



Southchurch High School

A community of opportunity, learning and aspiration

Transition Evening

Headteacher's Welcome

Mrs Airoll



This evening, you will hear about:

- Attendance – why it matters and how we support strong attendance
- Enrichment and clubs – opportunities available to Year 7 students and the benefits of participation
- Behaviour for learning
- Curriculum and assessment - structure of the academic year and reporting home on academic progress
- How we support our SEND students
- Accelerated Reader – how the programme works and how to promote reading at home
- Maths skills – key focus areas and ways to embed foundational mathematical skills effectively
- Supporting the transition from primary school
- ‘The Southchurch experience’ - hear from our student leaders
- Q&A

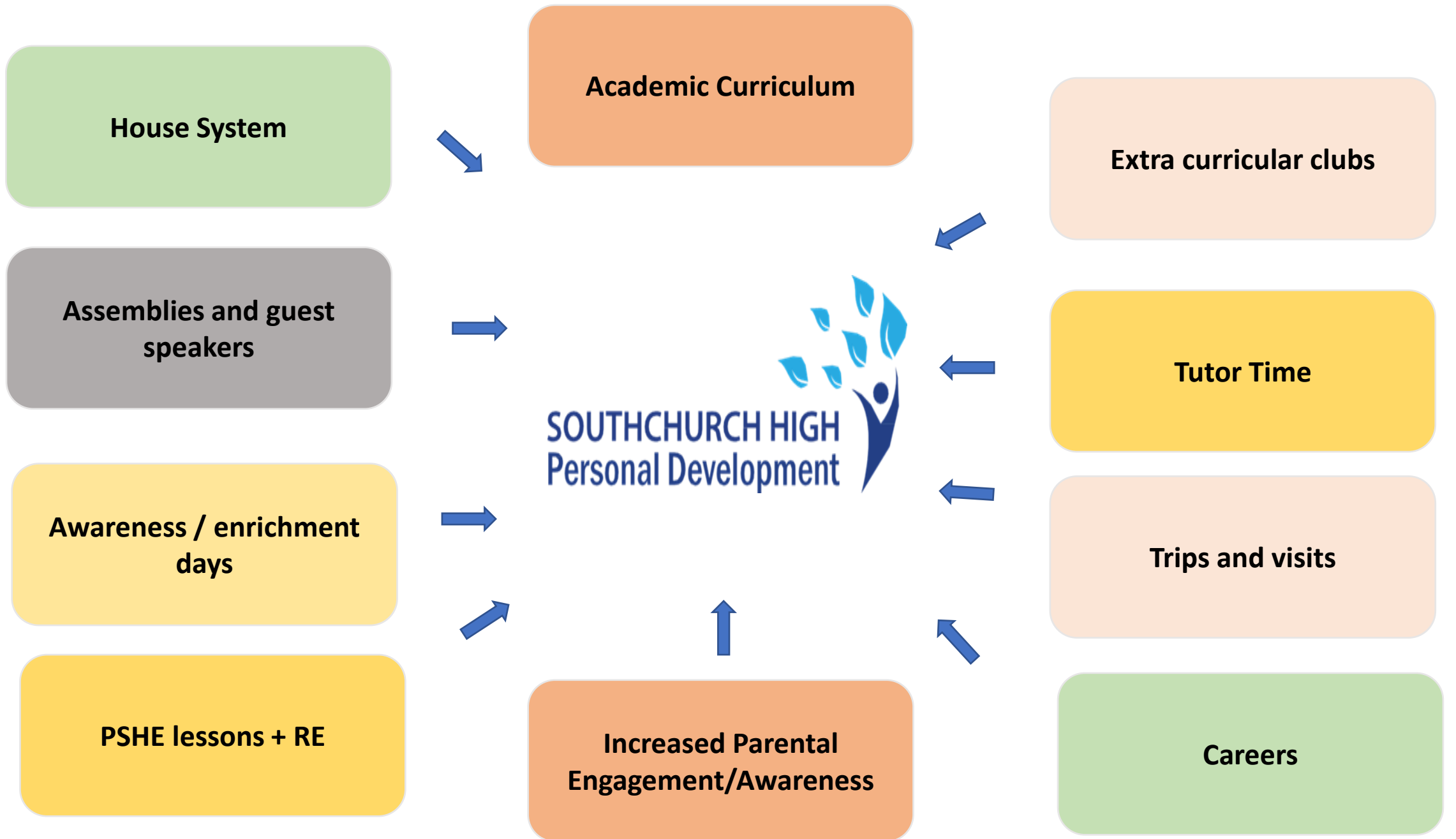
What can you expect at Southchurch? Safeguarding and Attendance



- **A calm and happy school!**
- **We have high expectations because your children deserve the right to learn and make progress in a lovely environment.**
- **Safe children are happy children and happy children make progress.**
- **Your main concern may well be bullying – please don't let this be the case. You also have the power to help stop this, on the rare chance it may occur.**
- **Social media – stop this impacting school life.**
- **We do care about attendance and we will never apologize for this.**
- **The expectation is a minimum of 97%.**
- **Rewards will be given for excellent attendance.**
- **Support will be given if there is a concern about your child.**
- **We will work with you to ensure that your child attends school every day.**
- **Children must feel that they belong and are cared for.**

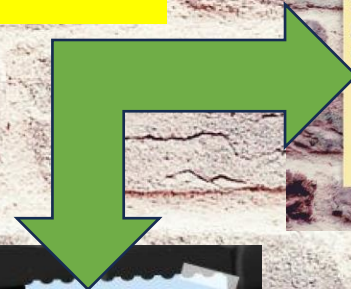
SOUTHCHURCH HIGH Personal Development





SOUTHCHURCH HIGH CLUBS

**Aim to attend
a minimum of 2 to 3 clubs
a week.**



SOUTHCHURCH HIGH CLUBS

EVERYDAY CLUBS MONDAY-FRIDAY FOR ALL YEARS

Breakfast Club
7am, all years, Canteen

Library Club
Break & lunch, all years

SOUTHCHURCH HIGH
Personal Development

MONDAY

BREAK TIME
Careers Club Drop-in
Careers Office, all years
Library Club
Library, all years
LUNCHTIME
Formula One Club
A130, all years (restarts after February half term)
Library Club
Library, all years
Calming Club
C001/DT, all years
AFTER SCHOOL
Library Club
Library, all years, until 5pm

TUESDAY

BREAK TIME
Careers Club Drop-in
Careers Office, all years
Library Club Library, all years
LUNCHTIME
Library Club Library all years
Lego Club C004, all years
AFTER SCHOOL
Library Club all years
DnD club A017, all years

WEDNESDAY

BREAK TIME
Careers Club Drop-in
Careers Office
Library Club Library, all years
LUNCHTIME
Library Club all years
Graphic Design Club C000, all
Crochet Club C004, all years
AFTER SCHOOL
Duke of Edinburgh
A131, Year 9/10 after sign up
Science club A116, Year 7 & 8
Science Revision Club
A119, Year 9-11
Library Club, all years
Cooking Club Food Room, all years
Code Club C002, all years
DT Catch up Club DT Room, all.
School Musical C003, cast only

THURSDAY

BREAK TIME
Careers Club Drop-in
Careers Office, all years
Library Club Library, all years
LUNCHTIME
Library Club Library, all years
Calming Club
C001/DT, all Years
Textiles Club
C004, all years
AFTER SCHOOL
School Musical C003, cast only
Library Club all years
Cooking Club
Food Room, years 7,8,9

FRIDAY

BREAK TIME
Careers Club Drop-in
Careers Office, all years
Library Club Library, all years
LUNCHTIME
Library Club
Library, all years
AFTER SCHOOL
School Musical C003, cast only
Cooking Club
Food Room, year all years
DT Coursework
A114 TBC, year 11
Sociology
A025, year 10 & 11 Sociologists

SOUTHCHURCH HIGH SPORTS CLUBS

**SPRING
TERM 2**

MONDAY

LUNCHTIME
Y7 Football (MUGA)
Mr Calder
Y10 GCSE PE Revision (C005)
Miss Waite

TUESDAY

BEFORE SCHOOL
Dodgeball 7:30am
Miss Townley
LUNCHTIME
Y8 Football (MUGA)
Mr Winyard
Y10 Coaching (C000)
Mr Calder
AFTER SCHOOL
All Years Basketball
Mr Winyard
All Years Rugby
Mr Blows, Mr Calder
Girls Football
Miss Edwards

WEDNESDAY

BEFORE SCHOOL
Badminton Mr Calder
LUNCHTIME
Y9 Football (MUGA)
Sarah Taylor
Y10 GCSE PE Revision (C005)
Miss Waite
AFTER SCHOOL
All Years Cricket
Mr Winyard
Y7 Netball
Miss Edwards
Y8 Netball Miss Waite
**Y10/11 Coaching/H&S
Care (B102)** Miss Atkinson
Y10 Coaching (C000)
Mr Blows

