



WELCOME
WE'RE GLAD YOU'RE HERE!

Year 7
2022 intake



1. We learn together
2. We belong to this community
3. We are proud of ourselves and each other
4. We have consistently high expectations



A word cloud centered around the word "Ambition". The word "Ambition" is the largest and most prominent. Other large words include "Career", "Vision", "Effort", "Development", "Aspiration", "Target", "Inspiration", "Enthusiasm", "Goal", "Success", "Achievement", "Business", "Dedication", "Vigor", "Determination", "Character", "Passion", "Plan", "Imagination", "Growth", "Win", "Leadership", "Desire", "Aim", "Opportunity", "Energy", "Power", "Wealth", "Diligence", "Pretension", "Winner", "Objective", "Positive", "Professional", "Personal", "Spirit", "Dream", "Character", "Determination", "Passion", "Plan", "Imagination", "Growth", "Win", "Leadership", "Desire", "Aim", "Opportunity", "Energy", "Power", "Wealth", "Diligence", "Pretension", "Winner", "Objective", "Positive", "Professional", "Personal", "Spirit", "Dream".

Ambition

Career, Vision, Effort, Development, Aspiration, Target, Inspiration, Enthusiasm, Goal, Success, Achievement, Business, Dedication, Vigor, Determination, Character, Passion, Plan, Imagination, Growth, Win, Leadership, Desire, Aim, Opportunity, Energy, Power, Wealth, Diligence, Pretension, Winner, Objective, Positive, Professional, Personal, Spirit, Dream, Character, Determination, Passion, Plan, Imagination, Growth, Win, Leadership, Desire, Aim, Opportunity, Energy, Power, Wealth, Diligence, Pretension, Winner, Objective, Positive, Professional, Personal, Spirit, Dream.

Holmes Chapel Comprehensive

Three connected parts of one school

Primary school

Lower School

Upper School

Sixth Form College

HCCS Lower school - Years 7 and 8

- Transition
- Challenge and support
- Culture of engagement
- Building potential
- Building relationships
- Securing the foundations of learning

HCCS Upper school - Years 9 to 11

- Increased specialisation
- Attainment and progress focus
- Support and intervention
- Maximising potential
- Advice and guidance - next steps

HCCS College - Years 12 and 13

- Level 3 qualifications
- High level of specialisation
- Independent, taught and guided study
- High level of autonomy
- Advice and guidance - next steps



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Lower School

Building relationships and securing the foundations of learning

Lower School Hub Years 7 & 8

| | |
|---|--|
| Director | Helena Collison |
| Learning Manager | Heather Hughes |
| Welfare Managers | Tara Bowles Rachel Cooper Laura Chaloner Mattin |
| Support Officers | Lizzy Broxton Jess Jones |
| Behaviour Mentor | Holly Pridham |
| Safeguarding and Child Protection Lead | Emily Bagshaw |

| | |
|------------|---|
| 7AH | Rachel Mee |
| 7AC | Isobel Lawrence |
| 7CC | George Bell |
| 7CH | Izabela Laskowska |
| 7MH | Liam Beard |
| 7MC | Deleasa Davies |
| 7TH | Tom Mitchell & Trev Capewell |
| 7TC | Amanda Watmough |

Lower School expectations

Happiness is the new rich. Inner peace is the new success. Health is the new wealth. Kindness is the new cool.



START HERE >>
and see how far you
can go



Helping others to be the best version of themselves.

Modelling this expected behaviour to everyone else and **persevering** with that - even when outside factors might make that challenging.

Being **safe**. Being **kind**. Trying your best. Showing **respect** to yourself, others and your environment.



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But we understand different feelings...

