



ELTHORNE PARK  
— HIGH SCHOOL —



WELCOME TO  
YEAR AHEAD MEETING  
**YEAR 10**

2024

Mr Sykes - Year Leader



ELTHORNE PARK  
— HIGH SCHOOL —



**YEAR 10**

September 2024

**Mr Ward - Headteacher**



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**



# Achieving Excellence in a Learning Community



	2018	2019	2020	2021	2022	2023	2024
School Progress Score	<b>+0.45</b>	<b>+0.46</b>	<b>+0.40</b>	<b>+0.71</b>	<b>+0.33</b>	<b>+0.39</b>	<b>+0.44</b>
DfE Progress Descriptor	Above average	Above average	Above average	Above average	Above average	Above average	Above average

At Elthorne Park High School students consistently achieve around half a GCSE grade higher than expected across all subjects



ELTHORNE PARK  
— HIGH SCHOOL —



**YEAR 10**

September 2024

**Mr Sykes -Year Leader**



**ELTHORNE PARK**  
— HIGH SCHOOL —



- **Staff and Key Dates**
- **Access Arrangements**
- **Vision for the Year Ahead**
- **Tutor programme, PD and Wider Opportunities**
- **Exams and Assessment**



**ELTHORNE PARK**  
— HIGH SCHOOL —  
ACHIEVING EXCELLENCE IN A LEARNING COMMUNITY



## Contact List

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

### Team Inboxes

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

Name & Link	Tutor	Role
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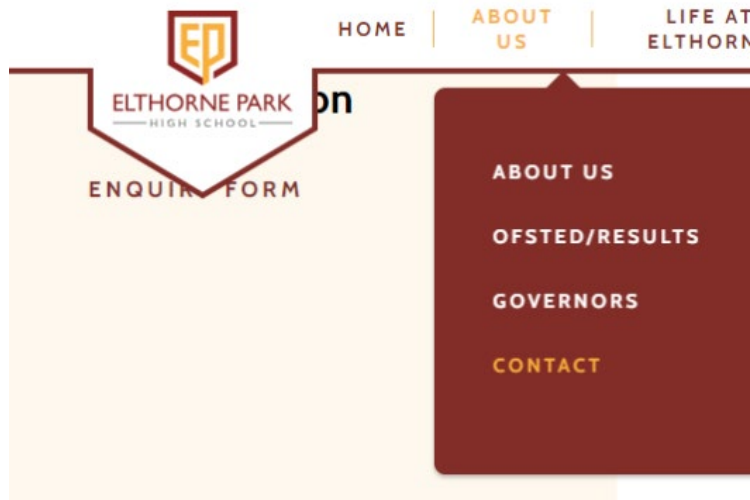
### Senior Team

<a href="#">Mr S Ward</a>	Headteacher
<a href="#">Ms McCarthy</a>	Deputy Headteacher - Quality of Education
<a href="#">Ms Reeves</a>	Deputy Headteacher - Wider Opportunities, Student Support & Inclusion
<a href="#">Mr Kelly</a>	Deputy Headteacher - Curriculum & Achievement
<a href="#">Ms Crix</a>	Assistant Headteacher - Personal Development
<a href="#">Mr R Ward</a>	Assistant Headteacher - Teaching & Learning
<a href="#">Ms Ervin</a>	Assistant Headteacher - KS5 Leader
<a href="#">Mr Ryan</a>	Operations Lead
<a href="#">Mr Hardy</a>	Associate Assistant Headteacher - KS4 Leader
<a href="#">Ms Bowler</a>	Associate Assistant Headteacher - KS3 Leader
<a href="#">Mr Larvea</a>	Behaviour Leader
<a href="#">Mr Parvez</a>	Business Manager

# Staff Contact List



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





## Dates of Key Events



- **First report Autumn 2**
- **22<sup>nd</sup> November** EWOD 1
- **22<sup>nd</sup> April - 2<sup>nd</sup> May** Y10 PPEs
- **March TBC** Awards Evening
- **14<sup>th</sup> March** EWOD 2
- **14<sup>th</sup> - 18<sup>th</sup> July** Work Experience/Berlin Trip

