



Our Mission

‘To create an excellent school that gives every child, no matter their background, the opportunity to live happy and fulfilling lives, go to university or pursue the career of their choice.’



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We are ambitious

We are caring

We have integrity

We contribute

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Year 8 Information Evening

Ms Copsey



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Core Y8 Team

Assistant Principal: Ms Copsey		Head of Year: Ms Worth	
Tutor: Attenborough Ms Gaywood		Tutor: Clarke Mrs Brandrith	
Tutor: Davies Miss Seaman		Tutor: Taylor Mr Dixon	



2026 - Our best ever results

	2026
4+ whole school	88% (5% up on 2025)
5+ whole school	79% (6% up on 2025)
7+ whole school	40% (1% up on 2025)
4+ English & Maths	84% (6% up on 2025)
5+ English & Maths	78% (12% up on 2025)
7+ English & Maths	32%
A8	60.4 (5.3 up on 2025)
EBacc	56% (11% up on 2025)



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Placing us in the top 5 of schools in UL

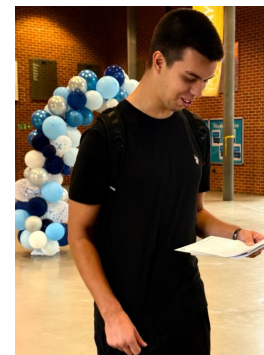
Eluka

10 x Grade 9s
1 x Grade 8
EMC - D



Mark

2 x Grade 7
2 x Grade 6
4 x Grade 5



Selin

1 x Grade 9
4 x Grade 8
1 x Grade 7
4 x Grade 6



Ayan

10 x Grade 9s
EMC- D



Tayyib

3 x Grade 8
5 x Grade 7
2 x Grade 6



Sam

8 x Grade 9
1 x Grade 8
1 x Grade 7
EMC – D*



Aimee

11 x Grade 9
EMC - D



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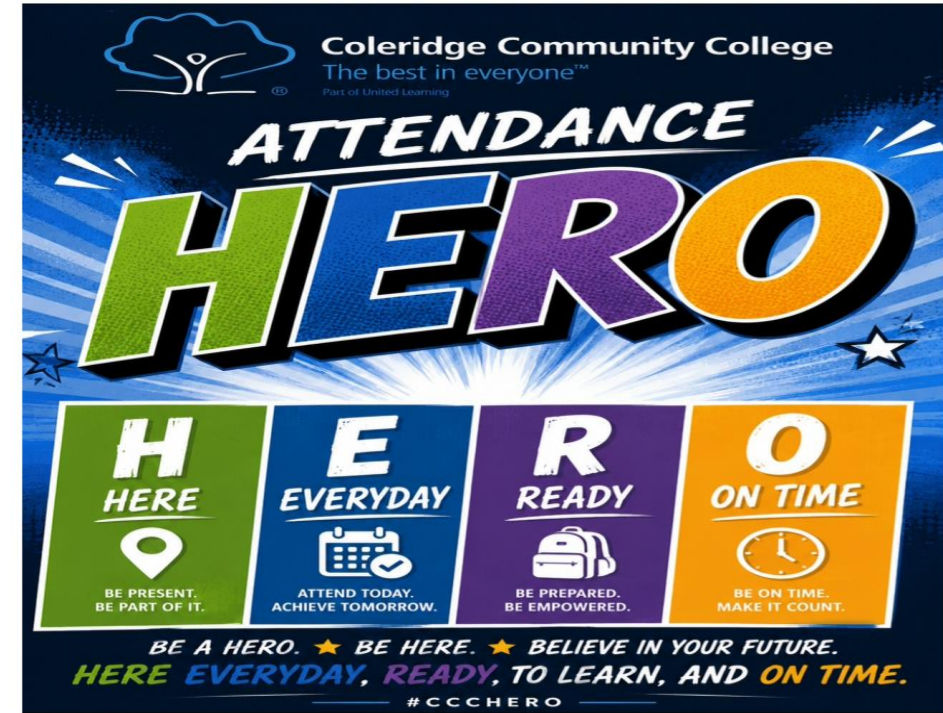
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Attendance Matters

Having good attendance is vital to students' success at school. There is a very clear correlation at our school between academic success and attendance.

