

**Y Blwyddyn o'n Blaen**

**The Year Ahead**

**2021 - 2022**

**Year 11**



**YSGOL**

**CWM BROMBIL**

**FORGING FUTURES TOGETHER**



# OUR VISION

The success of pupils at Ysgol Cwm Brombil is founded upon three cornerstones.

The values represented in these cornerstones contribute together to the development of well-rounded individuals. Development of these qualities enables our pupils to follow a future path of their choosing, making a positive contribution to society.

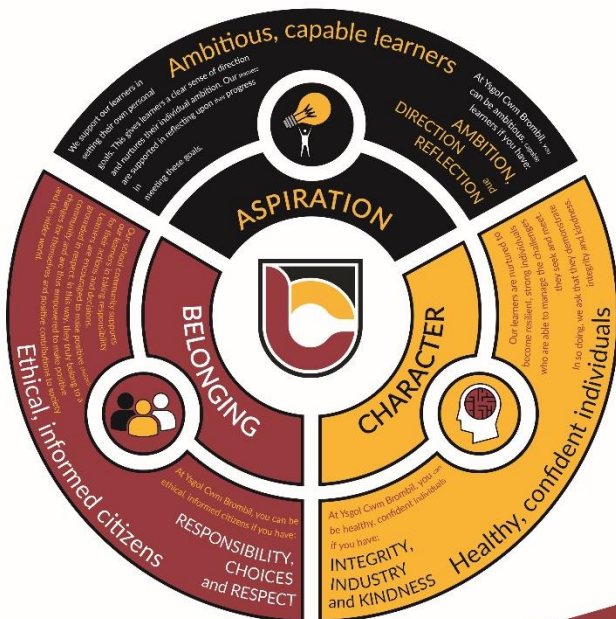
**Success follows A B C.**

# SUCCESS

**Enterprising, creative contributors**

Knowledge, innovation and citizenship skills will enable our pupils to be successful in the wider world. This success can be reflected and celebrated in a combination of academic attainment, involvement in enrichment activities and pupil contributions to their community and the wider world.

At Ysgol Cwm Brombil, you can be Successful if you have: **KNOWLEDGE, INNOVATION and CITIZENSHIP**



**FORGING FUTURES TOGETHER**

## Introduction



Welcome to the Year 11 Year Ahead guidance meeting.

Year 11 is an especially important stage in your child's development, as they embark on the next big step in their education.

At Ysgol Cwm Bromptil, we aim to ensure that every student achieves their full potential, both academically and personally, during their time at school. We are committed to supporting your child in every way possible as they embark on their journey in the secondary phase of Ysgol Cwm Bromptil.

We encourage all students to fully engage with our three core values:

- Aspiration
- Character
- Belonging

This booklet is an outline of our vision and the opportunities available to your child this year.

We hope this booklet will answer some of the important questions that you may have about your child's education in Year 11 and how we can work in partnership to support your child.

During the course of the evening, and within this guidance booklet, you will find information on:

- the school's pastoral expectations;
- how to track your child's progress and support them with their studies;
- resources available to support your child's learning.

As a school, we understand the importance of working in partnership with parents. It is through our shared goals and effective communication between home and school that we are able to fully support your child's learning. Should you have further questions at the end of the evening, please do not hesitate to contact me for further information and guidance.

**Mr Shaun Clarke**, Headteacher

## Contact Details

|   |                           |             |                               |
|---|---------------------------|-------------|-------------------------------|
| Ysgol Cwm Brombil   | <b>Head of Year 11</b>    |             | Mrs L Coombs                  |
| Bertha Road,  | <b>Engagement Officer</b> |             | Miss V Crocker                |
| Port Talbot,  | <b>Tutor Team:</b>        | <b>11Y:</b> | Mrs G Simms                   |
| SA13 2AN  |                           | <b>11C:</b> | Mr D Griffiths                |
|   |                           | <b>11B:</b> | Mr J Davies                   |
| Telephone: 01639 760110   |                           | <b>11M:</b> | Mr R Mann                     |
| Email: ysgolcwmbrombil@npt.school   |                           | <b>11I:</b> | Mrs K Browning                |
|   |                           | <b>11X:</b> | Mrs B Hillier / Mrs P Razzell |
| Website: <a href="http://www.ysgolcwmbrombil.co.uk">www.ysgolcwmbrombil.co.uk</a> |                           | <b>11T:</b> | Mr J Larkman                  |
|   |                           | <b>11U:</b> | Mr A Staton                   |
|   |                           |             |                               |

