



Compassionate

Respectful

Creative

Relentless

Aspirational

Resilient

# *Welcome*

## *Year 10 - Information Evening*

To develop *aspirational learners* who *strive for excellence* academically, creatively and culturally, benefitting from a wide range of opportunities led by *inspirational educators*.



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**Mr Myton**  
**Principal**

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# As a Shirley Learner I am:



# Shirley Learning Journey

The Expectation	What does it look like?	
	FOR LEARNERS	FOR TEACHERS
High Expectations	Attitude meets expectations of the teacher	Clear seating plan
	Active participation in the lesson	Promotion of high expectations
	Consistent self-challenge	All learners stretched and challenged
Learning and Progress	Understand how learning links together	Clear sequence of learning which demonstrates progression
	Response to marking demonstrates progress	Marking and feedback clearly evidence progress
	All set tasks are completed by the deadline provided	Tasks and opportunities promote a high level of student productivity
Input	On task and well behaved	Use of higher-order thinking questions
	Excellent presentation of work	Encourage student-led learning and independence
	Engaged in learning and making contributions	Monitor and reinforce high expectations of presentation
	Demonstrate respect towards peers and teacher	Relevant subject knowledge and well planned lesson evident
	Arrive at the lesson ready to learn	Well-paced lesson differentiated to meet the needs of all learners and cover content and skills
Retrieval	Can retrieve learning from previous topics	Opportunities for retrieval practice embedded
	Complete all retrieval practice activities	Opportunities for retrieval gauge learning from / last lesson / last week / last month / last term / last year
Connections	Make connections between topics and subjects	Include and promote language for life and opportunities for wider reading in order to enhance cultural capital
	Use subject specific vocabulary across the curriculum	Include and promote maths across the curriculum (wherever possible)
	Connect learning to potential future careers	Promote career opportunities (where appropriate)
Consolidating Progress	Articulate what has been learnt and how it links to prior learning	Use of plenaries
	Demonstrate knowledge in all forms of assessment	Continuous assessment of learning
	Prepare for future learning with teacher guidance	Challenge students to prepare for future learning through independent tasks

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## Information you should know

- Awarded “Good” in every category at our recent Ofsted inspection (2022)
- Committed to living our values everyday
- Unashamedly high expectations regarding behaviour and learning
- Fully inclusive school in the borough of Croydon

## Update on the type of school you are joining

- Invested nearly £1 million in the school, environment and resources;
- Where pupils leave us to go to Cambridge;
- Every pupil wanting to attend university getting a place;
- More pupils achieving English and Maths;
- Significant increase in whole school attainment;
- Increase in D\* - D for our vocational courses;
- Creative arts results are some of the best in the country;
- More students selecting Shirley High School at Year 7.
- More students staying with us in Year 12 doing the right courses.

# The rules to be successful at school

Turn up to  
school  
everyday

Come to  
school on  
time

Attend all lessons  
and extra  
curricular

Complete all  
classwork and  
homework to the  
expected standard

Be a role  
model

Have a  
supportive  
network  
around you

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*The difference between a successful person and others is not a lack of strength, not a lack of knowledge, but rather a lack of will.*

*Vince Lombardi*

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Mr Hurst  
Assistant Principal for KS4

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# Take responsibility



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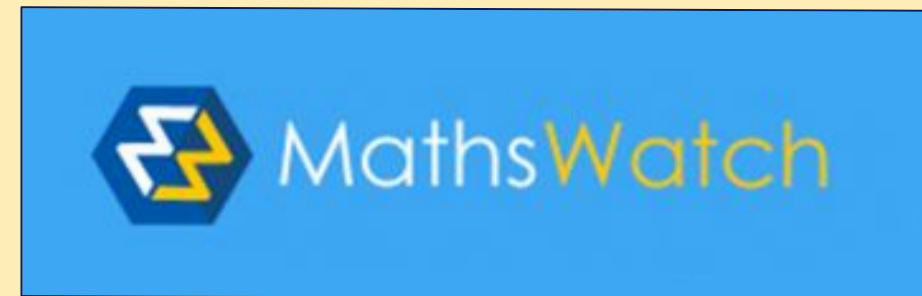
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# Revision is Key

