



Welcome to the Spring Term Parents' Forum

1st March 6 – 7pm



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Matt Oughton

Communication with parents

- The College wants to work in partnership with parents so that students are supported to be as successful as possible at TCC
- Weekly newsletters now including Curriculum updates from a Department and Pastoral updates from a Head of Year each week
- Termly Parent Forums
- 'Tea and Tour' for every Year Group this half term
- 2 reports per year group each academic year (plans to move to 1 a term next year)
- At least 1 Progress Consultation Evening every academic year
- 48-hour turnaround on parental contact made with the College
- tru-enquiries@TrumpingtonCC.org.uk
- Local Governing Body – parent & community representation



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Catering plans

- New 'grab and go' serverly in place
- Main meals available every day at the canteen serverly
- New menu in place
- Discussions have been held with Aspens about maintaining a balanced and healthy menu



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The Menu this week

STREATERIES

Aspens


	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
					
STREET	Bengali Pork Shoulder	American Mustard & Crispy Onion Hot Dog	Beef & Onion Stew	Breaded Chicken Katsu	Hand Battered Fish
VEGGIE	Sweet Potato & Chickpea Rogan Josh	Deep South Tomato Pie	Butter Bean & Roots Stew	Veggie Thai Green Curry	Sweet Chilli Jackfruit "Crabless" Cake
SIDES	Whole Grain Rice Coconut Green Beans	Paprika Wedges Red Slaw	Mash Buttered Cabbage	Lime & Coriander Rice Asian Cucumber Salad	Chips Peas

28 FEB, 21 MAR, 11 APR, 2 MAY,
 23 MAY, 13 JUN, 4 JUL, 25 JUL

WEEK 3



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A selection of the food available last week



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Strengths

- Excellent student conduct in lessons
- Strong safeguarding systems
- Curriculum based on the Trust's Common Curriculum and adapted to the needs of our students and College
- Excellent teachers delivering lessons and teaching and learning based on Rosenshine and Teach Like A Champion principles
- Clear routines and expectations leading to a calm and focused College – all routines are purposeful
- Wide ranging extra-curricular opportunities
- Developing student leadership opportunities
- Covid protocols
- Students report feeling safe in College
- Literacy – new library, And Now...Read – daily 30-minute reading sessions
- Investments in curriculum areas – IT, music, DT, library
- Progress of students in comparison to other UL schools – very encouraging Yr 11 mock results



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Areas for development

- Attendance
- Trips and visits
- Embedding homework systems
- Developing stronger links with our parents, local and wider communities
- Communication especially Post-Covid



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How can parents support the College?

- The basics – correct equipment (including a charged chromebook), uniform, punctuality, attendance,
- Work in partnership with us – if there are issues, please communicate these with us
- Support of our careers programme
- Opportunities for our students especially trips and visits
- Supporting your children's learning through support of homework, discussing learning at home, investigating the curriculum through our website and weekly newsletter
- Supporting our curriculum through visiting museums, galleries, watching "educational" TV etc
- Sleep, exercise, balanced diet, reading everyday



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How do we communicate your child's progress to you?

- Annual Reports and Progress Consultation Evenings.
- Reports Year 10 and 11 contain GCSE grades, based on results of recent assessment
- Key stage 3 (Y7-9) receive a percentage score for each subject's recent assessment, alongside the average percentage for the cohort in that subject. This provides parents/guardians with *context* of how their child is doing in comparison with the others in the year. Are they above or below the average? This helps us plan, also.
- Progress Consultation Evenings.
- Please contact your child's Head of Year if you have any queries about your child in between these events, and they will be able to discuss their progress at any point.



Jess Pearce

		Year 7	Year 8	Year 9	Year 10	Year 11
Autumn Term	Report					10th December
	P. C. Evening					15th December
Spring Term	Report	1st March	11th February	4th February	28th January	29th March
	P. C. Evening	3rd March	24th February	10th February	3rd February	31st March
Summer Term	Report	Dates tbc. Years 7-10 will receive reports with results from end of year assessments, and information from tutors.				