## Academic Year:

### Autumn Term

|                   |   |   |                                       |
|-------------------|---|---|---------------------------------------|
| Half Term 1       | Thursday 2 <sup>nd</sup> September 2021 | - | Friday 22 <sup>nd</sup> October 2021  |
| Half Term break   | Monday 25 <sup>th</sup> October 2021    | - | Friday 29 <sup>th</sup> October 2021  |
| Half Term 2       | Tuesday 1 <sup>st</sup> November 2021   | - | Friday 17 <sup>th</sup> December 2021 |
| Christmas Holiday | Monday 20 <sup>th</sup> December 2021   | - | Tuesday 3 <sup>rd</sup> January 2022  |

### Spring Term

|                 |  |   |                                       |
|-----------------|--|---|---------------------------------------|
| Half Term 3     | Wednesday 5 <sup>th</sup> January 2022 | - | Friday 18 <sup>th</sup> February 2022 |
| Half Term break | Monday 21 <sup>st</sup> February 2022  | - | Friday 25 <sup>th</sup> February 2022 |
| Half Term 4     | Monday 28 <sup>th</sup> February 2022  | - | Friday 8 <sup>th</sup> April 2022     |
| Easter Holiday  | Monday 11 <sup>th</sup> April 2022     | - | Friday 22 <sup>nd</sup> April 2022    |

### Summer Term

|                 |                                    |   |                                   |
|-----------------|------------------------------------|---|-----------------------------------|
| Half Term 5     | Monday 25 <sup>th</sup> April 2022 | - | Friday 27 <sup>th</sup> May 2022  |
| Half Term break | Monday 30 <sup>th</sup> May 2022   | - | Friday 3 <sup>rd</sup> June 2022  |
| Half Term 6     | Monday 6 <sup>th</sup> June 2022   | - | Friday 22 <sup>nd</sup> July 2022 |
| Summer Holiday  | Monday 25 <sup>th</sup> July 2022  |   |                                   |

## INSET Days

Thursday 2<sup>nd</sup> September      Friday 3<sup>rd</sup> September

Thursday 2<sup>nd</sup> December      Tuesday 4<sup>th</sup> January

Monday 25<sup>th</sup> April      Monday 27<sup>th</sup> June

Friday 3<sup>rd</sup> December – Bank holiday for Queen's Platinum Jubilee

## Developing a Positive Learning Culture

It is important that all pupils uphold our school values and associated expectations. Commitment to these values will create a positive and purposeful learning environment in every lesson.

To maximise the chances of your child achieving their full potential, we ask that pupils and parents consistently adhere to the following important areas of school life:

**Attendance** – There is a clear correlation between attendance and academic performance. Whilst pupils should be aiming for 100% attendance, the school's **minimum expected attendance target for the year is 95%**. If your child is absent due to illness, **please call the Attendance Officer at the school on their first day of absence**. On your child's return to school, please forward a note to your child's tutor, outlining their reason for absence. If your child has specific medical concerns affecting their attendance, please schedule a meeting with your child's Head of Year.

**Punctuality** – The school day commences at 8.30 am. Pupils must ensure they arrive on time to make a prompt start to the school day. Important notices, activities and guidance are delivered to your child each day during tutor and assembly times.

**Uniform** – It is important that your child is in full school uniform during the school day and when they travel to and from school. Details of the school's uniform policy can be found on the website. We ask parents to check their child's uniform each morning before they set off for school. A sensible sized bag is required to hold and protect their books and equipment. Non-uniform items will be confiscated.

**Equipment for Learning** - We ask all parents to check that their child is fully equipped for school each day. Pupils should bring a full set of equipment in a pencil case, their planner and relevant exercise books to each lesson. Replacement equipment is available for purchase in the **Student Services** area.

**Mobile Phone Policy** –Following consultation with pupils, it has been agreed that mobile phones are permitted during non-lesson time but **only** on the ground floor and outside the building. If your child does carry a mobile phone, it must be turned off and be left in their bag during lessons. The school accepts no responsibility if the phone is lost or damaged.

## Teaching and Learning

# visible learning

As part of Ysgol Cwm Brombil's journey in becoming a Visible Learning School, we seek to develop resilient learners who can rise to the challenges they face in their learning.