THURSDAY

BEFORE SCHOOL
Table Tennis Mr Lockwood
LUNCHTIME
Y10 Football (MUGA)
Mr Blows
Y11 Coaching (C000)
Mr Calder
Darts
Mr Carter, Mr Lockwood,
Mr Pattern
AFTER SCHOOL
Cheerleading
Southend Elite
Y7 Football Mr Lockwood
Y8 Football Mr Winyard
Y9 Football Mr Blows
Y10/11 Football Mr Calder
Y10/11 Netball Miss Edwards
Y9 Sports Leaders
Miss Waite

FRIDAY

LUNCHTIME
Y11 Football (MUGA)
Miss Waite
AFTER SCHOOL
All Years Hockey
Miss Edwards
Miss Waite

SOUTHCHURCH HIGH
Personal Development

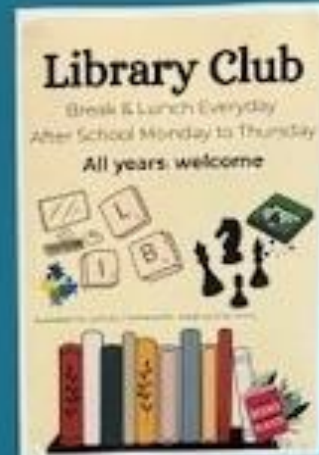
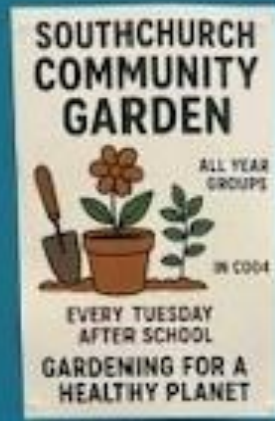
Clubs are FREE to attend – just show up!

Clubs are available before school, at break, lunch times and after school.

You get a house point for attending a club 😊

SOUTHCHURCH HIGH CLUBS

Some of the clubs on offer and breaktimes and after school!

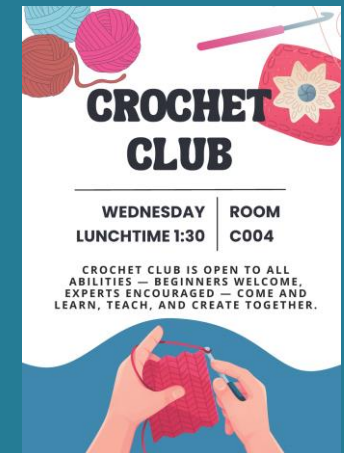


IMAGINE. CREATE. CODE IT!!!

Turn YOUR ideas into reality!!!



Code Club Every Wednesday in C002! Join the fun!



Awareness days and Interhouse Competitions



Celebrate all things British!

- Off timetable day
- Themed activities & workshops
- British menu for lunch
- Non-uniform day (50p donation)
- Wear red, white and blue
- 2:15pm finish!



National Thank a Teacher Day

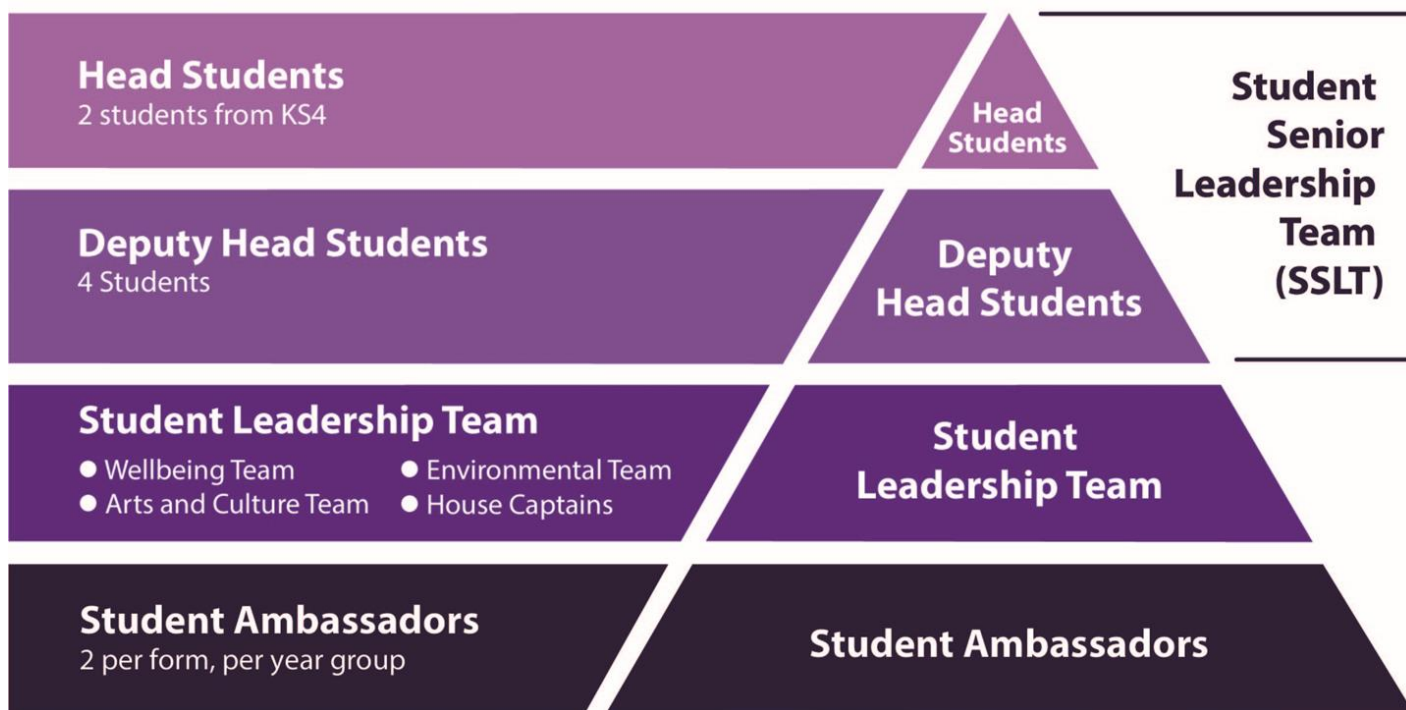


Personal Development
Wednesday 18th June 2025



Community of Opportunity...

Student Leadership Structure



Our Duke of Edinburgh cohort is all signed up and attending weekly meetings to get ready for the summers expedition section. 46 students are completing the bronze award with us this year, an all-time high!



Student Leadership Office - Hub





Follow Personal Development and PE on
Instagram for all the latest fixtures and events!

@schs_pe_pd



Southchurch Learning Behaviours

Thinking

Reflection

Collaboration

Resilience

Thinking – the ability to process, understand and make sense of new ideas.

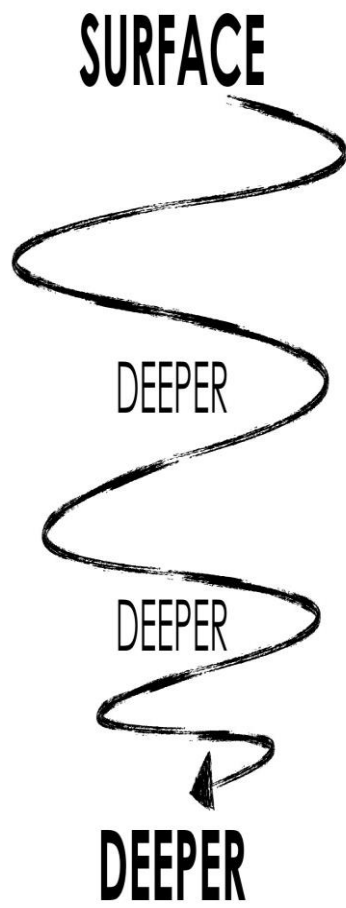
Reflection – the ability to think carefully about learning and experiences in order to improve

Collaboration – the ability to work effectively with others to reach a common goal

Resilience – the ability to preserve, adapt and recover when faced with challenges.

Our Year 7 Curriculum

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
year 7	En	En	En	En	Ma	Ma	Ma	Ma	Sc	Sc	Sc	PE	PE	Hi	Hi	Ge	Ge	Fr	Fr	Cs	Dr	RE	PSHE	Dt	Ar
year 8	En	En	En	En	Ma	Ma	Ma	Ma	Sc	Sc	Sc	PE	PE	Hi	Hi	Ge	Ge	Fr	Fr	Cs	Dr	RE	PSHE	Dt	Ar
year 9	En	En	En	En	Ma	Ma	Ma	Ma	Sc	Sc	Sc	PE	PE	Hi	Hi	Ge	Ge	Fr	Fr	Cs	Dr	RE	PSHE	Dt	Ar
10 North	En	En	En	En	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Sc	PSHE	PE	PE option		Humanities option		Option 3		Option 4				
10 South	En	En	En	En	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Sc	PSHE	PE											
11 North	En	En	En	En	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Sc	PE	PE option		Humanities option		Option 3		Option 4					
11 South	En	En	En	En	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Sc	PE												



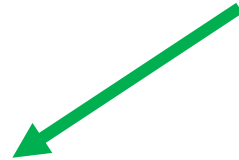
Why This Curriculum Model?



