



# Parent Information Booklet



## Christ the King Catholic Voluntary Academy

*Our mission is to provide the best education and care we can for all members of our Living Faith Community*



# Contents

Headteachers Welcome	3
Parent Partnership	4
Catholic Life and Celebration of the Word	5
Catholic Character Education	6
Chaplaincy	7
Communication Policy	8
Who to Contact	9
Safeguarding	10
Curriculum	11
Assessment	12, 13
Attitude to Learning (ATL)	14
Inclusion	15
Enrichment Opportunities	16,17, 18
The School Day	19
Free School Meals	20
Uniform & Dress Code	21, 22
Physical Education	23, 24
Health and Wellbeing	25
School Transport	26
Online Resources & Apps	27
How to Support Your Child's Learning	28
Knowledge Organisers	29
Teaching and Learning	30
Behaviour	31
Mobile Phones	32
Classroom CARE Habits	33
CARE Points	34
CARE Responses	35
Rewards	36
Sanctions	37
Attendance & Punctuality	38, 39
Personal Development	40
Careers Curriculum	41
E-Safety & Cyberbullying	42
LRC	43
CARE to Read	44
Bullying	45
External Support Agencies	46
How to Support Your Child	47, 48
Frequently Asked Questions	49, 50
Key Dates for Parents	51, 52



# Headteacher's Welcome



Welcome to Christ The King Catholic Voluntary Academy.

I am delighted that you have chosen to send your child to this school and I am sure that they are going to enjoy being here with us. They will have the opportunity to meet many new people that are part of the Christ the King family; new teachers and children that have come from different primary schools.

Our Mission is '**to provide the best education and care for all in a living faith community**'. In order for this mission to be achieved, everyone, staff, students, parents and Governors understand that they are responsible for working hard to achieve it. It means that we work together as a **community**, supporting each other and encouraging each other to reach our potential. We each have a specific role to play in this and we make a commitment, when we join the community, to fulfil our part.

We want students to **achieve** in all aspects of their development. We value the uniqueness of each person and believe it is part of our mission as a Catholic school to ensure that we also have opportunities to develop individuals so that they can reach their full potential. This means that we support our students to achieve the highest levels academically, but also that we provide experiences that allow them to develop spiritually, socially and morally too. We believe that God created us all to be unique and so we celebrate our differences whilst at the same time strengthening the bonds that hold us all together. We expect that all members of our community treat each other with **respect**. Staff and students live by the message in the gospel that we should treat others as we would want to be treated.

We make a commitment to enable students to **encounter** Jesus in all we say and do. This means that the values in the gospel of love, forgiveness, tolerance are evident in the ways that we interact with each other. It means that we provide opportunities within each day for students to pray, to reflect on their life, their beliefs, and their actions towards others.

This booklet will provide you with the essential information about our school before your child arrives in September. Please read it carefully and keep it safe as you will find it useful once your child starts. If you have any questions about school, there are a number of people you can talk to: your child's Form Leader, their Achievement Leader or student services.

I am looking forward to you and your child joining our school community and I wish them every success for a bright and prosperous future here at Christ the King Catholic Voluntary Academy.

Good luck and God Bless.

**Jo Love**

*Head Teacher*

**"Don't let anyone look down on you because you are young, but set an example for the believers in speech, in conduct, in love, in faith and in purity"**

*1 Timothy 4:12*



# Parent Partnership

This document attempts to outline and clarify the key roles of the school and our expectations of parents and carers to enable us to work together to support your child in making the maximum academic and personal progress possible.

## What the school expects from our parents / carers:

- Parents to work collaboratively with the school. Support us as we work together to ensure that your children meet our expectations through our policies
- Ensure your child attends school regularly to ensure they have the best chance to progress academically (good attendance is classed as at least 95%)
- Take an interest in your child's studies and try to support work done in school where possible. Send your child to school in uniform that complies with school policy and expectations
- Check your child's Arbor account and ensure that they are completing homework to the best of their ability
- Show a supportive attitude to the value of education and academic success. Parental opinion and support is one of the most important influences over exam success
- Be aware and supportive of the school mobile phone policy. Mobile phones should not be seen, heard or known about on the school site from the moment the students arrive through the gates, until they leave at the end of the school day (see our Mobile Phone Policies)
- Read the school policy on communication and be aware that any abuse of staff either in person or through social media may result in police action. All staff try to act in the best interests of students. If you are unhappy with a situation then we request that you address your concerns respectfully and appropriately to your child's form leader via email
- Be proactive in contacting your child's form leader if there are external factors affecting their wellbeing
- Attend Parents' Evenings and read and discuss your child's reports. Keep aware of support provided by the school for students and parents through the school website, social media, Arbor and Go4Schools
- Ensure the school has your correct contact details and that you are signed into the Arbor parent app Understand that the school will tackle defiant behaviour, verbal and physical abuse and anti-social behaviour in accordance with our school policies. We expect your support with this
- Understand that the school will endeavour to give 24-hour notice of any after school detentions. No student is exempt from sitting after school detentions. The Behaviour for Learning policy applies to all students

## What you can expect from Christ the King:

- We will develop each child through a focus on Catholic values reflected by staff and students
- We will always endeavour to provide a warm welcome for all and a safe environment where all of our students can thrive
- The best possible provision in the classroom will be provided to support your child's academic performance
- Clear feedback will be given to students and parents on how each child can improve their academic performance. An appropriate and challenging curriculum to meet the individual needs of all students
- We will provide opportunities for all students to develop spiritually, socially, emotionally and academically
- We will reward student success and create a culture of pride in achievement
- We will be proactive in communicating with home when there are issues affecting your child within school
- We will respond within **48** hours to communication from home in a positive, purposeful and appropriate manner. This may be an email to say when a phone call will take place
- Poor behaviour, when it occurs, will be challenged swiftly and according to the Behaviour for Learning Policy to ensure student safety and learning capacity is not compromised



# Catholic Life & Celebration of the Word

**The Baptismal ritual states that parents are “the first teachers of their child in the ways of faith.”**

This is echoed in the words of the Catechism: “parents have the first responsibility for the education of their children” (ccc 2223).

Canon law states that parents are the first educators of their children. It follows therefore that Catholic schools are there to support the parents who promised at Baptism to bring their children up in the practice of the Catholic faith, loving God and their neighbour. Non Catholic children are welcome in our school and in choosing a Catholic school it is equally expected that those parents have done so because they are supportive of the Catholic ethos in the school. The task of educating a child is the successful partnership of parents, schools, family and community. It is not easy and in today's world there are many challenges.

At Christ the King we have weekly Celebrations of the word in the Hall to enable students to have an extended time of prayer and grow in their relationship with God. These are student led and allow students to make links between Scripture and our everyday lives. We also have liturgies to mark particular occasions such as Remembrance Day.

As well as Celebrations of the Word, we have a voluntary Mass and Confession on the first Friday of every month in the Chapel. We also have House Masses in the Hall where the students do the readings, altar serving and a reflection. We begin our school year with a welcome Mass for year 7, we hope that they see in our school that the faith life is the top priority from their first day here. Allowing students opportunities to engage with the life of the Church is incredibly important to us at Christ the King. We want students to know that they are part of the Church and that God wants to encounter them in prayer and in the Sacraments.

Every Christmas and Easter the whole school community walk to The Good Shepherd Church to celebrate these most important occasions of the liturgical year. Our students also take part in retreat days at Church. We also encourage students to make links with their local Parishes.



**Holy Cross Church,  
Hucknall**  
Parish Priest –  
Fr Richard Hardstaff



**Our Lady of Perpetual  
Succour, Bulwell**  
Parish Priest –  
Fr Richard Hardstaff



**Sacred Heart Parish,  
Carlton**  
Parish Priest –  
Fr Chris Thomas



**The Good Shepherd  
Church, Woodthorpe**  
Parish Priest –  
Fr Phillipp Ziomek



The Nottingham Diocese



The Briars Residential  
Youth Centre



The Nottingham Diocese  
Education Service



Catholic Youth Ministry  
Federation

**“I have come that they may have life and have it to the full.” (John 10:10)**



# Catholic Character Education

Jesus' words in John's Gospel express the aim of human life as 'human flourishing'. Our whole business in this life is to flourish by seeking to form our character through the pursuit of personal strengths and excellences of character which are theological, moral, civic, intellectual, and centred around action in order to develop responsible young people for our global future. Catholic Character Education puts this at the heart of our curriculum. At Christ the King we have the mission of the Church and Catholic Social Teaching at the heart of every subject and everything we do. We strive to develop the theological literacy of values and virtues across our curriculum subjects to make our faith and Gospel value relevant to their daily lives and their lives in the future.

Rooting our Mission statement into our whole curriculum enables us to develop young people who recognise their place in the world and the importance of social justice through the recognition of the human dignity of themselves to values and support the human dignity of others.

We have selected the following virtues within each area of our mission statement that we will think will benefit our students throughout their lifetime.

Community	Achieve	Respect	Encounter
Hospitality Gratitude Compassion	Self control Love of learning Perseverance	Sanctity of Life Discipleship Equality Stewardship	Faith Hope Love

## Community

**"Thank you for Christ the King community and all the people who work in it"**

"Welcoming our brothers and sisters with care and willingness must not be limited to extraordinary occasions but must become for all believers a habit of service in their daily lives." (Pope St. John Paul II, Address to volunteer workers, March 8, 1997)

## Achieve

**"Help us to realise what we can achieve with the help of those around us"**

"The only reason for the importance we give to the field of education is the hope for a new humanity, for another possible world." (Pope Francis)

## Respect

**"Let us remember to treat each other with respect and to celebrate the things that make us unique"**

"And God created man in His own image, in the image of God He created him" (Genesis 1)

## Encounter

**"Lord, we ask that you guide us with your Spirit and support us each day so that all we do shows your love for everyone"**

"Jesus paid no attention to what they said, but told him, "Do not be afraid, only believe." (Mark 5:36)

"I believe in Christianity as I believe that the sun has risen. Not only because I see it, but because by it I see everything else." (C. S. Lewis)

## Curriculum Link Examples

All curriculum areas are developing young people of the future and the value of the subject is based on this.



# Chaplaincy

## The Chaplaincy has four main aims:

- To provide opportunities to celebrate our Catholic faith in Worship
- To encourage our students and staff to grow in faith; by exploring our beliefs in Jesus Christ and his Church
- To offer a welcoming space for students to come when they need support and guidance
- To serve our local and global community through practical works of charity

## Chaplaincy Team

Our Chaplaincy Team is a welcoming and vibrant team that is open to all students from all year groups. We have named it 'Project 365' as 'Do not be afraid' is mentioned 365 times in the Bible. We have based our team on the Scripture 'Be strong and courageous. Do not be afraid, for the Lord your God goes with you; he will never leave you nor forsake you' (Deuteronomy 31:6).

We want our team to lead our school in knowing that God loves us and is with us in everything we do. You do not have to be a Catholic to join, it is open to any person of any faith. All we require is that the student wants to help the school community and lead us, and all those who are in our wider communities, in faith. The Chaplaincy Team meets in year groups, but we all come together to plan for big events, such as the Christmas Liturgy.

The Chaplaincy Team meets in year groups, but we all come together to plan for big events, such as the Christmas Liturgy. Within those groups, we have four main responsibilities: Prayer, Publicity, Fundraising and Spiritual Coordinators.

### PRAYER

In the PRAYER group of the Chaplaincy Team, it is your role to make sure that all aspects of the prayer life of the school are well prepared and reflect the importance of our life of prayer. Acts of Worship are planned thoughtfully and set up, Mass is organised and ready, and that any opportunities outside of school (such as reading in our local parishes) are prepared well. This also means taking an active part in prayer and having the confidence to lead prayer throughout the school.

### PUBLICITY

In the PUBLICITY group of the Chaplaincy Team, it is your job to make us public around the school. This means that you need to make sure notice boards around the school are up to date, the Chapel is clean and tidy, Chaplaincy notices are announced in form time and that you are an example to all others around the school by behaving, smiling and most of all ... being you!