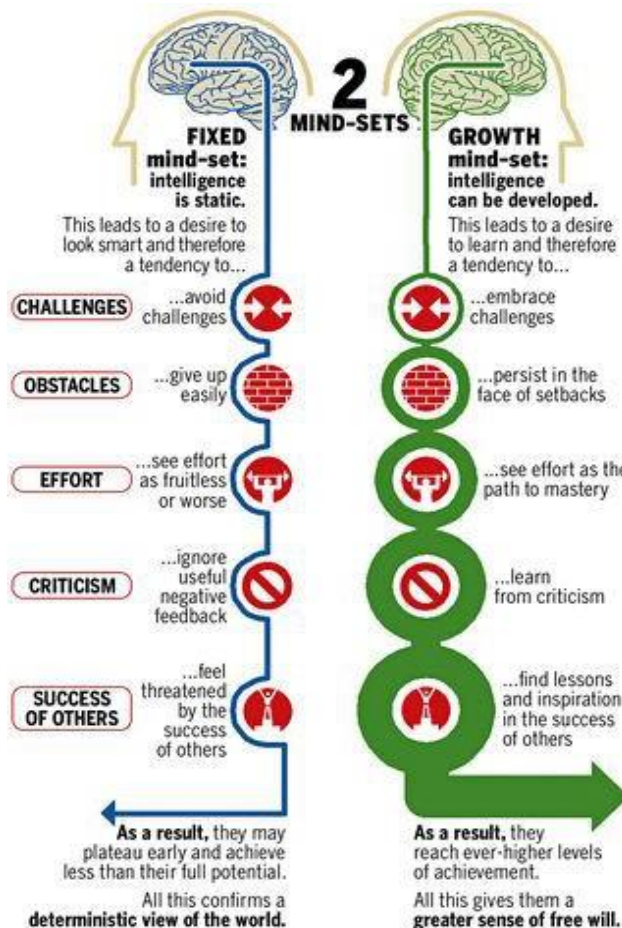
In our classrooms your child will be:

- expected to work in a **calm and purposeful environment**. They will be engaged in learning from the moment each lesson begins;
- given clear **learning objectives** at the start of each lesson. These will be reflected upon at the end of each lesson;
- provided with **exemplar work** so that they may see expected outcomes modelled;
- expected **to ask and answer questions** and to participate in discussions as part of a 'no opt out' culture;
- **reading** – individually, in pairs, in groups and as a class;
- learning important **vocabulary** in order to understand and express complex ideas;
- producing **extended writing** in the majority of lessons;
- receiving verbal and written **feedback** from teachers. They will be expected to act on this feedback in order to improve the quality of their work;
- taught **how to learn, retain and recall knowledge**. They will learn about how the brain responds to learning;
- encouraged to see **learning as a challenge**. They will be encouraged to develop their Mindset to help them to embrace this challenge and cope appropriately with setbacks.

## At Ysgol Cwm Brombil, we are developing our pupils' **Growth Mindset**

Generally speaking, people who exhibit a Growth Mindset believe that intelligence is not a fixed characteristic. This means they are more likely to seek out challenges and view setbacks as learning opportunities. People with this Mindset work hard to overcome difficulties and make greater progress in their chosen field.

In truth, most people display the characteristics of either a Fixed or Growth Mindset at different moments in time depending on the situation or task at hand. Our task is to ensure our pupils can identify their Mindset in a given moment and actively change their thinking to make a difference to the task in hand.



### How to foster a Growth Mindset at home

1. Verbally praise children for skills that do not sound predetermined, for example, hard work, persistence, learning from a mistake, rising to a challenge, rather than being 'smart,' 'gifted,' or 'brilliant.'
2. Be a Growth Mindset model. Avoid saying "I can't cook / sing / do Maths." Avoid saying "I wasn't any good at English in school either." Give the message that we can all take on something new and work hard at it to improve. Perhaps take on a new skill or challenge yourself.
3. Encourage your child to take the challenge, rather than take the easy route (where little learning happens).
4. Remember Growth Mindset is not just about the academic. It applies to all areas of life, for example, athletic, musical, social. Discuss the next steps for improvement with your child.
5. Discourage envy of peers and talk to your child about what they can learn from others who appear to be more successful. Skills and success may appear to come easy for some but there is usually practice, persistence and hard work behind the scenes.