Next academic year, we are introducing an Autumn Term 'settling in' report, to give families a snapshot of their child's Attitude to Learning and Attitude to Homework, to provide communication in that first term.



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Jess Pearce

Where can parents access curriculum details?

Our website: Learning>Curriculum

- Select the subject you are interested in 'Curriculum Introduction' will give you an overview of our entire curriculum intent, or what we want our students to learn.
- Each subject link tells you the subject intent and provides information about what students learn in each year and key stage.

CURRICULUM

 Curriculum Introduction	 Art & Design	 English
 English Literature	 Geography	 History
 Mathematics	 Modern Foreign Languages	 Music
 PE	 PSHE & Philosophy, Ethics, Religion	 Science



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What courses do we offer in Key Stage 4 (Y10 and 11)?

- We offer a broad range of GCSE subjects, in addition to two BTEC courses. These subjects include all subjects taught in KS3 alongside Spanish, Health and Social care, Business Studies, Sports Studies and Psychology.

What assessments do we use with our students in Year 10 and 11?

- In the Spring term, when students have studied approximately 20% of the GCSE course, we use questions from GCSE papers that cover the topics they have covered so far.
- At the end of Year 10, students complete full GCSE units and papers covering the content they have covered in Year 10.
- In the Year 11 Mock exams, students mostly complete full GCSE papers as they have covered most of the course content. There is some variety between subjects.
- We tailor our assessment materials to what our students have covered, until Year 11 Spring Mock when they have completed the course in all subjects. At this point all students complete full and unedited GCSE papers.



Charlene Camfield - Attendance

Authorised Absence reasons include:

- Medical or dental appointment that cannot be made outside of school hours
- Illness or infection
- Close family bereavement
- Religious events

Unauthorised Absences reasons include:

- Holidays taken in term time
- Transport issues
- Moving house
- Shopping visits or birthday celebrations
- Days out

Attendance Matters

Help your child succeed in school, build the habit of excellent attendance early.



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Charlene Camfield - Attendance

If your child is unable to attend school, you should notify us on the first day of absence before 9.00am. Parent/Carers must continue to notify us each day of absence.

Students can arrive in school from 8.15am to ensure they are ready for Line Up at 8.25am.

We are here to help, contact us for support and advice:

- Attendance Officer - rachel.saunders@trumpingtoncc.org.uk
- Charlene Camfield - Charlene.Camfield@TrumpingtonCC.org.uk
- Trumpington Enquiries - tru-enquiries@TrumpingtonCC.org.uk



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Student Well being

Education and wellbeing of all students at the college is at the very heart of our community and our work.

Mentoring:

- Cambridge United
- Parent support
- College based Education Mental Health Practitioner

Trumpington Enquiries: tru-enquiries@TrumpingtonCC.org.uk



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Simon Dobson

Safeguarding

- How we keep students safe in school; our daily practice.
- The importance of attendance and being present in the college.
- What happens when we have concerns and our work with external agencies.

Wellbeing

- How we seek to look after students' wellbeing.
- The proactive planning of our mental health support worker.
- Supporting each student as an individual.
- SEND testing, diagnosis and support.
- Developing resilience and preparing students for adult life.
- Careers education and forward planning.



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School Trips

Contingent on government/ LA and United Learning Advice

Summer Term:

- Subject Specific Trips: Geography Years 7 – 10
- Fixtures
- Duke of Edinburgh – Year 9 (Summer Practice/ Assessed Expeditions)

2022 – 23:

- Exploring residential opportunities



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Would it be possible to make girls' sanitary products available in the lavatories?

- Unisex and single-sex toilets
- 'Period Poverty' – unacceptable and there are sanitary products available for girls to collect if they need attendance/ support worker
- Look at how we can store sanitary products here securely for girls to use.
- College will promote this to girls and their families.