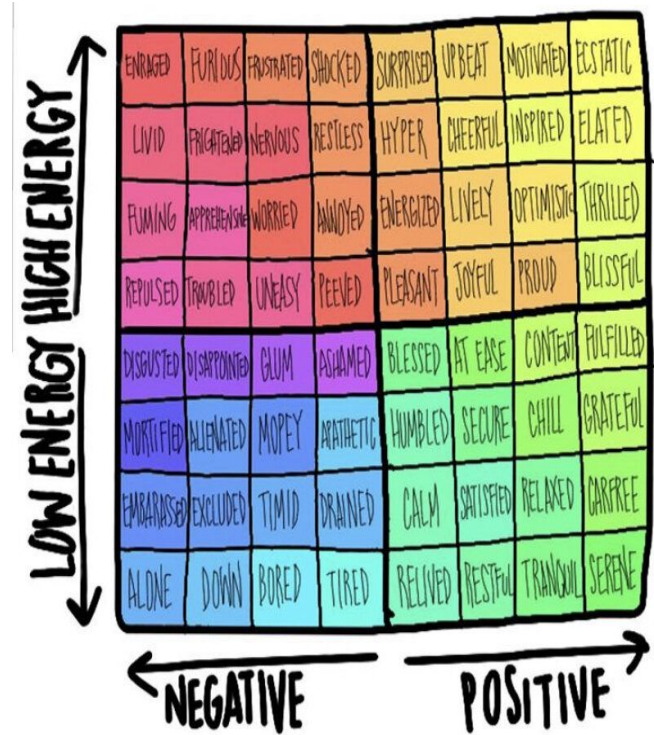
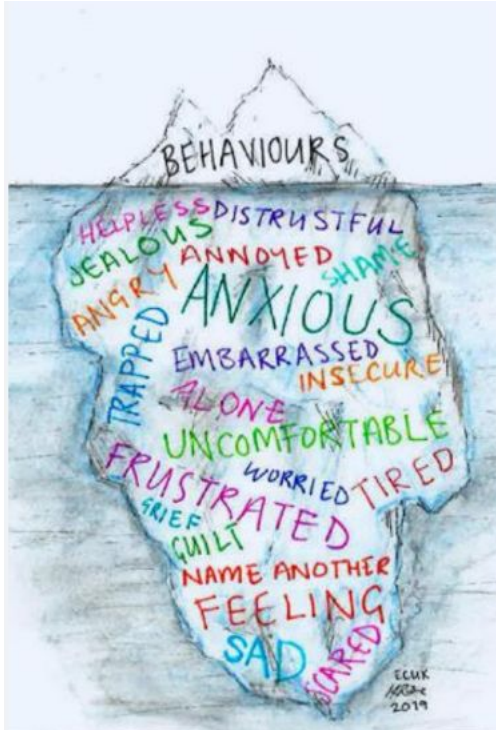


and we will help each other to cope with these so that we can still try our best to achieve at least our core expectations



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And we encourage discussion of different feelings...



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| | | | | | | | |
|-------------|--------------|------------|-----------|-----------|-----------|------------|-----------|
| ENRAGED | FURIOUS | FRUSTRATED | SHOCKED | SURPRISED | UPBEAT | MOTIVATED | ECSTATIC |
| LIVID | FRIGHTENED | NERVOUS | RESTLESS | HYPER | CHEERFUL | INSPIRED | ELATED |
| FUMING | APPREHENSIVE | WORRIED | ANNOYED | ENERGIZED | LIVELY | OPTIMISTIC | THRILLED |
| REPULSED | TROUBLED | UNEASY | PEEVED | PLEASANT | JOYFUL | PROUD | BLISSFUL |
| DISGUSTED | DISAPPOINTED | GLUM | ASHAMED | BLESSED | AT EASE | CONTENT | FULFILLED |
| MORTIFIED | ALIENATED | MOPEY | APATHETIC | HUMBLED | SECURE | CHILL | GRATEFUL |
| EMBARRASSED | EXCLUDED | TIMID | DRAINED | CALM | SATISFIED | RELAXED | CAREFREE |
| ALDNE | DOWN | BORED | TIRED | RELIVED | RESTFUL | TRANQUIL | SERENE |



We demonstrate consistently high expectations

SCORE

Behaviour Choice

Outcome

1

Exceptional - You actively engage in learning, demonstrating excellent behaviour and attitudes. You challenge yourself and consistently demonstrate exceptional progress. You support others in their learning.

Success, Progress, School Prizes, Postcards Home.

+2 house points! Celebrate this!

2

Expected - You quickly follow instructions demonstrating politeness and respect to others. You are focussed on your work and you are making progress.

Success, Progress, Postcards Home.

+1 house point. Celebrate this!

3

Lost Learning - You are misusing learning time and you have to be reminded about how to behave in order to meet expectations. Your behaviour is having a negative impact on your progress.

Discussion with teacher. Catch up with work missed.

**-1 behaviour point.
Talk to them (5 mins ASAP).**

4

Disruption- You are disrupting the learning of others or you are demonstrating a lack of respect.

Discussion with Head of Faculty. Catch up time. Contact home.

**-2 behaviour points.
Head of Faculty or Learning Manager to discuss with them (20 mins)**

5

Defiance- You are demonstrating serious defiance or disruption, or your behaviour is having a negative effect on the safety and wellbeing of yourself or others.

Discussion with hub or senior leader. Contact home.

**-3 behaviour points.
Welfare Manager to discuss with them (removal from lesson plus appropriate consequence)**

For ALL behaviours, it is important that we talk to students about the choice they have made, if necessary, how they might need to make different choices in the future. Make sure and seek confirmation that they understand this.



We demonstrate consistently high expectations



Being **safe**. Being **kind**. Trying your best.
Showing **respect** to yourself, others and your environment.



