



ELTHORNE PARK
— HIGH SCHOOL —



WELCOME TO
YEAR AHEAD MEETING

YEAR 9

2024



ELTHORNE PARK
— HIGH SCHOOL —



YEAR 9

September 2024

Mr Ward - Headteacher



ELTHORNE PARK
— HIGH SCHOOL —



YEAR 9

September 2024

Mr Reyes - Year Leader



The school's mission is

Achieving Excellence in a Learning Community





The school's mission is '**Achieving Excellence in a Learning Community**'. It fulfils this mission outstandingly well.

- **Ofsted 2019**





Vision for the year ahead



Staff Contact List

Contact List

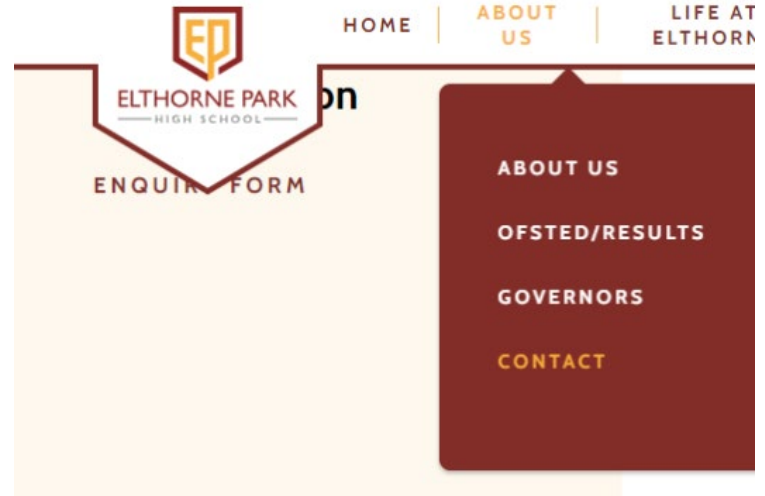
Please click on a name to send an email to that member of staff or team inbox from your device.

Team Inboxes

General Enquiries	elthorne@ephs.ealing.sch.uk
Attendance Team	attendance@ephs.ealing.sch.uk
Trips & Extra-Curricular	EPHSwideropportunities@ephs.ealing.sch.uk
Admissions Team	admissions@ephs.ealing.sch.uk
Safeguarding	safeguarding@ephs.ealing.sch.uk
Parent/Student App	edulink@ephs.ealing.sch.uk
ICT Admin Team	ictinfo@ephs.ealing.sch.uk
Finance Team	finance.admin@ephs.ealing.sch.uk
Data Protection	dpo@ephs.ealing.sch.uk

Name & Link	Tutor	Role
Senior Team		
Mr S Ward		Headteacher
Ms McCarthy		Deputy Headteacher - Quality of Education
Ms Reeves		Deputy Headteacher - Wider Opportunities, Student Support & Inclusion
Mr Kelly		Deputy Headteacher - Curriculum & Achievement
Ms Crix		Assistant Headteacher - Personal Development
Mr R Ward		Assistant Headteacher - Teaching & Learning
Ms Ervin		Assistant Headteacher - KS5 Leader
Mr Ryan		Operations Lead
Mr Hardy		Associate Assistant Headteacher - KS4 Leader
Ms Bowler		Associate Assistant Headteacher - KS3 Leader
Mr Larvea		Behaviour Leader
Mr Parvez		Business Manager

If you need to contact a member of staff, our contact list can be found on the school website



Where we are at



Over 1600
Credits so
far



97% is our
goal for
attendance

Last week we had 96.7%
attendance

This year



- Another Movember
- Year 9 ski trip
- First Give
- Interform competitions
- Rewards trips
- Duke of Edinburgh
- GCSE options



I PARTICIPATE



School Values

Prepared

I have high expectations of myself and others and am prepared for each school day.

Principled

My actions show I know the difference between right and wrong.

Persevere

I am resilient, confident and independent in my learning

Proud

I proudly celebrate my achievements and those of people around me.