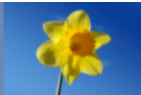
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Enrichment Programme

All Clubs Start 28th Feb



Subject and Club	Years	Day	Room	Teachers & Organisation
Sport & PE Clubs Run From 3:15 - 4:15				
Girls' Football Squad	All	Monday	Astro	Trumpington FC & Mr Burkett
Table Tennis *Starts 7th March	7 8 9	Monday	Atrium	Club Coach
Tangsoodo *Starts 7th March	All	Monday	Sports Hall	Cambridge Tangsoodo
Boxing *4:30-5:30	All	Tuesday	Sports Hall	Albion Boxing Coach
Handball *Starts 8th March	10	Tuesday	Sports Hall	Mr Matthews
Boys' Football Squad **Sign Up here*	7	Tuesday	Astro	Year 11 BTEC Sport Leaders
Boys' Football Squad **Sign Up here*	8	Tuesday	Astro	Mr Burkett
Boys' Football Squad **Sign Up here*	9	Wednesday	Astro	Mr Bennett
Handball *Starts 9th March *Sign up here*	8	Wednesday	Sports Hall	Mr Matthews
Fencing	All	Wednesday	Studio	Cambridge Sword
Football Fun	7 8	Thursday	Astro	Cambridge United FC
Football Fun	9 10	Friday	Astro	Cambridge United FC
Dance Glow Fitness **Sign Up Here**	ALL	Friday	Sports Hall	Miss Morgan
Yoga	11	Friday	Studio	Miss Smith (Drop in)

Ethos of enrichment

- Wide range of additional opportunities for young people to take part in.
- Inclusive
- Goes beyond the traditional offer of sport.
- Promotion of 'super-curricular' through subject specific offers
- A chance to work with teaching and support staff in a different way.
- Broadening the college experience and strengthening the college community.
- Voluntary attendance



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Enrichment Programme – sign up process

1. College sends out a sign up email to parents/ carers – with a list of clubs
2. For some clubs there is only one sign up point (start of the academic year) *eg. Robotics*. Other clubs multiple sign up points at the start of each term.
3. Some clubs have fees to attend e.g. fencing
4. Helpful to make sure students know what clubs they have been signed up for
5. Students get allocated to clubs
6. Names posted up on lists in form rooms
7. College enrichment lead – Ms Amy Logan



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Enrichment Programme

1. Clubs usually start the second week after the start of each new half term.
2. Sessions run 3.15 – 4.15pm
3. Registers taken at the start of each club session – safeguarding the children on site.
4. Voluntary attendance
5. External Coaches who run sessions may fall ill – short notice withdrawal of a session
6. Year 11 – currently have compulsory Period 6 study/ prep/ intervention period end at 4.15pm
7. Use of the gym must be supervised by staff



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Enrichment Programme – additional communications

Tangsoodo

- *Please make payments this week if you haven't yet already. Students will be given paperwork by Friday to bring along to the first session on 7th March 3:30-5pm*

Boxing

- *Students who have a place were told today and parents were emailed. Please send your child to school with their disclaimer form for tomorrow's session 4:30-5:30.*

Table tennis

- *This has moved to Mondays 3:30-4:30 starting 7th March.*

Boys' Football Squad Training

- *This starts tomorrow 3:15-4:15. Any boys interested in representing Trumpington in the district tournaments after Easter should attend these sessions.*

Handball

- *The year 8 and 10 handball clubs will start next week when Mr Matthews is back in school.*

Updates to parents and carers:

