



Welcome to our Year 10 Parent & Carer Information Evening



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Introductions

Mrs Carrie Broome

Head of Years 10 & 11

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Mr Joseph Barker-Sherry

Assistant Principal and Year 10 SLT Link

E-mail address: joseph.barker-sherry@trumpingoncc.org.uk



Ms Laura Morgan

Assistant Principal and Raising Standards Lead:

E-mail address: laura.morgan@trumpingoncc.org.uk



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A 'Community' College

The College wants to work in partnership with parents/guardians so that students are supported to be as successful as possible at TCC

- Weekly newsletters
- Parent Forums
- Tea and Tours
- Academic Reports
- Progress Consultations Evenings
- 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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How can you support your child's learning?

- **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
- **Promoting healthy living** - Sleep, exercise, balanced diet, reading everyday



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Line Ups

- Arrive at school at 8:20
- Line Up by 8:25
- Uniform Check
- Morning Address – Personal Development Curriculum
- Calm and orderly entry to school



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Tutor Time Programme

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 7				 theTrumpet	 The best in everyone™ Assembly
Year 8	 BBC Newsround	 KS3 Knowledge Quiz	TED Ed and class discussion	 The best in everyone™ Assembly	
Year 9			 The best in everyone™ Assembly	 theTrumpet	
Year 10		 The best in everyone™ Assembly	TED Ed and class discussion		 theTrumpet
Year 11	 Raising Achievement Assembly		 KS4 Knowledge Quiz		



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Personal, Social, Health and Economic Education (PSHE)

Half-Term	Topic	Indicative Content
Autumn 1	Society	Protected Characteristics, Societal Change, Multiculturalism, Freedom and Human Rights, Online Law and Netiquette
Autumn 2	Change	Managing change, physical and emotional change, changes in relationships
Spring 1	Relationships	Lust and attraction, long-term relationships, equal and unequal relationships, intimate relationships, harmful relationships, harms of pornography
Spring 2	Equality	Forms of equality, equity, stereotypes, fighting inequality
Summer 1	Substances	Types of substance, effects on the body, legal substances, addiction, risks
Summer 2	Health and Wellbeing	Mental Health, Social Media, Healthy and Unhealthy Behaviours, Diseases, Sexual Health



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Relationships and Sex Education

- The Department for Education published statutory Guidance for Relationships, Sex and Health Education (RSHE) in June 2019.
- This sets out what schools must cover from September 2020.
- In secondary schools, parents can withdraw their child from part or all of sex education up until 3 terms before the child turns 16.



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Disruption Free Learning

*'At Trumpington Community College we believe that **all teachers and students have the right to lessons without disruption.** The Warn and Remove System allows all students to learn. This empowers the classroom teacher to have authority within their teaching space to effectively manage student behaviour. The focus of the class teacher must always be to provide **quality first teaching to all students.**'*



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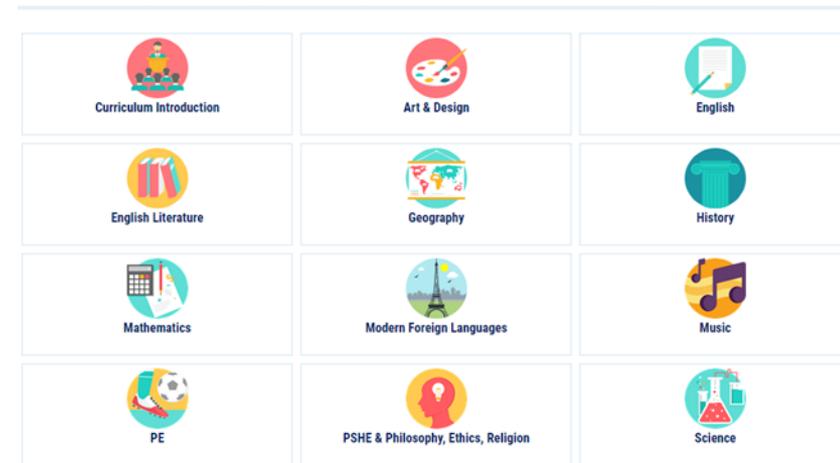
Powerful Knowledge – ‘The Curriculum’