Listen. Comply. (No need for staff to ask twice)

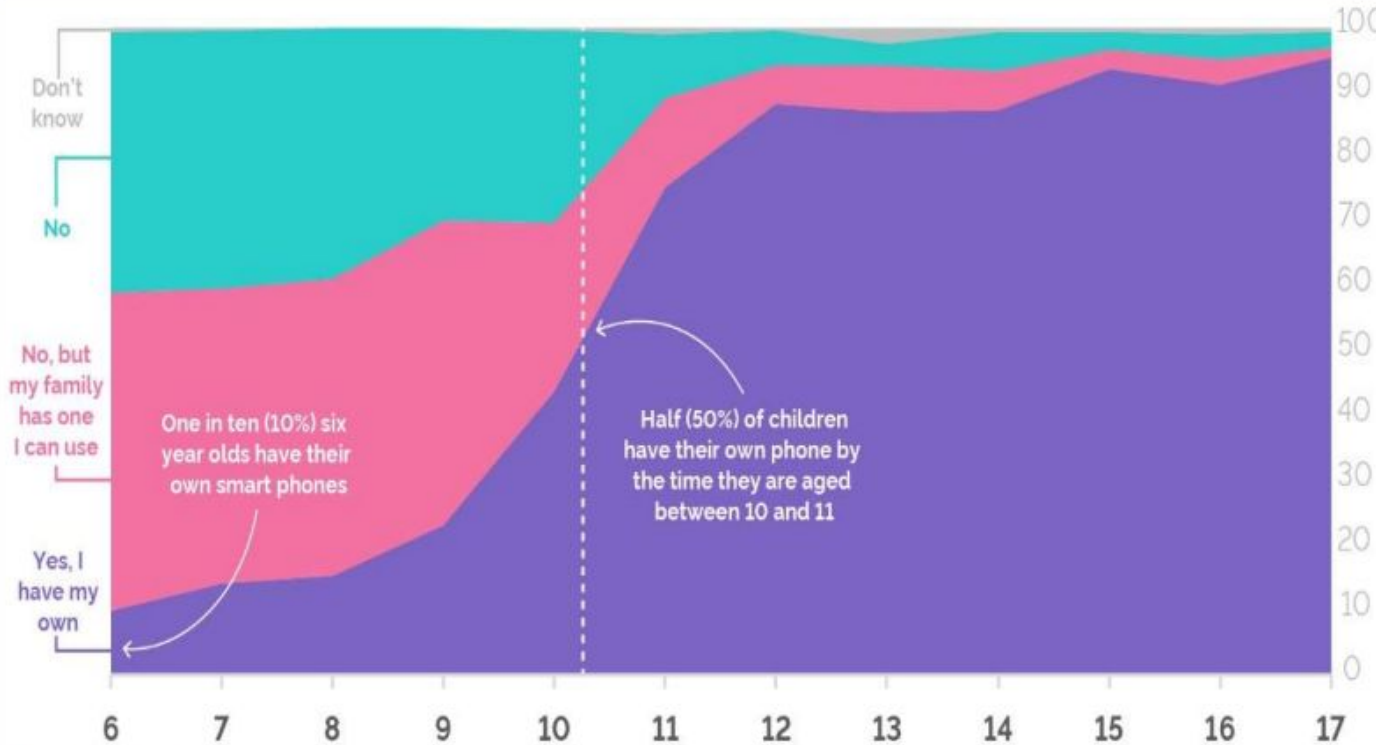


Online Safety



When do British kids get their own smart phones?

Do you have access/ are you able to use any of the following devices? (% of 2,160 GB children aged between 6 and 17, answers for "smart phones" shown)



Young people are digital natives but they don't yet have the capacity to navigate safely.

Y6 get mobile phone - vast majority by secondary school - greater independence

Age Restrictions for Social Media Platforms

What is the minimum age for account holders on these social media sites and apps?

Under 13



Roblox



PopJam



FaceTime

13+



Twitter



Facebook and Messenger



Viber



WeChat



Monkey



Yubo



Dubsmash



Instagram



TikTok



Skype



Google Hangouts



Reddit



Snapchat



Pinterest

16+



WhatsApp



Telegram Messenger



Tumblr

17+



Line



Sarahah



Tellonym



Instagram 12+
 Instagram, Inc.
 #2 in Photo & Video
 ★★★★★ 4.8, 16.7M Ratings
 Free

iPhone Screenshots



Snapchat 12+
 Share the moment
 Snap, Inc.
 #3 in Photo & Video
 ★★★★★ 3.8, 3670k Ratings
 Free - Offers In-App Purchases

iPhone Screenshots



TikTok - Make Your Day 12+
 Real People. Real Videos.
 TikTok Inc.
 #1 in Entertainment
 ★★★★★ 4.8, 62.5k Ratings
 Free - Offers In-App Purchases

