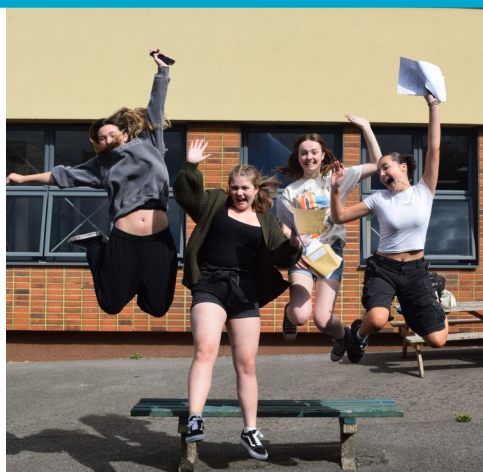




# The Henry Cort Community College

PARENT INFORMATION BOOKLET



# Planning for Success 2023-2024

**ASPIRE**

ACHIEVEMENT \* SUPPORT \* PERSEVERANCE \* INDIVIDUALITY \* RESPECT \* EXCELLENCE

Follow us:





# ASPIRE

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October 2023

Dear Parent/Carer

A very warm welcome to Meet the Tutor Evening.

Your meeting tonight will embed continuing partnership that we, as a college, have with home to support our students. This relationship is crucial as home-college partnerships are incredibly powerful in our college community. They can support students to be more productive and consistent in their work and with their attitude to learning.

The focus of the evening is to work with you on the issues that are currently affecting your child and to inform you of what to expect regarding the year ahead. The collaborative discussion of tonight's meeting will support you to see your child as a student and reinforce the importance of ASPIRE and being ready to learn at Henry Cort, whilst also allowing us to recognize and celebrate students' interests and talents outside of school.

As you are only with your tutor for a short amount of time, this Planning for Success Booklet provides useful information on the college, key dates, key staff, student expectations and specific areas of learning including homework and revision.

Even though it may seem early, I would encourage your child to begin regularly revisiting notes. This will be supported in class as there is a much greater emphasis on memory and the ability to recall knowledge in GCSE exams. This is replicated at an appropriated level in all years for students to help them prepare for Year 11.

Also included in your pack tonight is an 'Information for Candidates' sheet which applies to all examinations, whether in-school assessments or terminal exams. We strongly recommend that you and your child read these to support the work we will do in school to ensure all students are clear of the expectations of them in exam situations.

Tonight and beyond, I would like to ask you to work with us to ensure that we, together, maximize upon the potential of creating strong home-school relationships around your child. I am confident this will have a positive impact on students' work habits as well as developing stronger relationships with you; helping us to work together to move forwards. Please do not hesitate to contact the college should you have any queries or need any further information.

Yours sincerely

Ms C Cabbage  
Principal



### DARING

Mrs S Warner

House Pastoral Leader  
Head of Year 7 and 8



### TRIUMPH

Mrs S White

House Pastoral Leader  
Head of Year 9



### VICTORIOUS

Mr B Chilcott

House Pastoral Leader  
Head of Year 10



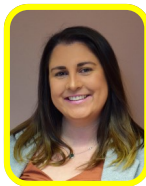
### INVINCIBLE

Ms J Nutt

House Pastoral Leader  
Head of Year 11



Mrs D Miah  
Assistant HPL



Mrs Z Newbury-Skinner  
Assistant HPL



Mr G Elliott  
Assistant HPL



Mr S Bosoteanu  
Assistant HPL



Mrs K Giles  
Student Welfare  
Officer



Mrs S Pratt  
Student Wellbeing  
Manager



Mr M Lane  
Aspire Manager



Mrs C Plumridge  
Behaviour  
Manager



Mr J Lee  
Support &  
Progress Liaison



Mrs S Connochie  
Transition  
Manager

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### Getting to the right staff

Secondary schools are big, busy places and sometimes it can be frustrating not knowing who to contact and how!