### FUNDRAISING

In the FUNDRAISING group of the Chaplaincy Team, it is your job to help us raise money for our chosen Charities. You are responsible to produce ideas of how we can raise funds, advertise them, set them up and raise some money for various charities. You need to be creative and prepared to work hard to support the work of charities.

### SPIRITUAL COORDINATORS

This group is only for the Sixth Form as part of their leadership program. They are proactive members of our Sixth Form that make the bridge between Key Stage 3 and Key Stage 4 more accessible and achievable through a caring and supporting network. They take on responsibility by leading groups within the Chaplaincy Team and showing them how our faith can help us succeed through school life. They are key members of our school community.



# Communication Policy

## Our expectations over communication

- Teaching staff may not be able to check their emails or return calls between 8:35am—3:15pm due to teaching commitments. All correspondence will be responded to within 48 hours
- Christ the King will under no circumstances tolerate verbal or physical abuse of our staff. We are human and unfortunately despite our best intentions, mistakes are made but all parents should rest assured that the prime concern of all of our staff is the safety, wellbeing and happiness of our students. We do recognise that the vast majority of our parents are very supportive and this has underpinned the success the school has enjoyed in recent years
- We expect our staff to speak professionally and courteously towards parents and carers at all times. If you feel this does not reflect your experience, you can make a complaint through the channels outlined at the bottom of the page
- Any abuse towards staff either in person (face to face, on the phone or via email) or through social media will be taken seriously and we will involve the police where necessary
- Students who use mobile phones to take photographs of staff or to make inappropriate comments will face serious sanctions which can include fixed-term and permanent exclusion (see the Behaviour Policy)
- Parents who have been abusive towards staff will be asked to meet the Head Teacher and may face a ban from the school site

## Who to contact?

- If your child is too ill to attend school email: [absence@christtheking.notts.sch.uk](mailto:absence@christtheking.notts.sch.uk) every day they are off school
- For queries on issues such as uniform, behaviour, attendance, detentions, homework or rewards, the **Form Leader** of your child should be your first port of call
- In the case of an **emergency concern** please contact student services who will notify the appropriate member of staff: [studentservices@christtheking.notts.sch.uk](mailto:studentservices@christtheking.notts.sch.uk)
- If there is a pastoral issue of a serious nature (e.g. an issue that would affect your child's safety or well-being) and you have already contacted your child's form leader, you should contact the **Achievement Leader** for your child. In the unlikely event that an Achievement Leader cannot resolve the issue, your next contact would be **Mr K Farrell** (Assistant Head Teacher – Behaviour and Attitudes)
- If you have a query about academic issues such as issues with academic reports, homework or content in a particular subject then contact either your child's **class teacher** or the **Curriculum Leader** for that subject
- If you have queries about school buses or bus passes, please contact **Student Services**
- Questions and issues (pastoral and academic) related to Sixth Form students should be directed to **Mr N Reddington** (Head of Sixth Form)
- For safeguarding issues please ask for a member of the safeguarding team. **Miss M Tyrrell** is our designated safeguarding lead. Our reception staff can direct you to the correct member of staff and the school website also has details on the safeguarding team.
- If all other avenues have been taken and your issue is still not resolved, to contact the Head Teacher you will need to email the **Head's PA** Mrs L Lea FAO Miss J Love: [Head@christtheking.notts.sch.uk](mailto:Head@christtheking.notts.sch.uk)

**You will be redirected to the most appropriate member of staff**



# Who to Contact

Senior Leadership Team			
<b>Head Teacher</b>	Jo Love	<b>Deputy Headteacher</b>	Laura Bator
Assistant Headteachers			
Kev Farrell (Behaviour and Attitudes)	Marissa Tyrrell (Personal Development)	Pearce Baxter (Teaching and Learning)	
Academic Leaders		Pastoral Leaders	
Maths	C McGuinness	Year 7	J Weatherill
English	J Collins P Bingham	Year 8	F Munro
Science	A Blazewicz-Bell	Year 9	L Bohn
RE	R Lewis	Year 10	L Nelson
Humanities	P Lightfoot	Year 11	C Mitchell
Creative and Active	R Shardlow	Sixth Form	N Reddington
Catholic Life & Mission	E Walton		
Subject Leaders		Support Staff	
Biology	S Goldsbrough	Inclusion Manager	D Eddyshaw
Physics	K Humphries	Pastoral Support Workers	I Kemp & K Burris
MFL	E Hainsworth	Family Support Worker	A Scott
Music	J Deans	Inclusion Admin	D Ferrara
Drama	S Hatton	Lead TA	S Purdie
PE	S Logan	Lead TA	D Ellington
Technology	B Lockton	Lead TA	L Wright
Business Studies	TBC	Headteachers PA	L Lea
Media Studies	R Shardlow	Office Manager	A Dudley
IT	J Boyle	Damascus Leads	E Holden & H Jensen
History	S Edwards		
Personal Development	K Fallon		
Work Related Learning	O Mason		
@christtheking.notts.sch.uk			

***“My dear brothers and sisters, take note of this: Everyone should be quick to listen, slow to speak and slow to become angry” James 1:19***



# Safeguarding

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play.

To fulfil this responsibility effectively, all at Christ the King ensure that our approach is child-centred. This means that Christ the King consider, at all times, what is in the best interests of the child.

Christ the King recognises that no single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

The purpose of safeguarding children is to:

- Protect them from abuse, maltreatment and exploitation.
- Prevent anything from harming their health or development.
- Ensure they can grow up under safe and effective care.
- Take action to ensure they have the best outcomes in life.

As part of our Safeguarding offer, Christ the King and Our Lady of Lourdes Catholic Multi Academy Trust (OLoL CMAT) have a team of people who lead on safeguarding our students, they are our Designated Safeguarding Leads (DSLs).

Christ the King's DSLs are also the people who will support with any concerns raised around children's health, wellbeing and safety, as described above. If you have a concern regarding the wellbeing, health, development, relationships or safety of a child, please use the contact details below.

## **Designated Safeguarding Leads (DSL) contact details at Christ the King:**

Marissa Tyrrell (DSL Lead) - [mtyrrell@christtheking.notts.sch.uk](mailto:mtyrrell@christtheking.notts.sch.uk)

Alana Scott (Deputy DSL) - [ascott@christtheking.notts.sch.uk](mailto:ascott@christtheking.notts.sch.uk)

## **Safeguarding hotline number for OLoL:**

Tel: 01158550557

This will be diverted to our safeguarding team between 9am-3pm weekdays and will send a voicemail to the safeguarding team outside of these times.

**Steve Akers (Trust Safeguarding Lead)** - Tel: 07961203307 - Email: [steve.akers@ololcatholicmat.co.uk](mailto:steve.akers@ololcatholicmat.co.uk)

## **Safeguarding for Parents**

We feel that it is important to support our parents to know how they can protect their children, where to find help and raise concerns if necessary. A full list of support is available at the back of this booklet.

As well as skills which are taught within the specific curriculum of Religious Education, PSHE & RSE, please find below contact details for a variety of organisations who support parents and young people if they have any safeguarding, mental health or welfare needs.

CAMHS crisis team: (Child and Adolescent Mental Health Services (CAMHS) Crisis Resolution Home Treatment Team) part of the Nottinghamshire Healthcare NHS Foundation Trust.

Tel: 0115 8542299 or 0115 8440560

Email: [CAMHSCrisisTeam@nottshc.nhs.uk](mailto:CAMHSCrisisTeam@nottshc.nhs.uk)

This service is for young people experiencing a mental health crisis. This includes young people who:

- are at risk of immediate and significant self-harm
- are an immediate and significant risk to others due to their mental health
- are being considered for admission to a mental health inpatient unit
- are in acute psychological or emotional distress that is causing them to not be able to go about their daily activities, such as going to school and looking after themselves



# Curriculum

Our mission at Christ the King CVA is to enable all our students to have the ambition needed to achieve excellence whilst having Christ at the center of our community. All teachers and adults within our community endeavor to demonstrate and promote our Mission Statement - “**Community; Achieve; Respect; Encounter**” across the whole of our learning environment.

## Key Stage 3 – Year 7-9

In Key Stage 3, our curriculum provides a broad and balanced education for all students within our school. Students at Christ the King CVA are able to build on their core knowledge from Primary school which helps to promote further student progress when they begin Key Stage 3. Our Key Stage 3 curriculum has been redesigned by all departments to ensure that it is knowledge rich, as we believe that your child is entitled to learn ‘the best that has been thought and said’ (Matthew Arnold).

We want your child to receive the best educational experience so that they leave our school as responsible young people with the key knowledge required to be successful in their future careers and lives. We firmly believe that delivering a knowledge rich curriculum will provide your child with this ambitious curriculum that will develop their life chances. In Key Stage 3, your child will undertake the following number of hours per subject per timetable cycle:

English : 6 hours	Science: 5 hours	Technology 3 hours	PE: 4 hours	MFL: 4 hours
RE: 5 hours	Geography: 3 hours	Art: 3 hours	ICT 1 hour	Drama: 3 hours
Maths: 6 hours	Music: 3 hours	History: 3 hours	Personal Development: 1 hour	

## Key Stage 4 – Year 10-11

At Key Stage 4 all students at Christ the King CVA study the core subjects of RE, English, Maths and Combined Science (separate Sciences will be available in the options process). Your child will also have the opportunity to choose from a range of GCSE subjects and/or vocational subjects. During Year 9, your child will be supported through the options process and consideration is given over their personal aspirations and assessment preferences for each student in our care.

We aim to promote academic ambition by encouraging your child to follow an Ebacc pathway, and your child can choose to follow this route in full if they wish to do so. However, we allow your child to select any three subjects that they wish to study in the desire for them to follow their interests and talents. In Years 10-11, your child will study a broad range of core subjects including R.E., English Language, English Literature, Maths, Science (this is studied as three individual subjects) and P.E. All of these subjects, excluding P.E. are studied at GCSE level. Your child is also able to express a preference for further subjects via the Options Program, as this allows them to support their individual interests and aspirations. This involves your child selecting three options that they want to study during Key Stage 4.

The option pathways are put together to ensure that your child is offered access to the 4 areas of entitlement (the arts, design and technology, humanities and modern foreign languages). The English Baccalaureate subjects are encouraged as a broad experience, but it is acknowledged that they are not suitable for all students. In response to a student's individual needs, during Key Stage 4, our school may also:

- allow your child to participate in extended work-related learning;
- allow your child with exceptional interest/ability to take more than one subject from a curriculum area
- allow your child making significantly less progress than other students of his/her age to consolidate his/her learning and progress across the curriculum. This is taught over a two-week timetable with 25 lessons a week.



# Assessment

## Student Data

We track and monitor students progress throughout their journey with us at Christ the King. Subject teachers will report on your child's projected pathway within grade boundaries used at GCSE. For example, if they are expected to achieve a grade of 1-3, 4-6, 7-9 at the end of year 11. We do not share external target data as we believe that this can either reduce your child's motivation if the target data is met or similarly if they are working well below their target level. Instead, we focus on your child's Attitude to Learning (ATL) grade and their projected pathway. Students are then given feedback on what they are doing well and what they need to do to improve in that subject. We firmly believe that if your child is able to answer these two questions, combined with an outstanding attitude to learning, they will make the academic progress required to be successful at the end of Key Stage 4/5 external assessments.

Students will also complete CARE learning conversation sheets in lessons and form time throughout the year identifying what they are doing well and what they need to do to improve. These will provide you with feedback on how your child feels they are doing in lessons and provide you with an opportunity to discuss your child's learning experience in every subject with them.

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## Formative Assessment

We expect formative assessment to take place regularly during lesson time and this should allow your child and staff to be clear on what students are doing well and what they need to do to improve. Allowing your child time to reflect upon this feedback is imperative. When teachers and peers provide quality feedback, students are empowered to take the appropriate action and therefore, they are more likely to develop their knowledge and make progress. Educational research tells us that feedback is most effective when it is clear, concise and given very close to the event. Travelling around the classroom providing verbal or written feedback during a lesson is strongly encouraged as a highly effective use of lesson time. Feedback on student's work will not be provided in the traditional sense of ticks and comments in a book. Student will be provided with whole class feedback for them to respond to.