Screenshots iPhone iPad



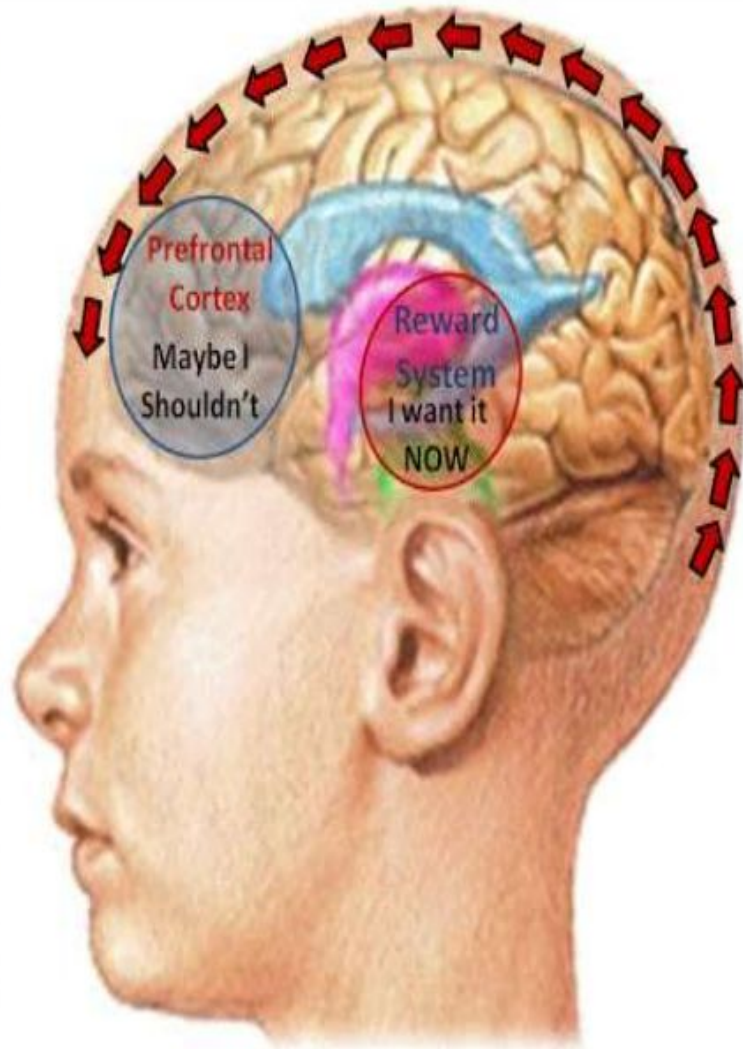
Prefrontal cortex

Controls decision making, self control and will power.

Fully developed in females at 24yrs and males at 30yrs.

The prefrontal cortex in a teenager has been likened to a car with an accelerator but no brake.

At this age risk-taking is high and impulse control is low.



Supporting Parents and Carers with mobile phone use

- Talk to you child regularly about their mobile phone use
 - Encourage them to be open
 - Reassure them that they won't get in trouble if things go wrong
- Make sure privacy settings are set correctly, updated and checked regularly
- Know your child's pass code; the child doesn't own the phone
- Carry out frequent and random phone checks
- Keep phones downstairs - have a shared charging point downstairs and check that their phone (not just the case) is there
- Encourage hobbies and interests which are not technology based
- Let children be bored; this is when creativity occurs and reveals their talents



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Useful links

<https://www.internetmatters.org/parental-controls/>

<https://www.thinkuknow.co.uk/>

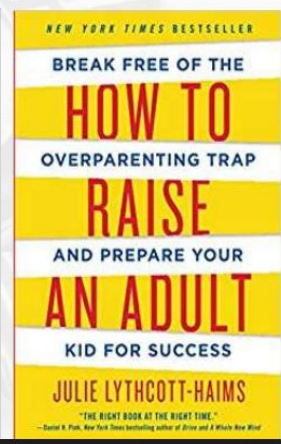
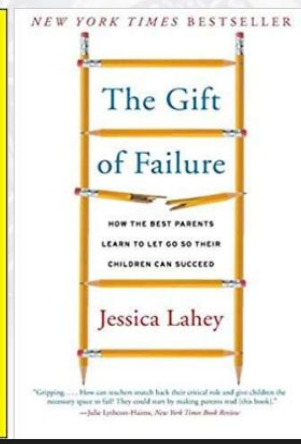
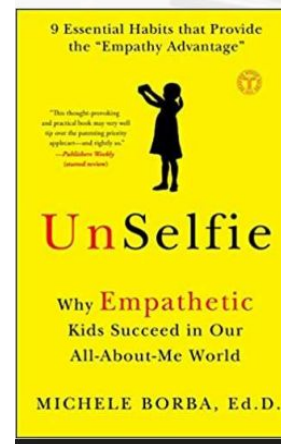
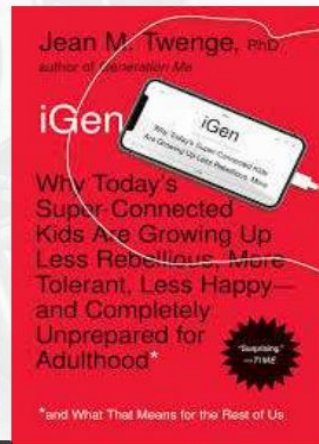
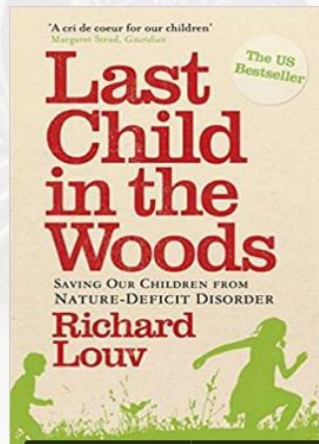
<https://www.childline.org.uk/>

<https://www.cheshire.police.uk/>



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Further reading for parents



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Lower School

Building relationships and securing the foundations of learning

Search...