- Weekly Family Newsletters
- Emails at the start of the of each half term



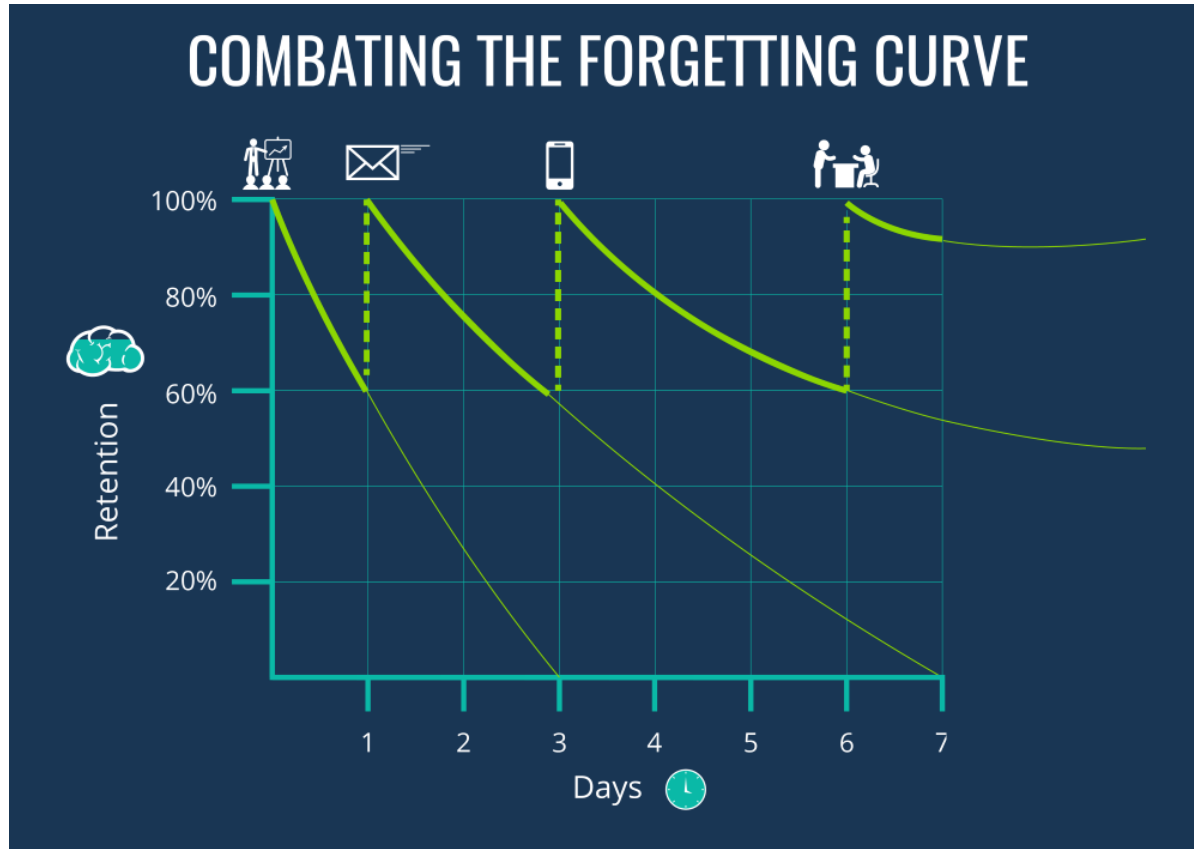
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Jo Gurvidi - A Typical Lesson

1. Do Now – retrieval practice e.g. quizzing



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A Typical Lesson

2. 'I' teacher led phase

Instruction by the class teacher to the students where new learning is taught to the students.

The teacher plans the lesson to both challenge and support learners.

Equality of Opportunity - The expectation is that regardless of set/ group a young person is in they **all** get exposure to the full curriculum.



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A Typical Lesson

3. The 'We' Phase

In this phase the teacher and students work together on a problem/ writing.

The teacher will have 'models' to use with the students and will narrate their work.

Checking for understanding e.g. mini whiteboards, practise questions



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A Typical Lesson

4. The 'You' phase

Students work independently on tasks.

Green Pen self/ peer marking/
Whole class feedback

Our lesson design is based on
'Rosenshine's Principles of Instruction'.