### **Potential Dates for Year 11**

**Nov 2025** Yr11 PPE1

**March 2026** Yr11 PPE 2

**May 2026** GCSE Exams

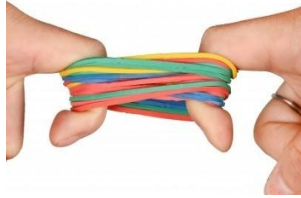


# Vision for the year ahead

# Looking forward



How we will do this by:



Stretch and  
Challenge outside of  
comfort zones

Support to  
achieve goals



- 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



Punctuality



## 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.



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

### 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

### 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.

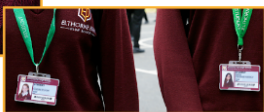
Extreme hairstyles are not permitted (any queries are at the discretion of the year and key stage leaders).

### 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.



All students are expected to be well presented during the school day and in full school uniform when traveling to and from school

# 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**

## How Can I 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%**



# 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

# 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** – Mr Roberts 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 issues and concerns.
- **External agencies** - and group provision to support individual and group needs.

Please contact Mr Sykes if your child requires support.



# PARTICIPATE



We would love year 10 to **participate** in as many extra curricular clubs as possible



**ELTHORNE PARK**  
— HIGH SCHOOL —



# Teaching & Learning


**Mr R Ward – Assistant Headteacher**




# Teaching & 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

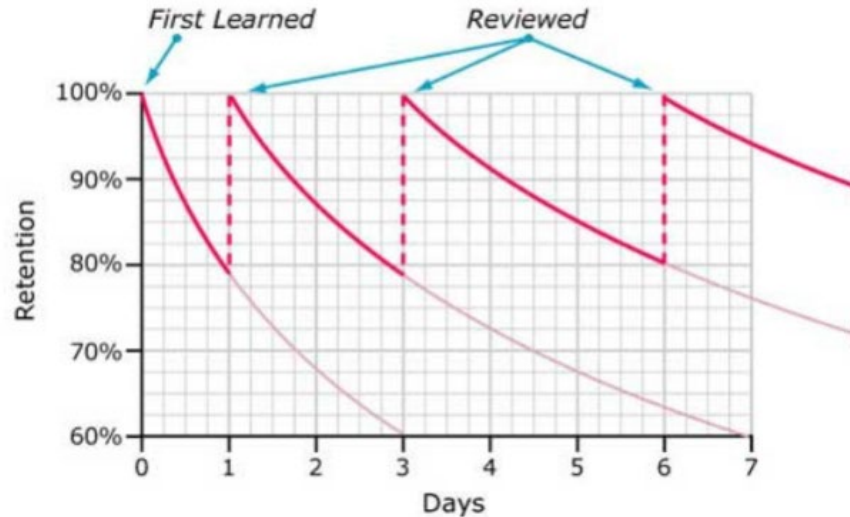
At Elthorne Park...	So that...
We follow the <b>EPHS arrival routine</b> , where teachers 'straddle' and greet students at the door.	We can check in with students as they arrive and the lesson can get off to a positive start with as little learning time lost to transitions as possible.
We begin lessons with a short <b>recall starter</b> which requires students to <b>retrieve prior learning</b> . 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 <b>think hard</b> 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 ("memory is the residue of thought")
We expect <b>high levels of engagement</b> 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 <b>curriculum plans</b> which are <b>ambitious</b> and <b>well sequenced</b> .	All students have a consistent and shared learning experience through carefully considered implementation of curriculum intent.
We set and share <b>challenging yet achievable learning objectives for all</b> with appropriate <b>scaffolding</b> where required. The work given to students is demanding. The most able students in the group are directed to <b>Challenge Plus</b> 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 <b>key component points</b> 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 <b>present the subject matter clearly</b> and provide	Students can encode new concepts in ways that are clear

# Teaching & Learning: The Elthorne Way



Short recall starter which requires students to remember prior knowledge

Typical Forgetting Curve for Newly Learned Information



“Memory is the residue of thought”

