactions
	Electromagnets

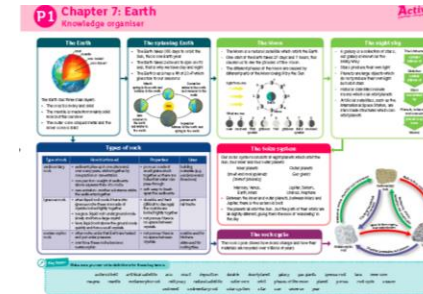
- Students are taught in mixed ability groups.
- Lessons are centered around developing scientific literacy, mathematical and practical skills.
- We teach a 2-year spiral course, where the same topics are taught again in yr8, with increasing degrees of complexity.
- Allows for skill development in topics that are familiar to students.
- This makes a great foundation for year 9 when your child starts their GCSE.
- Assessment takes the form of low stakes retrieval questions within a unit and cumulative assessments at the end of each term





# Study skills

- Homework is set in line with the CTK Academy policy using the Knowledge Organisers and Home Learning books. This is set twice per fortnight.
- Promote your child's curiosity; talk to them about what they've learned and facilitate opportunities for them to make links.
- Bring equipment to every lesson; pencil, ruler, **calculator**.





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# Religious Education

R. Lewis

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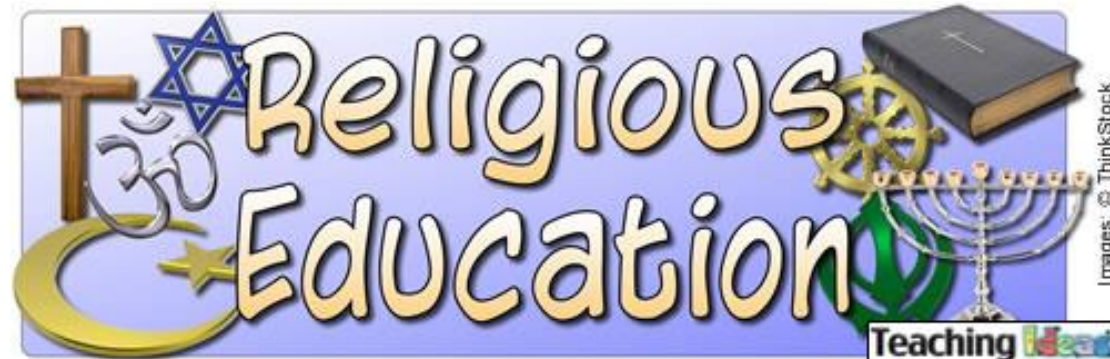
- Core subject in a Catholic school
- Studied by all students Y7-13
- Knowledge Rich Curriculum that also supports the development of literacy skills
- KS3 provides the foundations for further study at GCSE and A Level
- Asks the answers to 'Big' questions
  - Does God exist?
  - How do we know what is right/wrong?
  - When does life begin?
  - Is there life after death?
- Encourages students to think about their impact on the world





# Key Skills

- Curiosity and questioning
  - Description
  - Comparison
  - Explanation
  - Evaluation
- How can you support at home?
    - Use the knowledge organisers to find out more about their topics with them and engage with some of the big questions we explore in RE!





Year 7	Year 8	Year 9
Creation and Covenant	Creation and Covenant	Philosophy
Prophecy and Promise	Prophecy and Promise	Ethics
Galilee to Jerusalem	Galilee to Jerusalem	Judaism Beliefs
Desert to Garden	Desert to Garden	Judaism Practices
To the Ends of the Earth	To the Ends of the Earth	
Dialogue and Encounter	Dialogue and Encounter	







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# Assessment Policy

## Your Child's Progress

### A Riding

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# Assessment Policy

- The focus will be on your child being able to answer 2 key questions for each subject area:
  - **What am I doing well?**
  - **What do I need to do to improve?**
- We would encourage you to discuss these questions with them
- If your child cannot answer these questions for any subject area then they should speak to their teacher







- Teachers will feedback in lots of different ways
- BUT they will not give grades/levels to work until after the Year 10 end of year exams
- Students will be given subject specific targets for improvement
- The focus will always be on encouraging students to better themselves
- This approach is supported by educational research





- Your child will not be given target grades
- Your child will be given a 'projected pathway' which will either be 1-3, 4-6 or 7-9
- Attitude to Learning (graded 1-4)
  1. Outstanding
  2. Good
  3. Inconsistent
  4. Cause for concern





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# Student Expectations

P Baxter

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# Student Expectations

## Punctuality and Attendance:

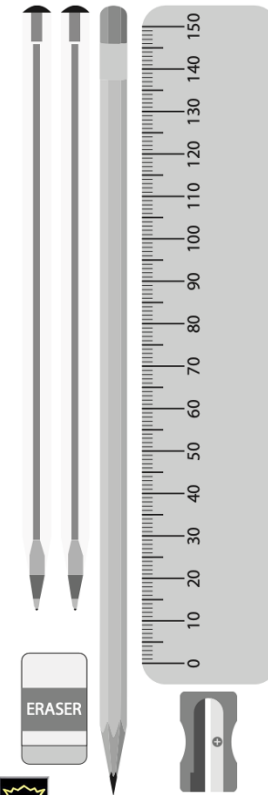
- Please support your child to arrive on time to school
- Encourage them to arrive at lessons on time
- Attendance is essential for progress

