

CHORLTON HIGH SCHOOL



**LEARNING
JOURNEY**

2019

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MAPPING THE JOURNEY...

HOW WE ENSURE LEARNERS ARE SUCCESSFUL, CREATIVE AND HAPPY AT CHORLTON HIGH SCHOOL

‘The highest function of education is to bring about an integrated individual who is capable of dealing with life as a whole.’

J.Krishnamurti (philosopher, writer and speaker)

OUR INTENT

At Chorlton High School we are committed to providing high quality educational opportunities for our community. Our vision is based on the belief that a rich and knowledge led curriculum is a vital component of life. We nurture academic success alongside creativity and imagination throughout the school curriculum to help learners to secure the knowledge, skills and personal qualities they will need for future success.

Chorlton High School is built on and driven by core values and we are committed to enabling all of our learners to become:

Successful: Learners who gain deep and powerful knowledge in preparation for life; combining academic rigour, curiosity and creative flair.

Learners will:

- Achieve academic standards of excellence enabling them to excel against any competition nationally.
- Experience a rich, exciting curriculum that leaves them able to make powerful choices about their future ambitions.

Creative: Learners who are imaginative, optimistic and inventive; finding their voice to become effective communicators prepared for lifelong adaptability.

Learners will:

- Experience creative teaching that makes learning engaging and allows them to think independently and be confident citizens.
- Be expected to embrace a diverse and cutting edge range of creative opportunities both inside and outside the classroom.

Happy: Learners who are confident, resilient, well-rounded citizens; they understand the world’s communities and are ready to discover their place in it.

Learners will:

- Be proud of their achievements and for the progress they make, and have these achievements celebrated and recorded.
- Develop positive, secure relationships so that they flourish and have a powerful sense of their own potential.

MAPPING THE JOURNEY...

To enable them to flourish, a learner's time at Chorlton High School is mapped out. This is in order for them to see the pathway they will follow, the goals they need to work towards and achieve and the success which will be theirs at the end of the journey. This journey is mapped out in a number of ways:

- The subject specific knowledge of each curriculum area that they will cover is planned out and documented in the Framework for Learning.
- The strands of the personal, social, physical, spiritual, moral and cultural education which are threaded through the academic and pastoral curriculum and are plotted in The Chorlton Curriculum: PSMSCP Provision.
- The Chorlton High School Personal Development Learning Journey which is a progression model for building the development of our learners and prepares them for the opportunities, responsibilities and experiences of adult life.

THE JOURNEY FROM PRIMARY SCHOOL TO HIGH SCHOOL

Learners begin their Chorlton High School journey some time before they arrive with us in Year 7. Our carefully designed and consciously crafted Transition process enables all young people to engage with the school – its curriculum, ethos, staff and facilities – many years before they wear the uniform and arrive in the building.

TRANSITION: 'THE TRANSITION PHASE IS THE LAUNCH PAD, THE PREPARATION FOR TAKE-OFF.'

The Launch Pad – Engineered in Year 5 and Year 6

Chorlton High School is a centre of excellence for the Arts and the school's Primary Arts Outreach Programme allows schools in the local area to benefit from this. A specialist teacher in Drama works regularly in our local schools, from Year 1 upwards. During Year 5, learners in Primary Schools across South Manchester are involved in a collaborative and creative Shakespeare production. This is an unforgettable experience that develops skills and confidence in all and helps to nurture a sense of community, supporting the transition process. It allows learners to focus on a complex piece of literature and culminates in them bringing that to life in a performance in our Blue Box Theatre.

During Year 5, specialist staff from Chorlton High School run regular Pupils with a Passion Masterclasses for learners in primary schools in the local area. This enables learners with a real interest in a particular subject to enjoy specialist masterclasses with a teacher of real expertise. These sessions are designed to: offer a range of activities which encourage creativity and extend learning; enable learners to become accustomed to developing independent learning skills which they will build on further once in Year 7 at Chorlton High School; and provide opportunities for interaction amongst children with common interests; thus facilitating friendship groups which will support them through their school years.

The Chorlton High School Family Reading programme runs throughout the year and gives Primary learners and their parents the opportunity to come into school to take part in a family focused workshop based on a novel that is in the running for the annual Chorlton Book Award.

Our Exceeding Expectations classes provide an opportunity for Gifted and Talented learners in Year 5 and 6 from local primary schools to attend English, Maths and Science classes delivered by subject specialists from Chorlton High School. These classes give learners the opportunity to work with staff from the school and also to develop and extend their learning and skills in the subject. These activities are coordinated by our Transition Coordinator, who also serves as a regular point of contact and a familiar face for primary learners.

MAPPING THE JOURNEY...

Our Peer to Peer Mentoring programme begins in Year 6 and makes a valuable contribution to primary learners' experiences. Peer Mentors from Chorlton High School provide younger learners with an initial, accessible point of contact which enables them to: seek information and support; build life skills and experiences; and develop relationships with learners already attending Chorlton High School. The programme is delivered in a number of different ways including: through Chorlton High School Peer Educators in reading and sports activities; through the Global Dimension Peer Education programme which enables learners from local primary schools and Chorlton High School to discuss and explore wider issues of global dimension; and finally, through Transition Buddies (current Chorlton High School learners) who support learners as they make the transition to High School.

The New Beginnings programme sees a number of Chorlton High School transition specialists visit a large number of local Primary schools to work with all year 6 learners to discuss feelings around transition and share stories from learners who have already undergone this process. Primary school learners are given the opportunity to communicate their feelings, have these listened to and then have the opportunity to discuss them. Learners also get a chance to meet a teacher from Chorlton High School to gain an insight into how we approach teaching and learning.

The purpose of our Transition Curriculum is to bridge the gap from primary school to secondary school. Before they arrive with us, learners in our partner primary schools will study in their school or have access to workshops led by our Transition Team based on the novel 'Cosmic' by Frank Cottrell Boyce. This text, based on a journey into the unknown, explores some of the themes that learners might face during the transition process. Learners will then continue the study of the themes in the novel in all of their lessons in the first two weeks of Year 7 to ease them into their new school and provide some familiarity and support when accessing a new curriculum.

During the Summer term, we invite all prospective Chorlton High School learners to our Induction Day. On this day, learners attend Chorlton High School all day and have the opportunity to: enjoy lessons in many different subjects; meet some of their teachers; familiarise themselves with the school building and its facilities and make new friends ready to begin their Year 7 journey with us in September.

OUR YEAR 7 JOURNEY

THE AUTUMN TERM

AUTUMN 1

FUTURE FOUNDATION: 'I EMBRACE LIFE AND PREPARE TO SUCCEED.'

