

Supporting your child through Upper School



At A level:

22 students achieved an A or A* grade at A level
51 students achieved A*-B in one or more A level subject

At GCSE level:

119 Grade 9s awarded
324 Grade 9-8 awarded
87% Grade 9-4 in Maths
90% Grade 9-4 in English

We are incredibly proud of team HCCS.

Achieving successful outcomes and progressing to our Sixth Form College

A word cloud centered around the word "Ambition". The word "Ambition" is the largest and most prominent. Other large words include "Career", "Vision", "Development", "Aspiration", "Target", "Inspiration", "Enthusiasm", "Goal", "Success", "Effort", "Dedication", "Vigor", "Determination", "Character", "Passion", "Plan", "Imagination", "Growth", "Win", "Leadership", "Achievement", "Business", "Desire", "Aim", "Opportunity", "Energy", "Power", "Wealth", "Diligence", "Pretension", "Winner", "Objective", "Positive", "Professional", "Personal", "Spirit", "Dream", "Character", "Determination", "Passion", "Plan", "Imagination", "Growth", "Win", "Leadership", "Achievement", "Business", "Desire", "Aim", "Opportunity", "Energy", "Power", "Wealth", "Diligence", "Pretension", "Winner", "Objective", "Positive", "Professional", "Personal", "Spirit", "Dream".

RESILIENCE



STRENGTH



CONFIDENCE



MOTIVATE



PROTECTING SELF



EFFORT

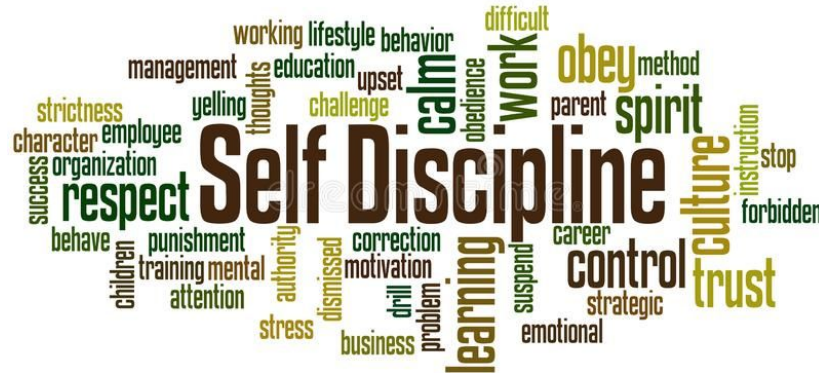


CHANGE



AGILITY

**NO PRESSURE.
NO DIAMONDS.
NO STRUGGLE.
NO STRENGTH.**





Three connected parts of one school

Whole School Developments

Holmes Chapel Comprehensive School and Sixth Form College

Primary school

Lower School

Upper School

Sixth Form College

HCCS Lower school - Years 7 and 8

- Transition
- Challenge and support
- Culture of engagement
- Building potential
- Building relationships
- Securing the foundations of learning

HCCS Upper school - Years 9 to 11

- Increased specialisation
- Attainment and progress focus
- Support and intervention
- Maximising potential
- Advice and guidance - next steps

HCCS College - Years 12 and 13

- Level 3 qualifications
- High level of specialisation
- Independent, taught and guided study
- High level of autonomy
- Advice and guidance - next steps





Upper School

Supporting your child to reach their potential

Upper School Hub Years 9, 10 & 11

Director of Upper school	Laura Warren
Upper School Learning Managers	Michael Forsyth Brian Gallagher
Upper School Welfare Managers	Annie Bentley Caroline Morgan Holly Pridham

Safeguarding and Child Protection Lead: Emily Bagshaw

9AH	Pauline Hanrahan
9AC	Alex Dedman & Phil Roberts
9CC	Steven Beasley
9CH	Amy Albon
9MH	Holly Wimbush
9MC	James Barrett
9TH	Andrew Middleton
9TC	Sophie Warmenhoven