## Organisation:

- Please check and sign your child's planners every week, ensuring that they are recording homework; you can also use the planner to communicate with school
- Please support your child by helping them complete their homework, and ensuring that they return it to school by the deadline set
- Please ensure child has the right equipment, books and kit for school every day.
- Please encourage your child to look after their bags, equipment and kit during the day

### Equipment Checks and Organisation

Place your essential items here to show your tutor you are equipped for the day. You should have these in a clear pencil case with pencil crayons and a maths set.



### What I need to pack for each day:

Day	Equipment
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	





## CHRIST THE KING SCHOOL CLASSROOM CARE HABITS OF ATTENTION-

Christus Vincit, Christus Regnat



#CTKCARES

WHOLE SCHOOL EXPECTATION	EXPECTATION OF STUDENTS	EXPECTATION OF STAFF
<b>Composed for learning</b>	<b>Students will be:</b> <ul style="list-style-type: none"><li>Be Punctual - Arrive on time.</li><li>Move between lessons quickly and quietly</li><li>Be Prepared – Correct equipment, homework, uniform</li><li>Pay attention to the teacher</li><li>Have a Positive Posture - Sit up straight</li></ul>	<b>Staff will:</b> <ul style="list-style-type: none"><li>Greet students positively at the classroom door</li><li>Be prepared for all lessons</li><li>Maintain a positive learning environment</li><li>Routinely check that students are prepared for learning</li></ul>
<b>Aspiration</b>	<b>Students will :</b> <ul style="list-style-type: none"><li>Show an outstanding Attitude to Learning in all areas</li><li>Act upon advice given by adults</li><li>Seek opportunities to improve</li><li>Show a positive attitude towards progress and achievement</li></ul>	<b>Staff will:</b> <ul style="list-style-type: none"><li>Have high expectations</li><li>Provide constructive feedback</li><li>Report on ATL criteria at intervals throughout the year</li><li>Encourage students through self-reflection and improvement.</li></ul>
<b>Respect all in the classroom</b>	<b>Students will:</b> <ul style="list-style-type: none"><li>Speak and behave in a respectful manner to all adults and each other (Use RESPECTFUL Habits)</li><li>Follow instructions without question or answering back</li><li>Not interrupt the teacher/others in the class or disrupt others with poor behaviour</li><li>Lead/join in with class prayer</li></ul>	<b>Staff will:</b> <ul style="list-style-type: none"><li>Celebrate achievement with students</li><li>Use positive language with students</li><li>Separate the behaviour from the child</li><li>Model examples of respect to all students</li><li>Facilitate students in leading prayer</li><li>Maintain a tidy classroom environment</li></ul>
<b>Engage in learning</b>	<b>Students will:</b> <ul style="list-style-type: none"><li>Act upon the advice received</li><li>Complete independent learning tasks on time and to the very best of their individual ability</li><li>Not distract others</li><li>Always try their best</li></ul>	<b>Staff will:</b> <ul style="list-style-type: none"><li>Provide well planned lessons</li><li>Provide effective feedback</li><li>Request 'On Call' to remove students who affect the ability of others to engage in learning</li></ul>

"We are what we repeatedly do. Excellence then is not an act but a habit"

Artistotle



## Christ the King Attitudes:

- Focus on consistently high expectations in all lessons
- Show teachers and students they CARE about their learning
- Show Respect when we communicate with each other
- Develop skills that are beneficial for life, not just school



## CHRIST THE KING SCHOOL COMMUNICATION SKILLS FOR LIFE



#CTKCARES

WHEN WE RESPOND TO ONE ANOTHER WE WILL BE:

**R**ESPOND

→ Smile, be warm and welcoming



**E**YE CONTACT

→ Look at the person you are speaking to

**S**IR / MISS

→ Use Sir or Miss when addressing an adult

**P**OLITE

→ Remember your manners and always say please and thank you

**E**XCUSE ME

→ To get an adult's attention

**C**OHERENT

→ Respond in full sentences when answering a question, hands away from mouth

**T**ONE OF VOICE

→ The way you are speaking should be clear, audible and appropriate

**F**OCUSED

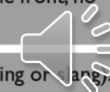
→ Avoid distractions, don't fiddle with equipment

**U**PRIGHT

→ Posture – sit/stand up straight, face the front, no leaning and hands out of pockets

**L**ANGUAGE

→ Articulate and appropriate (no swearing or slang). Use the language of choice





# Student Expectations


## Achievement or + CARE Points:

- Staff will issue points in all lessons for students
- These will be celebrated as a tutor group and as Year group
- Points issues can be found on the parent portal