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



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GCSE Grades

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	C
4	
3	D
2	E
1	F
	G
U	U



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The link between attendance and attainment

Students who had attendance of:

Average GCSE Grade

98%+	7.16 <i>(Low 7, A)</i>
95-98%	6.89 <i>(High 6, B)</i>
90-95%	6.16 <i>(Low 6, B)</i>
85-90%	5.22 <i>(Low 5, B/C)</i>
80-85%	4.15 <i>(Low 4, C)</i>
50-80%	3.95 <i>(High 3, D)</i>
<50%	1.85 <i>(High 1, F)</i>



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Attendance

Authorised Absence reasons include:

- Medical or dental appointment that cannot be made outside of school hours (with evidence)
- 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
- Minor illness (common cold)

Attendance Matters

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



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What to do if your child is off school?

If your child is unable to attend school, you should notify us on the first day of absence before 9.00am via the absence line (01223 551603) or by e-mail tru-attendance@TrumpingtonCC.org.uk

Parent/Carers must continue to notify us each day of absence.

Students should arrive in school at 8.20am 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



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Safeguarding and Wellbeing

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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Keeping you safe, secure and happy in college

- Travelling to and from college
- Conduct around the college
- Zero tolerance approach to 'banter' and bullying
- The importance of protected characteristics



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Mobile Phones

- The vast majority of problems I have to deal with relate somehow to the online world
- At no point are you permitted to have your mobile phone switched on or out of your bag when on the college premises
- *See it, hear it, lose it.*

Remember this is to keep you safe



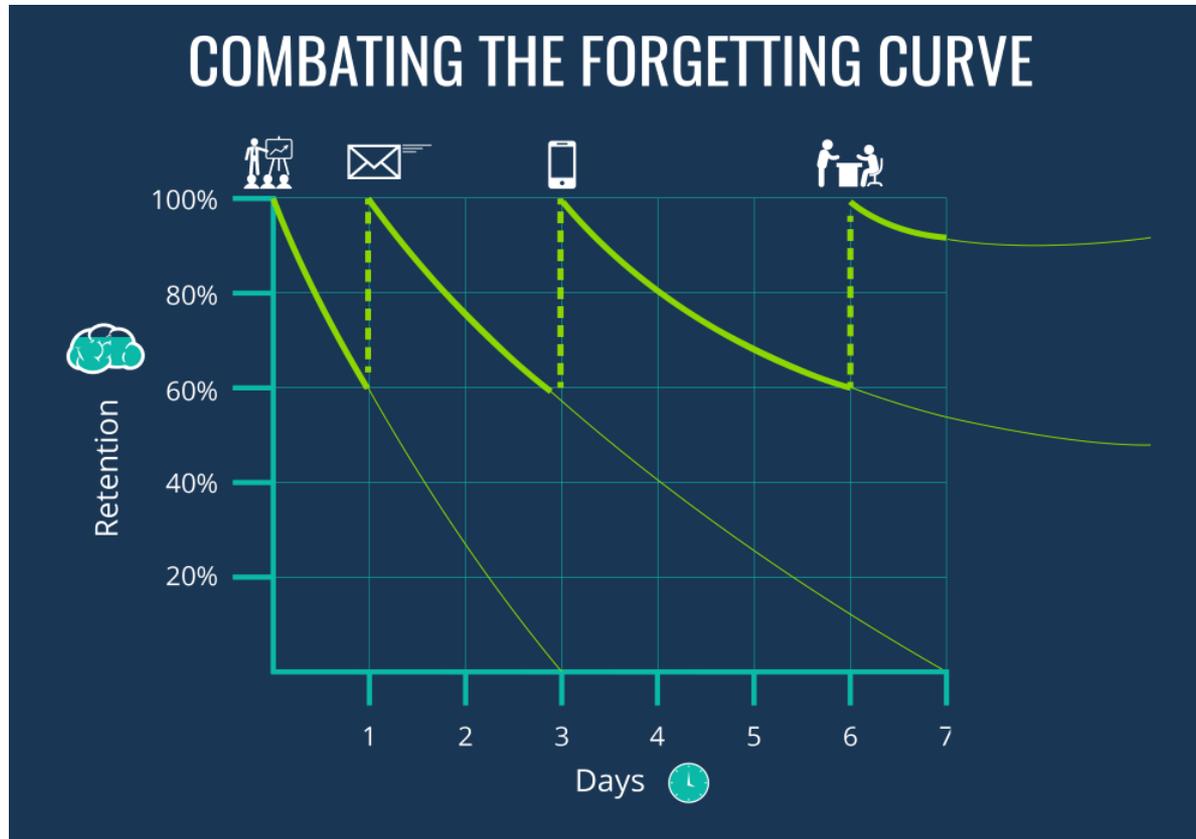
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A Typical Lesson at TCC