QUALITY OF SUCCESS: OPTIMISM

The Year 7 journey begins by building on the Transition process. The 'Cosmic Curriculum' ensures that all learners engage with activities, in all curriculum areas, related to the novel 'Cosmic' by Frank Cottrell Boyce. This curriculum runs for the first two weeks of the term and is designed to bridge the gap between Primary School and life at Chorlton High School enabling learners to find their feet and start off on their path to success with confidence.

Each half term we focus on a Quality of Success and we start with optimism. Learners focus on this during assembly and Tutor times and are given specific tasks to complete to demonstrate this quality as they navigate their first few weeks of their secondary school journey.

This half term's mantra is: 'I embrace life and prepare to succeed' and learners will take part in activities in tutor time that allow them to share information about themselves with their peers thus enabling them to branch out and begin to build new relationships. They are presented with two tasks to complete in the first half term and are given an opportunity to add an optional task that links to the half termly mantra. If one of the tasks presented is achieved, then learners are rewarded the badge for the half term to acknowledge their endeavours in striving to successfully demonstrate that they have laid down their first Future Foundation.

A Parent and Tutor evening in the first half term also allows for all those invested in the learner's journey to meet, communicate and reflect on how the Year 7 experience has been so far.

Within the first half term, learners are presented with a plethora of opportunities to get involved in additional activities: they can be an ambassador at Open Evening; choose to stand for election as a Form Representative for the school council; train as a Healthy Schools mentor; become an Eco Council representative or audition for the whole school musical.

AUTUMN 2

FUTURE FOUNDATION: 'I SUPPORT MY COMMUNITY AND MAKE A DIFFERENCE TO IT.'

QUALITY OF SUCCESS: EMPATHY

Autumn 2 heralds the arrival of a focus on empathy and learners are encouraged to develop this quality through activities that take place in tutor time and across all subject areas that demonstrate, investigate and explore this quality of success.

The Quality of Success empathy is also complimented by the Future Foundation focus 'I support my community and make a difference to it.' There is a real drive to encourage learners to look beyond themselves and to walk in the footsteps of others. This is realised through a commitment to raising awareness and money for a charity that resonates with learners. Learners also make a community pledge and take part in the whole school 'Acts of Kindness Calendar' event. A campaign designed to encourage learners to be kind citizens who are thoughtful, generous and considerate. Learners are given the opportunity to plan and deliver a year group assembly that could be the start of them raising awareness for their cause.

Progress tests take place in this half term and are an opportunity for learners to demonstrate the knowledge and understanding that they accumulated and skills that they have developed since the start of the year. Learners are prepared for this process both in terms of how to revise and prepare and the tests themselves through tutor time and in curriculum areas. This is a great opportunity to begin to develop healthy independent study habits for learners.

OUR YEAR 7 JOURNEY

THE SPRING TERM

SPRING 1

FUTURE FOUNDATION: 'I EXPLORE LIFE, TAKE A DEEP BREATH, GO FOR IT AND RESPOND WITH IMAGINATION.'

QUALITY OF SUCCESS: CREATIVITY AND CURIOSITY

The new year begins with a focus on creativity and curiosity and a real focus in Tutor time and in assemblies on how creativity helps to maximise learning, as well as consider what creative flair learners enjoy. Being curious is also an integral skill and one that supports learners in developing an independent and personalised knowledge of their community and world around them. These ideas are discussed and explored, successes are celebrated and learners are rewarded.

Learners are encouraged to focus on the Future Foundation and consider how they 'explore life, take a deep breath, go for it and respond with imagination.' Learners are tasked with exploring creative ways that they can illustrate their learning and continue on a journey to self-discovery where they are encouraged to plan ways that they can explore something new that they have never tried before. This can be both inside and outside of school. During this half term, learners are also given the opportunity to work on the growth mind set - a crucial characteristic of developing and evolving as a well-rounded and successful learner.

SPRING 2

FUTURE FOUNDATION: 'I OWN MY ACTIONS. I UNDERSTAND MY ACTIONS.'

QUALITIES OF SUCCESS: RESPONSIBILITY AND REFLECTION

In the second half of the Spring term, learners focus on Responsibility and Reflection and the mantra they are working with is 'I own my actions. I understand my actions.' Learners are given opportunities in Tutor time to evaluate their effort, conduct and progress in school so far. Their successes are celebrated and learners are rewarded. Furthermore, leadership plays a key role in this half term and learners are given the opportunity to plan and deliver an assembly for their peers. In addition, they are also given the opportunity to play a key role in supporting the upcoming year 7s by training as Transition Buddies for Primary schools. The healthy study habit focus returns for a second time this year as learners prepare to take part in the second round of progress tests.

OUR YEAR 7 JOURNEY

THE SUMMER TERM

SUMMER 1

FUTURE FOUNDATION: 'I HONE MY SKILLS. IF I FALL DOWN, I GET UP AGAIN.'

QUALITIES OF SUCCESS: PRACTICE AND RESILIENCY

The Summer term begins with a focus on practice and resiliency. These Qualities of Success require learners to consider the value of practice and the power of bouncing back from mistakes or things that didn't quite go as planned. Additionally, learners are encouraged to focus on the Future Foundation and consider how they 'I hone my skills. If I fall down, I get up again.' Activities and discussion during Tutor time and in assemblies will explore and illustrate these traits and learners who complete the tasks will be rewarded with their Future Foundations badge.

Learners will have considered their Progress test results and their effort scores at the end of the last half term and will be given an opportunity to act on their personal pledges designed to help them focus on pushing themselves further for the rest of the school year. In addition, mindfulness techniques are taught in Tutor time in order to encourage learners to develop positive and healthy habits to enable them to take care of their mental health. The speaking skills developed throughout the oracy curriculum in English will also be put to good use this half term, when in Tutor time, learners are challenged to reflect, write and perform a speech that shares with their peers a time they, or someone they know has shown resilience and what the outcome was.