- Regular attendance is key to your child's success at school.
- Missing school can affect learning, friendships and future financial opportunities.
- We want students to be an Attendance **HERO**



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Attendance impacts GCSE progress

Attendance	Avg English Grade	Avg Maths Grade
95-100%	6.28	6.81
90-94.9%	5.62	5.90
80-89.9%	5.25	5.25
70-79.9%	4.33	3.33
60-69.9%	4.40	3.20
Below 60%	2.00	2.50



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Personal Development

At the heart of Coleridge is the **character** of our students.

Personal Development at Coleridge is taught, caught and sought through:

- The Pastoral Curriculum,
- PSHE lessons,
- Career trips and talks,
- Work experience opportunities,
- Student leadership
- Enrichment (extra-curricular and super-curricular)



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Values



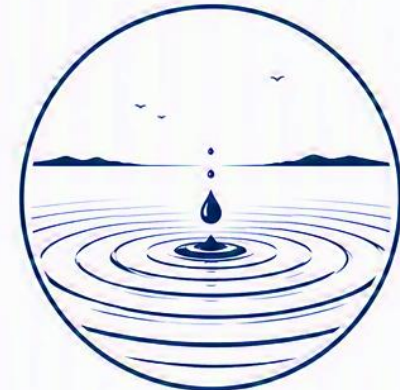
AMBITIOUS



CARING



INTEGRITY



CONTRIBUTE



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Becoming an 'Olympian'



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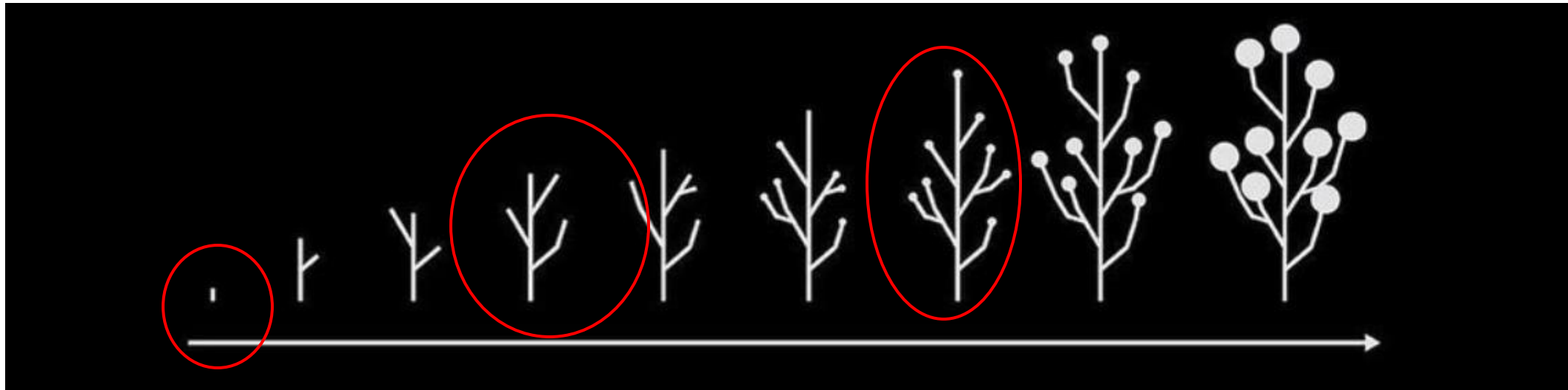
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'The day you plant the seed is not the day you eat the fruit'



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Assessments

- Mid-Year Assessments: January 2027
- End of Year Assessments: June 2027



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Expectations

- Same standards of uniform
- Time keeping
- Equipment as a minimum:
 - several black pens
 - pencils
 - a rubber
 - a ruler
 - a pencil-sharpener
 - mathematical equipment (**protractor, set-square, compasses and a working scientific calculator**)
- Water bottle
- Mobile phones/ watches are not permitted
- No communication



🔗 **Casio fx-85GTCW+ Scientific Calculator Black (UK Version) - Upgrade from previous fx-85GTCW model**

Visit the Casio Store

4.6 ★★★★★ (4,651)

Amazon's Choice

10K+ bought in past month

£13⁰⁰

£13.00 £0.00 with a Gift Card if approved for [The Amazon Barclaycard](#). Representative 29.9% APR variable. Credit broker: Amazon EU S.A.R.L. Lender: Barclays. T&Cs apply.