Upper School

Supporting your child to reach their potential

A positive home-school relationship

Talk to us

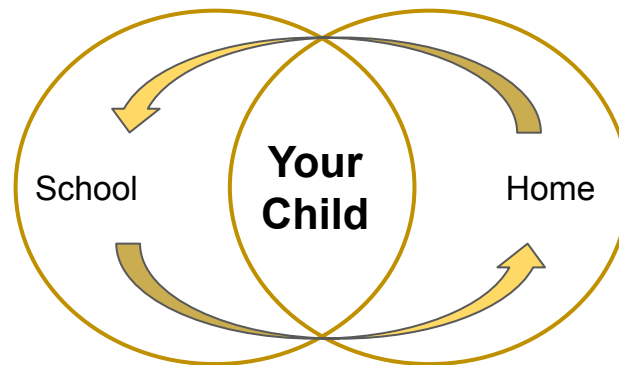
Trust us

Support us

Work with us

Talking to your child about school - some 'Do's

- Use a positive language when you talk to your child
- Listen more than advise
- Ask them what they need
- Let them talk about their day
- Read your child's feedback regularly and frequently
- Celebrate small steps
- Give guided support



Education is a shared commitment between dedicated teachers, motivated students and engaged, enthusiastic families



Upper School

Our actions, attitude and behaviors

We learn together

We belong to this community


**We are proud of ourselves and
each other**


**We have consistently high
expectations**



Upper School

Our actions, attitude and behaviors

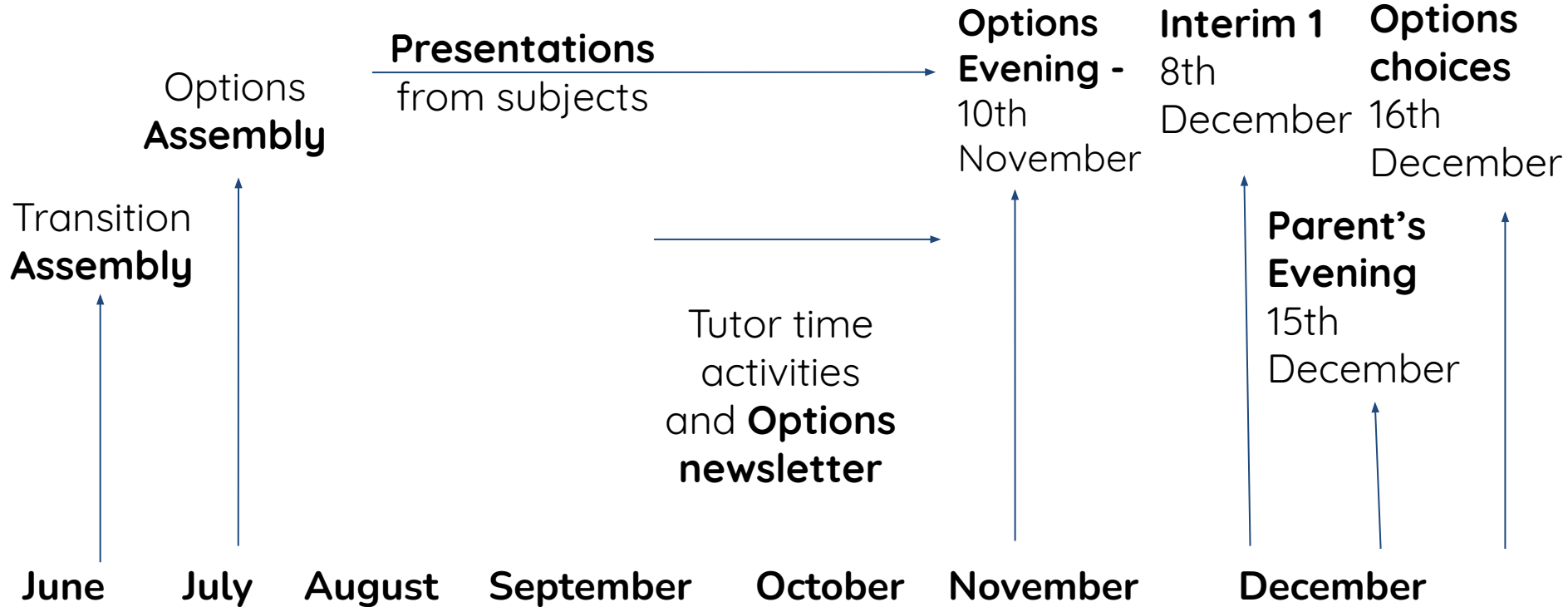
 SCORE	Behaviour Choice	Outcome
1	Exceptional - You actively engage in learning, demonstrating excellent behaviour and attitudes. You challenge yourself and consistently demonstrate exceptional progress. You support others in their learning.	Success, Progress, School Prizes, Postcards Home.
2	Expected - You quickly follow instructions demonstrating politeness and respect to others. You are focussed on your work and you are making progress.	Success, Progress, Postcards Home.
3	Lost Learning - You are misusing learning time and you have to be reminded about how to behave in order to meet expectations. Your behaviour is having a negative impact on your progress.	Discussion with teacher. Catch up with work missed.
4	Disruption - You are disrupting the learning of others or you are demonstrating a lack of respect.	Discussion with Head of Faculty. Catch up time. Contact home.
5	Defiance - You are demonstrating serious defiance or disruption, or your behaviour is having a negative effect on the safety and wellbeing of yourself or others.	Discussion with hub or senior leader. Contact home.