SUMMER 2

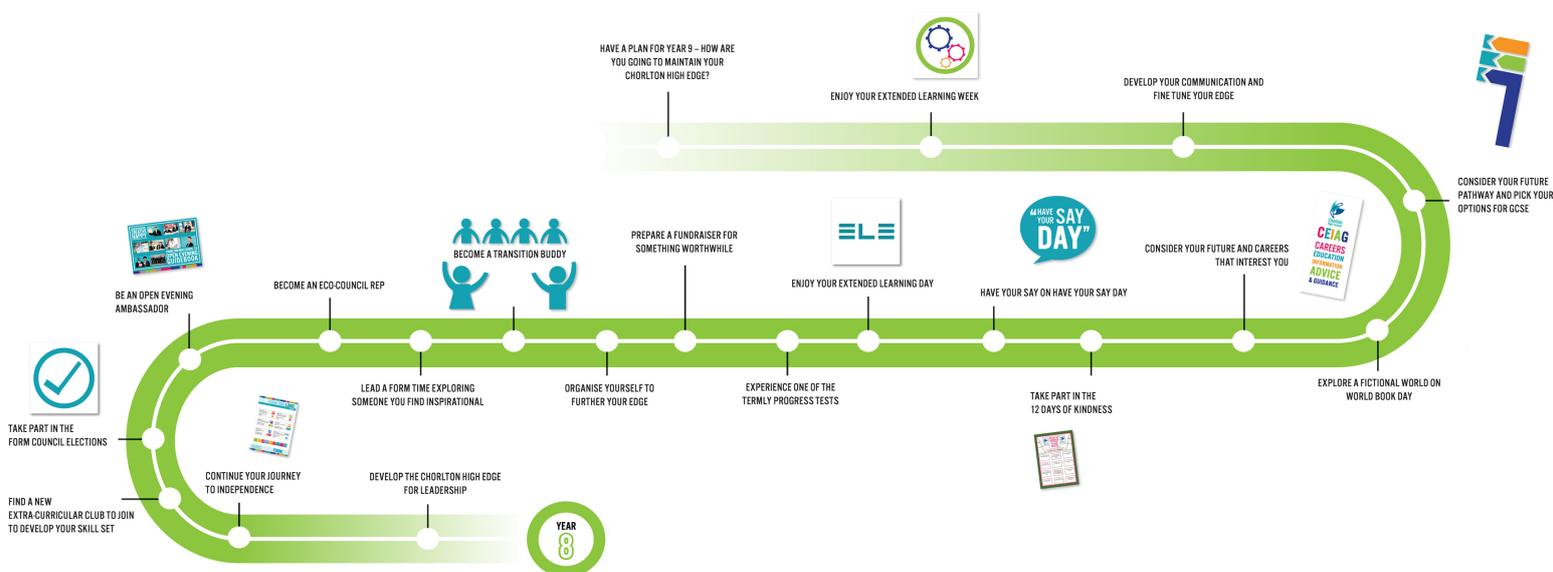
FUTURE FOUNDATION: 'I WANT THE BEST. I AM THE BEST.'

QUALITY OF SUCCESS: CREATIVITY AND CURIOSITY

The final half term of the year asks learners to focus on motivation. This quality of success requires learners to consider what drives them in school and also to ask themselves how involved they are in the wider school community. Learners also have the opportunity to demonstrate their learning and practise their healthy study habit skills in the final round of progress tests for the year.

Learners also engage in a three-day Extended Learning Experience (ELE) where they not only do they take part in an inter-form Sports Day, but they also have the chance to develop their skills and have new experiences by participating in a number of cross-curricular activities, both inside and outside of the school environment. There is also the opportunity for some learners to go on a culturally enriching visit. Another exciting opportunity for learners at this time is the Venture Out experience. Many learners are given the opportunity to experience new physical activities and challenges. This trip enables learners to develop their ability to work as a team, in addition to building resilience and promoting the benefits of trying new things.

OUR YEAR 8 JOURNEY



In Year 8, learners build on the foundations laid in Year 7 for a Creative, Happy and Successful future at Chorlton High School. They focus on the pathways that lie ahead and the skills they will need to be successful. The pastoral curriculum is designed to ensure that learners and parents are aware of the cultural opportunities the community that they are part of offers them. The curriculum continues to develop confident, engaged and inspired learners who regularly reflect on their progress. It also continues to encourage learners to build, develop and sustain positive and healthy relationships. Learners can also still take part in the half termly opportunities they have been part of in Year 7. This includes using their voice by participating in 'Have Your Say' days in addition to choosing from a wide range of extra-curricular activities.

The main focus of the pastoral curriculum in Year 8 is to achieve the Chorlton High School Edge. This is an accredited award that develops learners' character and skills. They can achieve the award by planning and implementing activities that showcase their leadership, organisation, resilience, initiative and communication skills. At the end of Year 8, learners will achieve the PiXI Edge Apprentice accreditation.

OUR YEAR 8 JOURNEY

THE AUTUMN TERM

AUTUMN 1

QUALITY OF SUCCESS: OPTIMISM

FOCUS: TO DIRECT MYSELF OR OTHERS AS A FUTURE LEADER AND TRAIL BLAZER. LEADERSHIP

In addition to having an opportunity to be a: Learner Council representative, Open Evening ambassador, Eco Council representative, Library Assistant, Transition Buddy and auditioning for the school musical in the first half term of Year 8, learners will also focus on leadership and the development of this very important skill. The Quality of Success focus is optimism and learners will be encouraged to look to their future with drive and positivity. Learners will focus on developing key leadership skills through form time with the guidance of their form tutor and will be given two tasks to complete to go towards achieving their PiXI Edge accreditation. The tasks include: reflecting on someone of interest who they consider to be inspirational and sharing their reasons and information about this person by leading on a form time session and taking a leading part in learning during one of their arts based lessons.

AUTUMN 2

QUALITY OF SUCCESS: EMPATHY

FOCUS: TO BRING IDEAS OR PEOPLE TOGETHER TOWARDS A POSITIVE SOCIAL FOCUS. ORGANISATION

As well as focusing on continuing their journey to success with the development of healthy study habits with the first round of progress tests for year 8, learners will focus on the second of five focus skills this half term for the PiXI Edge accreditation: organisation. They will focus on the quality of success empathy and how they can build their organisation skills to bring ideas or people together towards a positive social focus. Learners will be tasked with organising a fundraising event and completing the 12 day Acts of Kindness calendar in the countdown to the end of term. In this half term, Year 8 learners will also take part in Classfest. This is an exploration of careers in the Creative industries, Languages and Social Sciences. Events include a photography show and tell, an author visit, a Law inspirational speaker, a Law lecture and a Careers networking event.

OUR YEAR 8 JOURNEY

THE SPRING TERM

SPRING 1

QUALITY OF SUCCESS: MOTIVATION

FOCUS: TO BE DRIVEN AND HAVE THE IMPETUS TO MAKE A CHANGE WHEN ENCOUNTERING NEW EXPERIENCES. INITIATIVE.

This half term will see learners prepared for and faced with their pathway choices, where they will work with form tutors, senior leaders and parents to discuss the relevant pathway and qualifications for them and decide on what they would like to study in more depth in Year 9 and continue to study in Year 10 and 11. In Tutor time, learners will focus on how to use their initiative, the third of the five focus skills that they need to explore for the PiXI Edge accreditation. They will also focus on the Quality of Success motivation and how they can use their initiative to drive them forward and navigate their way through the very important pathways process.