Our curriculum widens what students can access, attempt and become

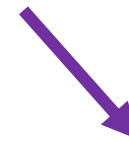
- Opens doors
- Levels the playing field: Builds strong foundations

Our School Values: At Southchurch High School, we are a community of **opportunity**, **learning** and **aspiration**.



Our curriculum promotes deep, connected, disciplined thinking

- Balances knowledge and skills
- Balances challenge with support
- Builds mastery, not just coverage



Raising expectations for what students can achieve

- High-quality, rigorous content
- Clear progression and challenge
- Aspirational exposure

Assessment at Southchurch

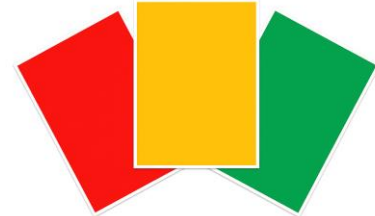


How We Check Learning:

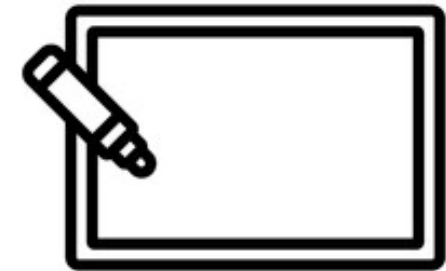
Formative Assessment Every Lesson.

To help students remember and apply knowledge, every lesson includes quick, low-stakes learning checks:

- Start-of-lesson retrieval
- Mini whiteboard quizzes
- RAG-card checks
- Targeted teacher questioning
- Self-assessment in green pen



You will need your RED AMBER GREEN cards for this activity.



How We Use Summative Assessment

- Key Tasks: Core subjects: 2 per half-term
- Non-core subjects: 1 per half-term
- Assessment Points (twice yearly) More formal assessments, in examination conditions.

Independent Learning

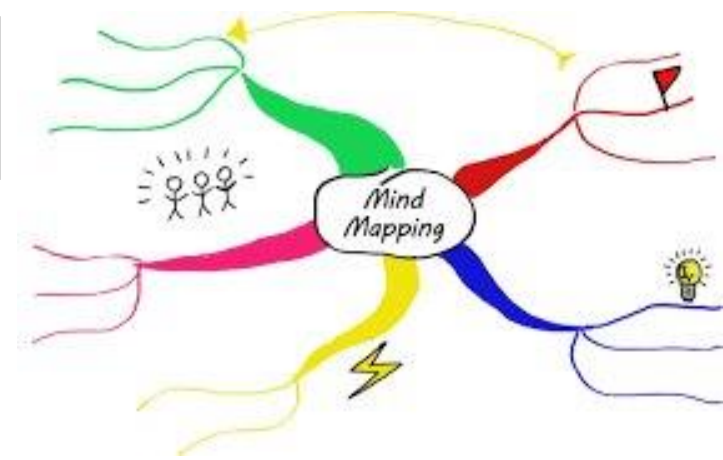
Flashcards



Great for:

- **quick** knowledge recall.
- They are ideal for revising subjects in which students have to learn a lot of **facts**.
- They are also **portable**.

The two main, evidence-informed strategies we teach our students to use are...



Mind maps

Great for:

- **condensing** the most important information from a large topic onto one page
- **In-depth** knowledge recall
- **linking** ideas together

Supporting your child to consolidate what they have learnt at school – what can you do at home?

1. Build routine – perhaps a certain subject per day?
2. A separate, quiet space reserved for study
3. Talk to them about what they have learnt that day
4. Teach time management – build their resilience but also break down tasks into manageable chunks
5. Check their revision – is it high quality?
6. Develop their organisation – ensure they bring their books back to school and are equipped to learn in all their lessons
7. Physical and mental wellbeing is also essential for success!

Supporting Our SEND Learners



Our Inclusive Approach to Supporting SEND Learners

Inclusive and High-Quality Teaching

Every teacher is a teacher of SEND, using inclusive methods and targeted interventions to support academic and personal growth.

Collaborative Support Network

Close cooperation among teachers, the SEND team, LSAs, pastoral staff, and families ensures tailored and evolving support.

Holistic Student Wellbeing

Focus on social, emotional wellbeing and safe spaces promotes confidence and inclusion beyond academics.

X

Date of birth:

Year group:

Tutor group:

House:

About Me:

I have a diagnosis of **ASD**

I work with the **SALT**

I prefer to be spoken 1:1 if I needed to be reminded about my behaviour or being on task.

I can get distracted quiet easily by other students, so please be mindful of where I sit.

I prefer to sit in the middle of the classroom.

Strategies to use:

1. Clear explicit instructions with clear reasons given.
2. Provide writing frames, sentence starters, prompts or keywords for tasks.
3. Allow time to process information, instructions and warnings.
4. Regularly check for understanding after a task has been given.
5. Sit next to a good role model.

SEND contact:

If you have concerns or questions please email:

HoY:

SEND link: [AGR/CFR/KBE](#)

SEMH:

ASD Individuals with Autism Spectrum Disorder (ASD) may experience difficulties with social communication and interaction, and they often exhibit restricted and repetitive behaviours or interests.

For X this presents itself as difficulties with processing information and understanding what has been asked of him. X will also find it difficult to express his thoughts and ideas in class. X finds it difficult to complete partner or group work.

Using the Pupil Passport to Understand Individual Needs

Supportive Environment

The Learning Hub provides a calm and structured space for SEND learners during break and lunchtime to feel safe and supported.

Positive Social Interaction

The hub encourages social skills development and friendship building in a low-pressure, supported environment.

Intervention

Targeted interventions take place in the Learning Hub both during form time and after school. These include interventions which focus on things such as; maths, reading, comprehension, social skills, speech and language and touch typing.

Target Setting

Clear, achievable targets are set focusing on academic progress and engagement by each classroom teacher and these are reviewed after each set of assessments.

The SEND department may set targets on social skills development which will be reviewed termly.

Implementation of Support

Targets are used to inform where intervention is needed.

Ongoing Review and Adjustment

Regular reviews evaluate progress and adapt targets and strategies to meet evolving student needs.

Why Reading is Important



The average reading age of a GCSE examination question is 15 years and 7 months, although it can be higher for some subjects. Here is an example:

Maths: “A cylindrical tank with a radius of 3.5 metres and height of 6 metres is filled to 80% capacity. Calculate the volume of water in the tank in cubic metres, giving your answer to two decimal places.”

It is not only their mathematical skills but also their literacy skills that are being tested. Research shows that vocabulary levels are a powerful predictor of GCSE outcomes, particularly in maths.

Accelerated Reader (How To)

READ, QUIZ, REPEAT!

Username are your
"firstnamesurname" and the
password is 'abc'.

EXAMPLE

User Name*

Password*

Log In



Read a book...

Choose a book from the library! Once you finish, you're ready to quiz.



Quiz...

Head to www.southchurchschool.com. Find the 'School Life' dropdown menu and select 'Library', then select the 'Accelerated Reader' tab. Login and quiz!



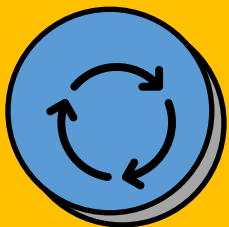
Climb the ladder in the library...

Every time you pass a quiz your word count will be contributed to and you will move up the ladder in the library.



Earn prizes and rewards...

Students are awarded ClassChart points and given certificates & prizes every term for taking part! There are also extra prizes for hitting word count goals!



Repeat!!

Quiz as many times as you like on all of the books you read!

Search for the book you would like.

Search for Books, Articles, or Quizzes

Enter a Title, Author, Quiz Number, or Keyword

dork diaries

Search

Help me find a book

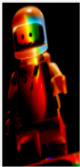
Articles you can read right now



Teenage Girls Have Led Language Innovation for Centuries



Why Forecasters Were Once Banned From Using the Word "Tornado"



Your Lego Castles Can Be Captured in 3D (There's an App for That)



Astronaut Who Walked On the Moon: "It Was Science Fiction to Us"

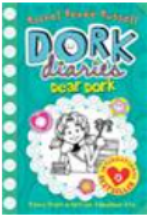


What Makes Soccer's Chants So Catchy?

See more >

19 Items Found

Sort By Relevance



Dear Dork

Book Audio Quiz
By Rachel Renée Russell

When Miss Know-It-All's inbox overflows with pleas for guidance, Nikki Maxwell, the school...