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Colour Name: **New Model - Black**

				See 1 options with no featured offers
£13.00	£17.00	£13.00	£21.11	
612000	612000	612000	612000	

Brand Casio
Colour New Model - Black
Calculator Type Engineering/Scientific



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Get Organised

- Have a quiet place to be able to revise
- Create a revision timetable
- Make sure you have hidden all distractions
- Don't revise the things you already know

1. Make a list - What do you need to know?



2. Timetable a spaced schedule - Study each topic little but often, and leave yourself enough time.



3. Use effective study strategies - Test yourself and keep the re-reading and highlighting to a minimum.



4. Identify the gaps in your knowledge - What do you need to study more? What can you move on from?



5. Close the gaps - Repeat steps 3 & 4 as many times as you need until you are comfortable with everything.



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The Core Four...

1. Brain Dumps
2. Flash Cards
3. Self Quizzing
4. Cornell Method



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Brain dumps



1. Identify knowledge

Identify knowledge/content you wish to cover.

Do you have the resources you need?

Knowledge organisers
Textbooks
Lesson materials

2. Write it down

Take a blank piece of paper/whiteboard and write down everything you can remember about that topic. (with no prompts)

Give yourself a timed limit (e.g. 10 minutes)

3. Organise information

Once complete and you cannot remember any more, use different colours to highlight/underline words in groups.

This allows you to categorise/link information.

4. Review

Compare your brain dump to your K/O or book and check your understanding.

Correct any incorrect information.

Add any key information you have missed (keywords) in a different colour.

5. Revisit

Keep your brain dump safe and revisit it.

Next time you attempt the same topic try and complete the same amount of information in a shorter period of time or add more information.



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Flash cards



1. Identify

What are you creating flashcards on?

Do you have the resources you need?

Knowledge organisers
Textbooks
Lesson materials



2. Design

1 Question per flashcard.

Making them concise and clear.

No extended answer questions.

To help with organisation you can colour code your flash cards per subject.



3. Use

Read the question

Say your answer out loud
OR
Write your answer down

Check your answer

Put your flashcards in two piles, correct and incorrect.

Quiz yourself on each card at least three times.



4. Revisit

Resist the questions you got wrong.

Did you just forget? Or make a small error that can be corrected?

Do you need to go back to your notes?

Do you need further help from your teacher?



5. Review

How have you performed when you look back at your answers?

Which flashcards need to be repeated next time?

Is your knowledge secure? If so, move onto applying knowledge in that area in exam questions.



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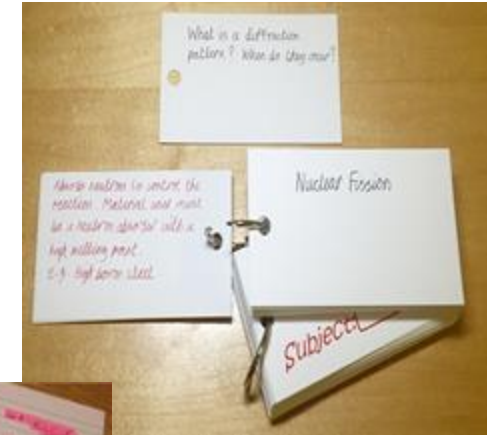
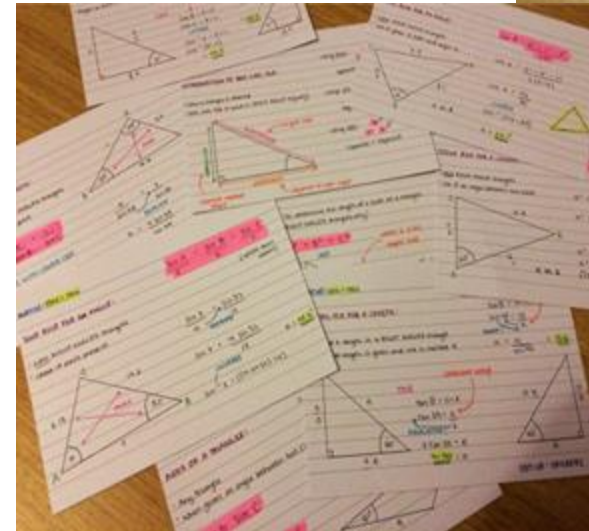
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Flashcards

Velocity v^2 :

$$v^2 = u^2 + 2as$$

(u =initial velocity,
 a =constant acceleration,
 s =displacement)