5. Homework – as per schedule



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THE PRINCIPLES OF INSTRUCTION

Taken from THE INTERNATIONAL ACADEMY OF EDUCATION
By BARAK ROSENSHINE
Based on strategies to optimise how we acquire and use new information

01 DAILY REVIEW

Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIALS IN SMALL STEPS

Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS

The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS

Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE

Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING

Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE

A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS

Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE

Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

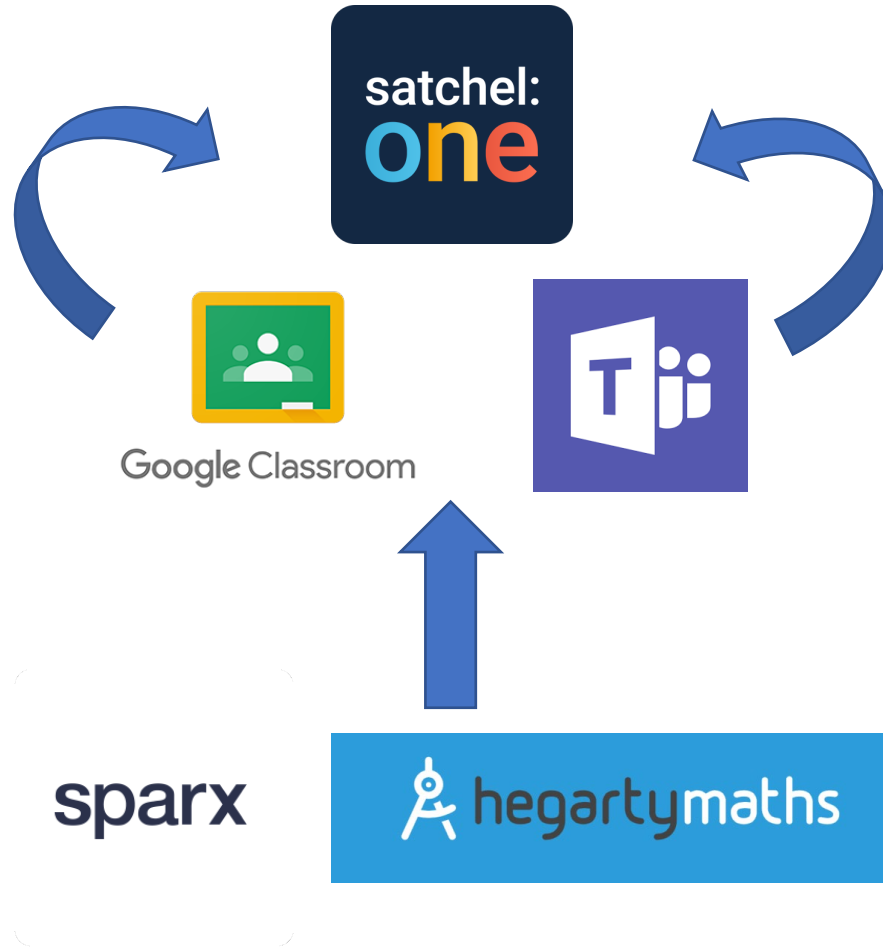
10 WEEKLY & MONTHLY REVIEW

The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

Summarised by Oliver Caviglioli | @olivercaviglioli | teachingtwos.com

James Rawlins

Homework



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James Rawlins



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Students



Show My Homework



Hegarty Maths



Seneca

sparx

Sparx



Bedrock Vocabulary



Office 365



Accessit Library



United Learning Curriculum Resources



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James Rawlins

Student Rewards

- Impressions Cards
- Prefects and Subject Ambassadors
- Subject Awards
- Principal's Award
- Positive points system with 'threshold' achievement awards in the pipeline (Students will be informed in school and a letter will come home to parents)



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A School within and for the Community

Thank you very much for submitting your questions to us and for joining us online tonight.

If you have any follow up questions please can you email them to:

Ms Jo Gurvidi on jo.gurvidi@trumpingtoncc.org.uk

The next 'Parent Forum' meeting will run in the Summer Term.



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