ATOS Level 4.5
Lexile® Level 720
Interest Level MY
Points 4.0
Quiz 224283 EN
Language English

Take Quiz

Vocabulary Practice

Start Quiz

Reading Practice

Start Quiz

Take the 'Reading Practice' quiz.

[< Back](#)

You passed this quiz!



70%

7 of 10 Correct



10.5 Points Earned

99750 Words Read

[View TOP](#)

Once the quiz is finished, it will let you know if the quiz was passed. If it was, it will also say how many words were in that book.

Keep an eye on your progress both on your profile, and on the ladder in the library.



My target is to be at **85%** or higher

Keep up the great work!

[Find More Books to Read](#)

QUIZZES PASSED

9

WORDS READ

831,200



Fiction Read: 0%

Non-fiction Read: 0%

Promoting Reading at Home

- How can we support our children?
- How can we promote book talk?
- How can we support reluctant readers?
- How can we make reading a focus?



Transition Reading



On Transition Day, all our incoming Year 7 students will be gifted a book by our library. We would like them to read that book over the summer holidays. Then:

- On their first day in form time, there will be an ice breaker where they tell their partner/classmates about their book and they will have a chance to swap amongst themselves
- Within the first few weeks of term, one of their English lessons will be in the library – they can become familiar with it but also carry out an Accelerated Reader quiz on their book so they can start earning points!

Mr Farmer
Assistant Headteacher

Maths Skills



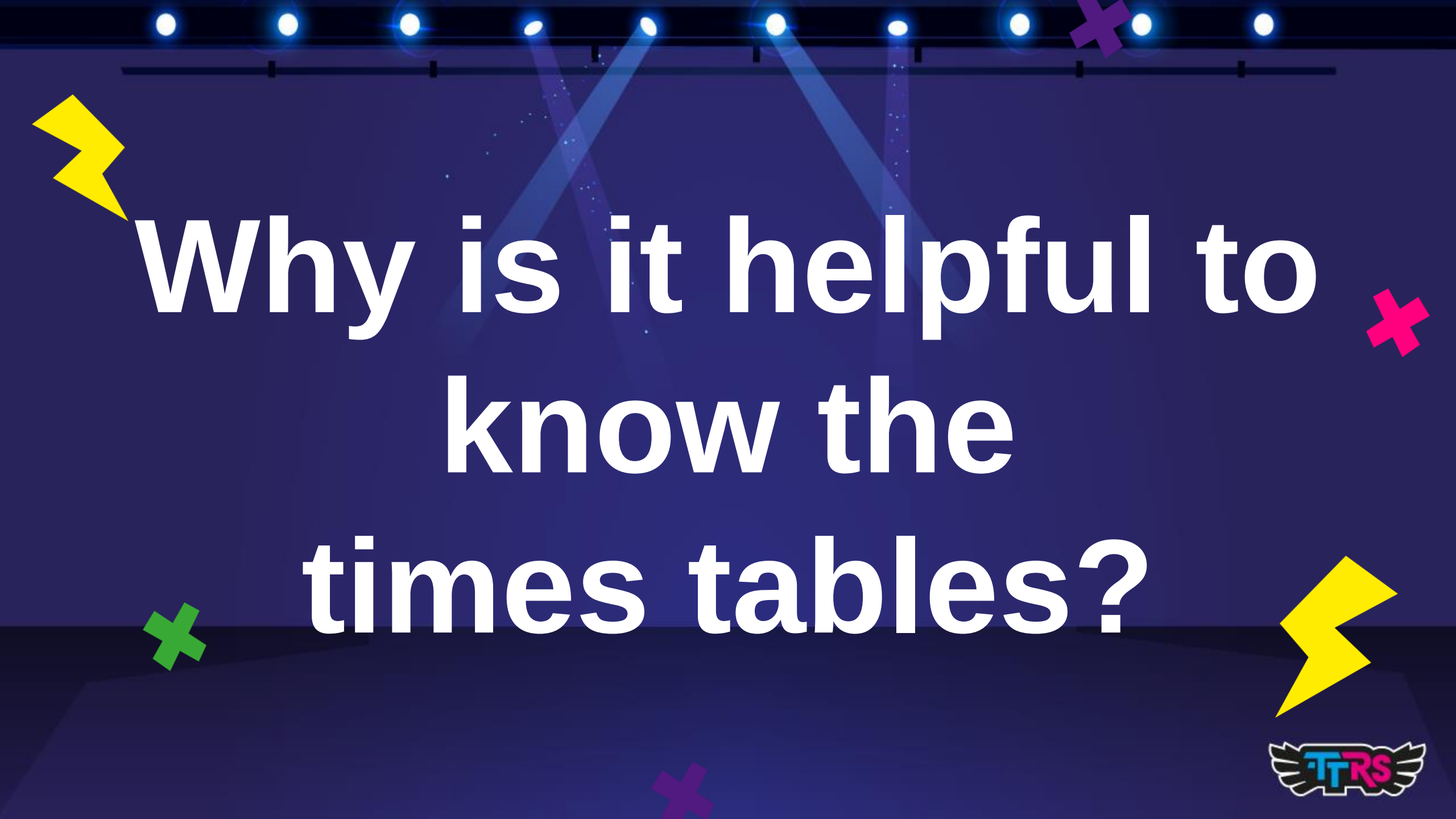
How to learn and remember maths

When just reading notes from lessons it has been proved:
66% of material is forgotten after 7 days
88% of material is forgotten after 6 weeks

Reading notes and text books leads to a mere 12%
retention of information

**To ensure students remember their maths they
need to keep practicing over and over again**



The background is a dark blue stage with a horizontal line of spotlights at the top. Several spotlights are on, casting beams of light down. There are several plus signs scattered around: a purple one at the top right, a pink one to the right of the text, a green one at the bottom left, and a purple one at the bottom center. A yellow lightning bolt is on the left, and another is on the right.

Why is it helpful to
know the
times tables?



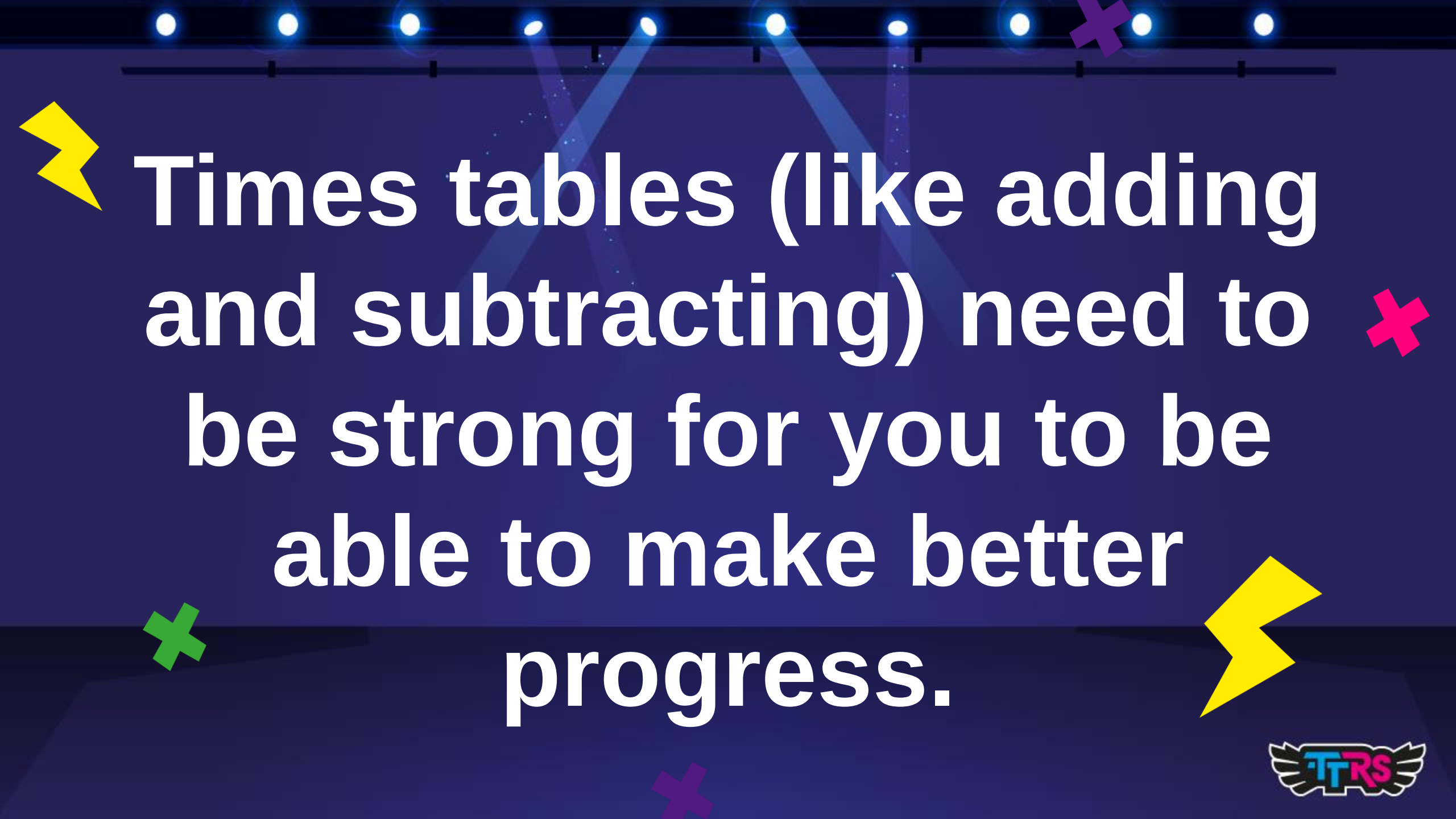
ALL THE EVEN MORE FUN STUFF
IF MATHS

GRAPHS, SHAPES & ALGEBRA
WERE A

FRACTIONS AND %
HOUSE

+ -





Times tables (like adding and subtracting) need to be strong for you to be able to make better progress.