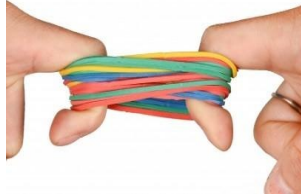


Participate

I actively engage with wider opportunities and understand how I can be successful in the next stage of life.

Ready - Respectful - Safe

Looking forward



Stretch and
Challenge outside of
comfort zones

Support to
achieve goals



Punctuality

How we do this:

- Extra Curricular clubs & Interform
- Work Experience placements
- EWOD, Personal Development and PSHCE
- Speaking to teachers for support/guidance
- Pushing in the right direction
- Conversations about reports/school



The Elthorne Uniform Guide

One of our key values at Elthorne Park high School is being 'proud.' We expect students to proudly wear their full school uniform each day. This ensures they are prepared and ready each day to engage with our school curriculum.

Compulsory Items

Plain black tailored uniform style trousers or plain black school uniform style skirt are compulsory.

Black skirts, A Line or pleated that is near to the knee (please ensure that a suitable length skirt is purchased to allow this and growth)

Tailored black or grey shorts are optional and permitted during the summer term only.



JUMPER AND SHIRT

A school-issued white shirt, tucked in, and burgundy jumper with EPHS logo should be worn at all times.

LANYARDS

Lanyards with ID cards must be worn around the neck and be visible throughout the school



I have high expectations of myself and others and am prepared for each school day.

BLACK POLISHABLE SHOES



Black, polishable shoes or ankle-high boots only. Laces must be black. Trainers, cross trainers, boots (apart from ankle length boots), high heels, platform shoes or open shoes are not permitted.

Non-Compulsory Items Hair, Make-Up and jewellery

JEWELLERY

One small chain or bracelet (for religious reasons) may be worn under a student's jumper. All other jewellery is not permitted.

If ears are pierced, it must be a plain, small stud earring. Facial or body piercing is not permitted.

Belts must be plain, black in colour, with a simple buckle. Other fashion accessories are not permitted.

Students are permitted and encouraged to wear a wristwatch. Wearable smart tech (capable of sending or receiving messages) is not permitted.

HAIR & MAKE-UP

Only discreet make-up is permitted to be worn by students in school. False eyelashes are not permitted. Coloured nail polish, nail decorations or nail extensions are not permitted.

Extreme hairstyles are not permitted (any queries are at the discretion of the year and key stage leaders).

SOCKS AND TIGHTS

Tights must be plain black or neutral in colour without patterns. Plain white or black socks only.

JACKETS AND COATS

Coats must be waterproof, dark in colour and without logos (unless an EPHS logo). Cannot be Hooded style tops.



The Elthorne Essentials - Behaviour for learning



The Elthorne Essentials Behaviour for learning



Proud



- I wear the correct school uniform including my ID and lanyard
- I complete and present my work to a high standard

Prepared



- I come to school with full equipment
- I always arrive on time for my lessons and follow the start of the lesson routine

Principled



- I respect other people's personal space and views
- I communicate positively with all members of our community

Persevere



- I look for opportunities to challenge myself
- I actively engage in my learning throughout the lesson and at home

Participate



- I take part in a wide range of activities
- I look after the school and local environment

✓ Ready ✓ Respectful ✓ Safe

We expect students to be:

Ready: to learn & play their part at all times

Respectful: To students, staff & school equipment/environment

Safe: In their actions & behaviour at all times.

Excellent Behaviour = Excellent Outcomes

Mobile phones



We do not allow mobile phones to be used in school.

Students should have them off and in their bag.

If you (or they) need to be contacted throughout the day, we have many ways in which we can connect you.

We urge you to check your child's communication.

Mobile phones have caused us a lot of issues and we need support in ensuring that students are using devices safely.



Is it necessary?
Is it good?



How can you help?