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



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A Typical Lesson at TCC

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.

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 at TCC

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



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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

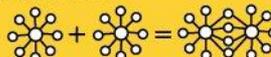
MON TU WE TH FR
Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

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.

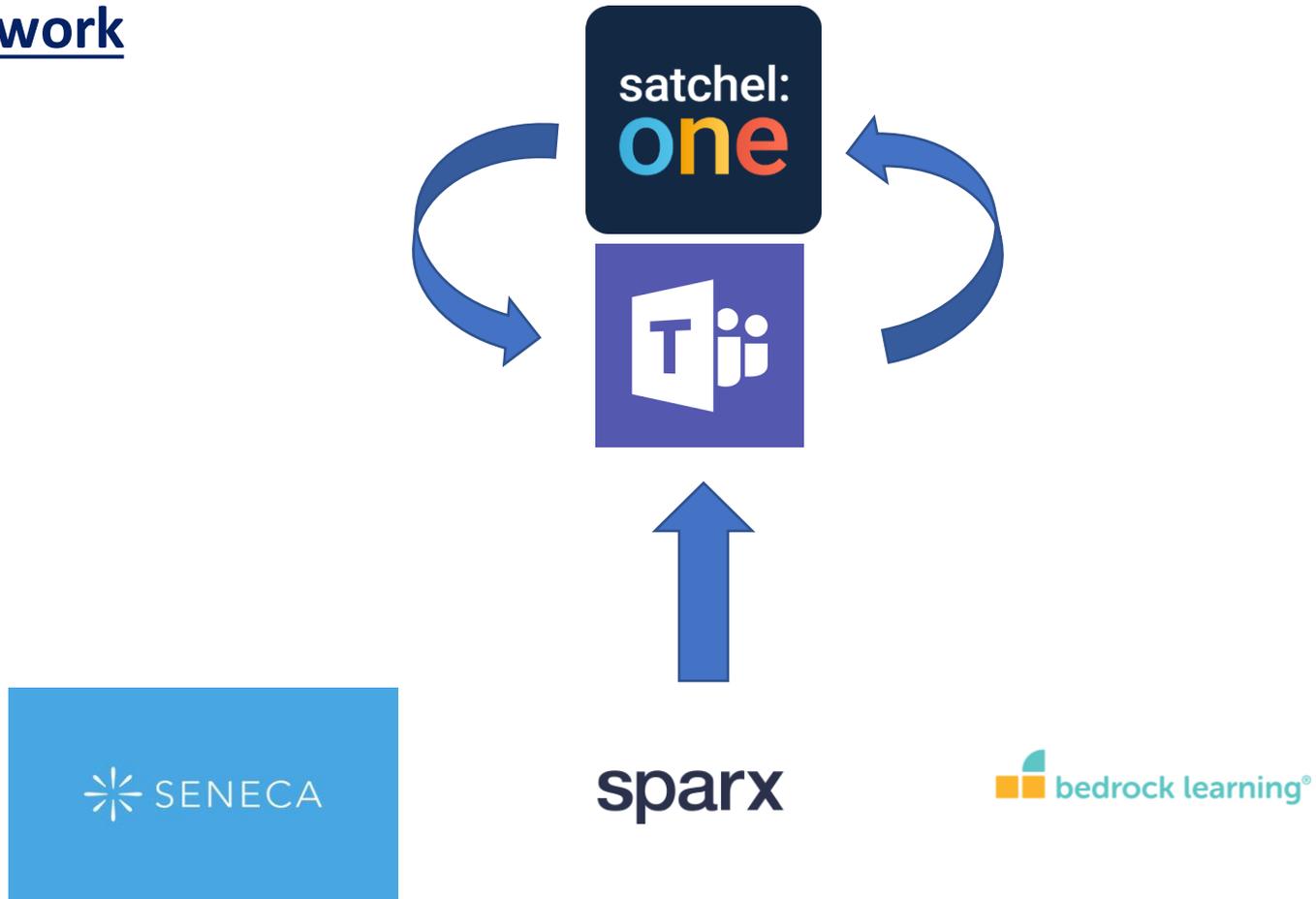
10 WEEKLY & MONTHLY REVIEW

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.

Submitted by Oliver Caviglioli | @olivercaviglioli | 1teachingtwos.com

Homework

Homework



How to access these platforms



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01223 551600 | tru-enquiries@trumpingtoncc.org.uk

Select Language ▼

HOME

ABOUT US

SCHOOL LIFE

LEARNING

WORK WITH US

CONTACT US

Students



Show My Homework



Hegarty Maths



Seneca

sparx

Sparx



Bedrock Vocabulary



Office 365



Accessit Library



United Learning Curriculum Resources



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E X P E R I E N C E

24th – 28th June 2024



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What is work experience?

- A short-term, unpaid work placement with an employer
- An opportunity to:
 - observe people at work
 - experience working life
 - learn new skills
- This is likely to be a student's first work experience, but not their only one



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Why do we think that this is important?

- It creates a space for students to think about their future plans and consider what they would like or would not like to do, ahead of Year 11
- Develop core skills in a different way from school
 - Working with different people
 - Meeting different expectations
 - Problem solving
 - Confidence
- Potentially create concrete opportunities for your future



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Organising your placement

- Do students have ideas about what they would like to do in the future?
- Do parents/carers, other family members, friends of the family have interesting jobs?
- We will have a small selection of placements arranged with local employers