- Memory recall (Retrieval)
- Memory recall with context
- Be ahead of the game!
  - Advanced revision!
  - What are you going to be learning in Year 11?
  - Can you research the topic and find out something about this before being taught it?
  - They will be given Year 11 topics in advance



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# Important Dates

January 2024						
S	M	T	W	T	F	S
	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	26	27
28	29	30	31			

**Mid-term Assessments in every subject to assess progress so far.  
Starts on Monday 29 January 2024**

March 2024						
S	M	T	W	T	F	S
					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	26	27	28	29	30
31						

**Parents' Evening 1 - Thursday 14 March 2024**

June 2024						
S	M	T	W	T	F	S
						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	26	27	28	29
30						

**Pre Public Examinations (PPE)  
Full set of exams in Every subject - Start on Monday 17 June 2024**

July 2024						
S	M	T	W	T	F	S
	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	26	27
28	29	30	31			

**Parents' Evening 2 - Monday 22 July 2024**



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Head of Year 10 - Mrs Bird

Assistant Head of Year -  
Mr Vernon

# School Timings

LESSON	TIMES
AM REG / FORM TIME / ASSEMBLY	8.30 – 9.00
1	9.00 – 9.50
2	9.50 – 10.40
BREAK	10.40 – 11.00
3	11.00 – 11.50
4	11.50 – 12.40
LUNCH	12.40 – 1.25
5	1.25 – 2.15
6	2.15 – 3.05
PM REG (KS3 ONLY)	3.05 – 3.20

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# Attendance & Punctuality

- The biggest barrier to achievement at school is non-attendance and poor punctuality.
- Students are expected to achieve **96%** attendance in an academic year. (This target will not be met if a student has more than 8 days off in the whole year.)
- Students are expected to have less than **3%** lates in an academic year. (This target will not be met if a student has more than 6 late arrivals to school in the whole year.)

## Attendance & Punctuality

**ATTENDANCE**

**PUNCTUALITY**

**+96%**

**-3%**

**8 per year**

**6 per year**

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## Attendance & Punctuality

**1 school year** at **90%** attendance =  
**4 whole weeks of lessons MISSED!!!**

**Punctuality detentions will be given for late arrival  
to school and lessons.**

# COMMITMENT

**Are your children prepared for their day and ready to learn?**

- **Appropriate bedtime?**
- **Appropriate breakfast?**
- **Organisation?**
- **Positive Attitude to Learning?**

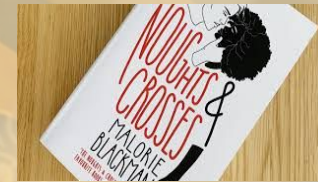
**Are they involved in extra-curricular activities? Are they prepared to attend intervention and revision sessions?**

**We appreciate your help and support in these areas.**

# Behaviour & Rewards

## DAILY EQUIPMENT FOR SCHOOL

- Reading Book
- Full bottle of water
- Pencil case containing .....
  - 2 x black, 2 x red, 2 x green pens
  - 2 x lead pencils, 1 x pack colouring pencils
  - 1 x sharpener, 1 x eraser, 1 x ruler
  - 1 x glue stick, 1 x **paper** scissors
- 1 x Maths set