SPRING 2

QUALITY OF SUCCESS: RESPONSIBILITY AND REFLECTION

FOCUS: TO USE MY VOICE TO MAKE PEOPLE THINK, FEEL OR ACT. COMMUNICATION.

Learners will focus on continuing their journey to success with the development of their healthy study habits in preparation for the second round of Year 8 progress tests. They will also focus on the fourth of five focus skills for their PiXI Edge accreditation: communication. This will be complimented by their focus on the Qualities of Success, responsibility and reflection. Learners will be given the opportunity to develop their communication skills during Tutor time. Following this, they will be encouraged to feed this into their curriculum lessons and discuss with their teachers how they can further develop these skills in their lessons.

OUR YEAR 8 JOURNEY

THE SUMMER TERM

SUMMER 1

QUALITY OF SUCCESS: PRACTICE AND RESILIENCE

FOCUS: TO SUSTAIN PERSONAL GROWTH TOWARDS A GOAL. RESILIENCE.

Learners will focus on the final of the five focus skills this half term for the PiXI Edge accreditation which is resilience. They will also reinforce this focus through their work on the Qualities of Success, practice and resilience. Learners will be encouraged, during form time, to write and act upon a short report pledge, complete a revision timetable and show evidence of using one of the school's 'Secrets of Success' revision strategies.

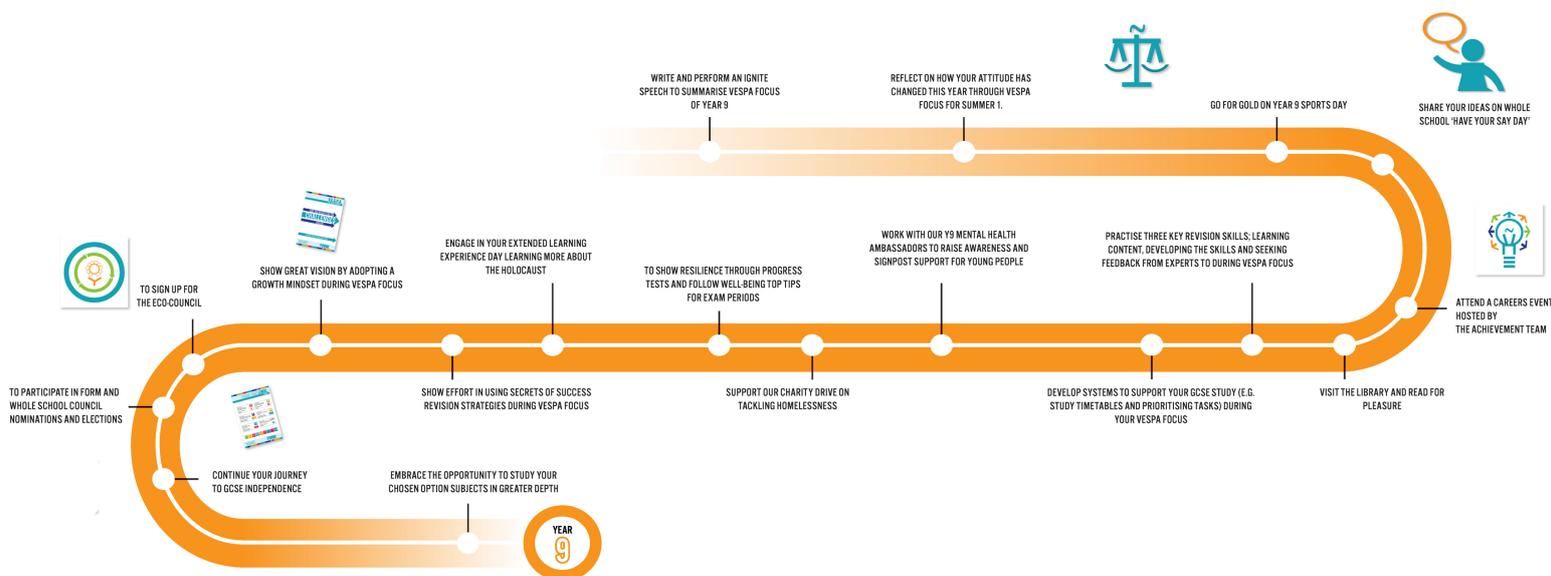
SUMMER 2:

QUALITY OF SUCCESS: CURIOSITY AND CREATIVITY

FOCUS: TO REFLECT AND RECORD EVIDENCE OF MY YEAR 8 JOURNEY AND ACHIEVE MY PIXL EDGE ACCREDITATION.

In addition to the continued focus on developing and consolidating healthy study habits in preparation for the final Progress Tests of the year, learners will focus on their own personalised plan for the last half term. They will be encouraged to reflect and review what they have managed to achieve so far in terms of their PiXI Edge accreditation and then will use this half term to address any gaps in the skills they have developed over the academic year so far. Learners should ask themselves, their peers, their form tutors, parents, and teachers questions around the five focus skills and should zoom in on one or two of these skills that they still feel that they are yet to master.

OUR YEAR 9 JOURNEY



In Year 9, learners begin their transition from Key Stage 3 to Key Stage 4. They embark on their chosen pathway subjects and will begin to deepen their subject knowledge and hone subject specific skills in each area. As in Years 7 and 8, learners will continue to prepare for and complete termly progress tests to assess their knowledge, skills and understanding and provide them with meaningful feedback in every subject area.

All Year 9 learners receive an hour a week of RESPECT curriculum. These lessons cover RE, Ethics and PSHE and allow them to explore important topics from the past and present that promote a wider and deeper knowledge and understanding of personal, social, moral, spiritual and cultural ideas and issues. In addition, all learners will get to see a live performance on Radicalisation and Extremism and learners are given the opportunity to discuss the play and the issues presented with the actors and directors from the theatre company. Year 9 learners will also watch a live performance on sexual exploitation as part of the Respect curriculum.

During Year 9 there is also a whole year group focus on raising awareness around mental health and mental health ambassadors are appointed in the Autumn term. Following their training, these ambassadors will deliver learner led assemblies, lead fund raising campaigns and act as a voice for their year group to raise, discuss and promote important issues.

A huge part of our Year 9 curriculum is VESPA, our pastoral curriculum, which encourages learners to adopt a 'GCSE mind-set' through completing regular reflective activities in Tutor time relating to their academic performance as well as their personal development. This covers five key strands: Vision, Effort, Systems, Practice and Attitude. Learner engagement in VESPA will be graded each half term as Bronze, Silver or Gold with an opportunity to collect certificates each half term. There will also be a Distinction task attached to each strand for learners who demonstrate independence and really go above and beyond to show their commitment to VESPA.