- Contact with School
- Ensure your child is equipped for learning
- Talk to your child about their learning
- Discussing progress reports with your child
- Use of the School Website
- Checking Show My Homework
- Helping to Plan and Checking Revision Schedules
- Attendance (95%) and Punctuality (8:40 am on site)
- Read the Parental Newsletter (website)

Children with **96% attendance** are 5 times more likely to get 5 or more GCSE grades 9 - 4 than those with **85%**

Student Welfare



The school has a large team of staff supporting your child

- **Individual Tutors** – supporting each student on a daily basis
- **Year Leaders and Assistant Year Leaders** – overview of student well being.
- **Pastoral Support Worker** – Ms Jackson is attached to the Year group for day to day support and mentoring.
- **Attendance Officer** – ensure students attend school each day and are safe.
- **Counsellors** – used to support students with a range of issue san concerns.
- **External agencies** - and group provision to support individual and group needs.

Please contact Mr Reyes if your child requires support.

PARTICIPATE



ELTHORNE PARK
SCHOOL

HOME | ABOUT US | LIFE AT ELTHORNE | EDUCATION AND RESOURCES | PARENTS | NEWS AND EVENTS | SIXTH FORM

HOME > LIFE AT ELTHORNE > WIDER OPPORTUNITIES AND EXTRACURRICULAR > EXTRACURRICULAR

In This Section

- EXTRACURRICULAR
- SPORTS
- ART AND DESIGN
- DUKE OF EDINBURGH
- ELTHORNE WIDER OPPORTUNITIES
- THE ECO-COMMITTEE
- THE PERFORMANCE CORNER

EXTRACURRICULAR

- Paid Clubs
- Music Lessons
- Timetable
- Art and Design

STAFF
STUDENT
PARENT

We would love year 9 to **participate** in as many extracurricular clubs as possible



Personal Development and Inclusion

Personal Development & Wider Opportunities



Personal Development:

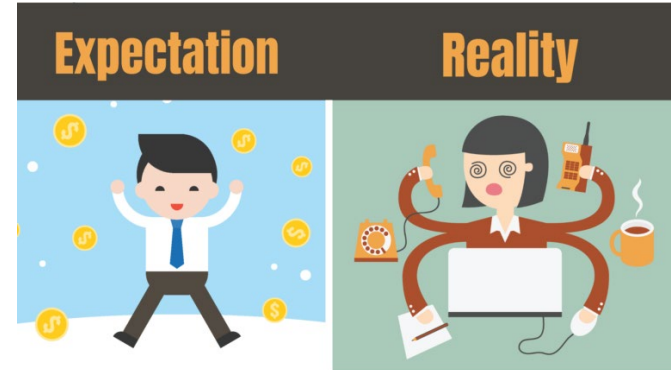
- *Tutor time programme*
- *PSHCE Lessons*
- *Elthorne Wider Opportunities Days (EWOD)*
- *CEIAG Programme*
- *Extra-Curricular Clubs*

Our tutor programme is designed to give students a variety of experiences to settle them for the day

The behaviour curriculum is in place to ensure students are explicitly taught about our schools organisation and how our systems will support them later on in life.

Our personal development curriculum offers the opportunity for students to gain understanding and insight to who they are and what all of their achievements will allow them to achieve.

We also ensure students have the opportunity to read for pleasure during this time.



PSHCE: Personal, Social, Health & Citizenship Education



- Curriculum allocation is 1 hour per week for all year groups.
- PSHCE curriculum spirals and each year students will complete units of work helping them navigate their teenage years and make positive choices about their futures.
- The curriculum is spiralling from KS3 - 5 and topics fall within the following strands: Living in the Wider World; Careers Education, Information, Advice & Guidance; Relationships & Sex Education; Health; Safety & Wellbeing; Respect, Tolerance & Individual Liberty.
- Resources are audited by Ms Crix and parents are welcome to view them ahead of teaching. Please look out for an opportunity to join our PSHCE working party in the newsletter.