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# School Uniform

**BLAZER**

**TIE**

**HOUSE BADGE**

**SKIRT/TROUSERS**

**SHOES**

**JEWELLERY**

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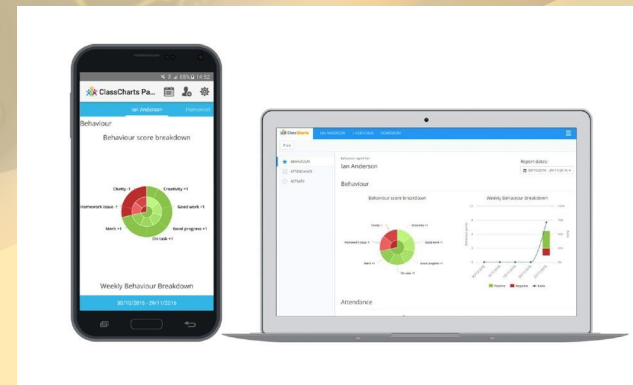
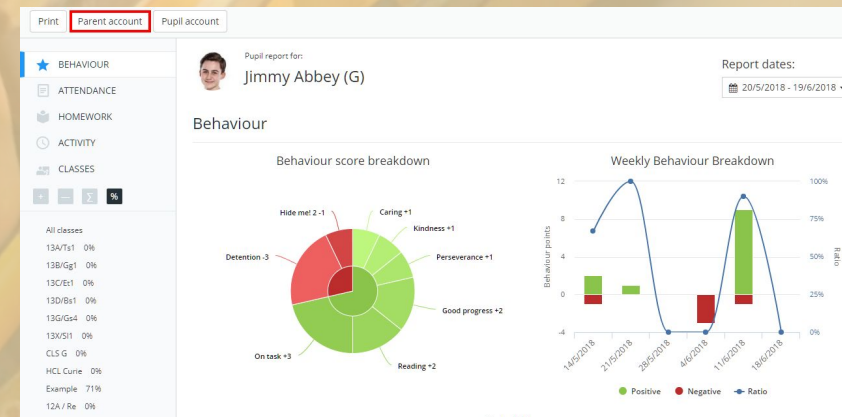
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# Keeping Informed: ClassCharts



# ClassCharts

PLEASE SEE YOUR CHILD'S FORM  
TUTOR BEFORE YOU LEAVE IF YOU  
NEED YOUR PARENT LOGIN CODE



Any issues please contact [jegede@shirley.croydon.sch.uk](mailto:jegede@shirley.croydon.sch.uk)

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# FINALLY ....

- Reading
- Organisation - Planners
- Uniform
- Mobile Phones
- Support on offer

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# Work Experience Miss Sharp-Higgins

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# Work Experience Rationale



- Developing transferable skills
- Understanding how organisations work or bringing a job they have read about to life
- Building confidence in interacting with adults
- Confirming an interest in a career or deciding it is not for them
- Gives a foot in the door
- Providing valuable content for a UCAS personal statement/apprenticeship applications, to give evidence of an interest in a particular subject/occupation

# Process

- Students are responsible for finding their own placements
- Think of sectors they may like to work in
- Research potential companies
- Consider contacts you may already have
- Approach companies either in person (retail) or via phone/email
- Once agreed with employer they must complete the forms on **Unifrog**

The Unifrog logo is displayed in a large, teal, lowercase sans-serif font. The background of the slide features a faded image of a student in a grey t-shirt with a school crest, holding a yellow pencil.

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# What is Unifrog?

- Unifrog is an online platform that partner with schools to support students to progress into the best opportunity for them.
- Unifrog do this by providing a one-stop-shop where students can explore their interests, then find and successfully apply for their best next-step after school.



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# The Unifrog tools

Quizzes	Exploring pathways	Recording what you've done	Searching for opportunities	Drafting application materials	Making applications
Interests profile	Careers library	Activities	UK universities	UK Personal Statement	Post 18 Intentions
Personality profile	Subjects library	Skills	US universities	Classes	Locker
Work environments profile	Know-how library	Interactions	European universities	Subject References	Applications list
Skills profile	MOOC		Oxbridge	CV / Resumé	
	Webinars		Canadian universities	Writing tool	
	Read, Watch, Listen		Asian universities	Common App Essay	
			Australasian universities	US recommenders	
			MidEast and Africa unis	Notes for Reference writers	
			Irish universities		
			Special Opportunities		
			Events		