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## Summative Assessment

Summative assessment is carried out at agreed points throughout the year in accordance with the curriculum and assessment plan for each subject area. It involves assessments which are standardised across the department. Teachers use standardisation and moderation meetings as an important quality assurance opportunity in order to ensure that the summative assessments have been marked in the correct manner by all members of the department. Summative Assessments should be cumulative and linked to exam board assessment criteria (KS4/5) or Units of Knowledge (KS3) as evidenced in the curriculum and assessment plan.

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## Baseline Assessments

Baseline assessments take place at the beginning of key stage 4 and 5 and are a vital form of assessment as they identify the starting points of knowledge for your child. The results of baseline assessments are used to inform future planning, but ultimately, each department has to decide what they want from a baseline assessment and then design their assessment based on these factors.



# Assessment

## Assessment for Learning

It is expected that we will see assessment for learning taking place during lessons. This is used to check your child's knowledge throughout the lesson to ensure that progress takes place. Assessment for learning is also used to enable teachers to adjust their planning depending on the needs of a class or individual student.

Assessment for learning can take place using several different strategies to provide variety in what we do, such as using mini whiteboards, undertaking questioning with the class or via retrieval practice. Retrieval practice is the first part of all lessons at Christ the King, and the outcomes of these retrieval quizzes are used to inform planning for future lessons.

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## Frequency of Assessment

### Year 7 & 8

Each subject is required to record a minimum of 3 cumulative assessments per year

### Year 9

Each subject is required to record a minimum of 6 cumulative summative assessments per year including an End of Year exam

### Year 10

Each subject is required to record a minimum of 6 cumulative summative assessments per year. This includes 2 mock exams for English and Math's and 1 for all other subjects

### Year 11

Each subject is required to record a minimum of 6 cumulative summative assessments per year including 1 mock exam

### Year 12/13

Each subject is required to record a minimum of 10 cumulative summative assessments per year including 1 mock exam (Year 12) or 2 mock exams (Year 13)



# Attitude to Learning (ATL)

At Christ the King, we believe that a student's Attitude to Learning is the single greatest predictor of their future success. While academic grades tell us *what* a child has learned, ATL data tells us *how* they are learning. We want our students to be more than just compliant; we want them to be leaders of their own intellectual journeys.

## Data Collection and Reporting

We collect and report on ATL data twice per academic year. This ensures that the focus remains on long-term habit formation rather than short-term fluctuations. Your child's report will not simply provide a single number; instead, it breaks down their attitude into Three Pillars of Learning:

1. **Conduct & Composure:** Is the student ready to learn? Are they following our CARE habits, arriving on time, and bringing the correct equipment?
2. **Aspiration:** Does the student show a desire to improve? Do they act on feedback and seek out challenges?
3. **Engaged in Learning:** Is the student actively participating? Are they doing the "deep work" or just the bare minimum?

## What We Are Looking For: The Four States of Learning

**Rather than traditional grades, we use four "States of Learning" to describe your child's profile in every subject:**

- **AMBITIOUS:** These students are self-driven. They don't wait for instructions; they seek out the hardest tasks and lead others by example.
- **ACTIVE:** These students are the "engine" of the classroom. They are consistent, hardworking, and always meet our high expectations.
- **PASSIVE:** These students are well-behaved and quiet, but they are "mentally offline." They complete work but rarely take initiative or push themselves beyond their comfort zone.
- **RELUCTANT:** These students have behaviours or habits (such as poor attendance or lack of equipment) that are currently acting as a barrier to their progress.

## How You Can Support Your Child

**The most effective way to support your child is to move the conversation at home away from "What grade did you get?" and toward "How were you learning?"**

- **Celebrate the Active and Ambitious States:** If your child receives an Ambitious rating, ask them: "*What did you do in that lesson to lead the learning?*"
- **Target the Passive Coasters:** If your child is rated as Passive, they aren't in trouble, but they are coasting. Encourage them to volunteer one answer per lesson or to start challenging tasks without waiting for a prompt.
- **Connect the Big Picture:** Discuss the link between their CARE points, their attendance, and their ATL states. Remind them that being Active is a choice they make the moment they walk through the school gates.
- **Review the Next Step Advice:** Every subject report includes a specific piece of advice. Sit with your child and ask how they plan to put that one action into practice in their next lesson.

**By working together, we can ensure that every child moves from simply "being in the room" to "owning the room."**



# Inclusion

At Christ the King, Inclusion is at the heart of our community and a shared responsibility for every member of staff. Form Leaders, Teachers, Pastoral Support, Support staff and the Senior Leadership Team, plays a crucial part in creating an inclusive environment where all students feel valued and supported.

Guided by our faith, we are committed to ensuring that every student has access to a broad, balanced, and meaningful curriculum. We strive to provide the right support for every learner to grow in confidence, build independence, and reach their full potential. Our mission is to prepare all young people for a successful and fulfilling adulthood.

We are proud of the support we offer our Special Educational Needs and Disabilities (SEND) students, and we have developed a whole school approach designed to meet their needs within a mainstream learning environment. Our goal is to ensure that every student can thrive alongside their peers. Through tailored support and scaffolding, we help students with SEND achieve success in the classroom. This approach, known as our Core Offer, includes:

- **Quality First Teaching (QFT)** All teachers are trained to deliver inclusive, high-quality lessons that are scaffolded to meet individual learning needs. The implementation of QFT is the starting point for our approach to inclusion and will support the vast majority of students with SEND
- **Adapted Curriculum** Where appropriate, the curriculum is modified to ensure accessibility and relevance, allowing all students to engage meaningfully with their learning. To ensure all learners achieve their full potential, a diverse range of tailored courses has been introduced at Key Stage 4 to support students with Special Educational Needs and Disabilities (SEND). These include Functional Maths, Step Up to English, ASDAN Science, ASDAN Religious Education, the Certificate of Personal Effectiveness (CoPE), and the Unit Award Scheme in Food and Design Technology. This approach not only supports academic achievement but also prepares students for successful transitions into further education, employment, or independent liv
- **Tracking of Progress** Robust systems are in place to monitor and evaluate student progress regularly. This ensures timely interventions and supports are provided to help students achieve their potential.



## **Inclusion Manager & Family SENCO— Danielle Eddyshaw Inclusion Centre of Excellence (ICE)**

Our Inclusion Centre of Excellence (ICE) provides a supportive and inclusive environment for learners with Special Educational Needs and Disabilities (SEND). The center includes a sensory room and three dedicated classrooms, which are used throughout the school day to support academic learning, and pastoral care.

A highly skilled team of teaching assistants have experience in supporting a wide range of Special Educational Needs. The team meets regularly to review pupil progress, adapt strategies, and ensure that high-quality, consistent support is provided across the school alongside working with key staff within school.

For pupils who require more than the core SEND offer, additional targeted provision is available. These pupils are assigned a key worker and take part in three review meetings each academic year. These meetings involve parents or carers and focus on the pupil's progress, the provision in place, and their overall well-being.

Provision offered within ICE includes in-class support across the curriculum and a range of small-group and 1:1 interventions. These interventions are designed to support development of literacy and numeracy skills, improve communication, provide specific help for pupils with dyslexia, and encourage the development of social and communication skills. Teaching assistants also help facilitate learning by providing adapted resources tailored to individual needs.

In addition to academic and emotional support, ICE offers break and lunchtime clubs that give pupils the chance to build relationships and engage in positive social experiences. Pupils are also encouraged to participate in inclusive after-school clubs and take part in sports events held across Nottinghamshire, promoting physical activity and social inclusion. Where appropriate, some pupils follow adapted timetables and have additional access to the ICE environment to better meet their individual needs and support greater engagement in their education.

# Enrichment Opportunities



## Faith

As a Catholic school, exploring faith is a very important part of your child's journey with us. In addition to this, Religious Education is a very important part of your learning. Each class has five lessons of RE every two weeks. As well as this, students will get to know the Chaplains who are based in the Chapel and are always happy to spend time with them.

Students will also have a chance to be part of the Chaplaincy group and to help at school masses and celebrations. We expect students to help us with our charity work, supporting those in need. As students get older, they will also be able to visit the Briars Youth Centre in Derbyshire and go on Pilgrimage to Lourdes.



## Enrichment Opportunities

There are lots of enrichment opportunities at Christ the King and students should try and join at least one of them. The most important thing is to remember to attend each session/meeting. However, if students decide they are not enjoying it, after a few sessions they should tell the teacher so they will know you are no longer attending. If they must miss a practice because of something urgent, like a doctor's appointment, let the teacher know beforehand.

## The School Council

The School Council is a group of students who act as representatives for their class, Year group and Parish. They will represent views and raise issues as well as take forward initiatives and projects on behalf of their peers. They will also be involved in strategic planning and processes such as the School Development Plan, Governing body meetings and staff appointments.

There will be lots of opportunities for you to be involved in the work of the school council, including becoming a member of the council itself. Initiatives that the School Council are leading at the moment include the Cultural Club, The Eco Club and Sub committees for key areas within our school. The aim of the school council is to give students the opportunity to:



- Meet new people
- Gain some additional responsibility
- Something to add to a CV
- Improve communication skills
- Build confidence
- Practice empathy and understanding



# Enrichment Opportunities

## **Trips**

Educational visits and school trips are an important part of our wider curriculum and provide children with valuable opportunities to enhance their learning beyond the classroom. Throughout the year, we offer a range of trips, visitors, and experiences linked to topics being studied, helping to inspire curiosity, develop confidence, and create lasting memories.



**Spanish Trip to Seville**



**Year 8 Briars Retreat**



**Year 7 Bowling Rewards Trip**



**Art Trip to London**



**Drama Theatre Trip**



**Geography Trip to Black Rocks**



# Enrichment Opportunities

Extra curricular activities are a key part of our school day at Christ the King. We want students to participate in extra curricular activities all the way through their time with us, so that they can further develop their interests and talents, whilst also helping them to develop their mental health and wellbeing in areas of particular interest. We also firmly believe that extra curricular activities:

- boost young people's confidence to interact socially with others
- extend their social networks; and provide them with new skills and abilities
- offer an important space to have fun and relax away from the pressures of school work (Social Mobility Commission: An Unequal Playing Field, July 2019)

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## Extra Curricular Clubs

We have extra curricular activities taking part in the following areas:

School Enrichment	School Council, EcoTeam, Charity Club
Sports	Football, Netball, Basketball, Trampolining, Volleyball, Dodgeball Club, Table Tennis, Darts, Handball
Performing Arts	Worship Band, Faith Choir, Glee Club, Rock School Club, Soundtrap Club, Vocal Ensemble, Keyboard Club, Woodwind Club, Glee Club, Drama Club
Learning Resource Centre	Afterschool Homework Club, Lunchtime Reading Club
Hobbies	Gaming Club, Mindful Colouring Club, Coding Club

We also have multiple fundraising activities which run during the school year, allowing your child to support others who are not as fortunate as themselves. Although these activities are supported by the School Chaplain and other adult members of the school community, it is the students who lead on these events.

Examples of fundraising events include:

- Raising funds to supplement students attending the Lourdes Pilgrimage
- Christmas Shoe Box Appeal
- Raising money for Ukrainian residents
- Supporting the local foodbank at Christmas—Christmas meal in a box
- Children in Need

Many of these activities bring out the best in our young people as they seek to support others from around the world. Participating in these activities allows them to develop their leadership and inter personal skills, as well as meeting our whole school curriculum intent of 'developing young people who will have a positive influence on society after they leave our school.'



# The School Day

The school day is organised into 5 subject lessons in different parts of the school buildings, so you will be walking about a lot, with all the books and equipment you need.