OUR YEAR 9 JOURNEY

THE AUTUMN TERM

AUTUMN 1

QUALITY OF SUCCESS: OPTIMISM

FOCUS: VISION

In the first half term of Year 9, as learners settle into their chosen options subjects, they will focus on their vision for the future as part of our pastoral curriculum. This will involve learners considering what motivates them as individuals as well as setting SMART targets to support them in achieving long term goals. Their distinction task for Autumn 1 coincides with Black History month and learners are asked to research someone who has impacted upon society through a shared vision. Year 9 learners will also be encouraged to: audition for the school musical; try out for sports teams; sign up to be on the Eco Council; act as an Open Evening ambassador or act as a Form or Year group representative for the School Council. Towards the end of this half term, Year 9 learners also participate in a whole-school Extended Learning Experience. On this day, they will explore a key historical event and demonstrate empathy by learning more about the Holocaust including the opportunity to meet a Holocaust survivor.

AUTUMN 2

QUALITY OF SUCCESS: EMPATHY

FOCUS: EFFORT

Autumn 2 will see Year 9 learners embark on their first set of Progress tests since opting for their Pathways subjects. Learners will be exposed to and given the chance to practise a range of revision strategies as well as focusing on healthy study habits and strengthening their foundation for revision and home study. Our VESPA focus on effort ties into this perfectly as learners are encouraged to adopt a 'growth' rather than 'fixed' mind-set when approaching their studies. Learners will use Tutor time to: learn, revise and memorise curriculum content; create mind maps and revision cards; and then evaluate which of these methods they feel are most effective. Following their progress tests, learners will receive detailed feedback from all subject areas as part of 'Feedback Fortnight' where they can reflect on strengths and areas for development from their tests and most importantly consider what they can learn from the experience. This will be reinforced during our extended Tutor time session where learners receive their short report and engage in real meaningful reflection on their first term of Year 9. As the Christmas holidays approach, learners will be tasked with organising a fund-raising event and completing the 12-day Acts of Kindness calendar.

OUR YEAR 9 JOURNEY

THE SPRING TERM

SPRING 1

QUALITY OF SUCCESS: MOTIVATION

FOCUS: SYSTEMS

This half term will see Year 9 learners consider whether they are proactive or reactive learners in order to encourage them to start to take more responsibility for their own learning by developing independence and planning and organising self-directed home study. Learners will complete a grid based on their understanding and enjoyment of each subject that they study. Using the results of this, they will then be introduced to the idea of the 'bottom left' of the grid - the bottom left quadrant covers the areas that learners might struggle more to engage in, lack confidence in or where they are making less progress- so by placing their focus here, any issues that may be raised can be looked at positively, proactively and in a timely fashion. Learners will also be asked to research the hardships faced by refugees as their VESPA distinction task. They will consider: What is their story? Why are they refugees? How did they get here? How must they have felt? This will enable them to develop their awareness of others and their empathy.

SPRING 2

QUALITY OF SUCCESS: RESPONSIBILITY AND REFLECTION

FOCUS: PRACTICE

Spring 2 sees Year 9 learners embark on their next set of Progress tests and as a result they will spend some time revisiting revision strategies, including the skill of a revision timetabling, which will result in learners creating their own revision timetable. Learners will be guided and shown how to work smarter, not for longer, and they'll be encouraged to also consider how to set up their study environment to ensure they are most productive, when, where and who they study with. Our continued drive on mental health and well-being will allow learners to learn about signs of exam stress and how to avoid this through well-planned preparation and knowing the strategies that they can use if they need them. The VESPA distinction task this half term links to World Book Day where learners are asked to consider an author of their choice, research their journey and impact they've had through the books they have written. Year 9 learners will also take part in STEMfest during this half term. A week where learners will take part in a range of activities to develop their awareness of careers in the Science, Technology, Engineering and Mathematics industries.

OUR YEAR 9 JOURNEY

THE SUMMER TERM

SUMMER 1

QUALITY OF SUCCESS: PRACTICE AND RESILIENCE

FOCUS: ATTITUDE

This half term will see Year 9 learners really consider their own emotions and responses to different situations. We will look at facts related to mental health and consider the different journeys people take in life, acknowledging that the road to success is not always as straightforward as it might seem. We will use examples of famous people whose journey may have been challenging but through showing grit and determination have managed to achieve their goals.

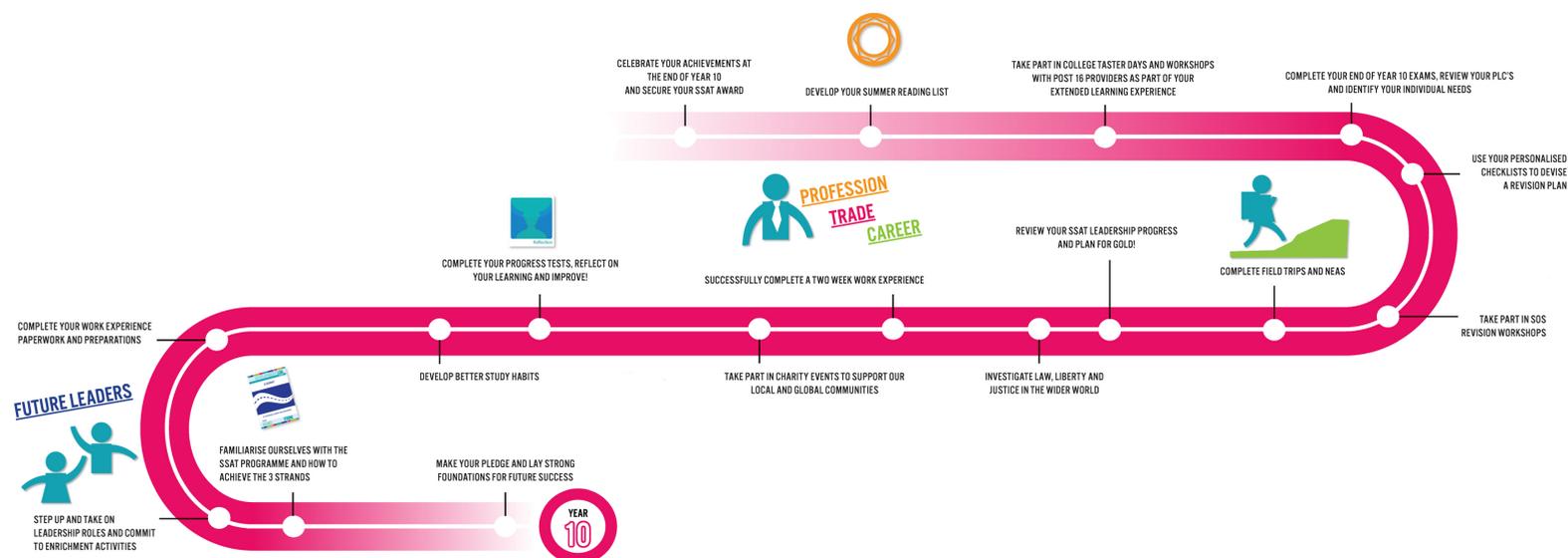
SUMMER 2

QUALITY OF SUCCESS: CURIOSITY AND CREATIVITY

FOCUS: VESPA REFLECTION.