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Ages 11-14

Ages 14-16

All tools

Start >

Exploring pathways

Careers library

✓ Careers favoured

Go to tool >

Subjects library

✕ Subjects favoured

Go to tool >

MOOC

Make your first shortlist

Start >

Webinars

Hear directly from the experts

Go to tool >

Read, Watch, Listen

✕ Profiles favoured

Start >

Placements

✕ No placements added

Go to tool >

unifrog

HOMEFAVOURITESLOCKERAPPLYHELPQ⚙️📧TEACHER >

Placements

Here you can add work experience placements, fill in your forms, and check the progress of your placements.  
Want an overview of how organising a placement works? [See the whole process >](#)

0 placements added so far

Only add a placement **after** you've been in contact with the employer and agreed to host you.

+ Add new placement

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1 Student initial

2 Employer initial

Student initial form

You're adding a Student initial form for a placement

Fill in the information below carefully. When you're done tick 'finished' at the bottom of the form.  
Afterwards we'll ask the placement lead at the employer to fill in the next form.

\* In person or Virtual

---- select ----

Placements tool or Activities tool?

The Placements tool is for administering 'real' work experience, where - whether it's in person or virtual - you have **direct, personal interaction** with the employer. If you're instead looking to record doing a webinar, presentation or online course which has a work theme, use the [Activities tool instead >](#)

**Virtual or In person?** If the experience you are adding involves **any** in person time with the employer, add it as 'in person' and not 'virtual'.

\* Placement coordinator

---- pick one ----

This is the **school / college** staff member who will be coordinating the placement from your school's / college's side.

\* Name of placement business / organisation

eg Lottie's little bakery

\* Placement start date

-- day --

-- month --

-- year --

Placement end date

-- leave blank if -

-- leave blank if -

-- leave blank if -

\* Describe the time commitment

eg Full time

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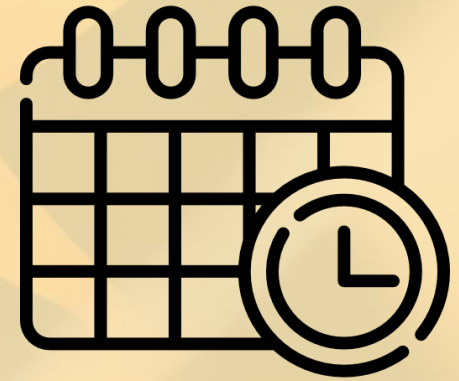
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# Work Experience 2024

Monday 1 July - Friday 5 July

Initial Deadline - **Friday 9 February**



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## Mr West Vice Chair of Governors

To develop *aspirational learners* who ***strive for excellence*** academically, creatively and culturally, benefitting from a wide range of opportunities led by *inspirational educators*.

# Message from the Governors

- Committed to the school and the local community;
- Will continue to invest in the education of your children;
- Passionate about the education of the whole child and not just the academic;
- Lazer focus on supporting the school with Attendance;
- Looking forward to sharing your successes and to see many of you at your Celebration of Success evening next month.

*To develop aspirational learners who **strive for excellence** academically, creatively and culturally, benefitting from a wide range of opportunities led by inspirational educators.*



# Shirley High Sixth Form - Why go anywhere else?



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# GCSEs are not the end of the journey. Things to consider...



## ... for Key Stage 5

- ❑ Certain subjects will require you to have studied the GCSE version (e.g. History)
- ❑ All Sixth Forms and colleges will have entry requirements for Sixth Form (e.g. 5 grade 4s)
- ❑ You will need to continue Maths and English GCSE if you do not pass it the first time wherever you go.

## ... for university

- ❑ The most competitive courses to get into at university are **Medicine, Engineering and Law**.
- ❑ Should you wish to study Medicine, they would expect you to be studying Separate Sciences (and achieve a **Grade 7** in each of these).
- ❑ For Law, you should be studying **at least 1 essay subject** as an option, ideally EBACC.
- ❑ Russell Group Universities (the top 24 universities in the country) would expect you to study at least 1 essay subject, ideally EBACC.