# Supporting your Child's Learning at Home

*Education is a shared commitment between dedicated teacher, motivated students and enthusiastic parents with high expectations.*

You can support your child in the following ways:

- **ensure your child is equipped for learning;**

Make sure that your child has full equipment, their planner and the correct books for their lessons each day (student services has a stock of essential equipment available to purchase with cash or ClassChart points);

- **provide a supportive learning environment at home;**

Try to ensure that your child has a quiet area at home where they can study and complete their homework, away from distractions in the family home. Ensure your child has access to a table and appropriate lighting to complete their work. Try to establish a regular time slot when homework can be completed. Television and social media, including phone texts should be put aside by students for this time.

- **talk to your child about their learning;**

Set aside some time each week to discuss the work your child is doing at school. Regular communication can prevent the build-up of problems. Contact the school if there is anything that is proving to be a barrier to their learning.

- **discuss your child's termly progress report;**

Each term, your child will receive a progress report from the school. Sit down with your child and celebrate areas of success. If there are areas of underperformance, discuss your child's barriers to learning in that area and suggest strategies for improvement. If you are concerned about your child's progress, contact the Head of Year to discuss ways forward.



The Classcharts app has proven to be a very successful asset in enabling School and home to monitor progress in real time. This app will allow you to keep informed of your child's behaviour (positive and negative) as well as the homework that has been set and reminders about upcoming events or deadlines.

Please download the app from Google Play or The App store. A code has been sent home with your child. Please ask for a copy if you have not yet received it.

- **Revision and Examination preparation;**

During the stressful exam season, make sure that your child has drafted a homework/ revision timetable and check to ensure that they stay on task with their independent learning schedule. Students will receive guidance on revision planning from the school.

A useful website is : <https://getrevising.co.uk/>

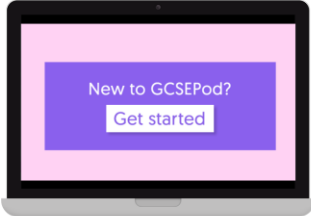
Ensure that they take brain breaks and exercise in between revision sessions. Provide encouragement to keep them calm before the actual examination.




All pupils in Year 11 have been given a GCSE Pod log in. This is a web-based program which enables pupils to download videos or 'pods' on each topic of each subject. Each Pod is between 3 and 5 minutes long.

GCSE Pod will then quiz and test pupils on their knowledge. Pupils can track their progress in each topic and each subject.

## Activating your child's account



1. Go to [members.gcsepod.com](https://members.gcsepod.com)
2. Click 'New to GCSEPod? Get Started'
3. Select 'Student'
4. Your child will need to enter their first name, surname, DOB and confirm their school name
5. Create a username and password

 [gcsepod.com](https://gcsepod.com) 0191 338 7830

For further information, click on the link on the school website.

# SUPPORT YOUR CHILD ON THE PATH TO SUCCESS



Your child's school has invested in the award winning resource, GCSEPod, to help your child reach their goals!

Join the thousands of parents/carers encouraging their children to use GCSEPod to support learning, homework and revision.

- ▶ Proven to increase results
- ▶ 28+ exam mapped subjects
- ▶ Available online and offline
- ▶ Audio visual content
- ▶ Builds confidence
- ▶ Independently accessible assessments

Want to find out how you can support your child more with GCSEPod? Then join one of our free webinars by registering here: <https://www.gcsepod.com/podup-presents-webinars/>

"The correlation between success and failure was made almost 100% clear by the use of GCSEPod."

**Head of MFL  
at Yateley School**

"I found GCSEPod especially useful to compliment my knowledge and I'm certain it helped me secure the grades that I have been so happy to receive."

**Student**

"My daughter used GCSEPod for her GCSEs and was very successful with her results, she absolutely loved your Pods and this style of revising."

**Parent**

## Student Activation

Please follow these instructions if your child has not yet activated their GCSEPod account

1. Go to GCSEPod.com and click 'LOG IN'
2. Click 'New to GCSEPod? Get Started'
3. Enter your child's details and confirm the name of the school they attend
2. Create a username and password

For more information please visit  
[www.gcsepod.com/parents](http://www.gcsepod.com/parents)



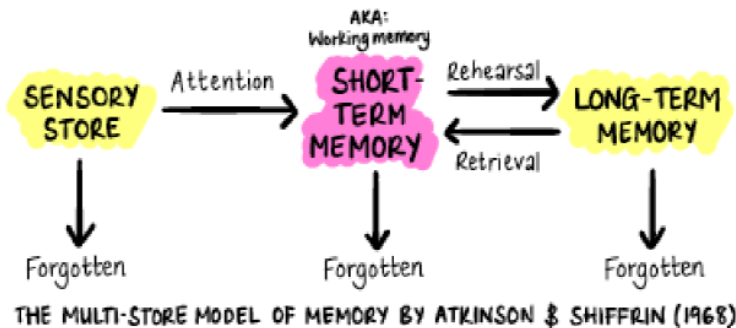
# FORGING FUTURES TOGETHER

## What is Retrieval Practice?

The act of **recalling learned information from memory** (with little or no support) and every time that information is retrieved, or an answer is generated, it changes the original memory to make it **STRONGER!**