Holmes Chapel Comprehensive School & Sixth Form College
'Preparing Learners for a Changing World'

My Child at School Student Portal Homework Support

Curriculum & Learning

Lower School

Key Stage 3, Years 7 & 8

Upper School

Key Stage 3, Year 9
Key Stage 4, Years 10 & 11

Learning Manager Team

Careers Learning Centre Learning @ Home Curriculum Policy



Student

User Name

Password

Log In >

[Change Your Role](#) | [Forgot Your User Name?](#)

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hegartymaths

For parents [Student log in](#) [Teacher log in](#)

Enter your details

Logging into Holmes Chapel Comprehensive School. Not your school?

First name

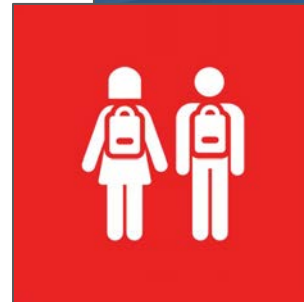
Last name

What's this for?

T January 2006

What's this for?

Next





Lower School

Building relationships and securing the foundations of learning

Literacy Reminders

1. Every pupil should have a book to read at the beginning of each lesson. Any problems with this, please ask your child to speak to their form tutor or Miss Moores, our librarian.
2. Every Lower School student has one lesson a fortnight in the Learning Resource Centre (LRC), this is for independent/group reading and research skills.
3. It is important that your child reads outside of lesson and quizzes on the books they have read using our Accelerated Reading Programme.
4. Throughout the year, your child will take a STAR reading test which assesses their reading ability and determines their reading age. This will be communicated to you through their interims.

What can you do to help?

Encourage them to read as much as possible.

Discuss books!
Book adaptations, books they've read in class, autobiographies about people they know. . .

BEING "LITERATE"

8 (b)

A

While the **average reading age** of the exam materials was found to be 15 years and seven months – the correct ... students' actual **reading age** was found to be lagging significantly behind at an **average** of just 10 years and seven months

e number 5?

1

environment.

1 (a) (i)

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ACCELERATED READER



Finding the right book level for your child!

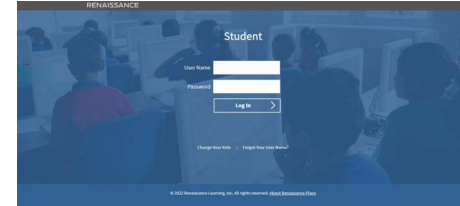
The Accelerated Reader programme uses this system of levelling books.

Our LRC also uses this system.

The aim is that children will be reading regularly the books that will help them the most:
More enjoyment! More progress!

ACCELERATED READER

Students were provided with their login details during the LRC lessons.



Years 7 - 9

Complete a reading test

The boy was bending down and _____ his shoes.

- 1 baking
- 2 awaking
- 3 tying
- 4 stirring

Read books within their ZPD



Complete quizzes on the books they have read

Greg hoped to change his situation at school by ---.

- A being elected Treasurer for student government
- B trying out for the football team
- C winning the school photography contest
- D wearing Rodrick's old heavy-metal T-shirts

Google Classroom: accessing classwork and homework

How does my child log onto their Google Workspace?



1. click on the Google 'G' on the <https://www.hccs1978.co.uk/> homepage
2. enter their school Gmail address 22surname@stu.hccs.info
3. Then enter their password.

- In their first Computing lesson the children changed the default Google Workspace password **hccshccs** to the same one as their network password.
- Each tutor group and class has their own Google Classroom.
- Lessons and homework can be accessed on Google Classroom: if your child is ill or they want to revisit what they have been learning.

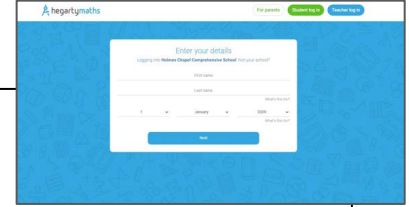
Bromcom and Hegarty Maths

Bromcom: Student App



- Timetable
- Behaviour
- Subject information (class and teacher)
- Students receive an email with their login details (school ID 11529).
- The app can be downloaded onto a Smartphone.

Hegarty Maths



- Online resource that allows students to test their maths skills and get feedback on their progress.
- This is set up by the maths department.