Daniel T. Willingham

# Recall Starter Template



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 & Learning: The Elthorne Way

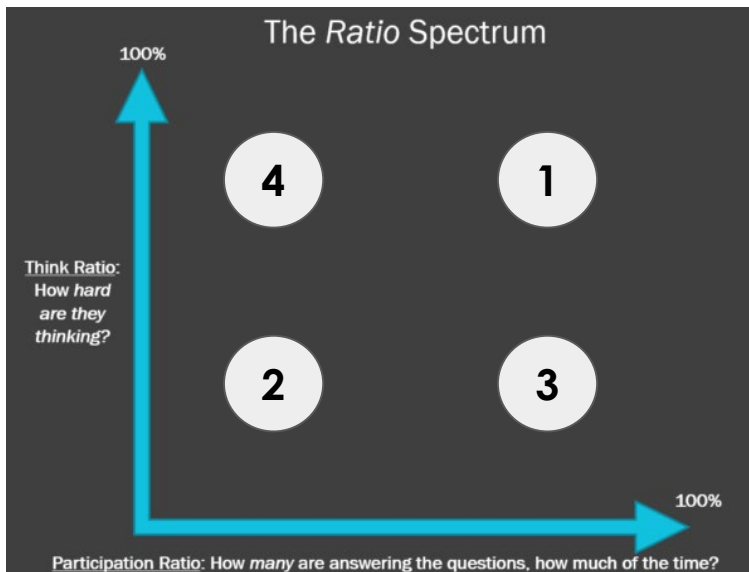


Short recall starter which requires students to remember prior knowledge

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 & 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 & 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