<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
Protecting the Community (FBV)	First Give (LWW)	Consent, Respect & Relationship Health (RSE)	Post 14 Options & The Labour Market (CEIAG)	Health & Responsibility (HEALTH)	Personal Safety & Managing Risks (LWW / Health)

CEIAG: Careers Education, Information, Advice & Guidance



- **Our CEIAG programme includes:**
- Over 50 hours of dedicated curriculum time during PSHCE during years 7 - 13 which covers:
 - Employability Skills
 - Post 14 & 16 pathways
 - Personal Finance
 - Labour Market Information
 - Apprenticeship, T-Level & UCAS application support
- Employer workshops
- Careers fairs
- Mock Interviews
- Industry Insight visits
- Further Education / Higher Education interaction
- Connexions Advisor(Personal Guidance Appointments)
- Student & Parent Access to Unifrog (online careers platform)



- Students can research CEIAG topics and keep an accurate record of their progress through the careers programme.
- Parents can access up to date careers & pathways guidance and labour market information. Login details will be shared through the newsletter

EWOD: Elthorne Wider Opportunities Days



Year 9:

- **Friday 22nd November:** CEIAG Workshops & Careers Fair (onsite)
- **Monday 14th July - Wednesday 16th July:** Places of Worship Trips & Thorpe Park (offsite)

*Timings of the school day may be adjusted for each year group

*Costings of EWOD are kept below £50 per student. Financial support available.





Access Arrangements Preparing for Key Stage 4

Access Arrangements - Parents



What are Access Arrangements?

- These are reasonable adjustments that allow candidates with specific needs such as:
 - Special educational needs;
 - Disability;
 - Temporary injuries,

to access the assessment and *show what they know and can do* **without changing the demands of the assessment.**

the intent is to *meet the needs of an individual candidate* **without affecting the integrity of the assessment.**

If you think your child needs extra help, please refer them SENDR referrals@ephs.ealing.sch.uk as we have a **single point of access** in order to best serve students needs.

Students who are referred to be considered for extra support go through student panel.

The panel includes 2 members of the Senior Leadership Team, SENCO, Year Leader and Pastoral Support Worker.

We triage based on level of need and will offer support as soon as we can

Tier 1

- Form tutor support
- In class intervention- adaptive strategies
- Shared with whole staff in communication briefing
- Mentoring

Tier 2

- In school intervention: ELSA, draw and talk, PSW mentoring
- SEN intervention
- Small group work

Tier 3

- External intervention: Counselling, BIS, Princes Trust
- Application to the borough for SEN support



ELTHORNE PARK
— HIGH SCHOOL —



YEAR 9

September 2024

Ms McCarthy – Deputy Headteacher




Teaching and Learning


Teaching and Learning: the Elthorne Way




THE ELTHORNE START OF LESSON ROUTINE

PREPARING TO LEARN I NEED TO...







Greet my teacher positively at the doorway.




Go straight to my seat and stay quiet.



Put my pencil case and exercise book on the table.




Write and underline the date and title. Label my work with C/W for classwork.



Do my Recall Starter activity.