Summer 2 will allow Year 9 learners to really reflect on how far they have come over the past year, they will revisit the SMART targets they set themselves back in Autumn 1 and assess how well these have been achieved as well as identifying any priorities as they move into Year 10. This will coincide with the final round of progress tests, where learners are examined on their work from across the year and provides a further opportunity to embed healthy study habits through regular revision using a range of strategies. Learners also take part in a three-day Extended Learning Experience, where they not only take part in an inter-form Sports Day, but also have the chance to develop their skills and have new experiences by taking part in a number of creative cross-curricular activities.

OUR YEAR 10 JOURNEY



As learners move into Year 10 and their Key Stage 4 years, they will continue to build their confidence and skills in managing their own learning. Alongside the core subjects, they will be studying their chosen pathways subjects, gathering knowledge, understanding concepts and acquiring and practising the skills they need to achieve success in the qualifications they are working towards. Some of these subject specific skills are developed and practised through assessment-based learning projects (Controlled Assessments/NSAs). In addition, the 'Secrets of Success' are revisited, practised and embedded to build learner confidence, memory and recall capabilities and the skills they need for progress tests and ultimately, their external assessments.

The pastoral curriculum will follow the SSAT Leadership Programme (an innovative scheme designed to build learner confidence in and acknowledge and accredit learners' leadership skills in the classroom, across the school or in the wider community), combining with it the Chorlton High School Qualities of Success and incorporating the school's Wellbeing agenda, to ensure that learners are truly creative, happy and successful.

Tutor times will have a number of different foci: Being Ready which encourages learners to reflect on their attendance, punctuality, and readiness for learning; Leadership Skills sessions where learners are encouraged to explore, develop and demonstrate different aspects of effective leadership (following the SSAT programme) throughout the year; and Oracy sessions take place to enable learners to develop, consolidate and practise their speaking and listening skills.

As in Year 9, Year 10 learners receive an hour a week of RESPECT curriculum. These lessons cover RE, Ethics and PSHE topics and enable learners to investigate, explore and discuss important and relevant personal, social, moral, historical and cultural topics and events. As part of the RESPECT curriculum, all Year 10 learners will watch a live performance in the Blue Box Theatre about hate crime.

In addition, as part of our mission to promote creativity and success through the Arts, every learner who opts for a Performing Arts subject, will have the opportunity to take part in at least one live performance during Year 10 and/or 11.

Throughout the year, learners will also have the opportunity to access:

- | | |
|---|----------------------------------|
| College Talks | College Visits |
| College Taster Days | Meeting with our careers advisor |
| Work Experience opportunities | PIE project |
| Internal Careers Events (e.g. Science Enterprise) | External Careers Events |
| Apprentice roadshows | Motivational Speakers |
| Volunteering in Industry | University Talks/Taster Days |
| STEMFest | CLASSFest |
| MedSoc | |

OUR YEAR 10 JOURNEY

THE AUTUMN TERM: 'SUCCESSFUL EXPERIENCES'

AUTUMN 1

QOS OPTIMISM

SSAT STRAND – DEVELOPING MYSELF

New year, new you! Autumn 1 brings a fresh start and learners are encouraged to focus on the importance of Work Experience and its benefits. Learner independence is promoted and with guidance, learners are encouraged to be responsible and take ownership of Work Experience from the beginning. This involves them reflecting on themselves and their future and researching and looking for their own placements.

Learners are introduced to the SSAT Leadership Programme in this half term and are guided through the first focus 'Developing Myself'. This topic explores commitment, organisation and planning, being accountable and effective communication. Learners have to demonstrate their ability to use these skills in a leadership capacity in order to be successful. To support them in their leadership endeavours, learners are encouraged to apply to be part of a number of different opportunities and projects to develop their leadership and employability skills (the Duke of Edinburgh Award scheme and the PIE project).

Finally, the healthy learners are reminded of the benefits and importance of healthy independent study habits and are directed to think about their revision and timely preparation for their Autumn 2 Progress tests.

AUTUMN 2

QOS EMPATHY- CONTRIBUTING TO MY COMMUNITY

CHARITY FOCUS: FUNDRAISING

During Progress Week, learners are encouraged to reflect on their year so far and consider their attendance, punctuality, effort conduct grading and their attainment in their subjects.

The SSAT Leadership focus for this half term is Contributing to the Community. The charity fundraising project is launched. This is an inter-form competition and Tutor groups are encouraged to select a charity and plan how they are going to raise both money and awareness. Learners also make a community pledge and take part in the whole school 'Acts of Kindness Calendar' event - a campaign designed to encourage learners to be kind citizens who are thoughtful, generous and considerate.

By the beginning of December, learners must have their work experience organised.

Learners are reminded of the importance of revision and accessing all of the tools that they have available in preparation for their progress tests. They are also encouraged to continue to think about their wellbeing, balancing effective independent study with relaxation and recreation outside of school.

OUR YEAR 10 JOURNEY

THE SPRING TERM: 'SUCCESSFUL LEARNERS'

SUMMER 1

QOS PRACTICE AND RESILIENCY – DEVELOPING SELF

Growth mindset is revisited in assemblies and form time.

The SSAT skills are revisited and learners are encouraged to keep working towards the higher levels. As Mental Health Week falls in this term, time is spent reflecting on learners' mental health and wellbeing.

SUMMER 2

QOS MOTIVATION - FILLING THE GAPS

The final half term of the year gives Year 10 learners the opportunity to demonstrate their learning in a number of end of year assessments. They will reflect on their learning and plan for success in their GCSEs in Year 11. During Progress Week, learners will be encouraged to reflect on their year so far and consider their attendance, punctuality, effort/conduct grading and their attainment in their subjects. They will also be encouraged to create themselves a summer reading and revision list in order to help them to prepare for their Year 11 studies.