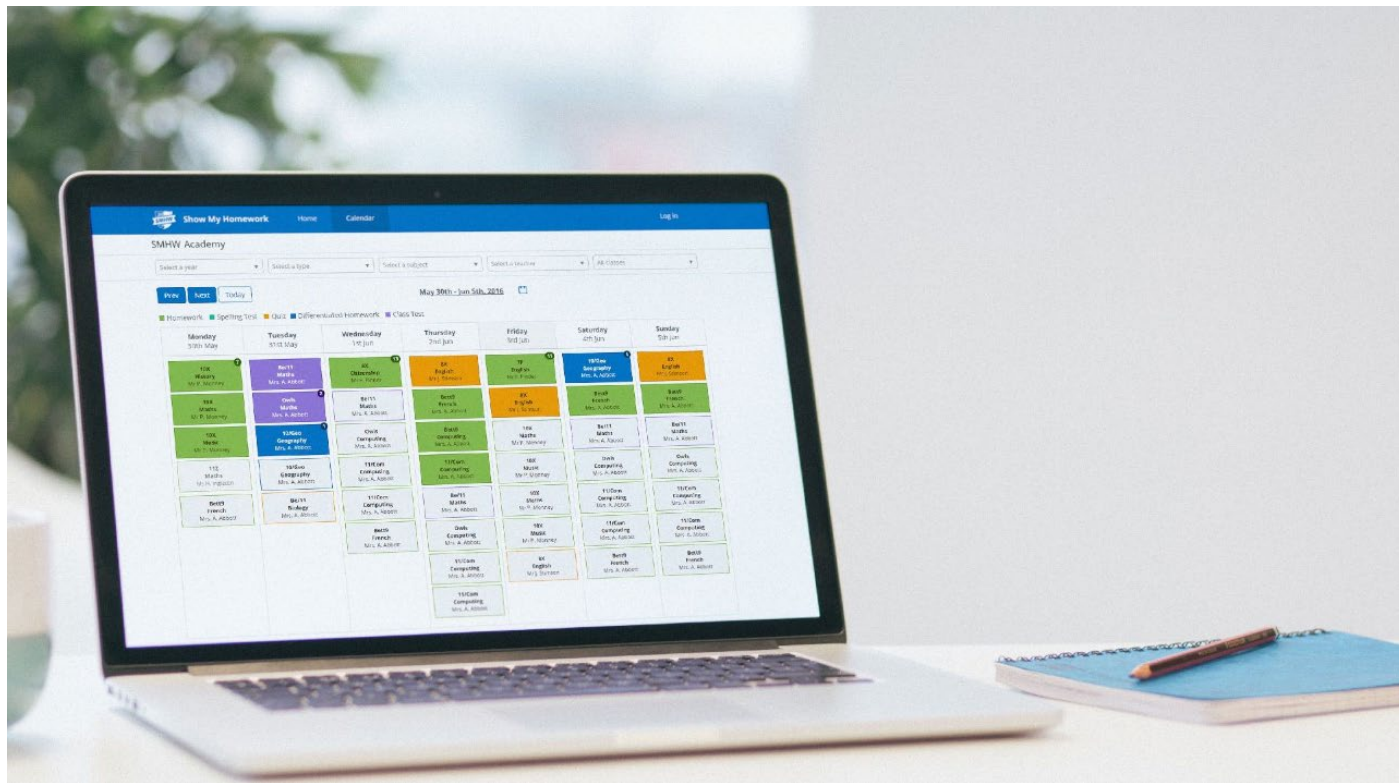


Which are the key pieces of work that my teacher will provide feedback on this year?

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



# 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	

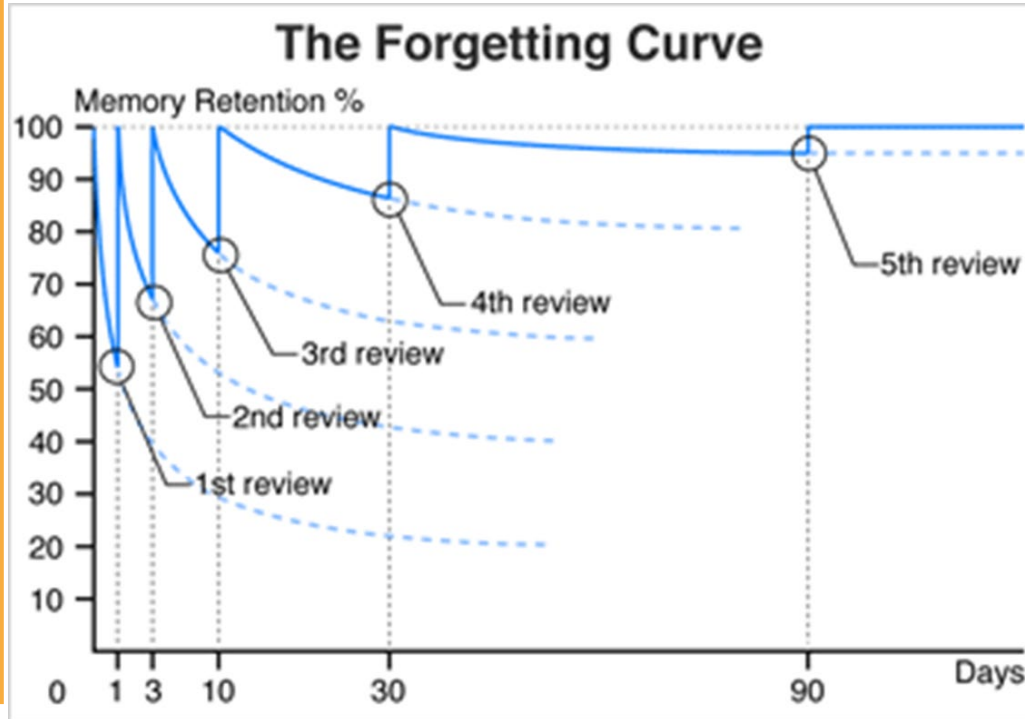
- Clear success criteria for each homework task
- Set homework which has stretch and challenge, yet is accessible for all pupils in the group
- Relevant, clear link to curriculum plans
- No requirement that students print or have access to costly resources at home
- An outlet for creativity using a variety 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

# Revision is an active process of revisiting material



- Using revision cards to test yourself or asking friends or family to quiz you
- Doing past paper questions, assessing against the mark scheme and checking against the content on your revision cards
- Quizzing yourself using online resources like GCSEpod, Seneca or Mymaths
- Seeing if you can reproduce content on flashcards or mindmaps from memory then checking against the original