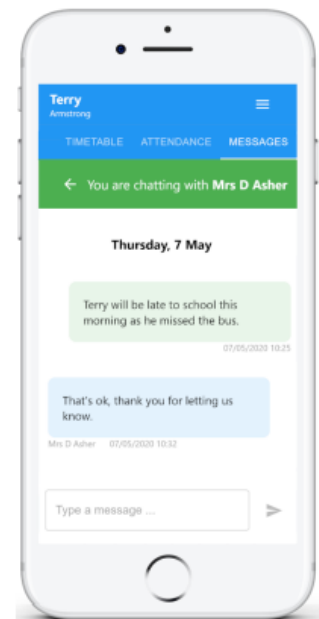
We aim to respond to all messages within two school days of receipt. If you really need to speak to a member of staff, you will need to book an appointment.

Please also be aware that messages from ClassCharts can be replied to, but communications may come from an inbox that is not monitored so please do not reply to that email. Thank you.

Situation	Who to contact	How
Uniform not correct	Tutor	ClassCharts messenger
Wellbeing concern	Tutor	
Homework	Class teacher	
Absence notification	Student welfare officer	ClassCharts absence report
Welfare concern	Assistant House Pastoral Leader or House Pastoral Leader	Email

### Keep parents informed

Research shows parental engagement has a bigger influence on children's attainment than other social, economic and family background factors. Class Charts keeps parents informed of behaviour, detentions, attendance and homework in real time.





Please see the website for any updates to the calendar. Key dates for this year:

### AUTUMN

**Autumn Term 1** - Friday 1 September 2023 to Friday 20 October 2023

**Half term** from Monday 23 October and ends on Friday 27 October 2023

**Autumn Term 2** - Monday 30 October to Friday 15 December 2023

**Christmas holidays** from Monday 17 December 2023 and ends on Monday 1

### SPRING

**Spring Term 1** - Tuesday 2 January 2024 to Friday 9 February 2024

**Half term** from Monday 12 February and ends on Friday 16 February 2024

**Spring Term 2** - Monday 19 February 2024 to Thursday 28 March 2024

**Easter holidays** from Friday 29 March 2024 and ends on Friday 12 April 2024

### SUMMER

**Summer Term 1** - Monday 15 April 2024 to Friday 24 May 2024

**Half term** from Monday 27 May and ends on Friday 31 May 2024

**Summer Term 2** - Monday 3 June to Friday 19 July 2024

### INSET DAYS

- Friday 26 January 2024
- Monday 24 June 2024
- Monday 22 July 2024
- Tuesday 23 July 2024

## SUBJECT CONSULTATION MEETINGS / INFORMATION SESSIONS

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
11 June 2024	16 April 2024	12 March 2024	30 January 2024	9 January 2024
English, maths and Humanities showcase 7 November 2023	Pathway choices 16 April 2024	Option choices 12 March 2024	Exam ready 27 March 2024	Exam ready 27 March 2024

## STUDENT PROGRESS REPORTS

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
13 November 2023	6 November 2023	13 November 2023	6 November 2023	15 December 2023
22 March 2024	22 March 2024	4 March 2024	28 March 2024	28 March 2024
7 June 2024	17 June 2024	24 May 2024	11 July 2024	18 July 2024

## EXAM WINDOWS

	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
AUTUMN	CAT/reading/spelling tests	-	-	5 February 2024 <i>PE Pre-public exam (PPE)</i>	6-17 November 2023 <i>Pre-public exams (PPEs)</i>
SPRING	-	5-9 February 2024 <i>Core subjects (English,</i>	-	4 March 2024 <i>RE Pre-public exam (PPE)</i>	19-23 February 2024 <i>Pre-public exams (PPEs)</i>
SUMMER	6-10 May 2024 <i>Core subjects (English,</i>	-	7-20 June 2024 <i>Pre-public exams (PPEs)</i>	17-28 June 2024 <i>Pre-public exams (PPEs)</i>	13 May-27 June 2024 <i>GCSE exams</i>







As a school, we are committed to supporting the mental health and wellbeing of all our students.

We aim to promote positive mental health and wellbeing for all students across our school by developing and maintaining an inclusive culture in which students feel able to talk about and reflect on their experiences of mental health.

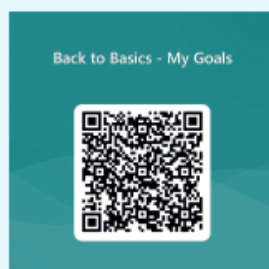
One of the ways we can do this is through the well-being room, where students can go to receive the support that they may need.

### NEXT STEPS

Set yourself one goal.