Upper School

Supporting your child to reach their potential





Upper School

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Name:

Tutor:

Stu No:

Target:

Core

	WT	Core	Art Core +	Extended	Advanced
Interim 2					
Interim 3					

	WT	Core	Drama Core +	Extended	Advanced

	WT	Core	English Core +	Extended	Advanced

	WT	Core	Humanities Core +	Extended	Advanced
Interim 2					
Interim 3					

	WT	Core	IT Core +	Extended	Advanced

	WT	Core	Maths Core +	Extended	Advanced

	WT	Core	MFL Core +	Extended	Advanced
Interim 2					
Interim 3					

	WT	Core	Music Core +	Extended	Advanced

	WT	Core	PE Core +	Extended	Advanced

	WT	Core	Science Core +	Extended	Advanced
Interim 2					
Interim 3					

	WT	Core	Tech Core +	Extended	Advanced

Reading Age at Year 8 Interim 3 | 9 years 11 months



WWW	Identify the subject(s) that you make the most progress in? Why are you making above or expected progress in this subject(s)? How does your attitude affect your learning in this subject(s)?	
EBI	Which subject are you making the least progress in? How does your learning attitude and approach to learning affect your progress?	
Actions	What steps do you need to take to raise your academic performance in your weakest subject area? How can you improve your attitude to learning across all subjects? How do you think this will benefit your learning? Identify 2-3 steps that you need to take to raise your academic performance overall? How can you raise your performance in your core subjects (English, Maths, Science)?	
	Click the link Identify at least 5 tasks you need to complete in order to get GCSE READY	Write them below:

Subject	Approach to Learning
English	G
Maths	G
Science	G
Art	VG
Drama	V
Humanities	VG
IT	G
MFL	G
Music	V
PE	VG
Technology	VG



Upper School

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Attendance %*	Behaviour Points	Achievement Points
98.89	0	1394

Subject	Minimum Expected Grade	Approach to Learning	Progress Towards Minimum Expected Grade
English	6	O	Excellent
Maths	6	VG	Expected
Science	5	G	Expected
Art	6	O	Expected
Drama	6	VG	Expected
Geography	6	O	Exceptional
History	6	O	Excellent
IT	5	G	Expected
Mod Lang	5	O	Excellent



Upper School

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The screenshot shows the school's website header with the logo and name: Holmes Chapel Comprehensive School & Sixth Form College, 'Preparing Learners for a Changing World'. A search bar and navigation icons (My Child at School, Student Portal, Brochure Gallery, Google, and a social media icon) are visible. The main content area is titled 'Curriculum & Learning' and features two cards: 'Lower School Key Stage 3, Years 7 & 8' and 'Upper School Key Stage 3, Year 9 Key Stage 4, Years 10 & 11'. Below these is a 'Learning Manager Team' section and a footer with buttons for 'Careers', 'Learning Centre', 'Learning @ Home', and 'Curriculum Policy'.