'Using your memory shapes your memory'



**Peterson & Peterson (1959)**

→ Almost all information stored in short-term memory that is not rehearsed is lost within 18 to 30 seconds!

**RETRIEVAL STORAGE**

→ how well information is embedded in long-term memory

**RETRIEVAL STRENGTH**

→ how easily a piece of information can be brought to mind when required

Pupils in Year 11 will be working on and developing retrieval practice techniques. Pupils will be taught a number of different strategies to retrieve information, during form time, which they will then practice in lessons. They will become familiar with methods such as low-stakes quizzes, creating flashcards, brain dumps and retrieval clocks. The more pupils are asked to retrieve and recall information, the stronger their working memory becomes.

## Retrieval Practice Principles (TOM SHERRINGTON)

① **Involve everyone in the retrieval practice and review process**

'Good techniques involve all students checking their knowledge.'



⑤ **Vary the diet and mix it up**

'This will allow students to explore their schema in different ways, strengthening future recall.'



② **Make checking and correcting accurate and easy to do**

'The best person to mark the test is the person who has just took it.'  
- Dylan William



⑥ **Make it time efficient**

'A good technique can be used repeatedly in an efficient manner, without dominating whole lessons.'



③ **Specify the knowledge**

'It's better if students know the set of knowledge any retrieval will be based on, so they can study, prepare and self-check.'



⑦ **Make it workload efficient**

'The best methods do not involve the teacher checking the students' answers, creating unsustainable workload.'



④ **Keep it generative**

'Students need to explore their memory to check what they know and understand. This means closing the books and making students think for themselves.'



'The closer you are to forgetting a piece of information, the more likely it is that you will benefit from revisiting it.'

BUSH & WATSON (2019)

# Learning = a change in long-term memory

‘if nothing has changed nothing has been learned’

Meaningful learning is about producing organised, coherent and integrated mental models that allow people to make inferences and apply their knowledge. (Karpicke, J. 2012)

## THE BENEFITS:

- ① Retrieval practice aids later retention  
‘every time you retrieve a memory it becomes deeper, stronger and easier to access in the future’
- ② Testing identifies gaps in knowledge
- ③ Testing causes students to learn more from the next learning episode
- ④ Testing produces better organisation of knowledge



⑤ Testing improves transfer of knowledge to new contexts



⑥ Facilitates retrieval of material that wasn't tested



⑦ Improves metacognition



⑧ Prevents interference from previous material when learning new content



⑨ Provides valuable feedback to teachers



⑩ Regular testing encourages students to study more



## What else does research on revision tell us?

As well as using a variety of methods to regularly retrieve information has a significant impact on pupil performance, educational researchers have made two other key findings:

1. Mass practice or cramming is not effective and can be stressful. Instead plan your time carefully to ensure all subjects and topics are covered in shorter chunks over a longer period of time. This is called **spaced practice**.
2. Blocked practice involves studying one topic thoroughly before moving to the next topic. **Interleaving** is a process where you mix and combine multiple topics and subjects. Interleaving has been shown to be more effective leading to better long-term retention.

### What is spaced practice?

“Start planning early for exams and set aside a little bit of time everyday. Five hours spread out over two weeks is better than the same five hours all at once.”  
This is **spaced practice** & it is regarded as one of the most effective revision strategies.

### What is interleaving?

“**Interleaving** is a process where students mix & combine multiple subjects & topics while they study in order to improve their learning. Blocked practice on the other hand, involves studying one topic very thoroughly before moving to another. Interleaving has been shown to be more effective than blocked practice leading to better long-term retention.”