## Behaviour or - CARE Points:


- Behaviour points will also be issued to students whose behaviour does meet our expectations
- These can also be found on the parent portal
- After school detentions will be given as a sanction
- Please remind you child why good behaviour is essential

CHRIST THE KING SCHOOL  
CLASSROOM BEHAVIOUR & ORGANISATION




#CTKCARES

CARE Points	CLASSROOM BEHAVIOUR	ORGANISATION
	<ul style="list-style-type: none"><li>• Composed for learning</li><li>• Aspiration</li><li>• Respect all in the classroom</li><li>• Engage in learning</li></ul>	<ul style="list-style-type: none"><li>• Equipped for day</li><li>• Equipped for the lesson</li><li>• Homework completed to the best of your ability</li><li>• Homework handed in on time</li></ul>
	<b>Reminder Given</b> <ul style="list-style-type: none"><li>• Disrupting the learning in lesson</li><li>• Not following the Classroom CARE Habits</li></ul>	<ul style="list-style-type: none"><li>• 3 Failure to bring equipment (Signatures on Uniform &amp; Equipment card)</li><li>• 3 Failing to do homework</li><li>• Late for lesson</li></ul>
	<b>Continued Disruption</b> <ul style="list-style-type: none"><li>• SLT 'ON CALL' Removal from lesson</li><li>• Same day lunchtime detention</li><li>• 3 removals in 1 week = 1 day ISR (Logged and tracked in ISR)</li></ul>	<ul style="list-style-type: none"><li>• Late for school = same day lunchtime detention</li><li>• Failure to attend = A/S detention</li></ul>
	<b>Any 5 Negative Points in 1 Week</b> <ul style="list-style-type: none"><li>• 1 hour afterschool SLT detention on Friday</li></ul>	

  
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Uniform and Equipment Card



MUST BE KEPT IN TOP POCKET

0 Signature's	3 Signature's
5 + CP's Every Half Term	30 minutes detention
6 Signature's	9 Signature's
60 minutes detention	90 minutes detention

**Uniform and Equipment Expectations**

1. Blazers will be worn at all times unless permission is given to remove them.
2. Shirts will be tucked in and will have the top button fastened.
3. Ties will always be worn and clipped to the fastened top button
4. Plain black tailored trousers or pleated skirt will be worn. Skirts must not be rolled up
5. Plain black sensible shoes will be worn (no trainers, boots or canvas style shoes)
6. A coat should be worn over the blazer (leather or denim jackets and hooded tops are **not permitted**) and not in place of the blazer
7. Coats are not to be worn in classrooms
8. Hats or hoods are not to be worn inside
9. Full PE Kit will be worn for PE lessons
10. No jewellery is permitted except for an inexpensive watch and one small stud per ear worn in the earlobe. No Facial piercings or piercing retainers
11. No nail polish, gel or acrylic nails. No obvious make-up or false eyelashes
12. Have all **basic equipment** for learning: a pen, pencil, eraser, ruler, calculator, planner, and books
13. No chewing gum in school



Staff will sign your card if you choose not to follow these basic uniform and equipment expectations





## Uniform:

- Please ensure that your child has the correct uniform and that they wear it correctly at all times, including PE kit
- Uniform and Equipment Cards

		<b>Christ the King</b> Catholic Voluntary Academy	
<h2>Uniform and Equipment Card</h2>			
Name: _____			
Form: _____			
Advent Term		Lent Term	
		Pentecost Term	
Card Number			
			







## Attitude to Learning:

- 99% attitude 1% aptitude
- Participate fully in lessons
- Contribute to a positive learning environment (by using the Classroom CARE Habits)
- Looking for AtL's of 1 or 2 – below this will affect progress and attainment

	Engaged in Learning
<b>1</b> <b>Outstanding</b>	Always engages with learning and offers thoughtful contributions Always completes independent learning tasks on time Always completes independent learning tasks to the very best of their individual ability
<b>2</b> <b>Good</b>	Usually engages with the learning and offers sensible contributions Usually completes independent learning tasks on time Usually completes independent learning tasks to the best of their individual ability
<b>3</b> <b>Inconsistent</b>	Sometimes engages with the learning and offers limited contributions Sometimes completes independent learning tasks on time Sometimes completes independent learning tasks below the standard that reflects their individual ability
<b>4</b> <b>Cause for concern</b>	Regularly needs prompts to engage with learning and contribute to lessons Regularly fails to complete independent learning tasks on time Regularly fails to complete work that reflects their individual ability





# Key Dates

Date	Activity
8 <sup>th</sup> November 2023	Y7 Tutor evening
12 <sup>th</sup> June 2023	Yr7 Parents Evening
W/B 22 <sup>nd</sup> January 2024	Y7 ATL data goes home
W/B 10 <sup>th</sup> June 2024	Y7 End of year exams (in class)
W/B 8 <sup>th</sup> July 2024	Y7 End of year data goes home



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**@ctkcva**