<b>8:40</b>	<b>Arrival to school</b>
<b>8:45 – 9:00</b>	<b>Tutor Time / Registration / Celebration of the Word</b>
<b>9:00-9:55</b>	<b>Period 1</b>
<b>9:55 – 10:20</b>	<b>CARE to Read</b>
10:20-10:40	Break
<b>10:40-11:35</b>	<b>Period 2</b>
<b>11:35-12:30</b>	<b>Period 3</b>
12:30-13:10	Lunchtime
<b>13:10-13:25</b>	<b>Tutor Time / Registration / Assemblies</b>
<b>13:25-14:20</b>	<b>Period 4</b>
<b>14:20-15:15</b>	<b>Period 5 and End of Day Prayer</b>

## Aspens



### Lunch at Christ the King

Aspens is the company chosen by our trust to provide the meal service. We specialise in providing catering to schools and colleges across the country.

The food children eat at school plays an important role in their wellbeing, and eating a well-balanced diet will not only maintain and improve their health but will also set them on the right track for later life. We understand this and that's why we are passionate about serving fresh, high quality and locally sourced food that is cooked in our kitchen.

### Get in touch

Aspens are experts in school catering and have years of experience when it comes to school food. If you have any questions about our service, or any special dietary requirements – please get in touch. You can contact us via email on [info@aspens-services.co.uk](mailto:info@aspens-services.co.uk) or call on 01905 759613. You will also find a host of information on our website – [www.aspens-services.co.uk](http://www.aspens-services.co.uk)

### School Meal Payments

Christ the King CVA uses Arbor as the means for purchasing food in school. Arbor is an online pre-payment system which requires parents/carers to ensure funds are available to enable students to order their meals/snacks at lunch and break-time. That means having funds in the account to pay for food/drink. It is not like a credit card. Parents are advised that if a food account balance becomes negative (ie. in debt) the student will be allowed to obtain a meal the following day to allow time for parent/carers to top up the Arbor balance. However, if the balance is not credited with sufficient funds to clear the debt and cover the cost of the next meal (currently £2.80) then we will not provide a further meal for that student.



# Free School Meals

A lot of people don't apply for free school meals. That's why we encourage all families to register regardless of whether they believe they may be eligible. If successful in registering your child for Free School Meals, the school will receive additional funding to support their learning.

Free School Meals are however an important entitlement for those families who meet the criteria and it is astonishing to think that 300,000 children who are entitled to FSM don't actually take advantage of them. There are systems in school to ensure that students who are in receipt of FSM are not identified by their peers. This is because all payments are credited directly onto the student's personal account and for those children in receipt of FSM, this is done automatically. When they purchase a meal, they use their dinner card in the same way as all other students.

We use Nottinghamshire County Council for verification of FSM eligibility. To apply please see the CTK website for more details. You will be asked a series of questions to ascertain your eligibility. This is very quick process which will only take a few minutes of your time. After you have applied for free school meals Nottinghamshire County Council will email you to let you know if your application has been processed and the outcome of the eligibility check. If you need to get in touch with the Free School Meals team, please call 0300 500 80 80

If your child chooses not to eat school meals, but you know that you are eligible for FSM, even for what you may anticipate to be a short period of time, can we please encourage you to register as by doing so, you will be supporting our school to receive the additional funding. Schools will receive pupil premium of £1,100 from the government for each child eligible for free school meals which is used for additional teaching resources!

So that we know you have applied please also email [office@christtheking.notts.sch.uk](mailto:office@christtheking.notts.sch.uk). This will allow us to chase up any applications should we need to. If you have any questions, please email us for assistance.

If you are in doubt about meeting the qualifying criteria we recommend you click the link below and apply. This will confirm whether you do/don't meet the criteria.

## Are you eligible?

You must be in receipt of a qualifying benefit or be an Asylum Seeker supported by the Home Office Asylum Support Assessment Team.

- Income Support
- Income-Based Jobseeker's Allowance
- Income-Related Employment and Support Allowance
- Guarantee Element of State Pension Credit
- Child Tax Credit or Working Tax Credit with an annual taxable household income of £16,190 or less
- Universal Credit with net household earnings not exceeding £14,000 per year

## What do I need to claim?

- Tax Credits Award Notice
- Universal Credit Payments Breakdown
- Proof of Benefit Letter (e.g., Income Support, Jobseeker's Allowance, Employment Support Allowance, or State Pension Credit)
- National Insurance Number
- Children's Names and Dates of Birth
- Name of school
- Address, Email, and Telephone Number
- Bank or Building Society Account Details (Account and Sort Code)

To apply, scan the QR code below





# Uniform & Dress Code

The Department for Education published updated guidance on school uniform, with a clear expectation that schools ensure uniform remains affordable for families and limits the number of compulsory branded items.

Following our review, we will be making the following changes to our uniform expectations from September:

- The branded school skirt will no longer be required.
- Students choosing to wear a skirt must wear a plain tailored black skirt that is:
  - knee length
  - appropriate for a professional school environment
  - not tight or form-fitting
- Students choosing to wear trousers must wear plain black tailored trousers, not leggings, jeggings or other tight-fitting alternatives.
- Blazer worn at all times unless permitted not to due to the weather
- Jumper is optional but does not replace a blazer
- Skirts not rolled up & knee length
- Trousers around the waist, not hanging lower than the waist
- Shirts tucked in
- Shoes not trainers (no sports branding)
- Plain black or plain white socks. No socks worn over tights.
- Single stud piercing, no fake eyelashes, no fake nails, no jewellery
- No denim or leather jackets or hoodies





# Uniform & Dress Code

## PE Kit

We have also reviewed our PE uniform to improve durability and reduce cost.

From September:

- The PE top will change to a black and gold design, replacing the current white version, as this will be more practical and durable.

However, we want to be clear that we are not asking families to replace existing PE tops immediately. Students may continue to wear their current white PE top until it needs replacing. We recognise that there will be a period of transition, and we expect that all students will have moved to the new black and gold PE top by the end of the next academic year.

The remaining PE kit will consist of:

- plain black shorts (knee length only; cycling shorts are not allowed)
- plain black joggers
- plain black sweatshirt (without a hood)

Hooded tops are not permitted as part of PE kit due to health and safety considerations.

In line with Department for Education guidance, we have also reviewed our arrangements for uniform suppliers to ensure families have greater choice and to encourage competition, helping to keep costs as affordable as possible. We have therefore introduced an additional supplier for school uniform.

Supplier details are as follows:



[www.hucknallschoolwear.com/](http://www.hucknallschoolwear.com/)

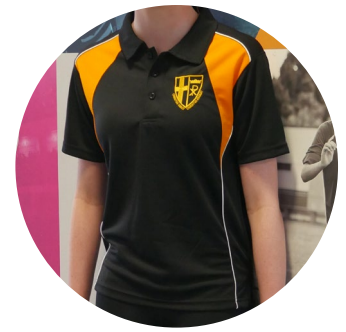


[just-schoolwear.co.uk/](http://just-schoolwear.co.uk/)



*By Morleys*

[www.schoolwearsolutions.com](http://www.schoolwearsolutions.com)





# Physical Education

All students will take part in a wide range of sports and physical activities to develop their knowledge, skills and confidence. Through PE, students will improve your teamwork, communication, resilience and leadership while building a lifelong appreciation for health, fitness and an active lifestyle. Every lesson provides opportunities for students to challenge themselves, develop new skills.

Netball	Basketball	Football	Rugby	Trampolining
Volleyball	Handball	Cricket	Rounders	Athletics
	Table Tennis	Health & Fitness	Darts	

## PE Expectations

Our PE expectations help to create a safe, respectful and enjoyable learning environment for everyone. By following these expectations, students can take part confidently, maximise their learning and ensure that every lesson is active, inclusive and safe.

- Arrive on time and ready to learn.
- Wear the correct PE kit for every lesson.
- Long hair must be tied back.
- Remove all jewellery, including earrings, watches and bracelets.
- Bring a water bottle to stay hydrated.
- Listen carefully and follow all staff instructions.
- Respect others, equipment and facilities.
- Always try your best and encourage your classmates.
- No chewing gum during PE lessons.
- Follow all safety rules to help keep everyone safe.



## Every student takes part – no opt out

If you forget your PE kit, you will be provided with a spare kit to ensure you can still participate.

- We do not accept notes from home excusing students from PE. If a student is unable to take part due to illness or injury, this should be communicated through the school via email.
- All students are expected to take part in every lesson. If you are unable to participate physically, you will still be involved by taking on a leadership role such as refereeing, coaching, scoring, timing or supporting your peers.

## Competitive opportunities

We provide a wide range of competitive opportunities to encourage students to develop their skills, build confidence and enjoy being active beyond the classroom. Through extra-curricular clubs, inter-house competitions, leadership opportunities and school fixtures, every student has the chance to represent the school, try new sports and develop a lifelong passion for physical activity.

Our extra-curricular club timetable changes each half term to provide students with a variety of sports and activities throughout the year, ensuring there is something for everyone to enjoy.



# Physical Education

## Local Competitions

Students have the opportunity to represent the school in a wide range of local competitions throughout the year. We regularly compete against other schools in a variety of sports, giving students the chance to apply their skills in a competitive environment and non competitive environment, develop teamwork and resilience, and experience the pride of representing their school. We encourage students of all abilities to get involved and make the most of these exciting opportunities.

English schools Athletics Association	English School Football Association	County cup football	Netball Central Venue League
Merit league Basketball	Junior NBA	Touch rugby	Gedling Cross Country
English schools Cross country	Inclusive Sports	Indoor Cricket	



**Year 7 Boys Football**



**Year 10 Merit League Basketball**



**Year 9 Central Venue League Netball**



**U13 Girls Football**



# Health and Wellbeing

## Health and First Aid

The School Nurse, who is part of the Healthy Family Team, is usually in school once a week.

A referral to the school nurse can be made through your Achievement Leader and they can support you with a wide range of issues from emotional health, relationships, self-harm, body image, healthy eating and more.

We also have a First Aid room in school, which is supervised throughout the school day by our student services team. This is for accidents that may happen and to administer medicines by home school agreement. It is not a substitute for a GP appointment. If a child is too unwell to stay in school, First Aid will contact home. For this reason please ensure that the school office is kept up to date with telephone numbers.

If you are unwell before school, please do not come to school, as we do not have facilities to look after you if you are ill and children will be expected in lessons.

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## Medical Conditions

If your child has a medical condition, please inform school so that we can create a Health Care plan which will support us to ensure your child remains well in school.

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## Medicines

You should notify the school of any tablets or medicines that you need to take during school time. All medicines should be labelled with your name, tutor group and expiry date on them. These should be passed to the School First Aid team so that they can ensure the correct dose is taken and at the right times. If you are asthmatic and require an inhaler, then a spare inhaler, labelled with your name and form, should be given to First Aid, to be kept in the medical rooms for the occasions you may forget yours.

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## Vaccinations

The school age immunisation team come into school to administer vaccinations to students. Before a vaccination, consent forms will be sent home to be signed by your parent/carer.

Students also have the opportunity to receive the Flu, HPV, Diphtheria, Tetanus and Men C vaccines during their time at Ctk.

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## School Dog



At our school, the motto *Christus Vincit, Christus Regnat* - Christ conquers, Christ reigns - is central to who we are and what we value. It reminds us daily of hope, strength, compassion, and the guiding presence that shapes our community.

When choosing a name for our school dog, we wanted something that reflected this identity while also being friendly, memorable, and meaningful for our pupils. The name Vinnie Reign does exactly that.

"Vinnie" echoes *Vincit*, connecting our school dog to the message of perseverance, courage, and overcoming challenges. These are qualities we aim to nurture in every child, and Vinnie will play a key role in supporting wellbeing, confidence, and emotional resilience.

"Reign" links to *Regnat*, symbolising calm, reassurance, and positive presence. The role Vinnie will fulfil throughout the school as he helps children feel safe, supported, and ready to learn.

Together, Vinnie Reign is a name that honours our school motto while giving our school dog a warm, approachable identity. Day to day, pupils will simply call him Vinnie, a friendly companion who embodies the values we hold dear and helps bring them to life in our school community.



# School Transport

At Christ the King Catholic Voluntary Academy, we work with various transport providers to ensure that our students are able to make safe journeys to and from School, be it on a school bus route, or via public transport.