Learners will also have the opportunity to complete a final audit of their SSAT skills and the results of this will entitle them to be awarded at Bronze, Silver and Gold Level.

In this half term, college visits take place for many learners giving them the opportunity to have a taste of college lessons and life as a learner in Further Education.

Learners will be encouraged to start thinking about their college applications and personal statements in preparation for Year 11.

Messages in assembly and Tutor time remind learners how to stay safe over the summer.

OUR YEAR 10 JOURNEY

THE SUMMER TERM: 'SUCCESSFUL ACHIEVERS'

SPRING 1

QOS CREATIVITY AND CURIOSITY – WORKING WITH OTHERS

New year, fresh start! In this half term, learners are encouraged to continue to reflect on and refine their exam preparation, how to revise, classwork completed and their home learning. During Progress Week, learners are given time to reflect on their year so far and consider their attendance, punctuality, effort/conduct grading and their attainment in their subjects.

The SSAT focus is Working with Others: team working, presenting and challenge and reflection and all of these skills and qualities will be explored in Tutor time and in assemblies.

STEMFEST takes place this half term and provides learners with many opportunities to take part in exciting and interesting activities exploring the STEM subjects, educational pathways and careers.

During Tutor time, learners are encouraged to consider the importance of talking to others about their feelings as part of 'Time to Talk' day.

Finally, Work Experience takes place in the last two weeks of this half term. Many Tutor time sessions will be dedicated to preparing learners to ensure that they capitalise on the exciting opportunities that lie ahead of them.

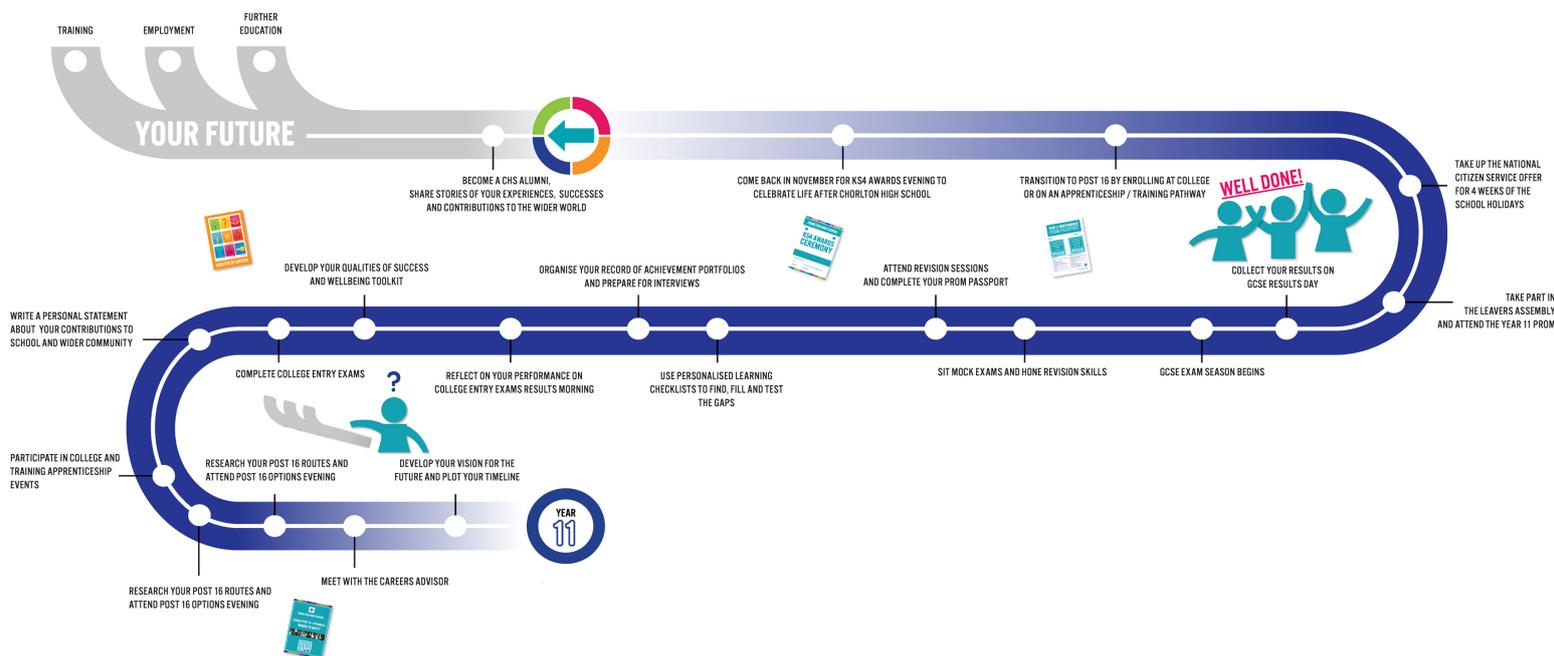
SPRING 2

QOS RESPONSIBILITY AND REFLECTION – CONTRIBUTING TO MY COMMUNITY AND WORKING WITH OTHERS

In this half term, responsibility around school and in the community is a focus. Year 10 learners will complete a preliminary audit of their SSAT skills folder and awards are made at bronze silver and gold level where these have been achieved.

During Progress Week, learners are encouraged to reflect on their year so far and consider their attendance, punctuality, effort/conduct grading and their attainment in their subjects. Parents are encouraged to come into school to attend an event covering how to revise and how they can support their children with revision and the exams process.

OUR YEAR 11 JOURNEY



As learners move into Year 11, they focus on completion of all of their qualifications and preparing for their external examinations. Furthermore, they begin to plan their post-16 route by thinking about and planning for the next step in their educational journey beyond Chorlton High School. They reflect on the future self that they want to create for themselves and map out the milestones to get there.

Within their pathways curriculum subjects, specific skills are developed and practised through assessment based learning projects (Controlled Assessments/NEAs) and the 'Secrets of Success' independent learning skills are focused on to build confidence for external assessments.

Additionally, the Pastoral Curriculum maintains a focus on each of the Chorlton High School Qualities of Success and how to apply these to help shape the Year 11 learner's mind-sets as they prepare for examinations success and a transition to a future beyond Chorlton High School. These are explored by looking at how they can be developed through the 'Secrets of Success' (revision and independent study skills) to give learners a structured approach to enable them to achieve academic success in KS4.

The Pastoral Curriculum is also linked to personal growth, aspiration and employability attributes and encourages learners to explore their hopes and dreams for the years to come. It also aims to equip them with the skills and qualities that they will need to achieve them. Weekly Life Skills lessons prepare learners for their impending transition through: The College application programme; skills for examination success; well-being strategies and how to cope with stress; readiness for college and learning in post-16 routes. Learners also receive subject specific, personalised support and intervention, to ensure academic success and a successful transition into a positive Post 16 destination.