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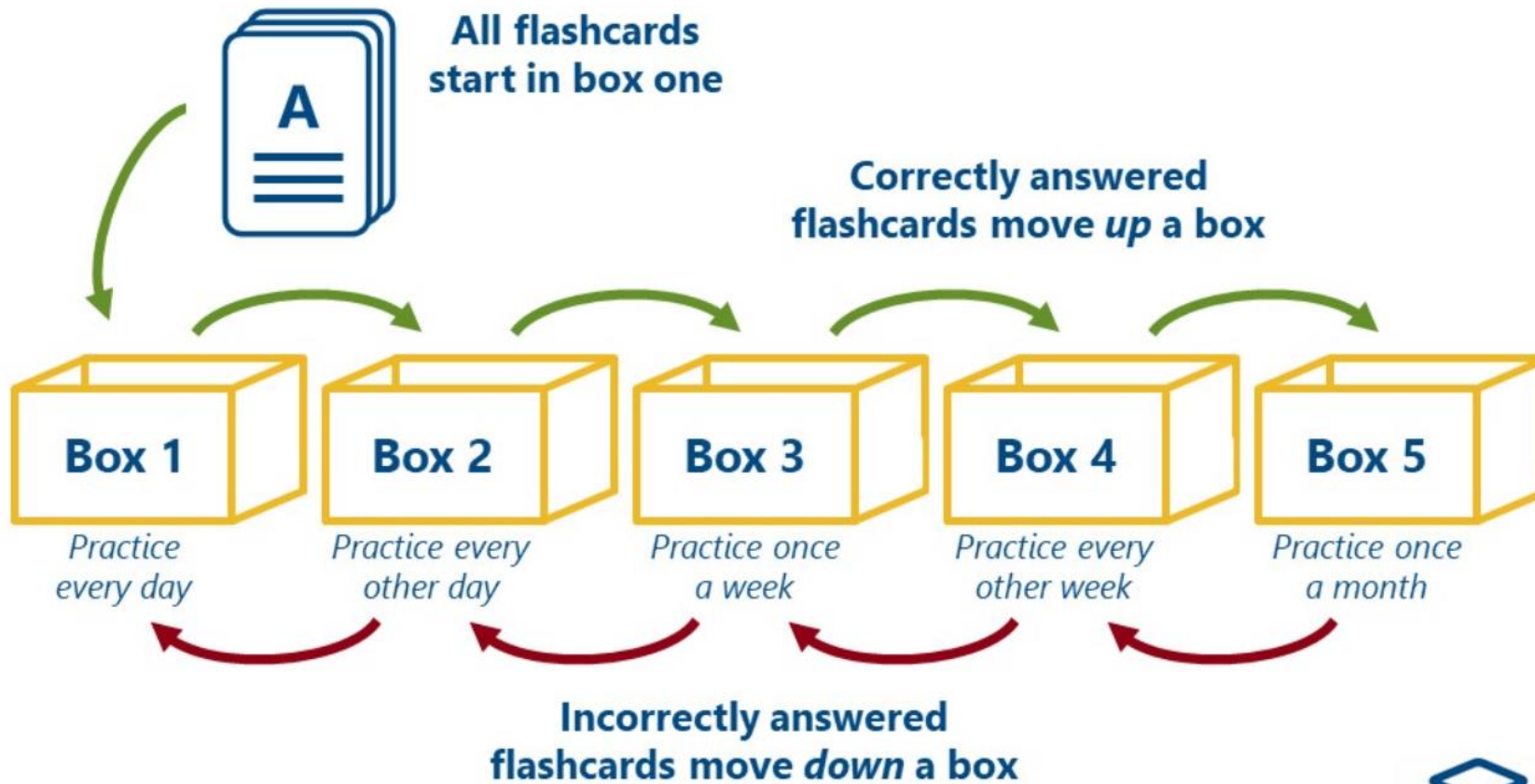
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The Leitner Method

Increase your memory with spaced repetition and active recall



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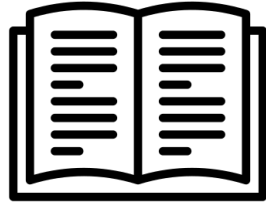
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Self-Quizzing



1. Identify knowledge

Identify knowledge/content you wish to cover.

Do you have the resources you need?

Knowledge organisers
Textbooks
Lesson materials

2. Review and create

Spend around 5-10 minutes reviewing content (knowledge organisers/class notes/text book)

Create x10 questions on the content (If your teacher has not provided you with questions)

3. Cover and answer

Cover up your knowledge and answer the questions from memory.

Take your time and where possible answer in full sentences.

4. Revisit

Resist the questions you got wrong.

Did you just forget? Or make a small error that can be corrected?

Do you need to go back to your notes?