# How Can I Help?



## Newsletter

13th September 2024  
Issue 1052

The latest news from Elthorne Park High School

### In this issue

[Headteacher's Message](#)

[Genes 4 Jeans](#)

[Extracurricular Activities](#)

[Year 7 online platforms](#)

[Uniform and Phones](#)

[Student Lockers](#)

[News from Key Stage 3](#)

[FIFA News](#)

[Term Dates](#)

### Key Dates

**Wednesday 18th September**  
Y12 & Y13 Year Ahead meeting

**Thursday 19th September**  
Y10 & Y11 Year Ahead meeting

**Tuesday 24th September**  
Y8 & Y9 Year Ahead meeting

**Tuesday 1st October**

## Headteacher's Message



Dear Parents / Carers,

Open Evening is always a special event at Elthorne and this year almost 1,200 visitors came to find out more about what makes our school such a great place to learn. Thank you to all the fantastic tour guides and helpers from Years 8-13 who were superb ambassadors for our school community; our students led a wide variety of memorable activities for younger visitors and made it an evening to remember.

This week we have again been very impressed by how our Year 7s are settling in and I've enjoyed going into their lessons again this week and seeing them taking real pride in their work. Some of you have brought to our attention some onboarding issues with Satchel One and other educational apps and I would encourage all Year 7 parents and carers to read Mr Ryan's section on page three of this newsletter. Please continue to reach out to us if there are any further problems.



- School Website
- School Newsletter



CURRICULUM

LIBRARY AND READING

ACADEMIC SUPPORT & REVISION

LEARNING SUPPORT

YR 6 TRANSITION

KS3

KS4

SIXTH FORM

## KS4 REVISION RESOURCES

For each subject area, there is an assessment overview which include information about the examination board, length of each examination and examination content.

There are links to the exam board websites, revision lists for Year 10 and Year 11, revision guides shared with students as well as links to the Open Evening and Year Ahead Curriculum pages.

ENGLISH LANGUAGE	ENGLISH LITERATURE	MATHEMATICS
COMBINED BIOLOGY	COMBINED CHEMISTRY	COMBINED PHYSICS
BIOLOGY (TRIPLE)	CHEMISTRY (TRIPLE)	PHYSICS (TRIPLE)
HISTORY	GEOGRAPHY	RELIGIOUS STUDIES
FRENCH	SPANISH	GERMAN
COMPUTER SCIENCE	PHYSICAL EDUCATION	DRAMA
MUSIC	ART: FINE ART	ART: GRAPHICS
FOOD PREPARATION & NUTRITION	DT: TEXTILES	DT: RESISTANT MATERIALS
BUSINESS	BTEC BUSINESS	BTEC SPORT
BTEC HSC	BTEC MEDIA	IMEDIA

