



Christ the King  
Catholic Voluntary Academy

# Year 7 Essentials for Success 2024-2025

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**Our faith in Jesus Christ is the centre of our community at Christ the King, primarily through the core message of Jesus:**

***“Love your neighbour as you love yourself.”  
(Luke 10:27)***

We are very blessed to have a beautiful Chapel that is accessible for all staff and students at Christ the King, giving each and every person the opportunity to explore their faith and pray in a way that they know how, with the support of Jesus Christ who is present in our Tabernacle.

# Chaplaincy at Christ the King





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## Welcome from the Chaplains – Beth and Vicky



Beth



Vicky

### How can you support our work?

You can support your child by encouraging them to sign up to join the Chaplaincy Team, to be a form prayer rep and to come on any of the retreats that we offer over the year. The roles that we support in school allow our young people to grow in confidence, leadership and faith.

You are welcome to join us for our monthly Masses – these usually take place on the first Friday of each month. At the end of each term, we hold a Celebration of the Word or a Mass at Good Shepherd Church. We send out a livestream link to ensure that you can participate online – please feel free to watch these and to join us in prayer.

We believe that each student brings their own unique gifts and talents to our school community. With your support and encouragement, we hope to help each student to discover and develop their gifts, enabling them to grow in their faith and make meaningful contributions to both our school and the wider community.





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# Welcome

Parental involvement has a significant impact. There are lots of different ways for parents to be involved:

- Help them to prepare for school – be organised
- Ask questions about your child's learning
- Support/supervise work
- Encourage them to always do their best/keep trying
- Attend school events
- Communicate with their teachers

[mtyrrell@christtheking.notts.sch.uk](mailto:mtyrrell@christtheking.notts.sch.uk)





Date	Activity
W/B 25 <sup>th</sup> November 2024	Year 7 ATL data home
29th January 2025	Year 7 Parents Evening
W/B 24 <sup>th</sup> March 2025	Year 7 Annual Report home
W/B 9 <sup>th</sup> June 2025	Year 7 End of year exams (in class)
W/B 14 <sup>th</sup> July 2025	Year 7 End of year data goes home







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# Knowledge Organisers

- Essential knowledge that students need to know and be able to recall in order to master a topic
- Helps students organise their learning and memorise information better
- Teaches revision techniques and routines that are essential for assessment and examination preparation.
- Beginning of a seven-year revision cycle





## Flash Cards



### 1. Identify Knowledge

- What are you creating flashcards on?
- Do you have your knowledge organiser?
- Use your book to look at previous misconceptions from whole class feedback.



### 2. Colour Coding

- Use different coloured flash cards for different topics. This helps with organisation, NOT recall.



### 3. Designing

- 1 Question per flash card - make them concise and clear.
- Use a one-word prompt, so that you can recall as much as you can.
- No extended answer questions.



### 4. Using

- Write your answers down, then check, or say your answers out loud. This clearly shows the gaps in your knowledge.
- Do not just copy and re-read.
- Shuffle the cards each time you use them.
- Use the Leitner system to use flash cards every day.



### 5. Feedback

- How have you performed when you look back at your answers?
- Is there anything you need to revisit in more detail?
- Is your knowledge secure? If so, move on to applying knowledge in that area in specific extended exam questions.

THE CORE FOUR REVISION TECHNIQUES



## Revision Clocks



### 1. Identify Knowledge

- Select a topic you wish to revise. Have your class notes, knowledge organiser or revision books ready.



### 2. Designing

- You can make your own revision clock by drawing a clock in the centre of a page and dividing it into 12 chunks. You can also use an existing template from your teacher, or one you can find online.



### 3. Manageable Chunks

- Organise your revision notes into 12 sub-topics and make brief notes for each sub-topic into one of the segments on the page, creating manageable chunks of information. Combine text with images to help retain the information.



### 4. Using Revision Clocks

- Revise each segment for 5 minutes. Turn the clock over and recite the sections out loud or ask someone to quiz you.
- Alternatively, you can revise certain sections for 5 minutes and use a blank revision clock with headings, recall as much information as you can in the segments.



### 5. Check Understanding

- How have you performed when you compare your answers to what you have written? Is your knowledge secure?
- Remember to repeat the process regularly, using different techniques to answer the questions.
- Put it somewhere visible for you to use again.

THE CORE FOUR REVISION TECHNIQUES



## Brain Dumps



### 1. Identify Knowledge

- Identify the knowledge / topic area you want to cover.