Lower School

Building relationships and securing the foundations of learning



Key Dates

| | |
|-----------|--|
| September | <ul style="list-style-type: none">• Transition and baseline testing• All About Me tasks completed• Parent Information Evening |
| October | <ul style="list-style-type: none">• Curriculum information shared online• Google classroom guidance for parents |
| November | <ul style="list-style-type: none">• Learning Passport Part 1 |
| December | <ul style="list-style-type: none">• Interim report 1 published - (information about your child's progress and attitude to learning)• Winter Festival and Christmas Concert: 1st December• School Production: 8th & 9th December• Learning Passport Part 2 |
| February | <ul style="list-style-type: none">• Year 7 residential w/c/ 13th Feb• Mid year assessments - w/c/ 27th Feb |
| March | <ul style="list-style-type: none">• Interim report 2 published |
| May | <ul style="list-style-type: none">• Year 7 Parent evening |
| July | <ul style="list-style-type: none">• End of year assessments and interim report 3 |

Keeping in touch with each other

Manners
are the
happy way
of doing
things.

-Ralph Waldo Emerson

Conversations matter! Keeping in touch and letting us know how things are going is important in keeping our children safe, cared for and on track.



PATIENCE IS

THE CALM ACCEPTANCE THAT
THINGS CAN HAPPEN IN A
DIFFERENT ORDER THAN THE
ONE YOU HAVE IN MIND.

- **Parental expectations**... getting in touch...phone and email
- **Protocols**... respect, trust, manners, being polite, patience
- **Response time**... 48 hours please!

Asking questions and keeping in touch



| What's the issue? | Who to contact | Email |
|------------------------------------|--|--|
| Concerns about welfare or progress | Your Child's Form Tutor | firstname.surname@hccs.info |
| Learning and curriculum | Lower School Learning Manager - Heather Hughes | lowerschool@hccs.info |
| Pastoral and welfare | Lower School Welfare Managers Tara Bowles, Rachel Cooper and Laura Chaloner-Mattin | |
| Special Educational Needs | SENCO- Clair Bailey Learning Support Transition Lead- Louise Guy | clair.bailey@hccs.info louise.guy@hccs.info |



Tutor rooms

| | | |
|-----|------------------------------|---------|
| 7AH | Rachel Mee | SF3 |
| 7AC | Isobel Lawrence | |
| 7CC | George Bell | SF4 |
| 7CH | Izabela Laskowska | |
| 7MH | Liam Beard | SF1 |
| 7MC | Deleasa Davies | |
| 7TH | Tom Mitchell & Trev Capewell | Theatre |
| 7TC | Amanda Watmough | |



Tutor slides

7...

Tutor's name:

I am a teacher of...

You can contact me via email...



What have we been doing in tutor time?

- All About Me
- My Curriculum
- Enrichment
- Sharing our thoughts and asking questions
- Making new friends