When you begin to see changes think about new goals. Remember to celebrate successes and don't give up, change can be challenging and takes time but it will be worth it in the end.

Set yourself some small goals to support change, use this QR code to access the goal setting card.



### Thrive Framework.

The thrive Framework diagram below helps us to think about the wellbeing needs of ourselves and our families through five different groupings:



Useful websites if you feel you need extra support.

[Family Information and Services Hub \(hants.gov.uk\)](https://familyinformationandservices.hants.gov.uk/)



[Hampshire Healthy Families Portal](https://hampshirehealthyfamiliesportal.hants.gov.uk/)

[Healthier Together \(what0-18.nhs.uk\)](https://what0-18.nhs.uk/)



[Mental Wellbeing Hampshire | Health and social care | Hampshire County Council \(hants.gov.uk\)](https://hants.gov.uk/mentalwellbeing/)

<https://www.youngminds.org.uk/>



**NHS**  
Hampshire Child and Adolescent Mental Health Service

**Hampshire**  
County Council

**mind**  
for better mental health | Havant and East Hants

**motiv**  
8  
We choose for young people

**OTR**  
OTR

## Back to Basics

“Empowering Parents/Carers to support their children’s wellbeing”



### Using the 5 ways of wellbeing

[Five ways to Wellbeing | Health and social care | Hampshire County Council \(hants.gov.uk\)](https://hants.gov.uk/five-ways-to-wellbeing/)



We also aim to support the wellbeing of our parents/carers and can provide details about:

Food banks

Preloved uniform

Access to resources that help you support students

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You are ambassadors of the college and you are expected to dress and behave in a way that reflects the standards we seek to achieve. If you cycle to/from college you **must wear a cycle helmet** and have a bike permit.

The college will **NOT** accept incorrect uniform. Students should have:

- ♦ College tie in house colour tied & with length touching the waist band
- ♦ College blazer with logo is compulsory and must be worn at all times
- ♦ College V neck jumper with logo (optional) - hoodies or cardigans are **NOT** acceptable at any time and will be confiscated
- ♦ Black tailored trousers must be full length, touching the heel. Skinny/ fashion (e.g. with zips), leggings, jeggings, jersey material trousers and jeans are **NOT** acceptable
- ♦ Black, dark grey or white socks
- ♦ Plain outdoor coats can be worn to and from college over blazers (denim and hoodies are **NOT** acceptable) - coats and hats must be removed inside college buildings
- ♦ Black skirts must be knee length, if it does not reach the floor when kneeling it is too short. Jersey and lycra material are **NOT** acceptable
- ♦ Black tailored knee-length school shorts in extreme weather conditions **ONLY** when normal uniform is relaxed
- ♦ Flat black shoes that can be polished and ideally have a separate heel. **NO** suede, canvas or sports branded shoes i.e. Nike, Adidas, Converse or Vans
- ♦ School bag for books and equipment



We are encouraging the following type of shoes:



### PE/ DANCE KIT

- ♦ College PE shirt with logo
- ♦ Navy blue PE shorts
- ♦ Navy blue PE leggings or training trousers with Henry Cort logo, this is optional and can be worn as an alternative to shorts. **NO** alternative is acceptable
- ♦ Sky blue football, white or black sport socks
- ♦ Durable trainers with suitable support. **NO** plimsolls or canvas fashion shoes



UNACCEPTABLE 	ACCEPTABLE 
<ul style="list-style-type: none"> <li>♦ Nose studs/rings, other facial including tongue piercing and additional ear/lobe piercings are not acceptable for health and safety reasons</li> <li>♦ Noticeable make up, excessive fake tan or false eyelashes</li> <li>♦ Nail varnish or acrylic nails and nails should be of a natural length</li> <li>♦ Unnatural hair colours or streaks or obvious dying</li> <li>♦ Extreme styles, grade 1 or shaved patterned hair</li> <li>♦ All jewellery apart from 1 plain stud per ear</li> </ul>	<ul style="list-style-type: none"> <li>♦ 1 small plain stud per ear (worn in the lobe)</li> <li>♦ Watch</li> <li>♦ Identity/medical tag (Pandora style are not permitted)</li> <li>♦ Discreet make up – students will be asked to remove overly obvious makeup</li> <li>♦ Natural hair colours only</li> </ul>

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*Ready to*

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### Our commitment to you:

- ♦ If another student slows down or disrupts your learning we will not tolerate such behaviour
- ♦ We will educate those students who are disrupting learning so there are no repeated disruptions and all students can thrive
- ♦ We are striving to ensure that you never have your lessons disrupted, enabling your teachers to teach outstanding lessons and for you to be able to work hard towards success

**You deserve disruption-free learning  
every minute of every lesson.**

### Your commitment to us as parents/carers:

Provide students with the equipment listed so that we can maximise the learning time. Thank you.