- Here are the key benefits of knowing your times tables:
- Improved Mental Maths & Speed: Immediate recall eliminates the need to rely on fingers or calculators, speeding up calculations.
- Foundation for Complex Concepts: A solid understanding is essential for advancing to long multiplication, division, fractions, and algebra.
- Enhanced Problem-Solving: With basic multiplication facts memorized, the brain can focus on solving complex, multi-step problems.



- Here are the key benefits of knowing your times tables:
- Increased Confidence: Mastery reduces anxiety during math tests and in daily life.
- Real-World Application: Times tables are used in daily life for tasks such as calculating tips, managing money, measuring ingredients, and calculating time.
- Pattern Recognition: Knowledge of times tables helps individuals understand number relationships, such as recognizing that $3 \times 2 = 6$ also means $30 \times 20 = 600$

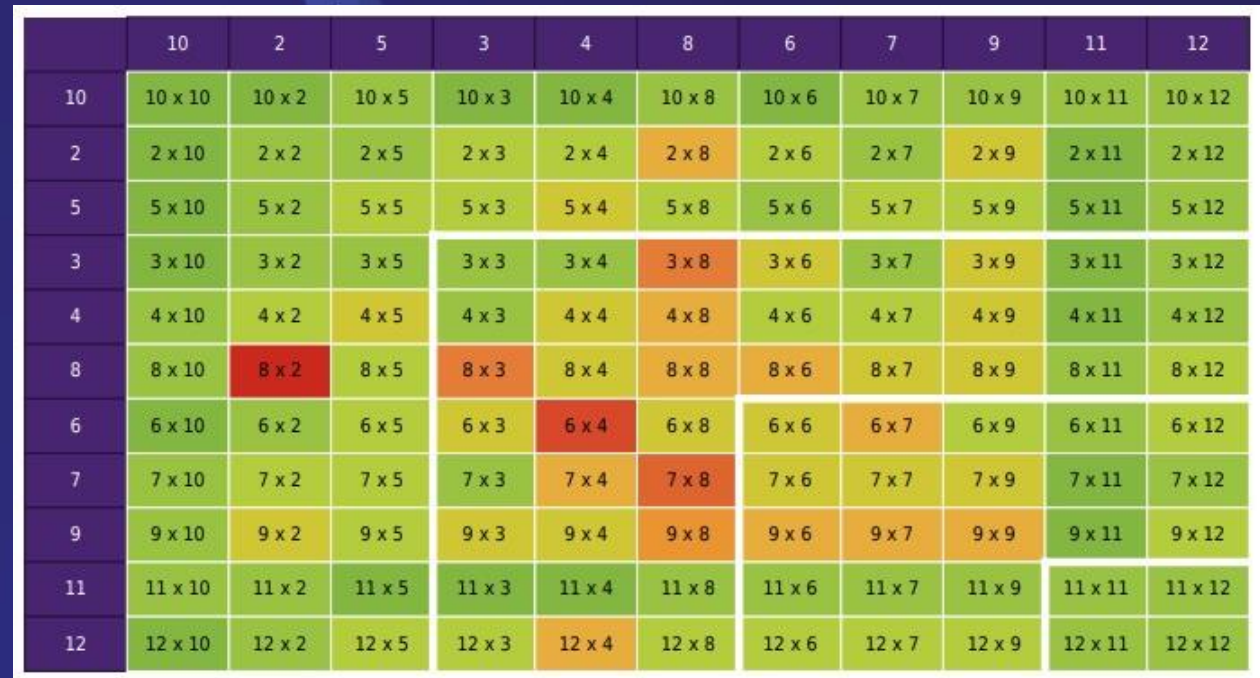
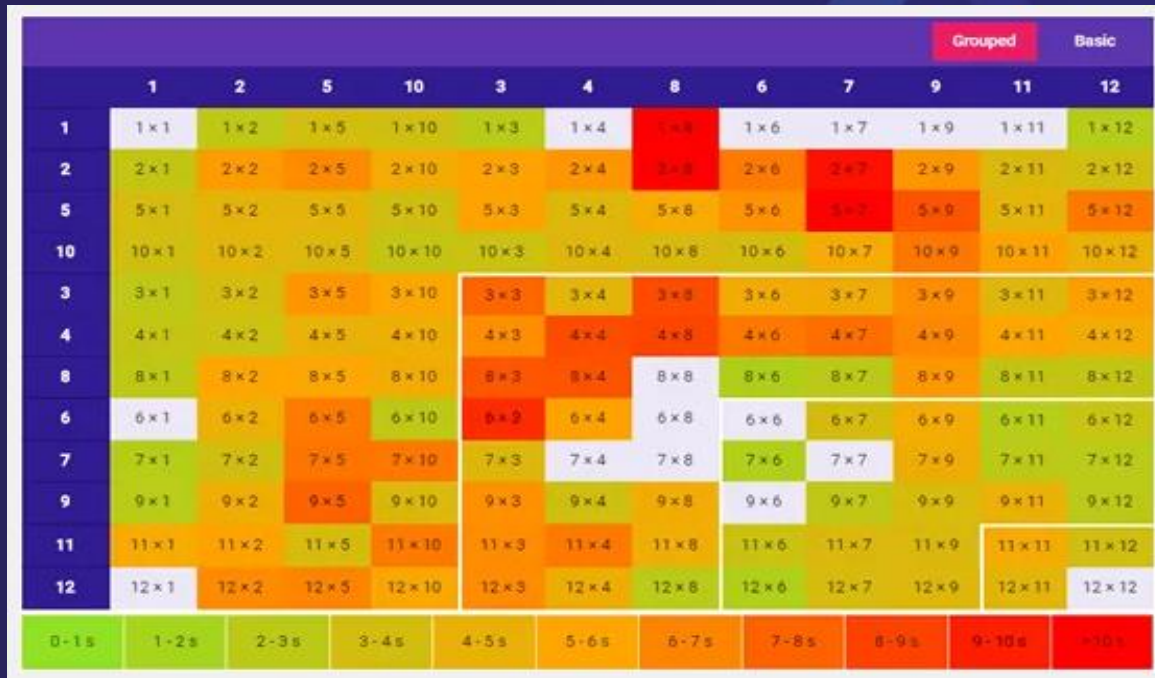


The background is a dark blue stage with several spotlights at the top casting beams of light. Various symbols are scattered around: a yellow lightning bolt in the top left, a purple plus sign in the top right, a pink plus sign on the right, a yellow lightning bolt in the bottom right, a green plus sign in the bottom left, and a purple plus sign at the bottom center.