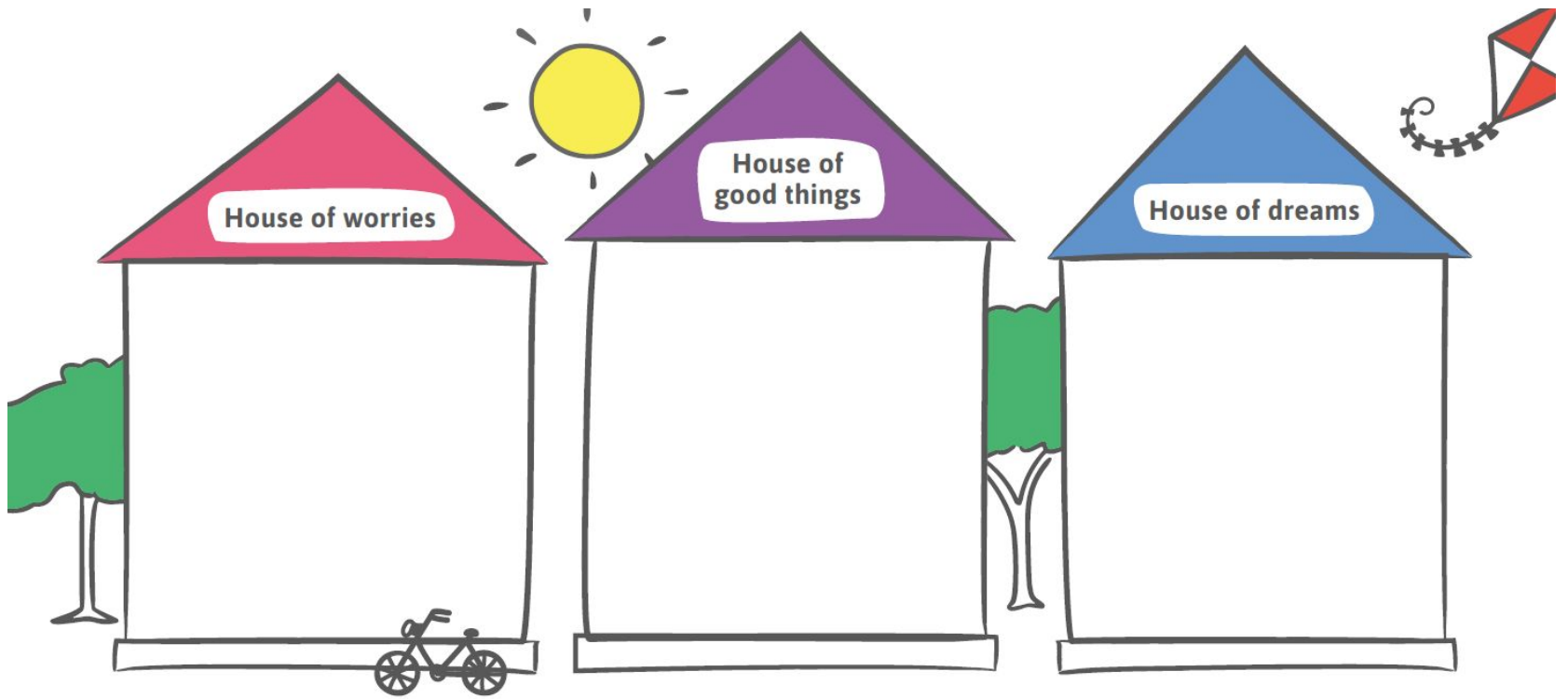




Getting to know you

so we can know how to support and guide you in the best way!





TOGETHER (1) We learn (2) Belong to this community (3) Are proud of ourselves and each other (4) Demonstrate consistently high expectations

YEAR 7

All about ME: Miss Hughes

Hi Everyone, I am Miss Hughes, the Lower School Learning Manager and an enthusiastic Teacher of English and Media. I have been teaching at Holmes Chapel Comprehensive School since 2009, but previously I have taught in Biddulph and Holland. My fondest memories of HCCS are the Menai residentials the Conwy Centre. The fancy dress disco is always fun.



My friends would describe me as 'a glass half full' sort of person, I always like to find positives in everything that I do. I believe that nothing is impossible, if you put your mind to it.



I was born in Cheshire and have remained here for most of my life. I live with my lovely dog All who is now 13 years old and my parents and Grandma live about 10 minutes away on a smallholding where I keep my two horses, called Wise Guy and Lady. We also have chickens, cats (Percy and Pippa) and wild deer.

My sister recently got married which was a lovely occasion as most of the family were able to attend. My Mum's side of the family are Scottish, so on occasions I will use the Scottish dialect (you will have to let me know if you notice), but if you ask me to do the accent you will be surprised how bad mine is.



I have a range of hobbies and interests such as horse riding. I love competing at Dressage events, but also going on holidays with my horses, to camp, being on the committee for a riding club and out hacking with friends. Other hobbies of mine include: clay pigeon shooting, running, keeping fit, being a tourist and most importantly, socialising with my friends. In Summer 2021 I toured Oxford and Stratford Upon Avon to see the historic sites. I am a country girl at heart and I am not sure that will ever change. I enjoy learning new things and have recently completed a course in 'Grassland Management' at Reaseheath College and trained young sheep dogs (pictured below is Jim).



I don't dislike many things, but I definitely don't like people who lack manners. Saying please and thank you costs nothing.

I am an ambitious person and there are many things in my life that I want to achieve. In the immediate future, I am going to learn to ride side-saddle on my horse Lady; look for a new college course to complete and continue to spend time with my family and loved ones.

One last thing: remember that a smile can warm up one's heart and make the sad days brighter!



All about ME: Helena Collison September 2021



I am an English language nerd and lover of words and books and all things to do with stationery. I have worked at HCCS since 2007 and I LOVE the place and my job! Being your Director of Lower School is my new and exciting challenge this year and I can't wait to get to know you all and help you with your journey!

Sometimes I think that living and working in this area of the world can mean that we take our everyday pleasures for granted. I used to (and still) love that we can sometimes see rabbits bouncing around on the field from a classroom window. I love that, on prom days, some of our students arrive in their tractors and I love how kind our community is. In my old school (in West Yorkshire), I don't remember students thanking me for keeping them behind at the end of a lesson or asking me how my weekend had been.



Outside of school, I have a husband who I have been friends with since I was 11 years old and 2 young children (a 6 year old - Max - and a 3 year old - Lucy). I also have Milly dog (14) and Pickle the tortoiseshell cat. We live together in Knutsford.



I love to cook (but not clean) and I enjoy time with my friends (many of whom also work here), music, swimming and - recently - running! You may have also noticed: I also love a pair of brackets!

My dislikes include noisy eaters and unkind behaviours.

Unless it is so I can help them, I find listening to the same person talking for long periods of time hard and, if I'm not busy **DOING** things, I can struggle. I also find it hard to ask for help. My friends, my colleagues and some of my family help me with this.

As with every year, I hope that - this year - I will: enjoy each day; increase my running, healthy eating and general self-care and that I will - in some small way - make a difference to other people's days and lives too!