We work closely with Nottingham City Transport who have a sophisticated system of CCTV available aboard their buses. From time to time, NCT may share this footage with the Headteacher so as to identify possible

## **TIGER** *European* Contact: 0115 940 4040

<b>(Bus Number 910) – CARLTON</b>	
	<b>Departs</b>
Carlton Hill	07:55
Cavendish Rd, Worth St.	08:10
Newcombe Drive (Turning Circle) for Christ the King Academy	<b>Arrives</b> 08:30



Contact: 0115 977 0077

<b>(Bus Number 441) – HUCKNALL</b>	
	<b>Departs</b>
Nottingham Road, Opposite Bowman Pub	7:36
Broomhill, Cemetery Gates	7:38
Nabbs Lane Shops	7:45
Hucknall Station Bridge	8:00
Bestwood Village, Park Road	8:06
Rise Park Shops / Bus Terminus	8:13
Newcome Drive, for Christ the King Academy	<b>Arrives: 8:32</b>

### School Buss Pass Applications

Nottingham City Council Resident

Tel: 0115 8765049

Email: [transport.team@nottinghamcity.gov.uk](mailto:transport.team@nottinghamcity.gov.uk)

Web:



Nottinghamshire County Council Resident

Tel: 0300 500 80 80

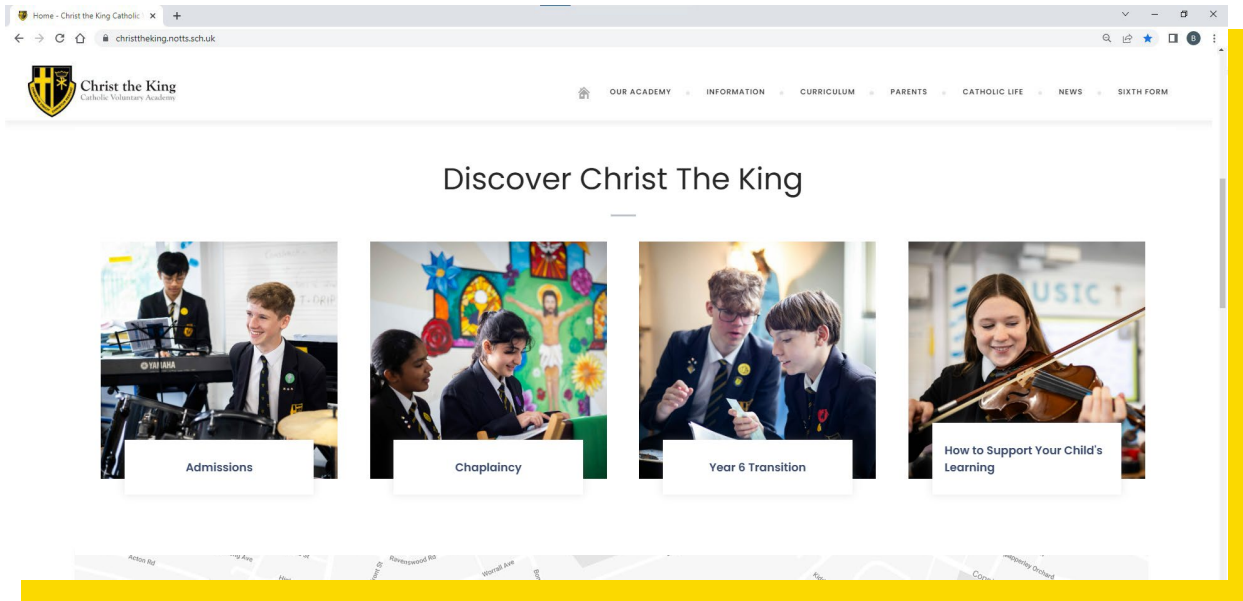
Email: [travel.assistance@nottsc.gov.uk](mailto:travel.assistance@nottsc.gov.uk)

Web:





# Online Resources and Apps



On our school website, parents can find school information, revision resources, transition information and term dates. Parents can also find the latest updates from Christ the King, plus newsletters, bulletins and event information.



Arbor Parent Portal Website is our main platform for parents. Within the Arbor Parent Portal, you will be able to view your child's attendance, behaviour, achievement, timetable, exam timetable, homework, make parents' evening appointments and make payments for meals/trips.

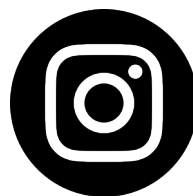


Using the Go 4 Schools parent site you will be able to view your child's progress online and see real-time attainment information. You will also have access to your child's progress reports through the main Go 4 Schools parent site.

We advise all parents to sign up to **Arbor** and **Go 4 Schools** to ensure you do not miss progress reports, information about achievement and behaviour points, news and updates.



ctkcva



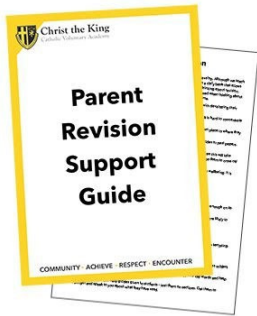
@ctk\_cva



# How to Support Your Child's Learning

## Essentials for Success

We have created online resources known as 'Essentials for Success' which are for parents of students in Years 7, 9, 11 and 12/13. These presentations are created and delivered by our subject leaders and senior staff, and they allow you to gain further information on how you can support your child's progress during their time with us. If your child is in one of the year groups outlined above, please watch the presentation and make notes on the information that staff are providing for your child.



## Parent Revision Support Guide

Our in depth Parent Revision Support Guide provides you with information on revision organisation, top tips for revising, strategies, wellbeing plus further subject focused revision websites.

## The Core Four

At CTK, we want every student to understand how to revise, not just what to revise. We focus on helping students move knowledge from their short-term (working) memory into their long-term memory — and crucially, how to recall that information when they need it, such as during exams. To support this, we have developed 'The Core Four': a set of evidence-based revision techniques built around retrieval practice. These strategies are simple, effective, and designed to help students become independent, confident learners.



Flashcards



Self Quizzing



Brain Dumps



Revision Clocks

## Revision Planning

Revision timetables are a great way to organise your child's revision into manageable chunks. By spacing out their revision, it'll be much easier to tackle and keep track of how they're doing.

You can find a blank revision template on our website. You can adapt this template and make it work for your child – there is no right or wrong. You can also browse online for revision templates.



#CTKCARES

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Time	Saturday	Sunday
4:00 - 4:30	Homework	TV/ Gaming	Homework	TV/ Gaming	Homework	9:00 - 10:00	Breakfast	Breakfast
4:30 - 5:00	TV/ Gaming	Homework	TV/ Gaming	Homework	TV/ Gaming	10:00 - 11:00	Tech & Science Self-Study	Maths Past Paper
5:00 - 5:30	Dinner	Dinner	Dinner	Dinner	Dinner	11:00 - 12:00	Out with friends	Maths Past Paper
5:30 - 6:00	Dinner	Dinner	Dinner	Dinner	Dinner	12:00 - 1:00	Out with friends	TV/ Gaming
6:00 - 6:30	Maths Online Pythagoras	Science Exam Question	Science BENECA Cells	Biology MO Revision Clocks	Geography Grid Referencing	1:00 - 2:00	Out with friends	English Poetry exam question
6:30 - 7:00	English Flash Cards Macbeth	Maths Online Equations	English Poetry Annotating	DET NEA Specification	Worst Turning YouTube	2:00 - 3:00	Out with friends	Sunday Lunch
7:00 - 7:30	Relaxing time	Relaxing time	Relaxing time	Relaxing time	Relaxing time	3:00 - 4:00	Physics Exam Question	Sunday Lunch
7:30 - 8:00	Geography Labo and River Self Quiz	RE Past paper	Maths	English	Weekly Quiz	4:00 - 5:00	Chemistry Exam Question	RE Catholicism Mind map
8:00 - 8:30	RE Past paper	DET NEA Client profile	RE Mind maps	Maths	Relaxing time	5:00 - 6:00	Biology Photosynthesis Brain dump	Science Best practices YouTube
8:30 - 9:00	Relaxing time	Relaxing time	Relaxing time	Relaxing time	Relaxing time	6:00 - 7:00	Self-care activity	Self-care activity

Community Achieve Respect Encounter



# Knowledge Organisers

All students in Year 7, 8 and 9 will be provided with Knowledge Organisers at the start of each term. We believe that Knowledge Organisers will have a positive impact on your child's achievement and approach to revision, providing them with the best opportunity to be successful during assessments and examinations. Our expert teachers have created our own set of Knowledge Organisers which will be used both at home and during lesson time.

Educational research suggests that Knowledge Organisers have a significant impact on the progress made by all students, no matter what their academic ability. As a parent wishing to develop their child's knowledge, it will also provide you with the opportunity to support your child at home, using a consistent approach that will be implemented across all subject areas for Key Stage 3.

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## What are Knowledge Organisers?

A Knowledge Organiser is a set of key facts or information that students need to know and be able to recall in order to master a unit or topic within each subject that they study. Typically, a Knowledge Organiser fits onto one page of A4, helping students to visualise the layout of the page, which in turn helps them to memorise the information more effectively. Retention of this knowledge will support your child as they progress from Key Stage 3 into Key Stage 4.

## How will I access Knowledge Organisers?

There are two ways in which parents and students can access their Knowledge Organisers. Firstly, each student will be given a Knowledge Organiser folder. These will be added to every half term by all subjects. Additionally, all Knowledge Organisers along with support material will be placed on our website, ensuring that parents and students can always access the resources.

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## Homework—How will it work?

At the start of each term, we will issue each student with a new Knowledge Organiser. This contains all the knowledge that students will be learning in class and will be referred to throughout their lessons. By equipping our students with the core knowledge from each subject, and developing their revision techniques from a young age, this gives them a strong foundation of knowledge which will be built upon as they move into Year 9.

We will be asking students to spend approximately 1 hour a day, 5 days a week, revising 3 subjects as directed by their class teacher. The only exception to this is when they are asked to complete online homework such as Sparx work for maths or undertake practical homework for creative subjects.

Teachers will direct students to learn certain parts of their Knowledge Organiser each week, and students will be informed of this via your child's account in Arbor. Regular retrieval practice will take place during lessons to allow teachers and students to reflect on how well core knowledge has been learnt. Teaching will then be adjusted based on the outcomes of the retrieval practice, ensuring that knowledge that requires further clarity to be re-taught.

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## How will they be used for home learning?

Every student will be given an A4 exercise book in which they should complete the revision for all of their subjects. A third of a page for each subject should be completed and students can revise using the Core 4 revision techniques that they have been shown in class and by using the 'Knowledge

Organiser Guide' located at the front of their Knowledge Organiser.

These guides will be available for parents to view via the Knowledge Organiser section on our website. Knowledge Organisers and workbooks will be used in lessons each day so it is vital that students bring them as part of their required equipment for school.





# Teaching and Learning

At Christ the King, we are proud of the strong teaching and learning that takes place across the school. Our aim is simple: to create classrooms where every student feels supported, challenged and confident to succeed.

We know that moving from primary to secondary school is a big step. New routines, new teachers and new expectations can feel like a lot at first. That's why we place a strong focus on consistency, so students quickly feel settled, secure and ready to learn.

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## What learning looks like in our classrooms

There are a few key routines your child will experience in most lessons. These help make learning clear, supportive and purposeful.

### Every lesson starts with retrieval

Students begin lessons by revisiting what they have learned before. This might be a short quiz, quick questions or a recall activity. Importantly, this isn't just from the last lesson. Students will revisit learning from last week, last term, or even earlier in the year, helping knowledge to stick over time. They will also revisit a mix of different topics, which helps them make connections and deepen their understanding. To support this, students are provided with Knowledge Organisers - clear, structured summaries of the key knowledge for each subject. These help students know what they need to learn and give them a simple way to revisit and practice key information both in school and at home. These activities are low-pressure and designed to support learning, not to catch students out, but to help them feel more confident over time.

### Teachers use Cold Calling

You may hear your child mention cold calling. This means teachers ask questions without asking for hands up. This is always done in a calm and supportive way to make sure everyone is thinking and involved, not just a few volunteers. Students are given time to think and are supported if they are unsure.