Do you need further help from your teacher?

5. Review

How have you performed when you look back at your answers?

Which flashcards need to be repeated next time?

Is your knowledge secure? If so, move on to applying knowledge in that area in exam questions.



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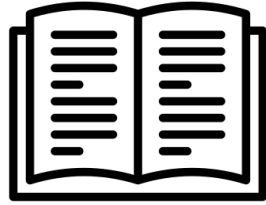
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Cornell Method



1. Divide the Page

Split your paper into three sections: a narrow left column for *cues* (questions, keywords), a wide right column for *notes*, and a bottom section for a *summary*.



2. Take Notes

During your revision session, write your main notes in the right-hand column, focusing on key concepts, facts, and ideas.



3. Write cues/questions

After you've made your notes, fill in the left-hand column with questions or keywords that relate to the notes.

These serve as prompts for review.



4. Summarise

At the bottom of the page, write a brief summary of the material in your own words.

This helps consolidate understanding.



5. Review and Recite

Cover the right-hand notes column and try to answer the questions or explain the keywords in the left-hand column.

This active recall strengthens memory.



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Cornell Notes

This is the best way for taking and reviewing notes.

1. Write notes on the area in question using the tips below.
2. Create recall cues one or two days later.
3. After a few days, write a summary of the key points.
4. At any future point, cover the notes and summary and use the recall cues to test yourself.

Topic:	Sub-topic:	Date:
Recall cues Questions and tasks based on the notes opposite	Notes Tips • Bullet points • Symbols and abbreviations • Write in your own words (don't mindlessly copy) • Make sure it makes sense to you What to write • Keywords and ideas • Important dates / people / places • Diagrams / charts • Formulas • Examples / case studies • Critical analysis, e.g. strengths/weaknesses	Adapted from https://chloeburroughs.com/choose-best-note-taking-method/
Summary Summarise the main points in the notes above. Think about: • Why is this info important? • What conclusions can I draw?		

Topic: Weimar Republic (WR) in 1923 — Stresemann

Recall cues

What crisis did the WR suffer in 1923?

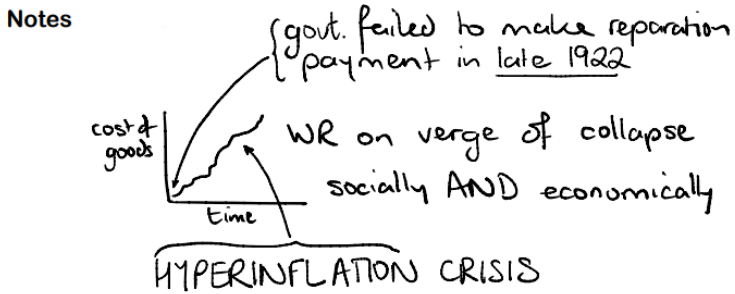
What did this mean to the average citizen?

What prompted this crisis?

Name 4 things Chancellor Stresemann did that helped overcome this crisis?

What effect did each of these have?

Notes



• Aug 1923 — STRESEMANN becomes Chancellor and over 3 months... ~~HYPERINFLATION CRISIS~~

↓ How?

- ① calls off passive resistance of workers in Ruhr $\Rightarrow$ goods produced again; ends printing of (£) for workers
- ② Promises to restart reparations (Belgium & France leave Ruhr by 1925). See also: The Dawes Plan (1924) and The Young Plan (1929).
- ③ New currency, Rentenmark, introduced. Limited printing $\Rightarrow$ (£) $\uparrow$ value $\Rightarrow$ economic confidence $\uparrow$
- ④ Reduces government spending $\Rightarrow$ budget deficit $\downarrow$

Summary

Germany fails to pay France & Belgium $\rightarrow$ invade Ruhr and seize goods

Germans go on strike = passive resistance
Govt. prints lots more money $\rightarrow$ CRISIS

Stresemann elected Chancellor

— solves crisis by

- ① Ends strikes
- ② Promises to restart reparations
- ③ New currency
- ④ Reduces govt. spending

Jan '22: £1 = 764 marks
Jan '23: £1 = 71,888 marks
July '23: £1 = 1,413,648 marks
Sept '23: £1 = 3,954,408,000

Topic: Covalent Bonding

Recall cues

In covalent bonding, electrons are?

This results in each atom involved achieving a

Between what elements are covalent bonds formed?

What is a covalent bond?

How do you work out how many covalent bonds an atom has?