OUR YEAR 11 JOURNEY

THE AUTUMN TERM

AUTUMN 1

QUALITY OF SUCCESS: OPTIMISM

FOCUS: TO REALISE MY ASPIRATIONS AND PREPARE FOR A POSITIVE FUTURE

The main focus of the first half term of Year 11 is route planning and Post-16 destination planning. Assemblies, Tutor time and PSHE lessons are focused on giving learners the support and guidance needed to plan and prepare for their Post-16 destination. Learners write pledges for the start of the year and create a personal timeline which will enable them to track their journey to examination success and securing their chosen Post-16 place. Learners are encouraged to create a revision timetable to help to plan and organise their independent study. They are supported with this process and reminded of the tools that they need for a healthy and effective approach to independent study.

Learners are supported in writing their college applications and write personal statements that allow them to document their time at Chorlton High School and celebrate their skills, qualities and successes. All learners will have a careers interview with a dedicated Careers Advisor which gives them the opportunity to explore potential routes and support them in planning for all of the options available to them after Chorlton High School.

Parents' Evening takes place in this half term and gives parents the opportunity to discuss their child's progress with all of their subject teachers. Our Post 16 Information Evening also provides parents with information and guidance regarding the college applications process and Post-16 options.

AUTUMN 2

QUALITY OF SUCCESS: EMPATHY

FOCUS: TO SUPPORT MYSELF AND MY PEERS THROUGH COLLEGE ENTRY EXAM SEASON

At the start of half term, learners are encouraged to reflect on their year so far and consider their attendance, punctuality, effort/conduct grading and their attainment in their subjects. Learners are also encouraged to review their pledges, remind themselves of their dreams and ambitions and reflect on the personal timeline that they created at the start of the year. Learners are exposed to lots of exam readiness sessions this half term including some training on how to approach exam questions. There is a focus on positive mental health and well-being to encourage learners to understand how to organise their time, how to relax and approach their studies in an organised and mindful way.

The College Entry Exams take place this half term and are an opportunity for learners to revise and sit exams in a 'real-life' GCSE exam situation. College Entry Exams Results Day also takes place this half term and the results from teachers allow learners to benchmark their attainment, measure their progress and set targets for the rest of the year.

During this half term, learners also make a community pledge and take part in the whole school 'Acts of Kindness Calendar' event. A campaign designed to encourage learners to be kind citizens who are thoughtful, generous and considerate.

Finally, the half term ends with a focus on gratitude and reminders of how to stay safe over the holiday period.

OUR YEAR 11 JOURNEY

THE SPRING TERM

QUALITY OF SUCCESS: MOTIVATION

FOCUS: USING MY FEEDBACK EFFECTIVELY TO FILL THE GAPS AND MAKE GREATER PROGRESS

During Progress Week, learners are encouraged to reflect on their year so far and consider their attendance, punctuality, effort/conduct grading and their attainment in their subjects. As it is the start of the new year and the new school term, learners are asked to also consider their pledges and their College Entry Exam results and use them to set New Year's resolutions.

This half term's exam readiness preparation focuses on the mantra 'Find, fill and test your gaps'. Learners are encouraged to use Personal Learning Checklists and work assessed by their teachers to find out what they know, what they can do and what they still need to work on. Having a growth mind-set is also a focus of assembly and Tutor time and learners are encouraged to see failure as a positive part of the learning process. Learners are also encouraged to maintain their focus on revision, and on pushing themselves by completing extension activities and independent study. A focus on how the brain works, retrieval practice and metacognition is a driver to ensure that learners' independent study is effective and driving progress further.

The focus on the importance of mental health and wellbeing continues and learners are reminded of the importance of talking, airing their thoughts and sharing how they feel.

Finally, there are half term holiday revision sessions run by subject specialists focusing on the knowledge and skills needed to be successful in the Summer GCSE examinations.

SPRING 2

QUALITY OF SUCCESS: RESPONSIBILITY AND REFLECTION

FOCUS: ORGANISING A HEALTHY WORK, LIFE BALANCE AND FOCUSING INDEPENDENT STUDY ON THE GAPS THAT STILL NEED TO BE FILLED

Learners reflect on their year to date and consider their attendance, punctuality, effort/conduct grading and their attainment in their subjects. They are encouraged to consider their pledge and reflect where they are on their journey to summer success.

There is a continued focus on 'Find, Fill and Test your Gaps' and learners are reminded of revision strategies and healthy learning and study habits that can support them in making the most of the time and resources that they have. Learners are given an 'Exam Countdown Checklist' which outlines and explains many aspects of how to have a healthy and successful exam season. It covers areas including: preparation for exams; rewards and celebrating successes and milestones; taking regular breaks and getting outside; eating healthily and regularly; and the importance of gentle exercise and a good night's sleep.

The Prom Passport is introduced this half term and learners are set a number of challenges around revision and independent study that they need to achieve in order to gain entry to the end of year prom.

Finally, there are Easter holiday revision sessions run by subject specialists focusing on the knowledge and skills needed to be successful in the Summer GCSE examinations.

During Progress Week, learners are encouraged to reflect on their year so far and consider their attendance, punctuality, effort/conduct grading and their attainment in their subjects. They are encouraged to consider their pledge and, now that the exams are so close, reflect where they are on their journey to summer success.

OUR YEAR 11 JOURNEY

THE SUMMER TERM

SUMMER 1

QUALITY OF SUCCESS: PRACTICE AND RESILIENCE

FOCUS: EFFECTIVE REVISION AND PREPARATION FOR EXAM SEASON

Exam readiness remains a priority in PSHE sessions, assemblies and Tutor time and learners are reminded of some key things to consider through exam season. They are reminded that there is always still time to make a difference and that being resilient and having a growth mindset is key. They are also reminded of the importance of staying healthy and calm through the exam season.

As a final motivational jolt, learners have the opportunity to hear success stories from members of the local and school community when Chorlton High School Alumni come into school to share their thoughts and experiences on their educational journey from their time at Chorlton High School and beyond.

Exam season begins and so do breakfast and lunch revision sessions. They provide learners with a calm, focused and healthy start to their final exam build up and preparation. Healthy food is available and subject specialists and other staff who learners know well are on hand to calm nerves, reinforce key messages and motivate learners.

Finally, those Year 11 Learners with a complete Prom Passport are invited to join us at the Leavers' Prom where we celebrate their successes and wish them a fond farewell.