Achieving excellence in a learning community

Teaching in the classroom The Elthorne Way

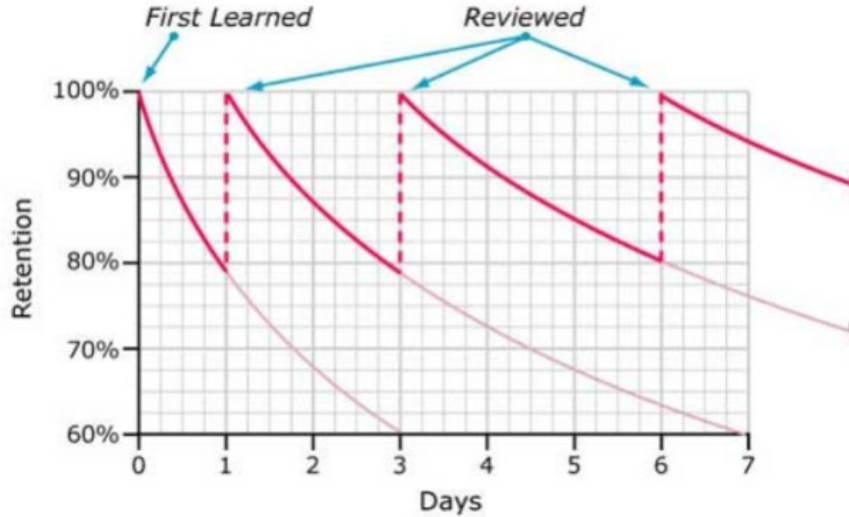


At Elthorne Park...	So that...
We follow the EPHS arrival routine , where teachers ' straddle ' and greet students at the door.	We can check in with students as they arrive and the lesson can get off to a positive start with as little learning time lost to transitions as possible.
We begin lessons with a short recall starter which requires students to retrieve prior learning . We aim to link prior learning to the current unit of work.	We help our students to remember long term the content they have been taught last lesson, last week, last month, last term and last year. We help students to make connections between topics and build schema.
We require students to think hard consistently in lessons (high think ratio).	Students remember more. Students are more likely to recall the subject matter at a later stage if they have thought hard about it (" <i>memory is the residue of thought</i> ").
We expect high levels of engagement from all students (high participation ratio)	Students maximise learning time and have more opportunities to practise and to think hard about new content.
Teachers follow curriculum plans which are ambitious and well sequenced .	All students have a consistent and shared learning experience through carefully considered implementation of curriculum intent.
We set and share challenging yet achievable learning objectives for all with appropriate scaffolding where required. The work given to students is demanding. The most able students in the group are directed to Challenge Plus tasks which stretch high ability students.	Students are given the opportunity to think deeply about challenging ideas and concepts. Students of all abilities are able to access all of the learning for every activity. The most able students in the group are stretched in ways that are challenging, engaging and which promote intellectual curiosity and a love of the subject.
Teachers identify key component points that are required to allow students to understand complex ideas (or be successful in complex activities).	All students can effectively build upon prior knowledge, concepts and skills over time without overloading working memory.
We present the subject matter clearly and provide	Students can encode new concepts in ways that are clear...

Teaching and Learning: the Elthorne Way



Typical Forgetting Curve for Newly Learned Information



Short recall starter which requires students to remember prior knowledge

“Memory is the residue of thought”
Daniel T. Willingham

Teaching and Learning: the Elthorne Way



**Which questions are you going to ask to find out if your students have really understood?
How can you link your questions to prior learning?**

1. Which word is missing from this line? "I sit in the _____ of the wood, my eyes closed."
2. What is the hawk from the poem a personification of?
3. What does the hawk now hold in its foot?
4. What did the hare in Bayonet Charge symbolise?
5. Which character from An Inspector Calls is said to be 'cold' in the opening stage directions?
6. Which character from Of Mice and Men does the hawk most resemble?

Q1-3 from last lesson

Q4 from last week

Q5 from last month

Q6 connects knowledge from last lesson to last term

Teaching and Learning: the Elthorne Way

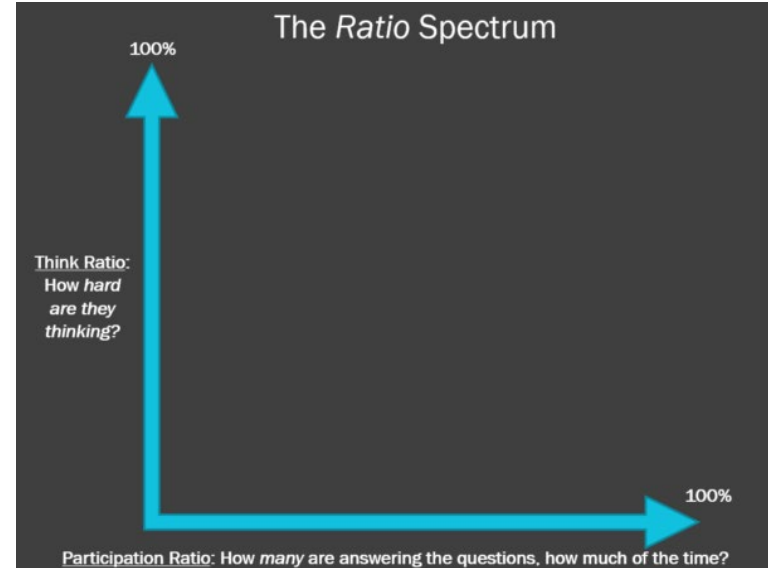


Short recall starter which requires students to remember prior knowledge

High think ratio. High participation ratio.