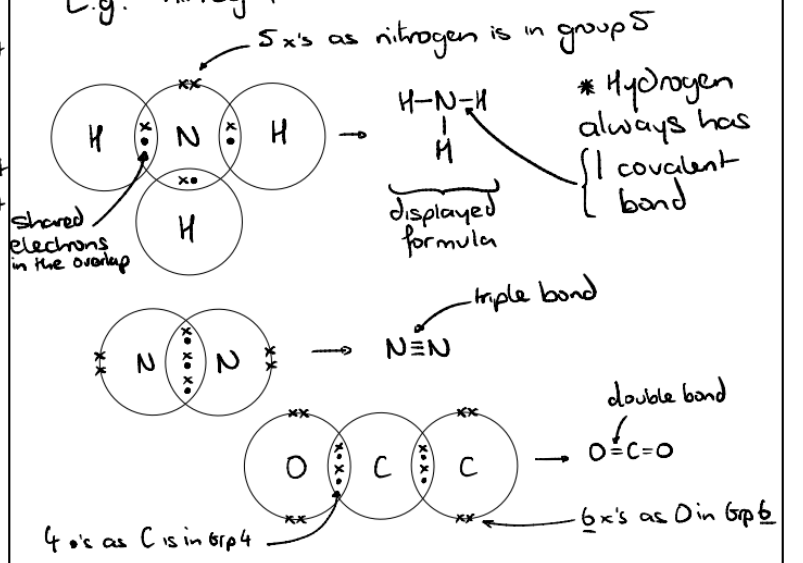
Draw dot-and-cross diagrams for:

- NH_3
- N_2
- CO_2
- H_2O
- CH_4

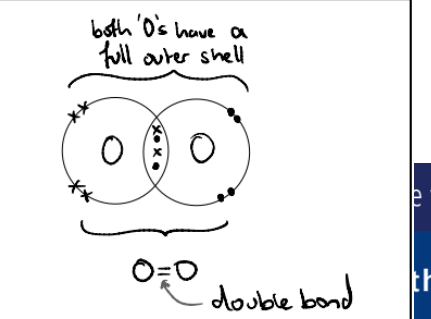
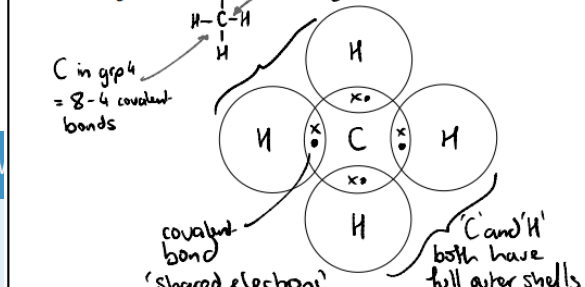
Notes

• Covalent bonding involves the sharing of electrons $\rightarrow$ each atom involved ends up with a FULL OUTER SHELL.

- Occurs between non-metals only
- A covalent bond is a shared pair of electrons
- 8 - group no.* = the no. of covalent bonds formed.
E.g. nitrogen has $8 - 5 = 3$ covalent bonds.



Summary



values matter

that we do.

What it isn't...

- Writing out notes or copying from a textbook/exercise book.
- Reading and doing nothing with the information. Trying to focus on 'too much information' on a single page and cramming revision.
- Highlighting information for the sake of it.
- Not enough silent work or attention to a given task. Attempting to revise while multitasking and doing other things.
- Comfort zone revision of easy material that pupils have already mastered because it makes you 'feel good'.



How you can support

How to support:

- Check your child's revision timetable and assessment timetable
- Be encouraging
- Establish a study routine with them
- Strike a balance between schoolwork and leisure
- Utilise additional resources and support – e.g. using the library at social times
- Keep distractions to a minimum - remove mobile device
- Praise their work and efforts



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The Future: Class of 2030

class of
2030



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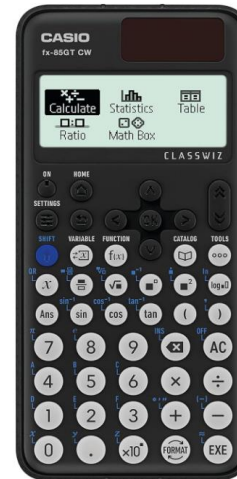
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Daily Equipment Check

- 2x Black/Blue Pens
- 2x Green Pens
- Pencil
- Rubber
- 30cm Ruler
- Glue Stick
- Casio Calculator (fx-85GTCW)
- Pencil Case
- Highlighter
- Mini whiteboard pen
- Mini whiteboard
- Tuff bag – to store all your equipment



It is important to be prepared and have your equipment for every lesson, so it does not disrupt or slow down the learning of you or your class.