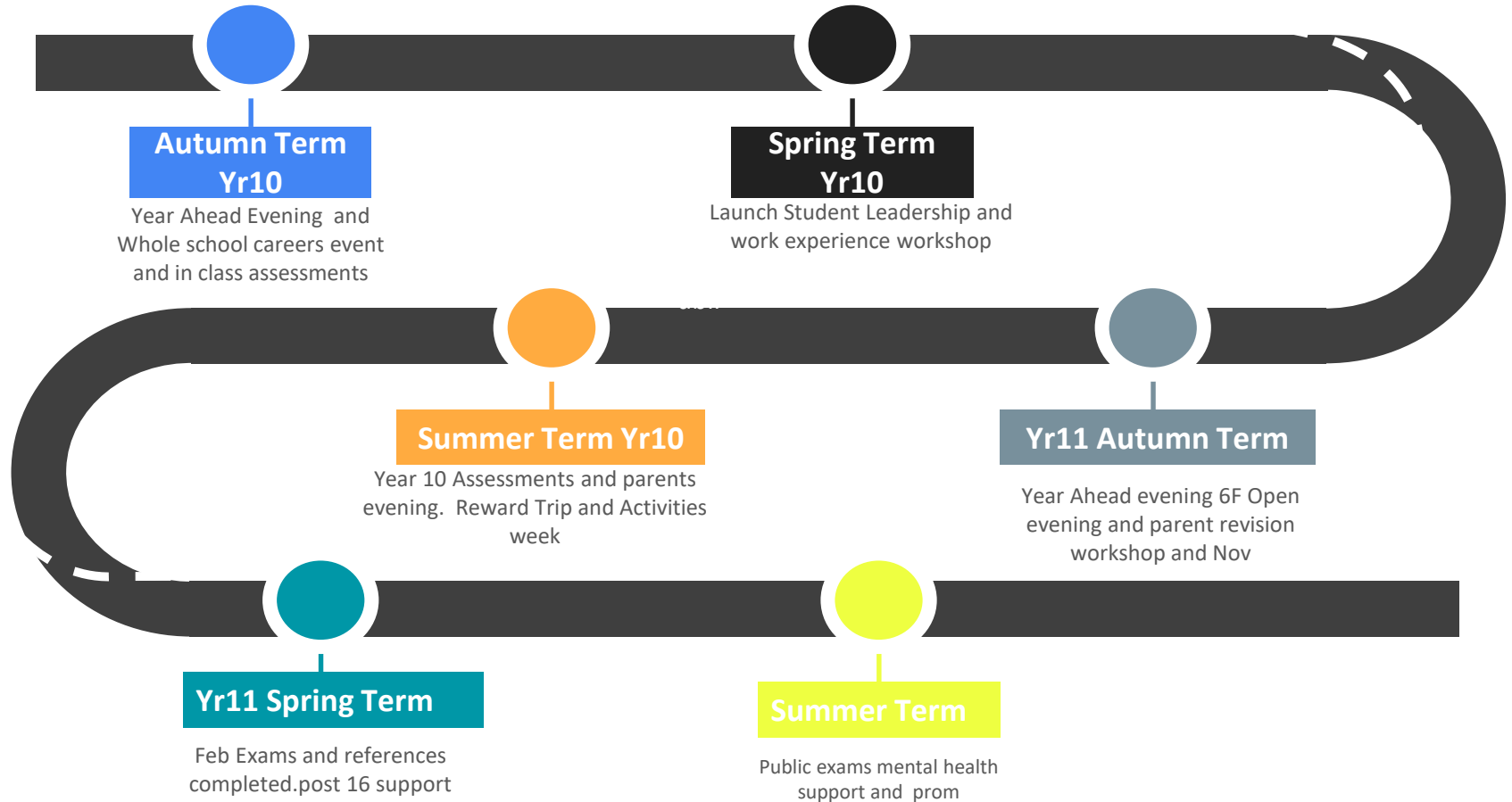


ELTHORNE PARK  
— HIGH SCHOOL —



**Mr Hardy**  
**Key Stage 4 Leader**

# Key Stage 4 Journey



# Assessment and Reporting 2024-2025



## Key Events

- **Autumn Term 2024 Progress Report**

*By the end of November 2024*

- **April 2024 Pre-public exam series (PPEs)**

*22<sup>nd</sup> April – 2<sup>nd</sup> May 2025*

- **Virtual Parents Evening and sharing of annual progress report**

*22<sup>nd</sup> May 2025*



# April 2025 Pre-public exam series (PPEs)

*(22<sup>nd</sup> April – 2<sup>nd</sup> May 2025)*



- Outcomes of the PPE series will be reported through an annual progress report and accompanying Virtual Parents Evening on 22nd May 2025
- The report will contain:
  - PPE grade for each subject
  - Current grade for each subject
  - Predicted final grade for each subject
  - Actions to work on



ELTHORNE PARK  
— HIGH SCHOOL —



# **Access Arrangements at Key Stage 4**

# Special Educational Needs

If you think your child needs extra help (and is not already accessing support), please refer them to [SENDreferral@ephs.ealing.sch.uk](mailto:SENDreferral@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	Tier 2	Tier 3
<ul style="list-style-type: none"><li>● Form tutor support</li><li>● In class intervention-adaptive strategies</li><li>● Shared with whole staff in communication briefing</li><li>● Mentoring</li></ul>	<ul style="list-style-type: none"><li>● In school intervention: ELSA, draw and talk, PSW mentoring</li><li>● SEN intervention</li><li>● Small group work</li></ul>	<ul style="list-style-type: none"><li>● External intervention: Counselling, BIS, Princes Trust</li><li>● Application to the borough for SEN support</li></ul>