### 2. Write it Down

- Take a blank piece of paper/white board and write down everything you can remember about that topic (with no prompts)
- Give yourself a timed limit (e.g. 10 minutes)



### 3. Organise Information

- Once complete and you cannot remember any more, use different colours to highlight / underline words in groups.
- This categorises / links information



### 4. Check Understanding

- Compare your brain dump to your Knowledge Organiser or book and check your understanding.
- Add any key information you have missed (key words) in a different colour.



### 5. Store and Compare

- Keep your brain dump safe and revisit it.
- Next time you attempt the same topic, try and complete the same amount of information in a shorter period of time, or add more information.

THE CORE FOUR REVISION TECHNIQUES



## Self-Quizzing



### 1. Identify Knowledge

- Identify knowledge / content you wish to cover



### 2. Review and Create

- Spend around 5 - 10 minutes reviewing content (knowledge organisers / class notes / textbook.)
- Create 10 questions on the content (if your teacher has not provided you with questions already)



### 3. Cover and Answer

- Cover up your knowledge and answer the questions from memory.
- Take your time and where possible answer in full sentences.



### 4. Self Mark and Reflect

- Go back to the content and self-mark your answers in green pen.



### 5. Next Time

- Revisit the areas where there were gaps in knowledge and include these same questions next time.



THE CORE FOUR REVISION TECHNIQUES





### Homework Schedule

You should complete at least one hour of Home Learning per school day.

This will consist of:

- Knowledge Organiser and Online Learning as directed by your teachers.
- If you have no tasks set, carry out Knowledge Organiser activities as per the Knowledge Organiser timetable below.
- Two periods of 20 minute reading each week.

Week 1					
20 Minutes Per Subject	Monday	Tuesday	Wednesday	Thursday	Friday
Subject 1	English	Science	Maths (Sparx)	Maths	English
Subject 2	RE	PE	RE	Science	Geography
Subject 3	Music	History	Technology / IT	MFL	Art

Week 2					
20 Minutes Per Subject	Monday	Tuesday	Wednesday	Thursday	Friday
Subject 1	Science	English	English	Maths (Sparx)	Science
Subject 2	RE	Maths	RE	Drama	Geography
Subject 3	Music (Practical)	History	Technology / IT	MFL	Art (Practical)



# Homework

- Students will only have 3 pieces of homework a night
- Majority set from knowledge organiser
- Students should only spend 20 minutes a night on each subject
- Students will also be expected to read for 20 minutes on two occasions each week





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# **Assessment Policy -Your Child's Progress**

Presentation by  
Mrs L Bator

[lbator@christtheking.notts.sch.uk](mailto:lbator@christtheking.notts.sch.uk)





# 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





# Assessment Policy

- 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





## Data that goes home

- 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**

Presentation by  
Mr P Baxter

[pbaxter@christtheking.notts.sch.uk](mailto:pbaxter@christtheking.notts.sch.uk)



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### 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:

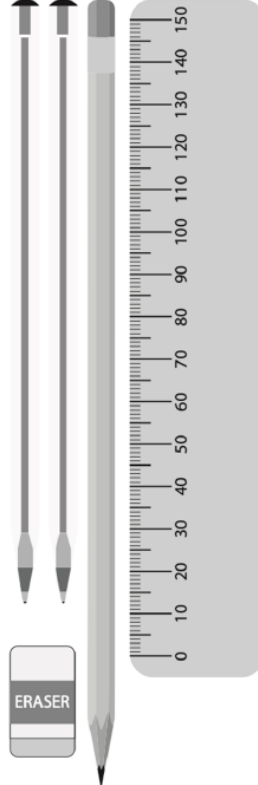
- Please check and your child's planners every week, ensuring that they are recording homework; you can also use the planner to communicate with school
- Please support your child by helping them complete their homework, and ensuring that they return it to school by the deadline set
- Please ensure child 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

# Student Expectations



## EQUIPMENT CHECKS & 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	

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# Student Expectations

Composed for Learning				
Be punctual – arrive on time	Move between lesson quickly and quietly	Be prepared – correct equipment, homework, uniform	Pay attention to the teacher	Have a positive posture – sit up straight
				
Aspiration				
Show and outstanding attitude to learning	Act upon advice given by adults	Seek opportunities to improve	Show a positive attitude towards progress and achievement	
				
Respect All in the Room				
Speak and behave in a respectful manner to all adults and each other	Follow instructions without question or answering back	Do not interrupt others in the classroom	Lead / join in with class prayer	
				
Engage in Learning				
Complete independent learning tasks on time	Complete independent learning tasks to the best of your ability	Do not distract others	Always try your best!	
				