If you are missing any equipment at the start of the day, let your tutor know so they can lend you what you need.



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Uniform Expectations

	Permitted Example	Not Permitted Examples
Tie	Compulsory branded item. Coloured stripes correct for the students' house Available via parent pay for £5	
Blazer Compulsory branded item Available to order from- Coleridge Community College (CU-0191330) - school	 Coleridge branded blazer	 Plain grey blazer
Skirt These must not be mini skirts and must not be rolled. Skirts should be knee length and made of trouser material	 Knee length skirt made of non-stretchy material. It can be pleated or straight	 Skirts made of stretchy material
PE Polo-shirt Compulsory branded item Coleridge Community College polo shirt with logo. Available to order from: Coleridge Community College (CU-0191330) - school	 Coleridge branded PE Polo shirt	 Plain polo top



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Uniform Expectations

Shirts and blouses White in colour. Long sleeved or short sleeved. Traditional collar with a button at the collar. Shirts must be tucked in, top button done up, and without any patterns or embellishments. Recommended examples: ASDA Girls Regular Shirt ASDA Boys Regular Shirt Tesco Girls Regular Shirt Tesco Boys Regular Shirt	 All shirts and blouses should be long enough to be tucked in and have a top button that can do up. Shirts and blouses can be either long or short sleeved.	 Open necked blouses or polo tops
Trousers Plain black in colour. Regular, Fitted, tailored or Tapered fit. Of sufficient length to touch the shoes – not skinny fit or cropped length. Recommended examples: ASDA Girls Slim ASDA Boys Slim Tesco Girls Regular Tesco Boys Regular	 Can be regular fit or fitted.	 No flared trousers, trousers made of stretchy material or anything that resembles a yoga trouser or jogging bottom.
Jumper Optional – students do not require this item but may choose to wear it underneath their blazer This cannot be worn instead of a blazer Available to order from- Coleridge Community College (CU-0191330) - school	 Coleridge branded jumper	 Plain grey jumper



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Uniform Expectations

Shoes Traditional black polishable leather (or similar synthetic) shoes. Flat soles. Not styles like a casual or trainer shoe. Recommended examples: Clarks Girls Clarks Boys Shoezone Girls Shoezone Boys	 Polishable leather shoes, without large metal badges or buckles. Flat soles.	 Non- polishable material, with large metal badges or buckles. Trainer style, or heels are not permitted.
PE Shorts Branded and non-branded options available. Plain black PE shorts (small logos are fine) Options • Knee length black PE shorts (football shorts or similar) • School branded shorts which are available to order from - Coleridge Community College (CU-0191330) - school	 Knee length PE shorts	 No cycling shorts on their own, short skin-tight gym shorts, non- black shorts or shorts which are non black or have large stripes
PE ¾ Zip top Compulsory branded item Available to order from- Coleridge Community College (CU-0191330) - school		 Plain black jumper



In the summer you may have seen this



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What have the government actually said

- The government's guidance says that schools should be **mobile phone and smart device-free environments by default**, and students should not have access to their phones during lessons, between lessons, breaktimes, or lunchtime.

This includes

- Mobile phones
- Smart watches
- Wireless headphones
- Handheld games consoles
- Anything that has the ability to send or receive messages



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What does that mean for students at Coleridge

- Phones are already not allowed in school and we use a 'see it, hear it, take it' policy with you all.
- From now, the moment you enter the school site (the first set of gates that lead onto Radegund road) all mobile phones and smart devices must be switched off and in the bottom in your bag.
- Having them in your blazer or trouser pockets is not acceptable and if it is seen by a member of staff, it will be confiscated.
- We will then continue to follow our 'see it, hear it, take it' policy whilst you are on school site.
- If you contact your parent/carers during the school day and they phone school as a result, your phone will be confiscated as you have used it whilst on school grounds.
- Phones cannot come out until you have left school site and are on Radegund road, if not they will be confiscated.



Consequences

In a half term...