### RUSSELL

University of Birmingham  
University of Bristol  
University of Cambridge  
Cardiff University  
Durham University  
University of Edinburgh  
University of Exeter  
University of Glasgow  
Imperial College London  
King's College London  
University of Leeds  
University of Liverpool  
London School of Economics and Political Science  
University of Manchester  
Newcastle University  
University of Nottingham  
University of Oxford  
Queen Mary University of London  
Queen's University Belfast  
University of Sheffield  
University of Southampton  
University College London  
University of Warwick  
University of York

Over 70% of students went to university last year including the **University of Cambridge, Bristol and King’s College**. These students have gone on to study Global Medicine, Geology and Law. **We were one of very few Croydon schools who gained a place at Oxbridge.**

School	A*-C
Riddlesdown	85%
Shirley*	80%
National Average	76%
Langley Boys	72%
Quest Academy	69%

**\*Y13 Forecast v 2023 Data**

*“I was disappointed by the teaching style at my new school; they talked at you rather than engaging you.” - Daisy (went to Langley but then returned)*

*“I missed the community at Shirley; it was weird that Year 12s and 13s didn’t mix.” - Aleyna (went to Langley but then returned)*



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# SHIRLEY HIGH SIXTH FORM

*We are Scholarly*

*Why go anywhere else?*

*We are Professional*

- A small, family environment which is a change of scene from Years 7-11
- University-style study spaces
- Your own building (with air conditioning!)
- Amazing leadership opportunities



- Personalised support for post-18 options
- A varied enrichment program including sports, cooking, volunteering & charity opportunities
- Small class sizes, averaging between 7 and 15

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# Our current KS5 offer

A LEVEL COURSES					
Block A	Block B	Block C	Block D	Block E	Block F
Art (5 in Art and Design related subject)	Business (5 GCSEs; 5 in English AND Maths)	English Literature (5 in English Lit AND English Lang)	Photography (6 in Photography OR a related subject)	Drama (5 GCSEs grade 4 and above incl. English )	English Resit
History (Hist grade 6; Eng Lang grade 5)	Psychology (5 in English AND Maths AND a Science)	Chemistry (6 in Combined / Separate Science inc. Chemistry; 6 in Maths)	Sociology (5 in Eng Lang)	Media Studies (5 in Media OR 5 in English; 4 in Maths)	Maths Resit
	Biology (6 in Combined / Separate Science inc. Biology; 6 in Maths)	Government and Politics (Grade 5 in English)	Maths (7 in Maths)	Geography (5 GCSEs; 5 in Geography AND 5 in English)	
			Psychology (5 in English AND Maths AND a Science)		
BTEC COURSES					
BTEC: Enterprise and Entrepreneurship (5 GCSEs; grade 4 and above in English and Maths)	BTEC: Travel & Tourism (5 GCSEs grade 4 and above)		BTEC: Health and Social Care (5 GCSEs grade 4 and above)	BTEC: PE (5 GCSEs grade 4 and above)	
	BTEC: Music Performance (5 GCSEs grade 4 and above incl. grade 4 in Music or musical instrument)				

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# Here to Help

Who to Contact	Name	E-mail address
<b>FORM TUTORS</b>		
<b>10S</b>	Miss Powell	powellc@shirley.croydon.sch.uk
<b>10H</b>	Mr Bush	bush@shirley.croydon.sch.uk
<b>10R</b>	Mr Akuffo	akuffo@shirley.croydon.sch.uk
<b>10Y</b>	Mrs Gopal	gopalakrishnudu@shirley.croydon.sch.uk
<b>Head of Year</b>	Ms Bird	bird@shirley.croydon.sch.uk
<b>Assistant Head of Year</b>	Mr Vernon	vernon@shirley.croydon.sch.uk

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