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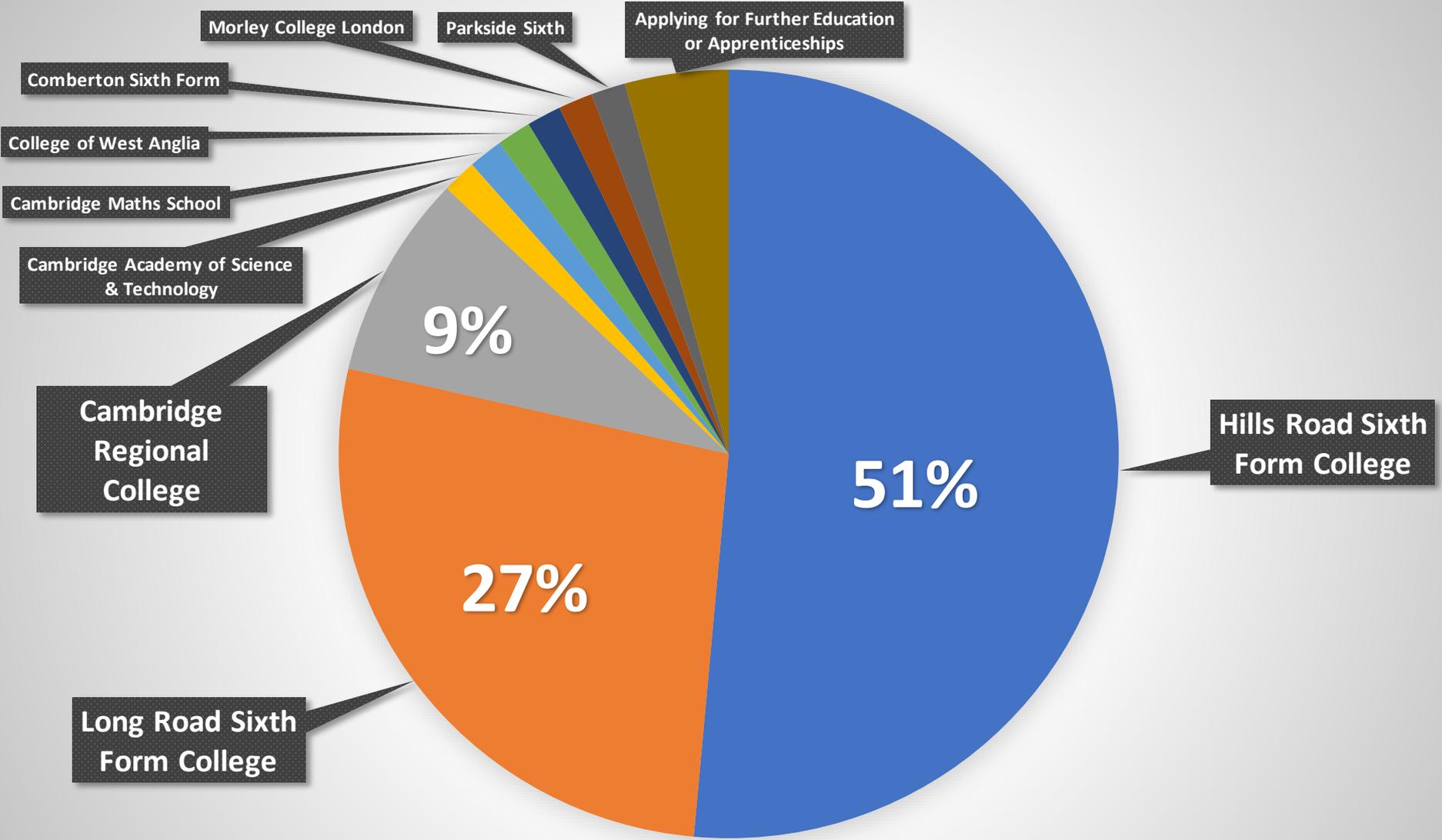
Post-16 Options



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Post-16 Options

After leaving Trumpington Community College, students **must** choose whether to:

- stay in **full-time education**
- start an **apprenticeship** or **traineeship**
- spend **20 hours or more a week working or volunteering** while also doing **part-time education or training**



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Types of institution

Sixth Form College/ School Sixth Form

Chesterton Sixth
Form

Hills Road Sixth Form
College

Long Road Sixth
Form College

Oakes College
(Netherhall)

Parkside Sixth

University Technical College

Cambridge
Academy for
Science and
Technology

Further Education College

Cambridge Regional
College

College of
West Anglia



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How have we supported and will we continue to support students through the post-16 process?

Year 10

- *May* - Family Information Evening
- *May* - Provider Assemblies
- *June* - Interview Training
- *June* - Mock Interviews
- *Ongoing* - Careers Advisor Sessions
- Promotion of Open Events
- Authorised Absence for Taster Events

Year 11

- *September/October* - Post-16 Information Evening
- Promotion of Open Events
- *Autumn term* - Support with application writing



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A School within and for the Community

Thank you very much for joining us tonight.

If you have any follow up questions please speak to a member of staff before you leave, or you can email them to: tru-enquiries@TrumpingtonCC.org.uk



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