TIMES TABLES ROCK STARS



The Student Heatmap





Student Rock Status

A bit of healthy competition

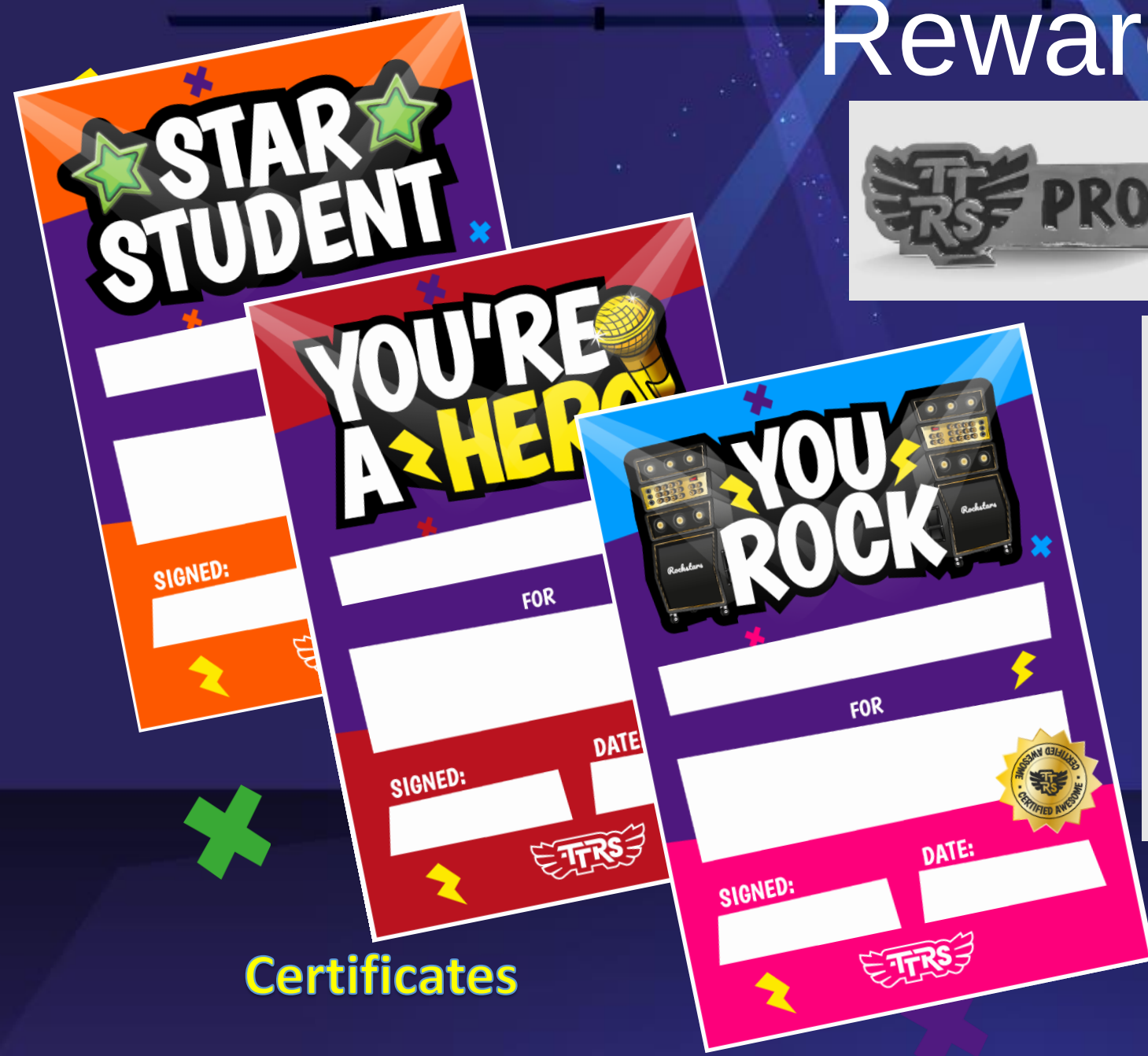
Rewards

Badges



Trophies

Certificates



A reduction in knowledge over
the summer

Students skills decrease from the time they do
their KS2 SATs to the time they start in Year 7.

Keep asking them questions over
the summer



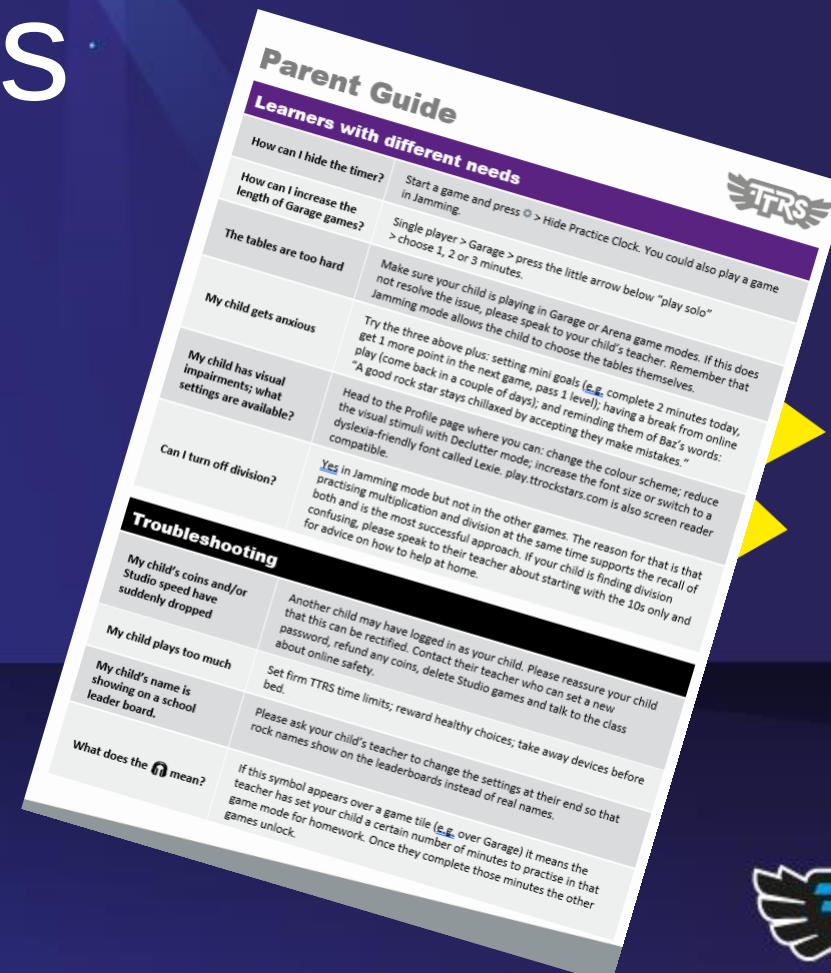
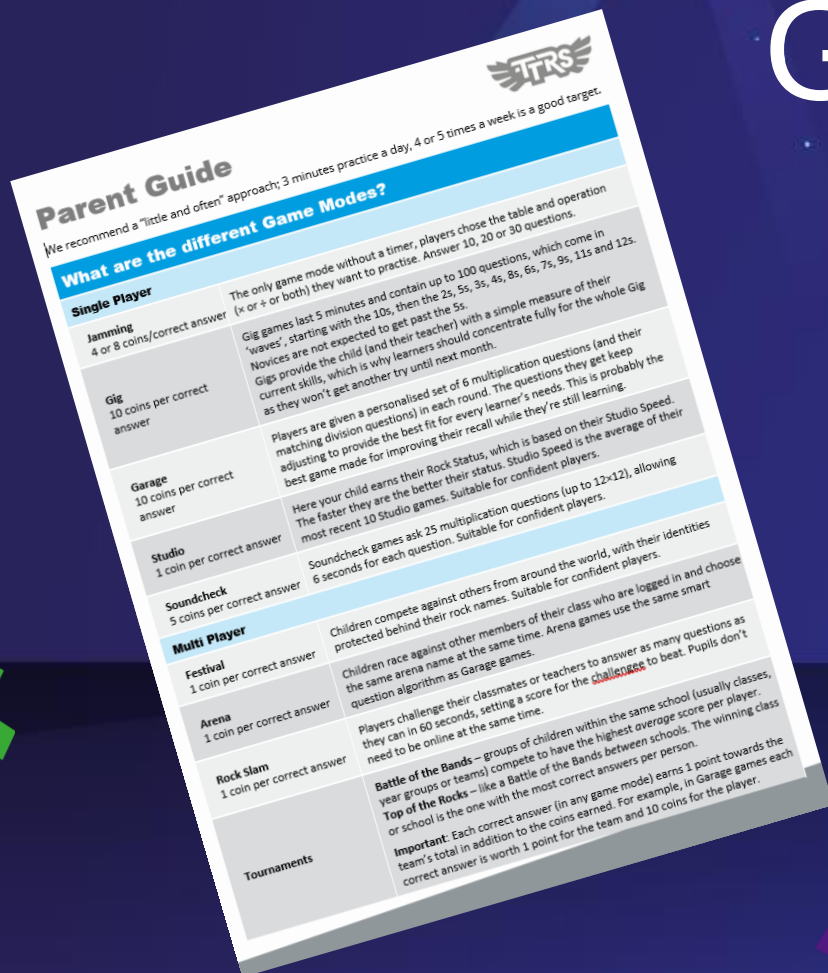
Keep asking questions over the summer

- In the car
- At home
- Recite specific x-tables out loud

X	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144



Login details, Times-table grids and Parent Guides





Miss Stockman

Head of Year 7

Head of Year Role



Pastoral care

Assemblies and workshops

Work alongside the tutor team

Praising for outstanding achievements

Marinating our high expectations

Being the 'go to' for year 7

Making us the best year group Southchurch has ever seen!