Upper School

Supporting your child to reach their potential

Literacy Reminders

1. Every pupil should have a book to read at the beginning of each lesson. Any problems with this, please ask your child to speak to their form tutor or Miss Moores, our librarian.
2. Every Year 9 pupil has one lesson a fortnight in the Learning Resource Centre (LRC), this is for independent/group reading and research skills.
3. It is important that your child reads outside of lesson and quizzes on the books they have read using our Accelerated Reading Programme.
4. Throughout the year, your child will take a STAR reading test which assesses their reading ability and determines their reading age. This will be communicated to you through their interims.

What can you do to help?

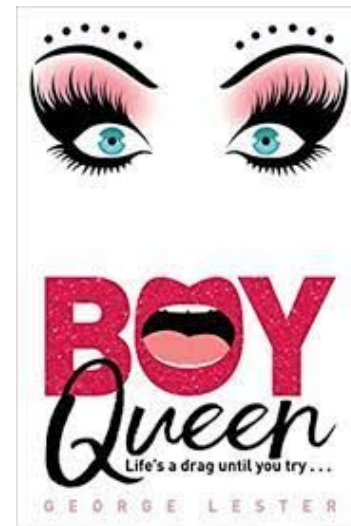
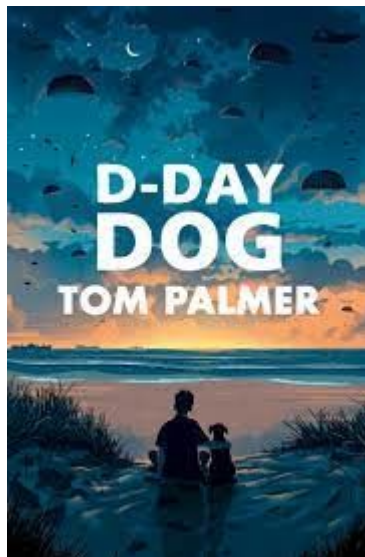
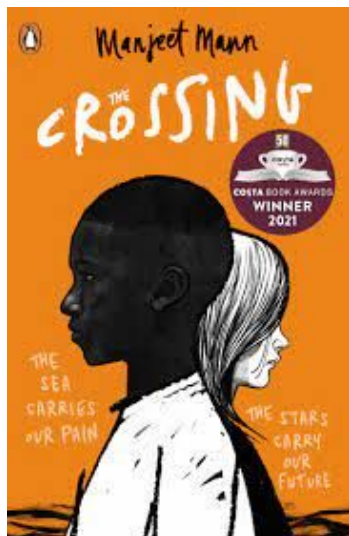
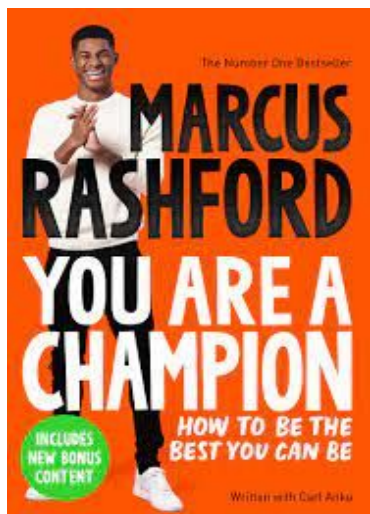
Encourage them to read as much as possible.

Discuss books!
Book adaptations, books they've read in class, autobiographies about people they know. . .



Upper School

Supporting your child to reach their potential



Books that have proven popular...