## 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

### WHEN WE RESPOND TO ONE ANOTHER WE WILL BE:





<b>Respond</b>		Smile, be warm and welcoming
<b>Eye Contact</b>		Look at the person you are speaking to
<b>Sir/Miss</b>		Use Sir or Miss when addressing an adult
<b>Polite</b>		Remember your manners, and always say please and thank you
<b>Excuse Me</b>		To get an adults attention
<b>Coherent</b>		Respond in full sentences when answering a question, hand away from mouth
<b>Tone of Voice</b>		The way you are speaking should be clear, audible and appropriate
<b>Focused</b>		Avoid distractions, don't fiddle with equipment
<b>Upright</b>		Posture–sit/stand up straight, face the front, no leaning and hands out of pockets
<b>Language</b>		Articulate and appropriate–no swearing or slang.





- **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

# Student Expectations

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 the 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 failures to bring equipment (signatures on Uniform &amp; Equipment Card)</li> <li>• 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 = 90 minutes after school detention the following week</li> </ul>	<ul style="list-style-type: none"> <li>• Late for school during registration - 3 times in a week results in a 30 minute after school detention</li> <li>• Late to school after registration - 30 minute after school detention next available slot</li> <li>• Late to school = 1 negative CARE point</li> </ul>
	<p><b>Any 5 Negative Points in 1 Week</b></p> <p>1 hour afterschool detention the following week.</p>	





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## 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**

White School shirt  
(top button fastened,  
shirt tucked in)

Black  
Trousers



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## Uniform and Equipment Card

Name: \_\_\_\_\_

Form: \_\_\_\_\_

Advent Term		Lent Term		Pentecost Term	
-------------	--	-----------	--	----------------	--

Card Number

No boots, trainers or pumps

shirt  
ned,  
n

pleated, knee  
skirt







- 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

## Attitude to Learning (ATL)

Respect all in the classroom	
<b>1</b> Outstanding	<ul style="list-style-type: none"><li>• Always respectful</li><li>• Always responds positively to their peers</li><li>• Always makes appropriate contributions</li></ul>
<b>2</b> Good	<ul style="list-style-type: none"><li>• Usually respectful</li><li>• Usually responds positively to their peers</li><li>• Usually makes appropriate contributions</li></ul>
<b>3</b> Inconsistent	<ul style="list-style-type: none"><li>• Sometimes speaks/acts in an unacceptable manner</li><li>• Sometimes disrupts the learning of themselves and their peers</li><li>• Sometimes makes appropriate contributions</li></ul>
<b>4</b> Cause for Concern	<ul style="list-style-type: none"><li>• Sometimes speaks/acts in an unacceptable manner</li><li>• Sometimes disrupts the learning of themselves and their peers</li><li>• Sometimes makes appropriate contributions</li></ul>
Engage in learning	
<b>1</b> Outstanding	<ul style="list-style-type: none"><li>• Always engages with learning and offers thoughtful contributions</li><li>• Always completes independent tasks on time</li><li>• Always completes independent learning tasks to the very best of their individual ability</li></ul>
<b>2</b> Good	<ul style="list-style-type: none"><li>• Usually engages with learning and offers thoughtful contributions</li><li>• Usually completes independent tasks on time</li><li>• Usually completes independent learning tasks to the very best of their individual ability</li></ul>
<b>3</b> Inconsistent	<ul style="list-style-type: none"><li>• Sometimes engages with the learning and offers limited contributions</li><li>• Sometimes completes independent learning tasks on time</li><li>• Sometimes completes independent learning tasks below the standard that reflects their individual ability</li></ul>
<b>4</b> Cause for Concern	<ul style="list-style-type: none"><li>• Regularly needs prompts to engage with learning and contributing to lessons</li><li>• Regularly fails to complete independent learning tasks on time</li><li>• Regularly fails to complete work that reflects their individual ability</li></ul>





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# RE

## Presentation by Mrs R Lewis

[rlewis@christtheking.notts.sch.uk](mailto:rlewis@christtheking.notts.sch.uk)