Clear pencil case  
Red and green highlighter  
Black pen x2  
Purple pen x2  
Pencil x2  
Protractor  
Pencil sharpener  
Eraser  
30cm ruler  
Compass  
Casio scientific (fx-83ETCW)  
calculator



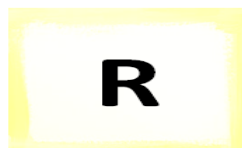
These can be  
purchased online via  
ScoPay, full ready to  
learn pencil case  
£4.50, Casio calculator  
£8.85.









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## Ready to



-  **Arrive to college and lessons on time and properly dressed** (*be punctual to tutor time and all lessons*)
-  **Have the right equipment for the lesson** (*have your own full Ready to Learn kit everyday*)
-  **Follow the seating plan set for your class, all instructions and the one way system** (*understand that these are for your benefit*)
-  **Use respectful and appropriate language** (*no swearing, no derogatory language, no offensive comments or actions e.g. racist, sexist, homophobic, or discriminatory language and/or gestures*)
-  **Treat everyone with respect** (*do not cause harm or hurt whether in person or online*)
-  **Listen attentively** (*do not speak while your teacher or peers are talking*)
-  **Respect other students' right to learn** (*do not disrupt or distract either in class or online*)
-  **Take an active part in every lesson** (*do your very best to complete the task set*)



### Step 1

- Teachers will make their expectations absolutely clear including subject specific relating to Health and Safety.
- Arrive promptly and be Ready to Learn. Full ready to learn kits should be on the desk. **Please make sure the tutor is aware if students do not have equipment.**

### Step 2

- If you are not Ready to Learn, or disrupt others, you will be given a clear warning and your name will be put on the board by your teacher.
- If you fail to meet the behaviour expectations for a second time, you will be instructed to leave.

### Step 3

- Once in Student Support you will be signed into the Ready to Learn room, where you will remain for a period of lessons.
- Your parents will be contacted.