Success in Year 11 and achieving pupils' personal goals has a lot to do with establishing good systems and study habits that will support them in their studies throughout the year, not just before their final exams. Every small change pupils make and implement consistently in their study habits can have a significant impact. Look at the difference this can make over a year:



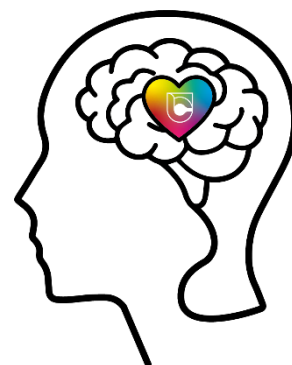
FIGURE 1: The effects of small habits compound over time. For example, if you can get just 1 percent better each day, you'll end up with results that are nearly 37 times better after one year.

*"Goals are about the results you want to achieve. Systems and habits are about the processes that lead to those results."*

James Clear, *Atomic Habits*

## Wellbeing and Pastoral Support at Ysgol Cwm Brombil.

A sense of Belonging is one of the three cornerstones of Ysgol Cwm Brombil and something that is central to the Pastoral system. All staff within the school are very proud that they provide a happy and caring environment where pupils feel safe and secure. There is a large support network in place for each pupil who attends with us to enable every individual to feel that they are supported.



### Where can pupils get help and support?

Each pupil is allocated a form tutor who is their first point of contact with any concerns or worries they may have. Pupils see their form teacher on a daily basis during registration and during their fortnightly PSE sessions. Pupils will also have one to one mentoring sessions with their form tutor at various points throughout the year. Form tutors have an overview of each pupil's attendance, behaviour and wellbeing; and any concerns are shared with the allocate Engagement Officer of Head of Year.

Other staff available to support you and your child are:

|  |   |
|--|---|
| Leader of Wellbeing and Safeguarding Lead                      | Assistant Head Teacher: Mrs Kath Williams                                     |
| Year 7   | Head of Year: Mrs. Jenny Tomkins<br>Engagement Officer: Ms. Stacey Mason      |
| Year 8   | Head of Year: Mrs. Hannah Jones<br>Engagement Officer: Mrs. Tracy Morgan      |
| Year 9   | Head of Year: Miss. Kate Mackey<br>Engagement Officer: Miss. Abbie Rees       |
| Year 10  | Head of Year: Miss. Samantha Wilde<br>Engagement Officer: Miss. Rachel Lewis  |
| Year 11  | Head of Year: Mrs. Lowri coombs<br>Engagement Officer: Miss. Victoria Crocker |
| Healthcare Workers   | Mrs. Judith Jerwood<br>Mrs. Ceri Thomas                                       |
| Additional Learning Needs Co-Ordinator's ALNCos                | Year 7 and 8: Mrs. Jenny Tomkins<br>Year 9, 10 and 11: Mrs. Gemma Thompson    |
| Behaviour Lead<br>Ready to Learn Team                          | Mr. Gavin Groves<br>Mrs. Bethan Poulton-Rogers<br>Mrs. Rachel Evans           |
| Education Welfare Officer (Attendance)                         | Mrs Melanie Clift   |
| Cynnydd Worker   | Mr. Gary Chambers   |
| Alternative Learning Co-Ordinator (The Forge)                  | Mrs. Claire Pepper  |
| Family and Community Support Officer<br>(The Pantry Food Bank) | Mrs. Nicola Thomas  |
| School Based Counsellor  | Can be accessed via the school website  |
| Careers Wales Support  | Mrs. Shelagh Gavigan-Thomas   |