# 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.**

# Dates and Deadline



- All assessments for access arrangements must be completed by 31<sup>st</sup> January 2025
- All online applications must be completed by the school by 21<sup>st</sup> February 2025 JCQ applications close





ELTHORNE PARK  
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# Personal Development

## Mr Hardy

# Personal Development & Wider Opportunities

## Personal Development:

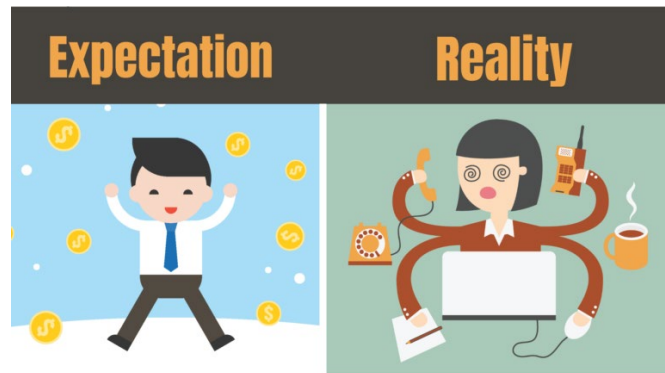
- *Tutor time programme*
- *PSHCE Lessons*
- *Elthorne Wider Opportunities Days (EWOD)*
- *CEAIG Programme*
- *Extra-Curricular Clubs*

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.



*For acronyms and jargons please see the Year Ahead Booklet*

# EWOD: Elthorne Wider Opportunities Days

## Year 10:

- 1) **Friday 22<sup>nd</sup> November:** Poetry Live (offsite)
- 2) **Friday 14<sup>th</sup> March:** Mock Interviews & WEX PREP Workshops (onsite)
- 3) **Monday 14<sup>th</sup> July - Wednesday 16<sup>th</sup> July:** Work Experience (offsite)

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

\*Collective costings for EWOD will always be below £30per year. Financial support available.





# 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.


## YEAR 10 TOPICS:

<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
Equality & the World of Work	Substance Misuse & Support (	Digital & Financial Literacy	Intimacy and Risks	Revision, Stress & Coping Mechanisms	Preparing for WEX

# 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
  - FE / HE interaction
  - Connexions Advisor(Personal Guidance Appointments)
  - Student & Parent Access to Unifrog (online careers platform)
- 
- The Unifrog logo is a green rectangle with the word 'unifrog' in white, lowercase, sans-serif font.
- 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

# Work Experience: 14<sup>th</sup> to 16<sup>th</sup> July 2025



## Work Experience: 14<sup>th</sup> to 16<sup>th</sup> July 2025



- Students will be participating in a compulsory 3 day work experience placement / workplace shadowing experience
- To mimic the job / apprenticeship application process, students will be expected to approach employers independently and source the placement themselves
- Support will be provided in designing an age appropriate CV and cover letter through PSHCE lessons
- The school will require written confirmation from the work placement and a valid risk assessment
- Students must find their placement by February half term at the latest. More information about logistics & deadlines will be emailed to parents shortly and parents are invited to attend a WEX workshop(date TBC).
- If you are an employer and would be able to accommodate a student or small group of students, please contact Ms Crix ([acrix@ephs.ealing.sch.uk](mailto:acrix@ephs.ealing.sch.uk))

## E4E: Elthorne 4 Equality



- EPHS is committed to promoting Fundamental British Values (FBV)
- As well as through the PD programme we promote an ethos of Respect, Tolerance & Individual Liberty through E4E events
- E4E is a student society that helps raise funds for charities chosen by the school community
- We run events that raise awareness of important issues that may often be overlooked
- This society stands against discrimination in any form and stands up for anybody who is not treated equally.