### We use No Opt Out

If a student is unsure of an answer, the teacher will support them and come back to them later. This helps build confidence and reinforces the message that learning takes time, and that everyone is expected, and supported, to succeed.

### Make Everybody Think

In every lesson, teachers plan opportunities for all students to think carefully. This might include discussing ideas, writing responses or preparing an answer before sharing. We want every student to feel that their thinking matters.

### Looking ahead

These approaches are not just about supporting students in Year 7, they are part of their 7-year journey with us. As students move through the school, they will need to remember and use knowledge across a range of subjects and over a longer period of time. By regularly revisiting learning and being actively involved in lessons, students build confidence and develop strong learning habits that will support them in the years ahead.

All of our teaching is guided by our CARE approach, it is Consistent, Ambitious, Responsive and Empowering. This means your child will experience:

- Clear and consistent routines that help them feel secure
- High expectations, with the right support to succeed
- Teachers who respond to their needs and help them improve
- Opportunities to take part, think deeply and grow in confidence

Starting secondary school is an exciting step, and we are here to support your child every step of the way.



# Behaviour

Good discipline is the responsibility of all staff. It is maintained through shared expectations of consistently high standards of courtesy, behaviour, effort, presentation of work and self and punctuality. Creating a consistent language experienced by all students in all lessons helps establish behaviour culture where all stakeholders can thrive. Centred around our mission, we will ask students to "Show us they CARE" in all that they do. Our classroom CARE habits are:

Be  
**Composed**  
for Learning

**Aspiration**

Be  
**Respectful**

Be  
**Engaged**  
in Learning

We devote time at the start of the school year to our conduct curriculum. This will involve us teaching students the behaviours that we expect from them. We will be doing this so that we can be sure that all students are being given a fair opportunity to understand these expectations but also because the qualities and characteristics that we will expect are so important to them, not just for their time in school, but also for conducting themselves in professional relationships beyond school.

Students deserve staff who have high expectations of them, they deserve an education that challenges them to give of their best, they deserve the opportunity to be able to learn and to be treated with respect by others. It is possible to both professionally love and care for the students we serve, champion their corner whilst also being clear, consistent and use sanction, where appropriate, relevant and proportionate.

**"Do not let anyone look down on you because you are young, but be an example for the believers in your speech, your conduct, your love, faith and purity." (1 Timothy 4:12 )**



# Mobile Phones

The Department for Education's guidance is clear that schools should be mobile phone free environments.

At Christ the King, mobile phones have never been permitted for use during the school day, so very little is changing in practice. However, to ensure greater clarity and consistency, we are making our expectations more explicit.

We recognise that many of our students travel significant distances across the city to attend Christ the King, and that for some families, mobile phones provide reassurance in the event of an emergency when travelling to and from school.

For that reason, students may continue to bring mobile phones to school. However, these are for emergency use only when travelling and must not be used on the walk into school, on the school site, or on the walk out of school at the end of the day.

Our expectation from September is that mobile phones must be:

- switched off before entering the school site
- kept in students' bags for the entirety of the school day
- not kept in blazer pockets or trouser pockets
- not seen, heard or known about anywhere on the school site

This means:

- If a phone is seen, heard or known about, it will be confiscated.
- 1st offense: confiscated phones will be returned to the student at the end of the school day
- 2nd offense: confiscated phones will only be returned when collected by a parent/carer
- 3rd offense: confiscated phones will be kept securely onsite until the following Monday and may only be collected by a parent/carer
- Repeated breaches of this policy will be treated as defiance and may result in more serious sanctions

This policy will only be successful with the full support of both students and parents. We ask that you reinforce these expectations at home and ensure your child understands them clearly before September.

We also ask parents and carers not to contact students directly on their phones during the school day. If you need to get an urgent message to your child, please contact Student Services and we will ensure the message reaches them.

If students are unable to meet these expectations consistently, we may have no alternative but to move to a complete ban on mobile phones being brought onto the school site.



# Classroom CARE Habits

These are the principles we expect all students to follow and they link into the school reward system. The principles are embedded throughout behaviour reflection lessons during the school year including tutor time activities and assemblies. We encourage parents to be aware of these principles, they provide a sound basis for

WHOLE SCHOOL EXPECTATION	EXPECTATION OF STUDENTS	EXPECTATION OF STAFF
<h2>Composed for learning</h2>	<p>Students will be:</p> <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 and sit up straight</li> </ul>	<p>Staff will:</p> <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>
<h2>Aspiration</h2>	<p>Students will:</p> <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>	<p>Staff will:</p> <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>
<h2>Respect all in the classroom</h2>	<p>Students will:</p> <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>	<p>Staff will:</p> <ul style="list-style-type: none"> <li>• Celebrate achievements 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>
<h2>Engage in learning</h2>	<p>Students will:</p> <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>	<p>Staff will:</p> <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”**

*Aristotle*



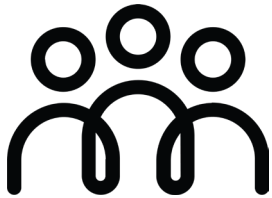
# CARE Points

Celebration of good behaviour and achievement, praise and encouragement are amongst the most powerful aids to teaching, maintaining high standards of behaviour and fostering a positive school ethos. All of our CARE points, both positive and negative, are linked to our Classroom CARE Habits (to acknowledge behaviours in lessons) and our CTK CARES Mission (to acknowledge behaviour outside of the classroom). If a student gains 0-CARE points in a week they will receive 5+ CARE points. We introduced this to ensure that all of our students who deserve recognition are acknowledged and nobody is overlooked.

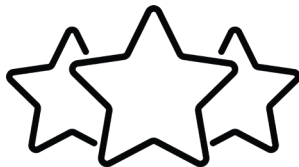
## CTK Mission CARE Points

In living out our school mission students can be awarded positive CARE points for their behaviours outside of the classroom and contributions to our school community. If a student does not meet our expectations in demonstrating our school mission they may be given a negative CARE point linked to a specific area of our mission

Community



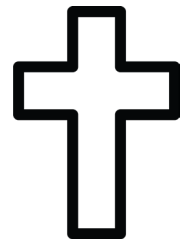
Achieve



Respect



Encounter



## CTK Classroom CARE Habits CARE points

Students are given positive CARE points to acknowledge their effort, attitude and achievement in lessons. These are linked to our Classroom CARE Habits below. If students fail to meet our expectations they may be issued a negative CARE point linked to the Classroom CARE Habit they have failed to demonstrate

Composed for Learning



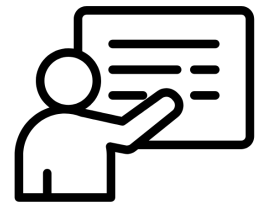
Aspiration



Respect







Engaged in Learning



Both positive and negative CARE points contribute to our rewards system which takes place throughout the year. We celebrate rewards on a weekly and half termly basis culminating in our Recognition Trip and Celebration of Success Evening at the end of the year. We acknowledge rewards in different ways at different points to ensure all students remain motivated to achieve the very best. Some of our rewards include; Achievement Leader trophy, Star of the Week, Rewards Lunches, Rewards Afternoons, Celebration of Success, Rewards Assemblies, Recognition Trips and Certificates at identified thresholds for positive CARE points. It is important to us that we acknowledge and celebrate the efforts and achievements of our students as well as challenging students when they do not live up to the high expectations that we have of them.



# CARE Responses

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>
	<p><b>Reminder Given</b></p> <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>• Incorrect uniform – same day lunch detention</li><li>• Not following one way system – same day lunch detention</li><li>• Failing to do homework—same day lunch detention</li><li>• Late for lesson—same day lunch detention</li></ul>
	<p><b>Continued Disruption</b></p> <ul style="list-style-type: none"><li>• SLT 'ON CALL' removal from lesson</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 half term results in a 30 minute after school detention</li><li>• Late to school after registration – 30 minute after school detention next available slot</li></ul>
	<ul style="list-style-type: none"><li>• <b>Any 5 Negative Points in 1 Week</b></li><li>• 1 hour afterschool detention the following week.</li></ul>	



# Rewards

CARE points are a positive way of reinforcing the expectations we have in school. As students gain +CARE points and are recognised for their achievements, they will feel satisfaction for behaving well.

At least 3 +CARE points must be given out to students who are meeting our Classroom Care Habits expectations each lesson. These should be recorded on Arbor. Students who receive 0

-CARE points in a week will be rewarded with 5 +CARE points. In addition to this, achievement will be celebrated throughout the year:

Number of CARE Points	Prizes Available
50	Form Leader Award
100	House Leader Award
200	Achievement Leader Award
300	Senior Leader Award (Bronze)
400	Head Teacher Award (Silver)
500	Governor Award (Gold)
600	Trust Award Financial contribution to the Enrichment Trip

Weekly	Half Termly	Termly	Annually
<ul style="list-style-type: none"> <li>Form Competition</li> <li>Star of the Week</li> <li>Top Achievers</li> <li>No negative CARE points = +5 CARE points</li> </ul>	<ul style="list-style-type: none"> <li>Certificate for attendance or 0 Negative CARE points</li> <li>CARE awards</li> <li>Recognition Lunches</li> </ul>	<ul style="list-style-type: none"> <li>Headteachers Tie</li> <li>House Celebration Awards</li> <li>Rewards Afternoon (Christmas &amp; Easter)</li> </ul>	<ul style="list-style-type: none"> <li>Celebration of Success</li> <li>Recognition trips</li> </ul>

Throughout the year we run weekly behaviour briefings over Teams. This allows the whole school community to come together and discuss areas of strengths and areas that we need to develop with regards to behaviour. We will often use this as an opportunity for year group competitions in which a weekly focus is shared and the most successful year group will receive a reward.



# Sanctions

If students do not adhere to the expectations outlined by the CARE habits they will be sanctioned in accordance with the school behaviour policy. We ask parents to read the policy carefully as it is important that you are aware of our expectations when applying to be part of our community. Sanctions will be consistently applied according to the policy. The sanctions include detentions, time in the Independent Study Room (ISR), direction off-site (partner suspensions) and fixed-term suspensions for serious offences. The school behaviour policy clearly states:

## Detentions

- Students who are removed from a lesson for failing to meet the Classroom CARE Habits expectations will receive a same day (or following day if removed from an afternoon lesson) lunchtime detention. A reflection activity will be completed to ensure students are aware of the reason they did not meet school expectations and make plans for their improvement. These will be used to support the student if further intervention is required if behaviour does not improve. Failure to complete homework will also result in a same day lunchtime detention.
- If a student is late to a lesson or fails to complete their homework, they will be issued with a same day lunchtime detention.
- If a student gains 5 or more -CARE points in a week they will be issued with a 1 hour after-school detention.
- If a student's uniform is incorrect, they will receive a same day lunchtime detention.
- If a student is late to form or lesson, they will receive a same day lunchtime detention.
- If a student arrives to school after 9:00am, they will receive a same day lunchtime detention.
- If a student is late to school 3 times in a half term (during form 8:45 – 9:00), they will receive an after-school detention.
- If an after-school detention is issued, then parents should be given at least 24 hours' notice. Although after-school detentions can sometimes be an inconvenience to parents/carers, they are an integral part of the behaviour system.
- If a student fails to attend an after-school detention, then this is referred to Form Leader. The student must then be placed in a 60 minute detention. If a student fails to attend this after-school detention, then they will be placed in a Senior Leader detention for 90 minutes.
- Failure to attend this detention will result in the student being placed in the ISR and may result in a suspension.
- All incidents will be logged on Arbor allowing parents and students to see if a detention has been set and what it was given for.