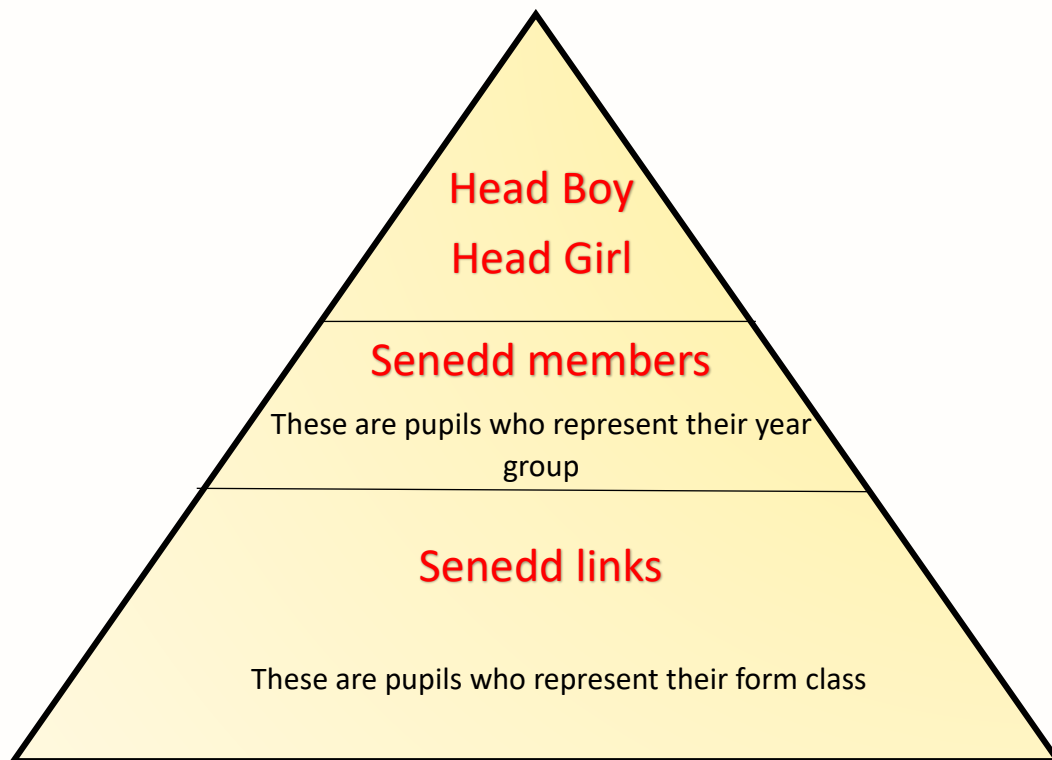
If you have any concerns regarding your child, please contact the main office at the school or leave a message on the Wellbeing section of Class Charts and a member of the team will contact you.



## Senedd

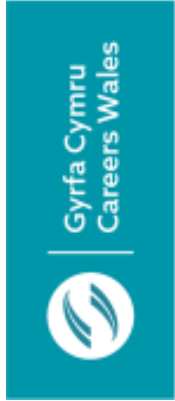
### *Giving every pupil a voice in their school community*

At Ysgol Cwm Brombil we believe that pupil voice is vital. This is because it places value on what pupils believe needs to change in their school and enables them to take responsibility for improving school life. Pupil voice gives pupils a sense of ownership and ensures a sense of belonging, which is one of our cornerstones. Giving pupils the practise of getting their voices heard empowers young people to have the ambition and confidence to make lifelong change in their own communities.



Pupil voice is gathered through regular Senedd meetings, Senedd time and whole school questionnaires.

The Senedd empowers us to **FORGE** our own school improvement.



## Careers Wales

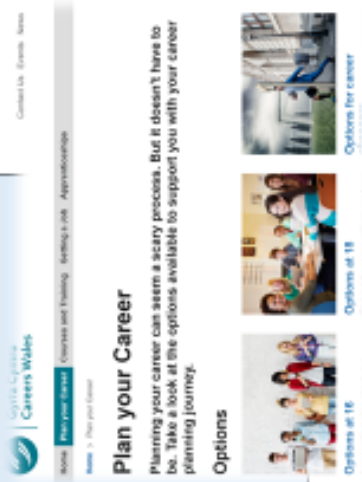
Provides an independent and impartial careers information, advice and guidance service for Wales.

A Careers Adviser is based in every school in Wales to support your child with their career planning journey throughout their school life.

**Shelagh Gavigan-Thomas** is the Careers Adviser at Ysgol Cwm Brombil School.

An excellent range of resources are available for you and your child to access on [careerswales.gov.wales](http://careerswales.gov.wales) to support them with their plans for leaving Year 11:-

- **Options at 16**
- **Job Information Leaflets**
- **Apprenticeship Opportunities**
- **Job Matching Quiz**



**Further Education Open Evenings start early in the academic year**  
Check their websites regularly for dates.

**NEATH PORT TALBOT COLLEGE**  
Afan Campus- Mon 11<sup>th</sup> Oct 2021  
Neath Campus- Tues 12<sup>th</sup> Oct 2021  
**ST JOSEPH'S 6<sup>TH</sup> FORM – TBC**

**Bridgend College – TBC OCT/NOV**  
**GOWER COLLEGE SWANSEA**  
Gorseinon Campus Mon 8<sup>th</sup> Nov 2021  
Tycoch Campus Mon 15<sup>th</sup> Nov 2021

**Apprenticeship Opportunities**  
Some Companies start to advertise their vacancies as early as Christmas suitable for Year 11 Leavers!



Further Clubs and Support Sessions will be announced later this term.