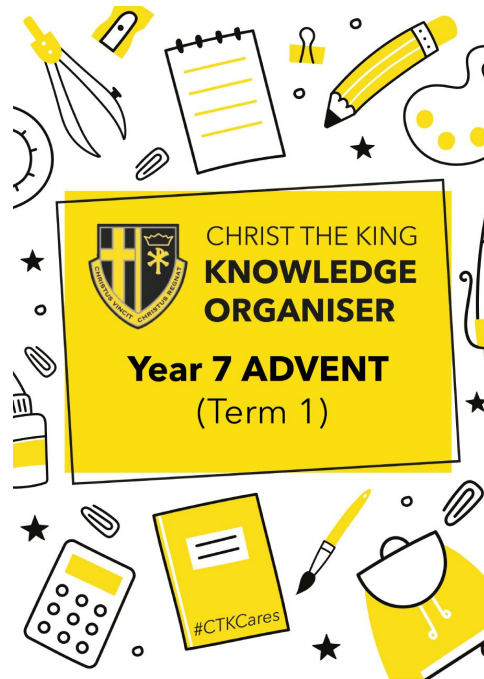
- Core subject in a Catholic school
- Studied by all students Year 7-13
- Knowledge Rich Curriculum that also supports the development of literacy skills
- KS3 provides the foundations for further study at GCSE and A Level
- Asks the answers to 'Big' questions
  - Does God exist?
  - How do we know what is right/wrong?
  - When does life begin?
  - Is there life after death?
  - Encourages students to think about their impact on the world





# RE – 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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# English

Presentation by  
Mrs P Bingham  
& Mrs J Collins

[jcollins@christtheking.notts.sch.uk](mailto:jcollins@christtheking.notts.sch.uk)  
[Pbingham@christtheking.notts.sch.uk](mailto:Pbingham@christtheking.notts.sch.uk)





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# English – KS3 Texts Studies

## Literature:

- 'Boy' by Roald Dahl and other autobiographical extracts
- The context around 'A Christmas Carol' by Charles Dickens
- '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, including some from the nineteenth century

## Reading for Pleasure

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







# English – Homework

Connectives you can use for comparison		Key language devices used by writers	
Similarly....	In contrast...	<b>A</b>	<b>B</b>
Likewise....	However...	1 <b>adjective</b>	1 <b>irony</b>
Equally...	Whereas...	2 <b>adverb</b>	2 <b>metaphor</b>
In the same way...	Alternatively...	3 <b>alliteration</b>	3 <b>noun (abstract)</b>
As with...	On the other hand...	4 <b>anecdote</b>	4 <b>noun (concrete)</b>
<b>Key Terms</b>		5 <b>comparatives</b>	5 <b>noun (proper)</b>
Fiction – literature exploring imaginary events and/or people		6 <b>connotation</b>	6 <b>onomatopoeia</b>
Non fiction – based on facts and real life events e.g. newspaper		7 <b>emotive language / imagery</b>	7 <b>opinion</b>
Compare – state the similarities and differences between 2 texts		8 <b>exaggeration / hyperbole</b>	8 <b>paragraph</b>
Summarise – state the key points of what is written		9 <b>informal language</b>	9 <b>personal pronoun</b>
Evaluate – offer your own critical opinion		10 <b>formal language</b>	10 <b>personification</b>
<b>How to write about texts...</b>		<b>C</b>	
<b>P</b> oint	The character is presented as ... The writer makes us think that... The language of the text is used to... The structure of the text is used to... Similarly/On the other hand the writer suggests that ... The technique of...is used to... The writer shows us that... One way in which ( use the key words from the question) is...	1 <b>perspective</b>	A story can be told from the first, second or third person point of view (or perspective).
<b>E</b> vidence	For example, ... One quote to show this is ... In the line '.....' In the text it says '.....' This is indicated in the line '.....'	2 <b>repetition</b>	used to emphasise / reinforce a point
<b>T</b> echnique	This is an example of a ... The technique is used to... By using the technique... Bu using ... the writer shows that...	3 <b>rhetorical question</b>	a question that is asked to draw attention to a particular point, rather than a genuine request for information
<b>E</b> ffect	This suggests/shows/implies/connotes/indicates... The effect on the reader is... This is used to show that... The connotations of this are...	4 <b>sarcasm</b>	language designed to insult or taunt
<b>R</b> elate back to the question	(Use keywords from the question) Therefore it can be seen that... Overall, the writer is... (relate back to the question and your ideas on this) Relate to why the writer wrote the text, what they are trying to convey) The author's intention was to...	5 <b>appeal to senses</b>	language or imagery connected to hearing / smell / taste / sight / touch
		6 <b>sentence length</b>	A variety of sentence lengths can be used for effect: e.g short sentences to create tension; long sentences to give detail
		7 <b>simile</b>	a comparison introduced by 'like' or 'as'
		8 <b>superlative</b>	adjective that expresses the highest quality or degree
		9 <b>triplet</b>	using three different qualities to reinforce or stress a point
		10 <b>verbs</b>	simply described as 'doing words', however many verbs identify states or feelings rather than actions and can be very emotive / effective

- Set weekly. Arbor is used to record the task/due date of all homeworks.
- Once a fortnight is a reading homework. This is set on the day students have their reading lesson.
- Knowledge Organiser homework is set once a fortnight. Clear instructions are given in Arbor and students are directed to videos on the school website to help.
- Sometimes Educake is used as an alternative homework task.