Our Core values



Be Present

Be Respectful

Be Consistent

The Transition



Southchurch High School Compulsory Equipment Placemat

You also need to have out

- Planner
- Reading Book

SOUTHCHURCH HIGH SCHOOL

Pencil Case

Calculator

Ruler

Sharpener Rubber

Whiteboard Pen

Whiteboard Pen

Pencil

Pencil

Black Handwriting Pen

Black Handwriting Pen

Green Pen

Green Pen

Any missing equipment will result in a 1 hour same day detention

TEAMS



Activity

Teams

Your teams

⋮

⚙

Join or create team

Activity

Teams

Assignments

Calendar

Calls

Files

Copilot

...

Apps

< All teams

Year 7 25-26

...

Home page

Class Notebook

Classwork

Assignments

Grades

Reflect

Insights

Channels

General

General

Posts

Files

+

Meet

ⓘ

...

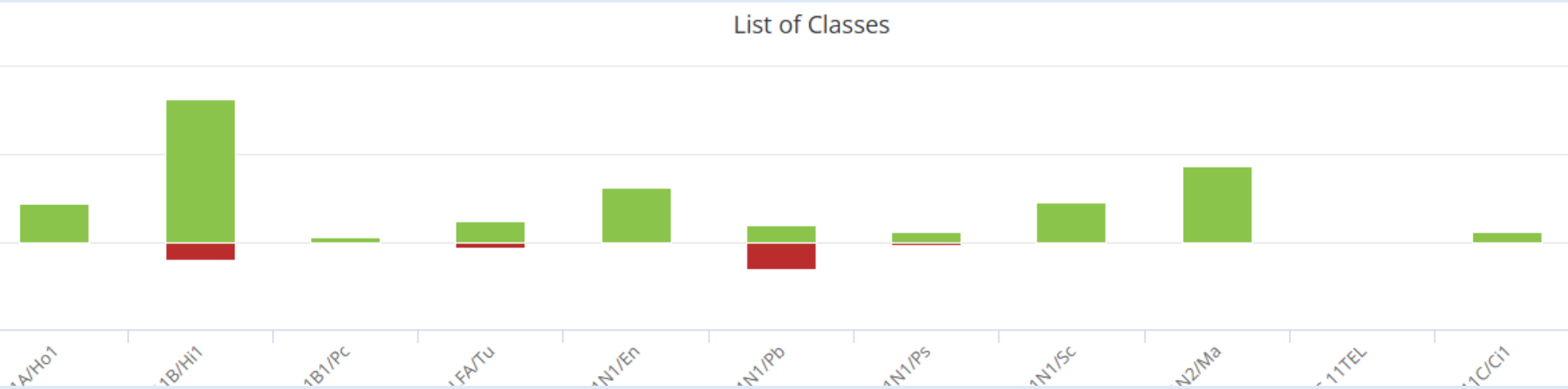
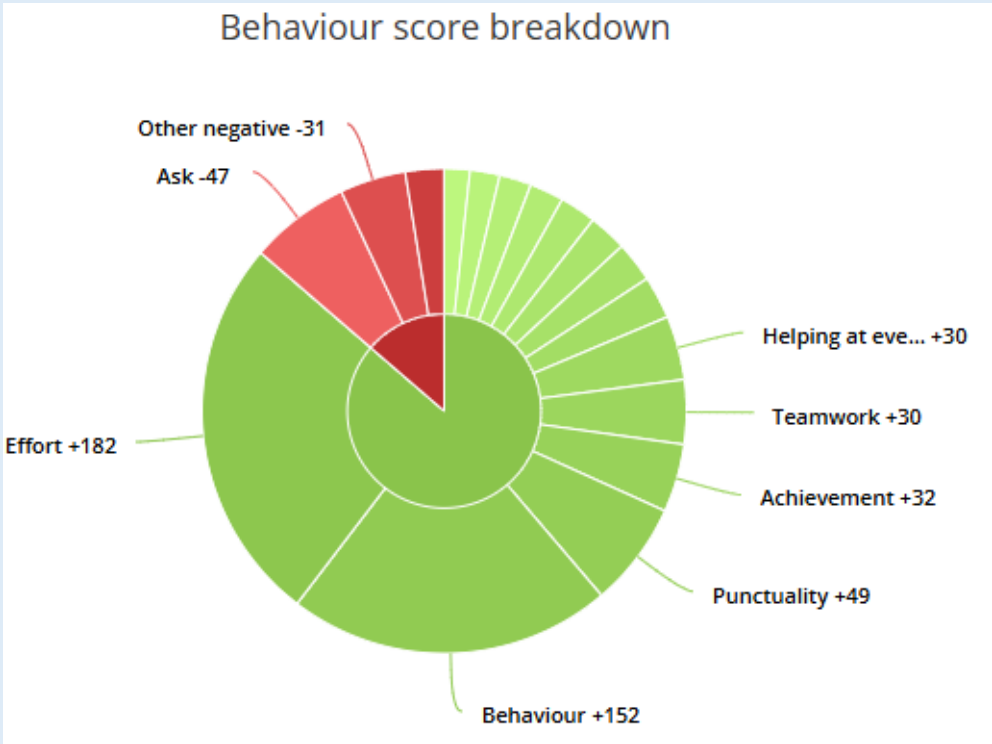
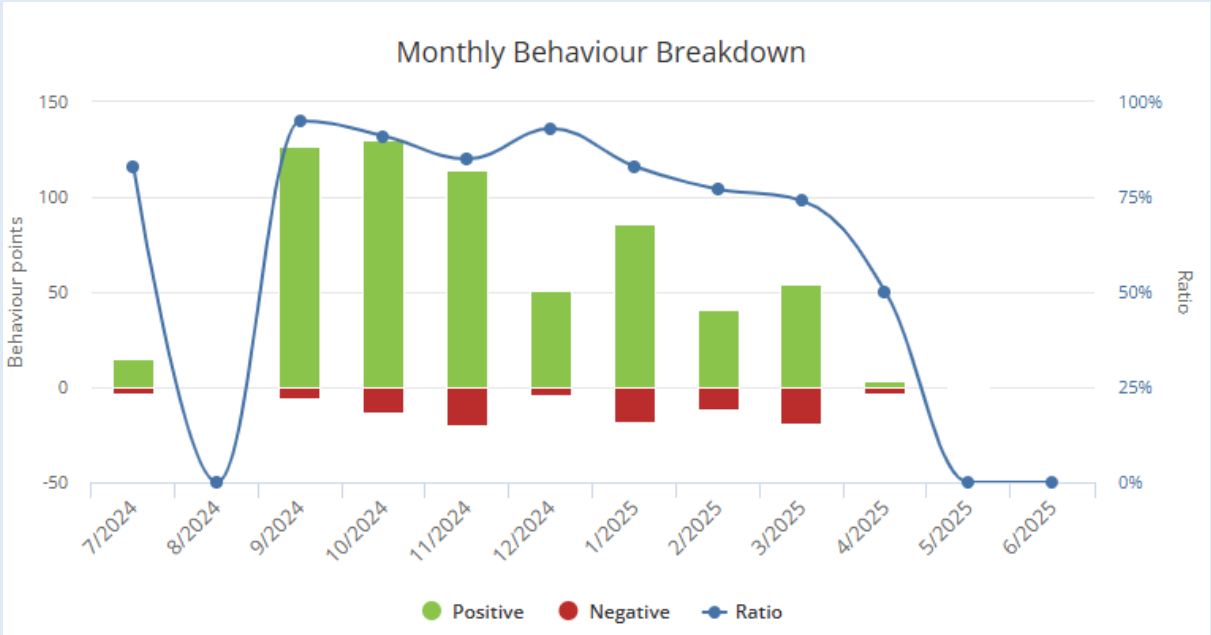
Welcome to Year 7 25-26