“Learning is deeper and more durable when it’s effortful. Learning that’s easy is like writing in sand, here today and gone tomorrow.”

Peter C. Brown



Teaching and Learning: the Elthorne Way



Short recall starter which requires students to retrieve prior knowledge

High think ratio. High participation ratio.

Cold-call questioning to check for understanding.

Teaching and Learning: the Elthorne Way



Short recall starter which requires students to remember prior knowledge

High think ratio. High participation ratio.

Cold-call questioning to check for understanding.

Feedback on selected pieces of work: WWWs/Actions - GPOP

What am I going to study in Art in Year 7?



1	Elements of Design
2	Elements of Design
3	Still Life
4	Still Life
5	Totem Poles
6	Totem Poles



Which are the key pieces of work that my teacher will provide feedback on this year?

Term	Assessed pieces of work
Autumn 1	<ul style="list-style-type: none">Tonal study Still Life drawing of 3D geometric forms
Autumn 2	<ul style="list-style-type: none">Elements of Design drawing final outcome inspired by colour and line in Van Gogh's artwork
Spring 1	<ul style="list-style-type: none">Cubism painted artwork: with drawing in the style of Georges Braque and Pablo Picasso
Spring 2	<ul style="list-style-type: none">Still Life drawing final outcome inspired by Michael Craig-Martin's artwork
Summer 1	<ul style="list-style-type: none">Haida animal drawing with a focus on shape and colour
Summer 2	<ul style="list-style-type: none">Totem Poles sculptural clay final outcome inspired by Haida Art

Home learning



How often should my child be set home learning?



Year Group	Frequency (per fortnight)	Approximate time per home learning task
7 & 8	1 (2 for core curriculum areas)	30 mins
9	1 or 2	45 mins
10 & 11	2	60 mins
12 & 13	Approximately one hour of home learning for every hour of lesson time	

- Clear success criteria for each homework task
- Set homework which has stretch and challenge, yet is accessible for all pupils in the group
- Relevant, clear link to curriculum plans
- No requirement that students print or have access to costly resources at home
- An outlet for creativity using a variety of task types
- Can be achieved in the time allocated
- In line with school assessment policy (frequency & length)

Why reading is so important



- Reading for pleasure is the single biggest indicator of a child's future success – more than their family circumstances, their parents' educational background or their income
- Reading for pleasure is one of the most important predictors of exam success at age 16, regardless of background
- There is a strong correlation between regular reading for pleasure and mental wellbeing

Source: Organisation for Economic Co-operation and Development



ELTHORNE PARK
— HIGH SCHOOL —



YEAR 9

September 2024

**Mr Kelley – Associate Deputy
Headteacher**

Curriculum Aims



- Provide a **broad, balanced and ambitious curriculum** that allows students to study subjects they enjoy to support their development as rounded learners
- Equip **all students with the necessary qualifications** for them to **progress** on to A Level, BTEC or Technical Education courses post 16.
- Provide students with the **relevant skills** to ensure they thrive and succeed when they enter the workplace in their **chosen careers**.

Which subjects do all students study?



Core subject offer:

- GCSE English Language
- GCSE English Literature
- GCSE Mathematics
- GCSE Science (either a combined qualification awarded as two GCSEs or as Triple Science awarded as three separate GCSEs)

Non-examined subjects:

- PSHCE
- Core PE

Our KS4 Curriculum

‘A broad and balanced curriculum’



Subjects offered will vary by student pathway.

GCSE Geography	GCSE Art & Design – Fine Art OR GCSE Art & Design – Graphic Communications	GCSE Business OR BTEC Enterprise
GCSE History	GCSE Food Preparation & Nutrition	BTEC Health and Social Care
GCSE French	GCSE Design & Technology - Resistant Materials OR Textiles	BTEC Creative Media Production OR CAMNAT Creative iMedia
GCSE German	GCSE Drama	Key Curriculum Principles Broad and balanced Values both academic and vocational courses Academic excellence
GCSE Spanish	GCSE Music	
GCSE Separate Sciences (Triple Science)	GCSE Religious Education	
GCSE Computer Science	GCSE Physical Education OR BTEC Sport	

22 different courses offered at KS4



How many subjects should my child pick and is there a free choice?