# English – Reading Lessons

- Once a fortnight students have a lesson with their teacher in the school library.
- During this lesson students go to the Learning Resource Centre (LRC) to change their library book, take quizzes on the books that they have finished reading, and talk to their teacher about their progress.
- We ask for parental support with reading. When you sign your child's reading diary to show that a minimum of 45 minutes reading has been completed it ensures that reading is happening independently as well as within lessons.
- We complete Accelerated Reader tests 3 times a year as this allows us to track students' progress and intervene where necessary.





# English – Literacy at CTK

- As reading is key to the curriculum, we set aside 10 minutes to read at the start of each Year 7 and Year 8 English lesson.
- This is recorded in students' reading diaries.
- This underpins Accelerated Reader and highlights our commitment to developing students' reading skills.

**DEAR**  
DROP EVERYTHING AND READ







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# Maths

## Presentation by Mr C McGuinness

[cmcguinness@christtheking.notts.sch.uk](mailto:cmcguinness@christtheking.notts.sch.uk)



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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 building on what they have covered at KS2.
- We hope to make lessons engaging and challenging for all students.
- Students require their equipment every lesson, this includes a scientific calculator.






	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  **Sparx Learning**
- Teachers will provide extra support to any student who requires it
- We encourage you to contact either myself or your child's math's teacher if you have any concerns





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# Science

## Presentation by Mrs J Gamble

[jgamble@christtheking.notts.sch.uk](mailto:jgamble@christtheking.notts.sch.uk)







'When can we  
mix chemicals

'Are we doing an  
experiment today

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

use a Bunsen  
Burner?'

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



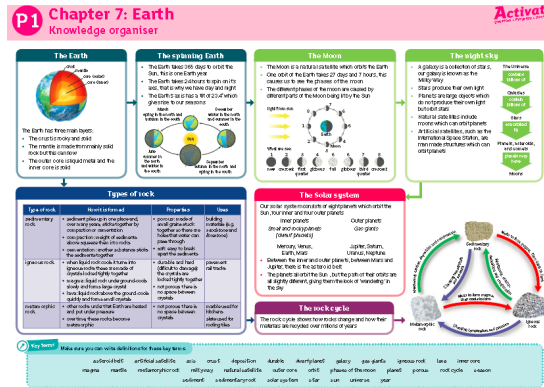


# Science - Topics

Term	Topics
<b>Autumn Term 1</b>	Organisms
	Matter
	Energy
<b>Spring Term 2</b>	Ecosystems
	Earth
	Forces
<b>Summer Term 3</b>	Genes
	Reactions
	Electromagnets

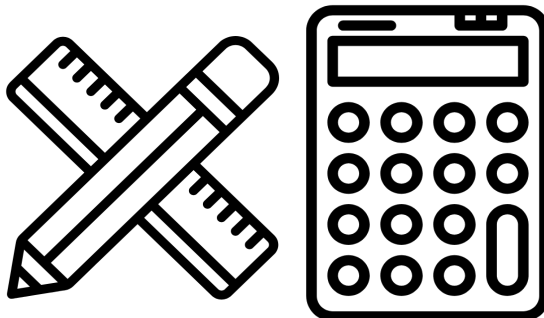
- Students are taught in mixed ability groups.
- Lessons are centered around developing scientific literacy, mathematical and practical skills.
- We teach a 2-year spiral course, where the same topics are taught again in Year 8, with increasing degrees of complexity.
- Allows for skill development in 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





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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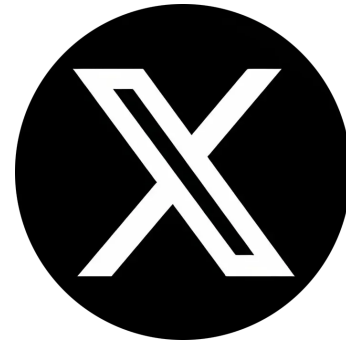
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