Upper School

Supporting your child to reach their potential

Numeracy Reminders

1. Students are expected to arrive to every maths lesson with all of their maths equipment, including a scientific calculator.
2. We will be setting our classes a “Hegarty Maths” homework once a fortnight to help consolidate core knowledge. Students are also encouraged to be proactive in accessing Hegarty if there is a topic that they are struggling with. They can access this at any time.
3. When it comes to sitting the maths GCSE in Y11, there are 2 tiers or entry. Foundation (up to Grade 5) or Higher (up to Grade 9.) No decisions are made about tier of entry until after the 2nd round of Y11 mocks. Regardless of which tier the student sits, a grade 5 will still appear as a “5” on their results.
4. Fluency with numeracy skills sets our students up for success. Encourage them to practice their timestables, written methods for the four operations, and discuss numerical life skills such as calculating with time, interest rates, exchange rates and adjusting recipes!

What can you do to help?

Try not to associate Maths with any previous negative experiences you may have had at school. We want our students to know that their maths ability is not set and that anyone can succeed in maths if they work hard. Instead of “*I can't do it*”, we encourage **“we can't do it YET.”**



Upper School

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Curriculum Intent

1: Future Pathways

Enable students to make informed and responsible choices for their potential future pathways including employment and education.

2: Spiritual Values

To nurture students' curiosity and develop their understanding of a range of religious, philosophical and ethical traditions and values, creating a stronger sense of empathy and acceptance of difference. We want students to use these experiences to enrich their own understanding of spirituality, as a way of helping them find deeper meaning in their lives.

3: Global Community

To develop students understanding of the scale and diverse cultures of the world we live in, from working within our Holmes Chapel School community to becoming a global citizen.

4: Relationship Sex Education

To ensure our students make positive and informed choices in their relationships and keep our students safe, physically, emotionally and legally.

5: Well Being

To promote the positive mental, emotional and physical wellbeing of our students; allowing students to explore and develop their best selves and through this developing their wellbeing
To support students with engagement in, implementation of and taking responsibility for their wellbeing

6: Life Skills

The life skills component of the MY curriculum will build skills around relationships and working in a team that pupils will have experienced across the subject curriculum. We provide a theoretical structure to their thinking around working in a group, friendships and the other kinds of team relationships that are an important part of becoming a successful and happy adult.

Metacognition

BSL

Retrieval Practice

Intervention



Upper School

Student Advice

Revision Methods:

- Flash cards
- Mind maps
- Knowledge recall
- Quiz websites
- Reading revision guides
- Practice Exams
- Videos

Website Links:

<https://senecalearning.com/en-GB/>
<https://vle.mathswatch.co.uk/>
<https://www.physicsandmathstutor.com/>
<https://www.bbc.co.uk/bitesize>
<https://www.linguascope.com/>
<https://www.sparknotes.com/>
<https://www.youtube.com/>

Example Revision Timetable:

	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1 (4:00 - 5:00)	Chemistry	Swing band	Physics	Biology	
Session 2 (6:00 - 7:00)	Geography	Business	Computer Science	Football	

	Saturday	Sunday
Session 1 (10:00 - 12:00)	Maths	English literature
Session 2 (1:00 - 3:00)	English Language	Further Maths



Upper School

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Your first point of contact

👉 **Your Child's Group Tutor**
👉 General questions and queries

👉 **Upper School Welfare Manager**
👉 Welfare and pastoral issues
👉 **upperschool@hccs.info**

Bromcom

👉 If you haven't already, you need to login and register your account using the details that we have sent you.

'My child at school' App

👉 Allows you to keep in touch with timetable, attendance, positive and negative house points etc

School leadership contacts

Michael Forsyth
Learning Manager
learning issues, progress and attainment.
michael.forsyth@hccs.info

Laura Warren
Director of Upper School
laura.warren@hccs.info

Matt Lowe
Deputy Head Teacher
matt.lowe@hccs.info

Nigel Bielby
Executive Headteacher
nigel.bielby@hccs.info



Upper School

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There are at least 4 points of contact during this year for Year 9 students

Year 9 interims: 8th December & 10th March

Parents Evening: 15th December (online)

GCSE Options Evening: 10th November

Christmas Concert: 1st December

School Production: 8th & 9th December

Options Deadline: 16th December

Parent Forum: 8th June

Winter and Spring Festivals