First Incident

- Device confiscated.
- Device collected by parent/ carer

Second Incident

- Device confiscated
- Reflection room
- Device held for two days before parent/carers collection

Third Incident

- Device confiscated
- Parental meeting with HOY
- Minimum of two days cross site suspension
- Device held for 5 school days before parent/carers collection

Fourth and Subsequent Incidents

- Device confiscated
- Parental meeting with a member of SLT
- Device held for seven school days
- Other potential sanctions



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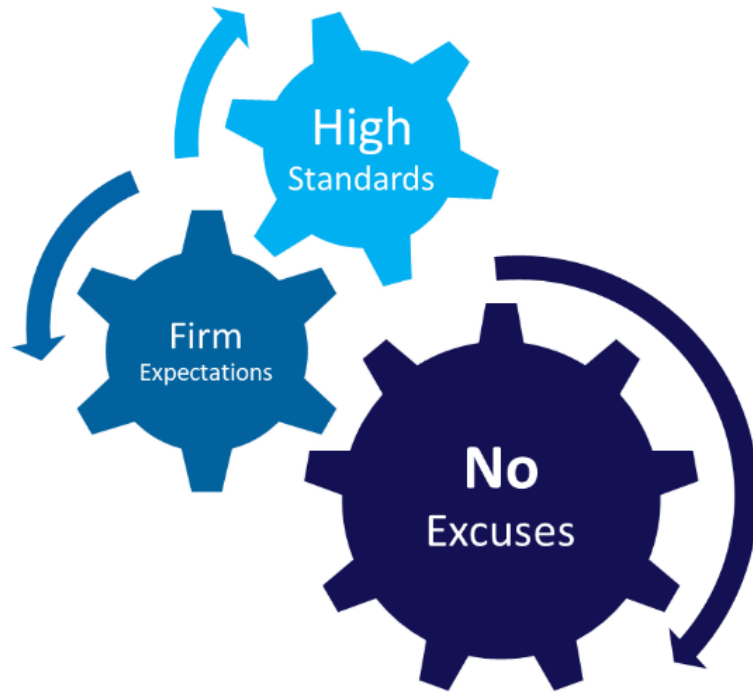
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A United Approach to Behaviour



- All staff use the same approach to behaviour.
- Students receive clear and consistent messages about expectations.
- Consistency helps students understand where they stand and what is expected.
- Mixed messages create confusion and make expectations less clear.
- A united approach creates a fair, predictable, and supportive environment.
- Clear expectations and consistency allow learning to thrive.



Detentions

All detentions are now on the same day

Late to school-Lunchtime in Room 23 for 20mins

If you fail to attend this then it will be escalated to a 60minute detention the same night. Failing to attend this will result in at least being in Reflection until P5 the next day.

Homework- After school Room 3. Normal escalation systems apply

Homework will be set from Monday 14th September



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Coleridge Community College Mountain Points



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Rewards at Coleridge

At Coleridge, we believe in recognising students who demonstrate our values every day. Rewards help us celebrate:

- Academic effort
- Positive behaviour
- Excellent attendance
- Contribution to the school community
- Outstanding learning habits
- Rewards are not just about achievement—they are about recognising the choices and habits that lead to success.



Coleridge Community College
The best in everyone™
Part of United Learning

We are ambitious

We are caring

We have integrity

We contribute

We are CCC, where values matter

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Mountain Points Link to School Values

Students can earn rewards by demonstrating:

Ambition

- Working hard
- Challenging themselves
- Aiming high

Integrity

- Doing the right thing
- Following expectations
- Being honest

Caring

- Respecting others
- Being kind
- Looking after our environment

Contribution

- Supporting the school community
- Taking part positively
- Helping others succeed



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Scholar Tokens

A Scholar Token is a special award given to one student in a lesson who has shown exceptional scholarly behaviour.

Each Scholar Token is worth 5 Mountain Points



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How Can You Earn a Scholar Token?

You might earn a Scholar Token for:

Thinking and Learning

- Asking thoughtful questions
- Using academic language
- Making connections between topics

Independent Work Ethic

- Starting work immediately
- Staying focused
- Improving work using feedback

Contribution to Learning

- Supporting others academically
- Enhancing classroom discussions

Quality of Work

- Producing exceptional work
- Going beyond expectations



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Attendance – Tutor Group Year to Date Attendance



8CA = 96.5%



8CC = 93.9%



8CD = 95.0%



8CT = 93.7%



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Mountain Points – Tutor Group Overall Standings



8CA = 143



8CC = 112



8CD = 134



8CT = 122



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Enrichment clubs

- Timetable coming out on Monday
- Encourage students to be involved in clubs – try something new!



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Thank You

Any Questions?

Please email: col-enquiries@coleridgecc.org.uk



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