## Detention Structure

Monday	Tuesday	Wednesday	Thursday	Friday
No detentions	30 minutes	30 minutes 60 minutes	30 minutes 60 minutes 90 minutes	No detentions

When issued with an end of day detention, the school will always try to give parents 24 hours notice of the sanction to allow for any necessary transport arrangements to be made. We will only accept changes to the date set if we are informed by parents / carers with a valid reason. If students do not attend end of day detentions the sanction will be increased to the next threshold



# Attendance & Punctuality

'Look carefully then how you walk, not as unwise but as wise, making the best use of the time'

Ephesians 5:15

## Attendance directly impacts on achievement.

Attending school on a regular basis is the key to your child doing well at school and will set them up with good routines for later life and the working world, it also gives your child the opportunity to:

- Make lots of friends and feel included
- Learn new things and develop many skills
- Increase confidence and self esteem
- Improve social skills



Student Performance	2024/25 Attendance
Top 20	96.92%
Top 50	95.69%
Bottom 50	91.94%
Bottom 20	87.9%

## When your child is absent:

By law, schools must record absences and the reasons given. Only the Headteacher can officially authorise an absence, but unless there is a concern, the staff will usually do this on the Headteacher's behalf. Parents/carers should provide reasons for absences and the school must decide whether or not they justify authorisation according to government guidelines.

- Contact the school via **email only** ([absence@christtheking.notts.co.uk](mailto:absence@christtheking.notts.co.uk)) on the first day of absence. If no notification is received, the school will contact the parents/carers to ascertain the reason. **Do not call the school.**
- Let the school know in advance of any planned appointments
- Where possible make medical appointments out of school hours

**You should not take holidays in term time. You will receive a fixed penalty notice.**

## Authorised Absences

- Genuine illness of the student
- Hospital/dental appointment for the student
- Death of a near relative
- Religious observations (faith of the parents)

## Unauthorised Absences

- A shopping trip
- A birthday treat
- Oversleeping due to a late night
- Looking after other children
- Family Holidays






**Christ the King's Attendance Target is 97%**



# Attendance & Punctuality

## EVERY DAY COUNTS!

Christ the King is committed to providing all children with the best start in life and works hard to ensure that all children attend school regularly. We use a banded approach to identifying student attendance with the aim that students either maintain their band or move up a bank each half term. We know the positive impact good attendance has on student outcomes but more importantly, student mental health and wellbeing.

	<b>Band 1</b> 97% - 100%	You are giving yourself the best chance of excellent progress, future opportunities and personal growth. Higher attendance links to better long-term outcomes and earnings. <b>You get 5 prize draw entries.</b>
	<b>Band 2</b> 95% - 97%	Your attendance is good—aim for Band 1 next half term. 96% means about 7 days off a year. <b>You get 3 prize draw entries.</b>
	<b>Band 3</b> 90% - 95%	Attendance here may start to affect progress and limit opportunities. 90% equals around 19 days off—a month of learning missed. <b>You get 1 prize draw entry.</b>
	<b>Band 4</b> 80% - 90%	There may be reasons for lower attendance, but improvement is important. Below 90% is classed as persistently absent—80% means about 38 days missed (7+ weeks). <b>We need to work to improve this together.</b>
	<b>Band 5</b> 0% - 80%	Attendance is a priority and we must act quickly to improve it. Be open about any challenges so we can support you. <b>Low attendance affects learning and emotional wellbeing.</b>

### Arriving late at school

When a child arrives late to school it can be very disruptive to them, the teacher and other students. If your child arrives late to school he/she will be marked as late on the register. If they arrive very late, the child will be marked as an "Unauthorised Late" - This is the same as an Unauthorised Absence and will affect their percentage attendance figure.

You must get in the habit of being punctual to the start of the day and to lessons.

You need to be organised the night before, set your alarms and not rush. Be prepared or prepare to fail.

**Students must arrive by 8:40 to be in Registration at 8:45**

### Further information:

For support and advice about your child's attendance, please contact their Form Leader.



# Personal Development

Our mission at Christ the King is to 'provide the best education and care for all in a living faith community.' One of the ways that we do this is through the delivery of our Personal Development curriculum over 1 hour every two weeks at key stage 3, rising to 1 hour per week at key stage 4. The curriculum is structured thematically across the year. The curriculum is varied and age-appropriate considering the wide range of subject content that must be delivered which includes citizenship education, relationships and sex education, health education personal finance and careers. The curriculum will cover the broad areas of:

- Health and Wellbeing
- Relationships
- Living in the wider world

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## What is the impact of our Personal Development curriculum and how is this measured?

Christ the King School considers the greatest impact of the Personal Development curriculum to be high rates of student progress and outstanding student conduct which is measured in:

- The development of a deep understanding and appreciation of our school values and how these reflect the key British values
- Student response to and relationships with staff and peers
- Student attributes as demonstrated in our approach to awarding achievement Student conduct as highlighted in the behaviour and attitudes of our students
- Student participation in collective activities such as Acts of Worship, liturgies, the Chaplaincy Team and the School Council
- The ability to use and apply their knowledge and understanding of the Personal Development and wider curriculum whilst developing skills to research and interrogate evidence, debate, and evaluate viewpoints, present reasoned arguments and take informed action
- The ability to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions
- Their ability to recognise risk and understand potential consequences of their actions



# Careers Curriculum

Delivered within the personal development curriculum our school offers students a 7 year programme of careers education, tailored to meet the needs of every individual. From Year 7, through to Year 13, clear connections are made to our curriculum to careers, and students engage with employers, higher-education and apprenticeship providers, to learn about their options. Across the year, different speakers and providers are invited in to talk to students about future career options in accordance with GATSBY benchmarks.

## Year 10

Year 10 have mock interviews in the Autumn term to prepare them for the world of work

## Work Experience

All students in Years 10 and 12 complete one week placements in the Summer term to prepare them for the world of work, giving them new skills and opening opportunities for them.

## Year 10 Speed Networking

In the Summer term, Year 10 will get the opportunity to discuss careers and post-16 options in more detail during a speed networking morning with different providers.

## Careers Fair

Every year, we hold a Careers Fair, giving our students the opportunity to explore careers options, and the path it takes to get there.

Previously employers include Nottingham College, the RAF, Army, Civil Service, Police, Fire Service, Lincoln University, West Notts College amongst many others! Let us know if you can support this event!

## Careers Appointments

All Year 11 and 13 students have an individual careers interview with a specialist advisor to discuss their options.

**“Every young person needs high-quality career guidance to make informed decisions about their future. Good career guidance is a necessity for social mobility.” Gatsby Benchmarks for Good Careers Guidance.**



**Careers Fair**



**Speed Networking**



# E-Safety & Cyberbullying

ICT is an everyday part of peoples lives and schools are making increasing use of new technology. At Christ the King we have systems in place to protect your children.

We recognise that we encourage students to go online for work out of school where there is less supervision and they have more freedom.

## Rules for safe internet browsing:

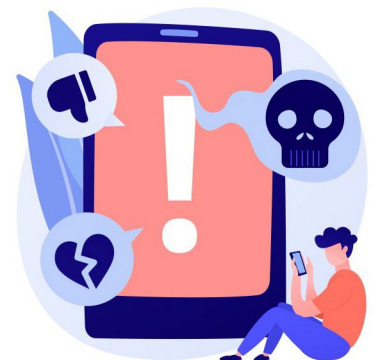
- Children should only add people they know and trust in real life as friends on social media sites.
- Some predatory paedophiles can convincingly pose as another teenager and may spend months or years
- 'grooming' the victim until they meet face to face.
- Children must always be accompanied by an adult if meeting an online friend in person.
- Don't ban children from these sites; they will just use them at friend's houses or on their phone or another device.
- Take an interest and suggest they add you as a friend so you can keep an eye on them when they first join.
- Have the main computer in a communal area of the home where there is passive supervision and be reasonable about time online. Talk if you feel it's getting out of hand (but remember how many hours you spent watching TV when you were their age) – the internet is at least active not passive and they can learn a lot from it.
- If they have a wireless laptop and you want to stop them going online after a quota of hours is up, unplug the 'router' where the phone line comes into the house.

## What to look for on a website:

- The CEOP report button is the online equivalent of dialling 999.
- We need to train young people, just like we do with 999, to recognise it and know how to use it if they need to.
- Look out for good websites that have the button built in.
- Some websites refuse to add the button, so visit direct: [www.ceop.police.uk](http://www.ceop.police.uk)

## Online Bullying / Cyber Bullying

- Cyber bullying is the use of the Internet and related technologies to harm other people, in a deliberate, repeated, and hostile manner.
- Children can be unkind to each other online. Bullying is not new but the technology has changed making it is easier to track and prove who is responsible.
- If you suspect your child is having a problem, the evidence will be on your computer. If you can print off copies of messages and screen shots of web postings (ctrl + print scrn) or screen shot images from a mobile phone or tablet then we can investigate.



## Want to find out more about understanding and stopping Cyber bullying?

- Visit the CEOP channel on YouTube.
- Put this website in your favourites: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) and make sure every member of the family spends time familiarising themselves with the area aimed at them.
- For parents that's [www.thinkuknow.co.uk/parents](http://www.thinkuknow.co.uk/parents)
- <http://kidshealth.org/parent/positive/talk/cyberbullying.html>
- <http://www.childline.org.uk/explore/bullying/pages/cyberbullying.aspx>
- <http://www.cyberbullying.org/>



# LRC

## **The Learning Resource Centre (LRC)**

The LRC is open every morning for students from 8:00am and every lunchtime when they can change their reading book; do their homework; conduct internet research and access careers information. Sixth Form students have access for the whole of the school day. It is also open for homework club every night after school until 4.30pm Monday to Thursday.

English Reading Lessons for Year 7 and 8 students are timetabled in the LRC (on a rota basis). During this time students read, review, discuss and change school reading books with the help and advice



## **How will I know how to use the LRC?**

All Year 7 students will have induction lessons in September.

## **When can Year 7 use the LRC?**

Every morning from 8am, at morning break, lunchtime and after school until 4.30 from Monday to Thursday.

## **How many books can students take out?**

They are allowed 1 book out at a time and can keep it for up to 4 weeks before renewing or returning it. Please take care of it when it is in your possession.

## **Can students use the computers in the LRC?**

Yes, for research and homework on a first come, first served basis.



# CARE to Read

## Care to Read! Our Whole-School Approach to Literacy

At Christ the King, we believe that reading is the master key to your child's future. It is the gateway to the curriculum, ensuring that every student can access the complex language of science, history, and the arts. Our "Care to Read" strategy is a deliberate, evidence-informed mission to ensure no child is left behind.

## Why Reading Matters

Research from the Education Endowment Foundation (EEF) and experts like Mary Myatt shows that consistent reading has a transformative impact:

- Students who are read to regularly can make up to 16 months of progress in a single year.
- Daily reading exposes students to over one million more words annually than they would otherwise encounter.
- Reading for pleasure is a more powerful indicator of a child's future success than their family's socioeconomic background.

## What This Looks Like at Christ the King

Every day, our students engage in a dedicated 25-minute reading slot. During this time:

- Teachers read aloud to students, providing an "auditory map" of complex stories and ideas.
- We focus on Tier 2 vocabulary—the sophisticated words found in exam papers and high-level texts—to build the cognitive muscles needed for academic success.

## How You Can Help

We ask for your support in making reading a priority at home. By encouraging your child to read for pleasure, you are helping them build the confidence and vocabulary they need to succeed in every subject.

Together, we are closing the gap—one page at a time.

Did you know? A student who reads for 20 minutes a day is exposed to nearly 2 million words per year, while a student who reads for only 1 minute a day encounters just 8,000.





# Bullying



If your child informs you that they are being bullied gather information by writing down notes of the incident and any names of individuals mentioned.

Contact your Achievement Leader to pass on the relevant information. The Achievement Leader will then investigate the matter and contact you with the outcome.

It is important that you do not try to resolve the situation yourself but reassure your child that the situation will be resolved.

## School action in the event of a bullying issue:

The school policy clearly states that bullying is unacceptable and what students should do if they are the victim of bullying or if they witness bullying taking place. It defines bullying as 'a persistent, deliberate attempt to hurt or humiliate someone.' All incidents of bullying must be dealt with in accordance with the policy.

In the event of a bullying issue both the aggressor and the victim will be given support. If bullying in any form is proven through investigation, the aggressor will be sanctioned in accordance with the school behaviour policy. The aggressor will be given intervention support to correct their behaviour.