**Armed Forces Support Group** (Week 2, Wednesday, 3-4pm, B3)

**Art Club** (Thursday 2:45 – 3:45pm)

**Debate Club** (Week 1, Wednesday, 3-4pm, B4)

**Equality and Diversity Club** (tbc)

**First Aid Club** (tbc)

**Girls' Football** (Monday, 3-4pm, 3G)

**History Club** (tbc)

**International Club** (Years 9-10: Week 1 Thursday lunchtime, Week 2 Tuesday lunchtime. Year 11: Week 1 Monday lunchtime, Week 2 Thursday lunchtime)

**Netball** (Tuesday, 3-4pm, MUGA)

**Strength and Conditioning** (Thursday, 3-4pm, Back gym)

## Support Sessions

**Graphic Design Drop in** (Year 11: Monday, Wednesday, Thursday 2:45-4:30pm)

**Physics Drop in help sessions** (Years 9-10: Week 2 Friday lunchtime, Year 11: Week 2 Tuesday lunch time)

**Welsh Baccalaureate Catch Up** (Years 10 and 11: Wednesday and Thursday 3-4pm)

# Home-School Contact and Parentpay

Schoolcomms

Keeping You Informed

## Emails and Texts home

As a school we want you to have the information which will help you support your child in making a success of every area of school life and beyond. Sending written letters home is often not the best way to communicate this information. Letters can get lost or lie in the bottom of bags for days. Printing off that many sheets also does nothing to help our environment.

**We prefer to send letters and messages direct to you by email and text message.** This way information does not get lost, can be accessed from wherever you are and does not depend on the postal system or your child's memory. The system we use is **Schoolcomms**. We urge parents to download the app in order to receive communication from school via this more efficient format.

We ask that you keep us up to date with any changes to your email or mobile phone numbers. Be assured that we do not share these contact details, or indeed any of your personal information, with anyone else and that we act within the General Data Protection Regulation and any subsequent data protection legislations.

We have to assume that any email we send to the email address you have given us has reached you and is read by you that day. Therefore, please check that our emails are not landing in your Junk Mail box and/or being automatically deleted.

## How do you contact me if my child is late of absent?

We ask that parents/carers report their child's absence on each day of the absence by calling the school before 9a.m. After 9a.m., we make a list of all absent pupils for whom no notification of absence has been received.

Parents/carers will be sent an automated text to inform them of the absence. Please reply to the text received or phone the school to explain your child's absence.



The school uses **ParentPay**, a secure online payment service that allows parents and carers (and extended family members), to make payments to the school using their debit or credit cards. Payments can be made for school meals, trips or music lessons.

All online payments are made in real time, so the payment will be credited to your account instantly. At any time, you can see your payment history in your ParentPay Account.

Additionally, you can track every transaction that you make and view transactions your child makes. Your ParentPay Account also allows you to see you balances at any time. You will automatically receive a receipt directly to your email address for every payment that you make. If you have more than one child in the school, you can merge them into one account.

ParentPay is extremely easy to use. The school will send you full instructions with your username and password at the start of the new term for those new to the school.

### Key Dates for Year 11 Pupils

|  |                              |
|--|------------------------------|
| 8 <sup>th</sup> September                            | Photographs                  |
| 16 <sup>th</sup> September                           | 5:00pm Year Ahead Evening    |
| 18 <sup>th</sup> October                             | Progress Report              |
| 4 <sup>th</sup> November                             | Parent / Form Tutor evening  |
| 11 <sup>th</sup> November                            | Remembrance Day              |
| 22 <sup>nd</sup> – 26 <sup>th</sup> November         | Fluenz Tetra (nasal) vaccine |
| 6 <sup>th</sup> December                             | Progress Report              |
| 13 <sup>th</sup> December                            | Winter Games                 |
| 16 <sup>th</sup> December                            | Christmas Concert            |
| 6 <sup>th</sup> January                              | Parents' Evening             |
| 12 <sup>th</sup> January                             | Forging Futures Evening      |
| 31 <sup>st</sup> January – 11 <sup>th</sup> February | Pre-Public Examinations      |
| 7 <sup>th</sup> March                                | Progress Report              |
| 7 <sup>th</sup> – 10 <sup>th</sup> March             | SLT Parents' Evening         |
| 23 <sup>rd</sup> – 25 <sup>th</sup> March            | School show                  |
| 8 <sup>th</sup> April                                | Curriculum Completion        |
| 9 <sup>th</sup> May                                  | GCSE examinations begin      |