Choose where you want to start

Upload Class Materials

Set up Class Notebook

Classcharts



Classcharts – for student and parent



 Behaviour

 Homework

 Detentions

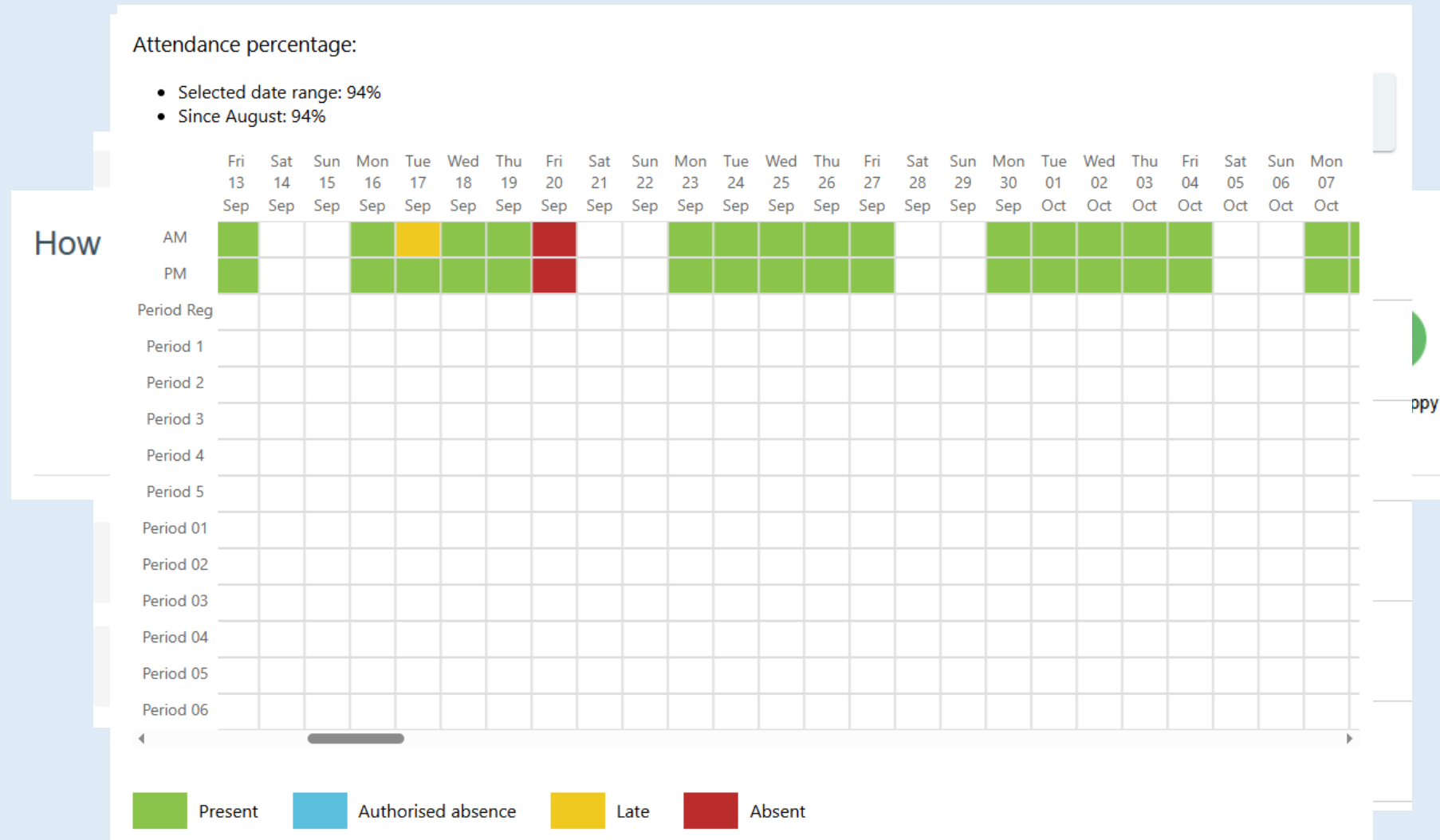
 Classes

 Wellbeing

 Timetable

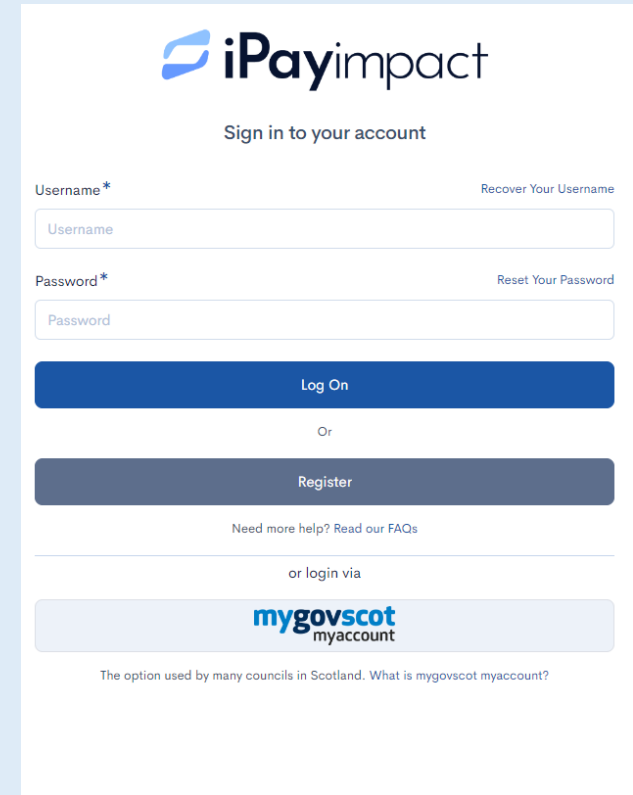
 Attendance

 Badges

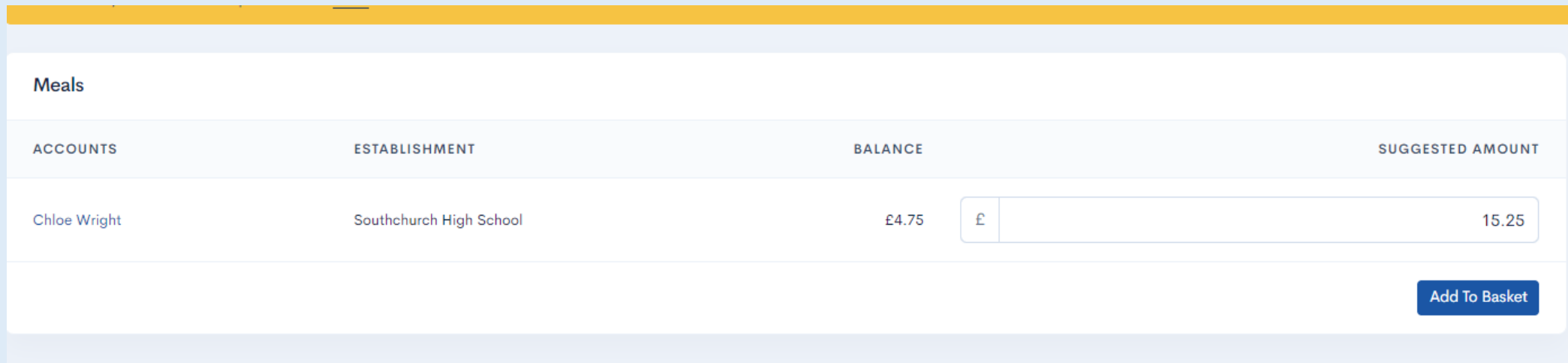


iPayimpact

- Cashless school
- Load money onto iPayimpact account
- Pay for trips and events in school
- Top up as needed



The image shows the iPayimpact login and registration page. At the top is the iPayimpact logo. Below it is the text "Sign in to your account". There are two input fields: "Username*" and "Password*", each with a "Recover Your Username" and "Reset Your Password" link respectively. Below the password field is a blue "Log On" button. Underneath is an "Or" separator, followed by a grey "Register" button. Below the register button is a link "Need more help? Read our FAQs". At the bottom, there is a section "or login via" with a "mygovscot myaccount" button. Below this button is a small text note: "The option used by many councils in Scotland. What is mygovscot myaccount?"

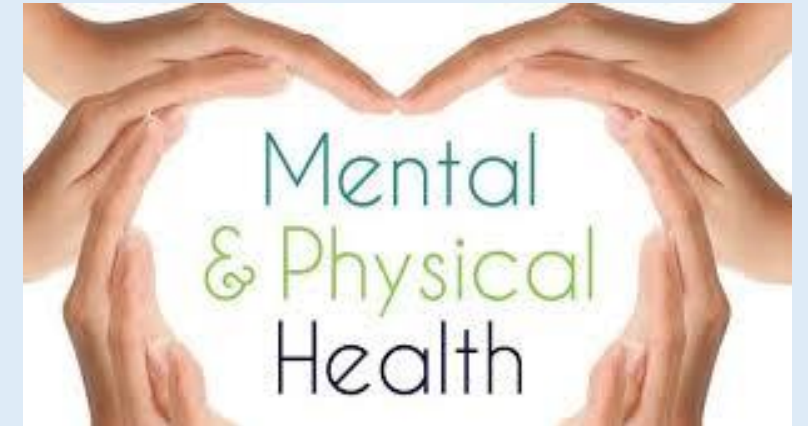


The image shows a table with account information. The table has four columns: ACCOUNTS, ESTABLISHMENT, BALANCE, and SUGGESTED AMOUNT. The first row shows "Chloe Wright" under ACCOUNTS, "Southchurch High School" under ESTABLISHMENT, "£4.75" under BALANCE, and "15.25" under SUGGESTED AMOUNT. There is a currency symbol "£" next to the balance. Below the table is a blue "Add To Basket" button.

ACCOUNTS	ESTABLISHMENT	BALANCE	SUGGESTED AMOUNT
Chloe Wright	Southchurch High School	£4.75	15.25

Add To Basket

Pastoral and Wellbeing Support





Contact Details

Miss Stockman: Head of Year

Miss Caten: Pastoral Support

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Hear from one of our Year 7 student leaders!