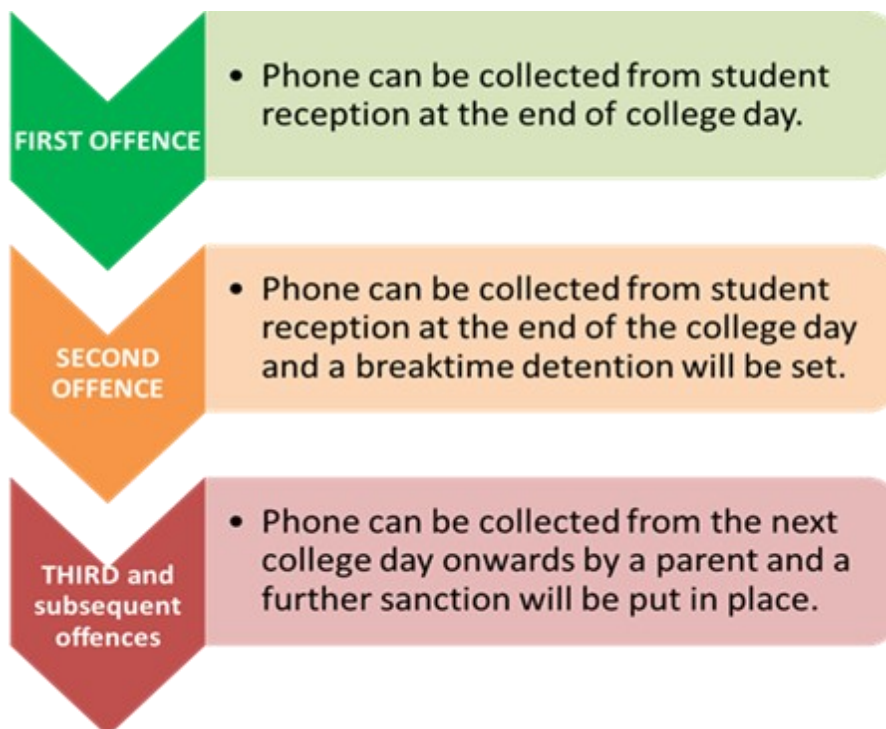
### Step 4

- If you refuse to leave your lesson or attend the Ready to Learn Room, this will result in a further sanction.
- During your time in the Ready to Learn room, the teacher who dismissed you will complete a restorative conversation with you before your next lesson. **It is the teachers's responsibility to ensure this happens.**



Students are banned from **using mobile phones, earphones and similar electronic devices** on the college site. If they are used at any time they will be confiscated and we may ask parents to collect them. All students can have access to a telephone in an emergency via student reception after college hours. Any messages for a student will always be passed on by reception at the earliest possible opportunity. Please do not phone /text your child during school hours. If you need to contact them, phone reception on 01329 843127 and we will endeavor to get a message to them.

**Please note that if students are seen with earphones or ear buds we will deem that they are connected to and using their phone and both will be confiscated.**





## PERSONAL DEVELOPMENT

[illegible][illegible]



All homework is set for students using ClassCharts.

The library is open after school every day for study support sessions. This is useful for students who may struggle with homework for whatever reason. To facilitate this, the college have invested in an additional late bus service to operate from 16:05 Monday to Friday for students who are entitled to a bus pass.

If students fail to submit homework without explanation, they will be expected to attend the next available study support session to complete the work. In order to track this and inform parents of students needing to attend, staff will inform you using the detention system on ClassCharts (but this has no negative points attached to it).



We also invest in online learning platforms. Each is tailored to support students to grasp and practise knowledge and skills.

They currently include MathsWatch and SENCALearning. We have also encouraged the use of PiXL Apps in Maths, English, History and Geography, which provide useful revision activities.







Nobody finds revision easy, but revision is an essential of exam preparation. The reality is the more you plan and prepare yourself through revision, the better your chances of reaching your full potential. Just like a sportsman/ woman preparing to perform in a sporting event you wouldn't leave it until the last week to train. You would plan to spend an appropriate amount of time training in advance. When you are revising to perform in an exam or assessment you also have to plan your time to train your brain to it's potential.

There are lots of different ways to train your brain but at Henry Cort we think it is important to follow three processes in your revision:

**INPUT** → **STORE** → **RETRIEVE**

What does this look like?

What am I doing?	For how long?	What could this look like?	What to avoid
<b>INPUT</b> focusing on activities that help to input either subject content and/or skill in our working memory.	15-20 minutes	<ul style="list-style-type: none"> <li>Create a mind map for a topic</li> <li>Create a knowledge organiser for a topic</li> <li>Create flashcards</li> <li>Read a text and summarising in bullet points</li> <li>Draw and annotate diagrams</li> <li>Use a revision YouTube clip to create structured notes on a topic</li> </ul>	Just reading the revision guide.  Copying work from your book/ the textbook.  Doing too much; keep it to bite size chunks.
<b>STORE</b> Taking time to stop inputting, to allow a break to think.	5 minutes	<ul style="list-style-type: none"> <li>Stay in your revision space</li> <li>Recognise that your input activities have stopped</li> <li>Think through your new content/ skill</li> </ul>	Using your phone– do not be tempted to look at it, it will distract you!
<b>RETRIEVE</b> Applying the content and/ or skill to retrieve what you have learnt.	10-15 minutes	<ul style="list-style-type: none"> <li>Complete an exam question from previous papers</li> <li>Complete an online quiz</li> <li>Complete a task in the revision book/ workbook</li> <li>Try to recreate your mind map/ knowledge organizer from memory</li> <li>Explain what you have learnt to someone at home</li> <li>Write a detailed summary</li> <li>Record yourself talking about what you have learnt (you could use it to recap at a later date!)</li> </ul>	Copying/ re-reading / using any notes from the input stage whilst completing these retrieval tasks.

And finally ... your brain prefers variety, so to be effective in your revision try to use a range of input and retrieval tasks and don't forget the retrieval stage is the most important stage to check you have actually learnt it. Good luck!