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September 2021



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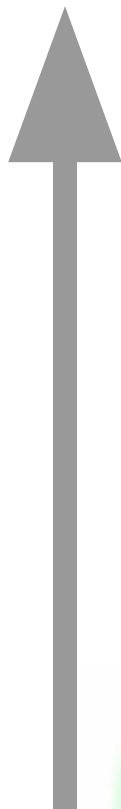
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ADVANCED



CRITICAL EVALUATION

- Anything else you notice?
- What's particularly effective? **Why?**
- What could be better? **How?**

STRUCTURE AND LANGUAGE

- **How** are the topics ordered? (What comes first? Then what?)
- **Analyse** the effect of different words and sentences

CONTENT

- **What** are the topics?
- Can you **identify** any language features, e.g. punctuation?

START HERE > > > > > >
and see how far you can go

Now, it's your turn to create your All About Me page

Create a one page document that captures WHO WE ARE.

It will use words (and maybe pictures) that communicate information about us to other people.

When should I do this?

Please submit your first draft of this piece of important whole school work to your tutor by: Monday 19th September

There's help on the next slide/ on sheets from tutors.

YEAR 7

Complete your own - support available

All about ME: Insert your full name here
September 2021

Who am I?
I am insert two or three adjectives and/ or nouns that describe you.
I spent ___ years at _____ Primary School and
insert one strong memory or feeling about Primary School. (I remember _____ AND / OR I loved _____)
I am insert appropriate adjective about starting HCCS and I look forward to _____

Where I live and who I live with
I live in _____ and insert at least one strong memory or feeling about the area where you live. My _____ and _____ live here with me (adapt as necessary). Can you add any information about your family that others might find interesting. Are there any members of your family who live elsewhere that you see often? Perhaps you live in two places and you have to repeat the above with I also live in _____ with _____

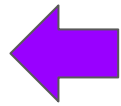
My favourite things
My absolute favourite things are insert a list of your favourite things. Add more detail to any or all of these things if you would like to.
My dislikes
_____ and _____ are some of my dislikes. Add details here if you would like to.

My fears and hopes for this year and my future
Starting at HCCS, I am a little worried about _____ but I hope _____ and I look forward to _____

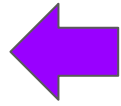
Please tick or colour which of these describes how you completed this work

| | | |
|---------------------|-----------------|---|
| I had a lot of help | I had some help | Apart from final checking, I did this all by myself |
|---------------------|-----------------|---|

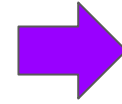
Punctuation I am confident using: _____
Things I find difficult when writing: _____



You can use this sheet to help. Use the models too. How can you make it unique but still include all the relevant information?



You can copy and complete if you like.



Still a bit tricky?
Complete the gaps on this one

All about ME:
September 2021

Who am I?
I am _____
I spent ___ years at _____ Primary School and _____
I am _____ about starting HCCS and I look forward to _____

Where I live and who I live with
I live in _____ and _____
My _____, _____ and _____ live here with me
(I also live in _____ with _____)

My favourite things
My absolute favourite things _____

My dislikes
_____ and _____ are some of my dislikes. _____

Parent's copy of 'All About Me'

Thank you for sharing these with us.

If you haven't done one, there is time to do it now.

| All about 7..... by parent(s) / carer(s) | | |
|--|------------------------------------|---|
| What can my child do well? | What does my child need help with? | How to support, communicate and work well with my child |
| | | |
| What does my child like and what makes them happy? | What's important for my child now? | What are my aspirations for my child in the future? |
| | | |

Introducing your Lower School Learning Passport



Holmes Chapel Comprehensive School & Sixth Form College
HCCS Lower School Learning Passport



| Term 1 Progress report Part 1: Reflecting on my experience and capturing my knowledge To be completed by 1st November 2021 | | |
|---|--------------------------|--|
| This term, I have enjoyed... | | |
| I have been proud of... | | |
| | I have been learning.... | Evidence of my learning can be found.... |
| Art | | |
| Computer Science | | |
| Design Technology | | |
| Drama | | |
| English | | |
| Food Technology | | |
| Geography | | |
| History | | |
| Maths | | |
| Modern Foreign Languages | | |
| Music | | |

It is split into 2 parts.

The first part is designed to allow students to reflect upon the knowledge they have acquired over the first term.

This will be introduced through the metacognition sessions of enrichment and will be completed before you receive the first interim report.

The second part should be completed together at home after you have looked at the report.

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| Music | | |



Reflect upon where your **strengths** and **areas for development** are across the curriculum

Make **connections across the curriculum**. Where else is this knowledge relevant and useful?

Use your memory to **recall** the **knowledge** from each subject area. Understand where to look if your brain cannot recall yet.

START HERE >>
and see how far you
can go

Need some help?

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| Modern Foreign Languages | | |
| Music | | |



Use your brain to **recall** the **knowledge** from each subject area. **Understand where to look if your brain cannot recall yet.**

1. Your exercise book and/ or The Google classroom
2. Ask a classmate
3. Ask your teacher
4. Ask your tutor and/ or someone in the hub

Thank you for listening.

Do you have any questions?