In addition, depending on the nature of the incident, a variety of support can be implemented and is available for both the aggressor and target.

This includes;

- Referral to the school chaplain for mentoring
- Referral to the Schools Early Intervention Officer
- Anti-bullying and Cyber bullying course
- Self-esteem support through the school counsellor
- A change in seating plan or classes
- Referral to the PREVENT team for incidents involving discrimination of a racist nature
- Support from the form leader, achievement leader or older student

## Repeat Offence:

In the event of a repeat offence involving the same pupils, the situation is logged as an official bullying incident. Parents are invited into school to discuss the issue with the relevant Achievement Leader. At this stage sanctions are escalated and can range from time in ISR to a fixed-term exclusion. Bullying offences are taken very seriously at Christ the King and we endeavour to model appropriate behaviour that allows all students to be happy within our school.

## Want to report an issue outside of school hours?

**WORRY BUTTON**

You can anonymously report any worries by hitting the Worry Button on in the top menu on our website—  
[www.christtheking.notts.sch.uk/](http://www.christtheking.notts.sch.uk/)



# External Support Agencies

We feel that it is important to support our students to know how they can be safe and protected, and to empower them to recognise situations which are unsuitable for them.

As well as skills which are taught within the specific curriculum of Religious Education and Personal Development please find below contact details for a variety of organisations who support young people and their families if they have any safeguarding, mental health or welfare needs.

Organisation Name	Website / Telephone	Support Offered
Childline	T: 0800 1111 W: <a href="http://www.childline.org.uk">www.childline.org.uk</a>	Childline is here to help anyone under 19 in the UK with any issue they're going through. You can talk about anything. Whether it's something big or small, trained counsellors are on hand to support you.
ChatHealth	T: 07507 329952	This is a confidential <b>texting service</b> for 11 to 19 year old's in Nottinghamshire Healthcare NHS Trust.
Kooth	<a href="http://www.kooth.com">www.kooth.com</a>	Free, safe and anonymous online support for young people.
Health4teens	<a href="http://www.healthforteens.co.uk">www.healthforteens.co.uk</a>	This is an NHS site supporting young people around emotional wellbeing.
Health4kids	<a href="http://www.healthforkids.co.uk">www.healthforkids.co.uk</a>	This is an NHS site supporting young children and parents.
Notts Help Yourself	<a href="http://www.nottshelpyourself.org.uk">www.nottshelpyourself.org.uk</a>	This is a site for advice, information and local services available; there is a section for older teens around feelings and sexual health.
Young Minds	<a href="http://www.youngminds.org.uk">www.youngminds.org.uk</a>	This organisation support young people to have the best Mental Health
Jigsaw	<a href="http://www.changegrowlive.org/jigsaw">www.changegrowlive.org/jigsaw</a>	Support people up to the age of 18 with their drug and alcohol use. The service is free and confidential.

## For Parents

Organisation Name	Website / Telephone	Support offered
Parentline	T: 07520 619919	Parentline is a confidential <b>text messaging</b> service for parents and carers across Nottinghamshire.
CAMHS Crisis Team	T: 0115 8542299 or 0115 8440560 <a href="mailto:CAMHSCrisisTeam@nottshc.nhs.uk">CAMHSCrisisTeam@nottshc.nhs.uk</a>	CAHMS support covers depression, problems with food and eating, self harm, abuse, violence or anger, bipolar disorder and schizophrenia.



# How to Support Your Child

## 1. ROUTINE

Right from the beginning of your child's journey, insist upon your child being active and independent in organising themselves for school through the following habits:

- Getting their school bag ready and organised the night before their next school day, even if a child is moving between different homes.
- Ensuring their uniform is ready the night before their next school day, even if a child is moving between different homes.
- Ensuring they have put their uniform and PE kit in the washing on a regular basis.
- Ensuring they have cleaned their shoes on a regular basis.
- Maintaining a reasonable bedtime each night and reducing social media distractions before sleep.
- Assign a designated place and time to study in the house to ensure homework and revision is being completed throughout the week and at the weekend.
- Keeping your child accountable is really important, so they should expect to show you the private study they have completed.
- Ensure your child is getting themselves up early enough to get themselves ready for the day, eat breakfast and be on time for school. Students are late if they are walking onto the school grounds after the bell has sounded.

## 2. ATTEND

Impress upon your child the importance of attendance because it is an essential life skill. Your child should be attending every day, unless there is a legitimate reason for their absence. Resilience and endurance are critical skills for children to develop into their adolescence and early adulthood; a clear way parents can reinforce those skills is through setting the expectation that your child gets up, every day, ready for school, irrespective of the challenges which may exist.

## 3. STAY SCHOOL INFORMED

If you are unclear about what school is expecting of your child, do not hesitate to contact your child's form leader. We want to work with parents and arm you with the correct information so please get in touch; we might not be able to answer straight away but we will call you back.

Stay informed through signing up to receive the official school notifications. You will immediately know more about the events at Christ the King if you ensure you are signed up to the Arbor Parent App.

## 4. BE POSITIVE

Children copy what they observe so it is essential, that as some of the most influential people in your child's life, you exhibit positive attitudes towards education. It is an avenue which can open up many opportunities. It can be challenging but challenge is good.

In addition, if any issues arise, ensure you have heard your child's account and any relevant staff member's account before drawing conclusions. We expect our parents, staff and students to be respectful in their communication to each other at all times.

## 5. ATTEND PARENTS' EVENING

Parents' evenings are virtual and appointments are made in SchoolCloud. Your attendance at these events will provide you with the opportunity to discuss what your child is doing well and what they need to do to improve with each of their subject leaders. You can check how your child is doing in their assessments using the Go 4 Schools Parents facility; if you have signed up to , school will let you know when the latest progress and subject data has been released so you can always know how your child is progressing.



# How to Support Your Child

## 6. BE A STUDY BUDDY

Help your child create revision tools such as mind maps and flashcards. Then, test your child on the revision notes they have produced.

## 7. HELP WITH REVISION

Create a revision timetable, allocating time for revision for each subject. The timetable should be created at least 2 months before the exam period, preferable earlier. It's important that they stick to the timetable set, but also that they have enough time to enjoy any outside interests, as a work life balance is essential for students in such a stressful period.

## 8. CHECK HOMEWORK

Check that homework is being recorded in your child's Knowledge Organiser (all children are set homework) and insist they show you evidence of their self-quizzing.

## 9. BE EXAM AWARE

Know when their exams and assessments are taking place, particularly if you are a parent of a Year 11 or 13 student. You should observe a noticeable shift in their focus and in the intensity of their study habits before mocks and final exams. If you do not, contact your child's Achievement Leader to discuss.

## 10. TALK

Discuss your respective days. The earlier and younger this habit begins, the more likely it will be that your child will expect to share information about school in a transparent way so it will not feel like you're interrogating them. As the adage goes, it's good to talk!





# Frequently Asked Questions

## **Will my child be with their friends?**

It is difficult to group all students in their friendship groups. Advice regarding individual students is taken from Year 6 teachers at their current school during discussions in the summer term. It is not possible to take requests from parents regarding friendship groups, as from experience, these groups can be transient. Friends will have many opportunities to meet up in social times and students will benefit from making new associations in their new school environment. Please support us by discussing with your child the benefits of being placed with students from other schools and the chance to make new friends.

## **Where can I buy school uniform?**

Uniform standards at Christ the King are very high. Students are asked to be in full uniform every day. Uniform and PE kit can be bought from:

- Just-School Wear Ltd, [www.just-schoolwear.co.uk](http://www.just-schoolwear.co.uk),
- Hucknall Schoolwear, [www.hucknallschoolwear.com/](http://www.hucknallschoolwear.com/)
- Schoolwear Solutions [www.schoolwearsolutions.com](http://www.schoolwearsolutions.com)

## **What if my child is not in full uniform?**

In the event that there is an issue with uniform, you must contact your child's Form Tutor and send a note in their planner explaining what the issue is and when it will be rectified. We have uniform at school that is provided on a daily basis to those not dressed correctly. The expectation is they wear this, or a sanction will be imposed.

## **My child has support from an adult in class? Will they get this help?**

At secondary school there will not be support staff in all lessons like in primary school but some students will have an extra adult with them. We use a student profile to help the class teacher understand what you find difficult. Your primary school will share information about the support you need during your transition to us.

## **My child has an appointment at the dentist/opticians/doctors?**

We ask that wherever possible, medical or dental appointments should be made out of school hours. If the appointment can only be arranged in the school day, you should contact your form tutor by email or send your child with a letter.

## **When are parents' evenings?**

All parents' evenings will take place online via the SchoolCloud platform from 3:45 to 6:15pm. You will also get two progress reports during the year.

## **What happens if my child is late for school?**

If they arrive between 8.45 and 9.00am, they should report to the Student Entrance. If they arrive after this time, students should report to Main Reception. Punctuality is extremely important and we expect our students to aim for 100% punctuality. After school detentions will be issued for repeat offenders during form time and for students who arrive after registration.



# Frequently Asked Questions

## **What do I do if my child is absent?**

If your child is too unwell to attend school you should email [absence@christtheking.notts.sch.uk](mailto:absence@christtheking.notts.sch.uk) with your child's name, tutor group and reason for absence. Please do not call the school. We run a report which informs our office staff who needs an email to chase absence at 9:15am. Please email school before this time so the reason can be logged.

## **Are mobile phones allowed in school?**

Students may bring mobile phones to school. However, these are for emergency use only when travelling and must not be used on the walk into school, on the school site, or on the walk out of school at the end of the day. If a phone is seen, heard or known about, it will be confiscated.

## **What if my child loses something?**

Please make sure your child's name is on everything. Please use permanent markers or name labels to put your name on all your clothes and equipment. This is essential with school uniform as everyone's lost property looks much the same, once it has been lost! Students should report any losses to their Tutor and/or ask to look in "Lost Property".

## **Who should I speak to if my child is unhappy or worried about school?**

Please email/speak to your child's Form Tutor about any pastoral issues. You can also write a note in your child's school planner. For subject specific queries you should email the subject teacher.

## **How do I contact my child during the school day?**

If you need to contact your child you should speak Student Services. They will speak to your child or arrange for them to call you from the Student Services' office. Please do not contact your child on their mobile phone during the school day.



# Key Dates for Parents



## September 2026 to July 2027

(For the OLoL Nottinghamshire, Nottingham City and Derbyshire Schools only)

August						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October						
M	T	W	T	F	S	S
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November						
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January						
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28

March						
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29	30	31				

April						
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26	27	28	29	30		

May						
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24	25	26	27	28	29	30
31						

June						
M	T	W	T	F	S	S
	1	2	3	4	5	6
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July						
M	T	W	T	F	S	S
			1	2	3	4
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

School Holidays
  Public Holidays
  Administration Day & ISE Days

Please visit [christtheking.notts.sch.uk/parents/term-and-school-diary-dates](http://christtheking.notts.sch.uk/parents/term-and-school-diary-dates) for a more in depth view of our term dates



# Key Dates for Parents

## Return to School

Thursday 3rd September - Y7 only

Friday 4th September - Y7, Y11 and Y12 only

Monday 7th September - whole school return

## Year 7 & parents' welcome mass

Friday 18th September, 14:15

## Parent's Evenings

Year 7 - Wednesday 2nd December, 3:45– 6:15pm

Year 8 - Wednesday 17th March, 3:45– 6:15pm

Year 9 - Wednesday 20th January, 3:45– 6:15pm

Year 10 - Wednesday 26th May, 3:45– 6:15pm

Year 11 - Wednesday 10th February, 3:45– 6:15pm

6th Form - Wednesday 24th February, 3:45– 6:15pm

## Open Evening - Early closure

Thursday 24th September, 13:05

## Christmas Liturgy

Friday 18th December at The Good Shepherd Church - 14:00 finish

## Easter Liturgy

Thursday 25th March at The Good Shepherd Church - 14:00 finish

## Last Day

Friday 23rd July - 13:05 finish