No - as a school we put in place some prescriptions to options choices to ensure that choices are broad, balanced and ambitious and conforms to national curriculum expectations.

We allocate students to one of 5 pathways through a process that considers prior attainment, current attainment, current reading age and any pertinent SEND information.

Red pathway: EBACC	In addition to the core offer, students study a language and either History or Geography. Students on this pathway then pick two other subjects. One of these additional two subjects may include Triple Science
Orange pathway	In addition to the core offer, students study either GCSE History, GCSE Geography, GCSE French, GCSE German or GCSE Spanish alongside three additional options of their choice. One of these three additional subjects may include Triple Science.
Yellow pathway	In addition to the core offer, students study either GCSE History, GCSE Geography, GCSE French, GCSE German or GCSE Spanish alongside three additional options of their choice. Students on this pathway may not study Triple Science.
Blue pathway	In addition to the core offer, students may pick three options of their choice (excluding Triple Science). Their fourth option subject is additional English and Maths support
EPAC	Students on this pathway are in receipt of an EHCP and study a bespoke curriculum of Level 1 courses. This is agreed through the annual review meeting of the EHCP statement.

EBacc

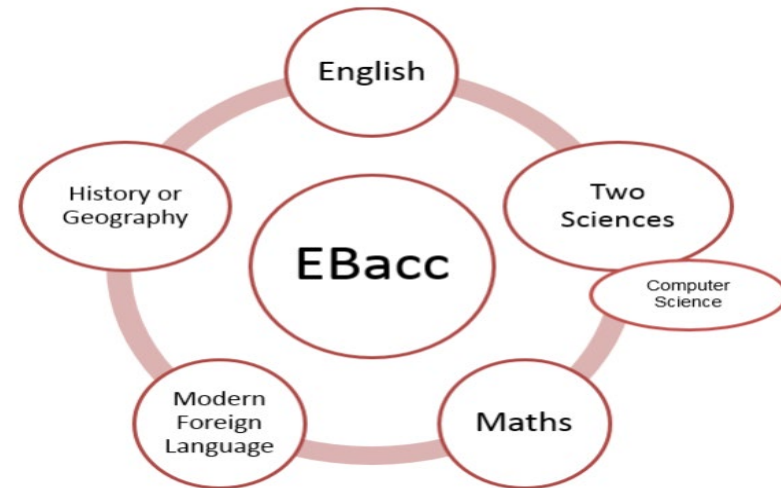


The **English Baccalaureate** refers to a **combination of subjects** that the government feel are very important for young people to study.

These EBacc subjects provide a firm foundation and provide connectivity to A Level subjects and is firmly aligned to our curriculum intentions at EPHS.

These EBacc **facilitating subjects** are preferred by some universities.

The DfE has a target that 90% of students should study the EBacc suite of qualifications by 2025. Within the Ealing community, almost all schools have implemented curriculums whereby the vast majority of students sit the EBacc suite of qualifications.





Timeline for Key Stage 4 Options

Start of March	Option Website published online and Options Taster Day form shared with students
March	Taster Day form completion
End of March	Options Taster Day and Reading Age capture
26th March - 23rd April	Year 9 Data Harvest
End of April	Share progress reports with parents/ carers and there specific options pathway
1st May	Year 9 Parents Evening
12th May	Options form return deadline
12th May - 23rd May	Technical problem shooting and Quality Assurance
June	Timetabling for 2025-2026
July	Sharing of outcomes for the 2025 options process

Choosing your courses



Key Considerations

- What do I enjoy?
- What do I have an aptitude for?
- How do I like to learn?
- What kind of assessment suits me?
- What do I want to do in Sixth Form?
- What kind of careers am I interested in?
- Are my subject combinations going to support course progression post 16?

If you are unsure...

1. **Keep your options open**
2. **Choose a broad and balanced curriculum**

**Have an eye on
the future.**

Not choosing some GCSEs may mean that you won't be able to take the subject at 'A' Level; for example History.



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Mr Reyes - Year Leader