



KS3 Information Evening 2024

Dr Nottingham, Headteacher

Mr Nicholls, Director of Music Specialism

Ms Messinger, Deputy Headteacher

Mr Davies, Assistant Headteacher

Mrs Saunders, Head of Year 7



Wednesday 13th September
4.15 -5.00pm



Gathered together, that all may thrive



Mission:
Gathered
together,
that all may
thrive



Kindness



Courage



Hope



BCCS: Our
Track
Record

GCSE Results 2024

9-7 grades 37%

9-4 grades 87%

$\frac{2}{3}$ stay onto the sixth form

A Level Results 2024

A*-A grades 33 %

A*-B grades 61 %

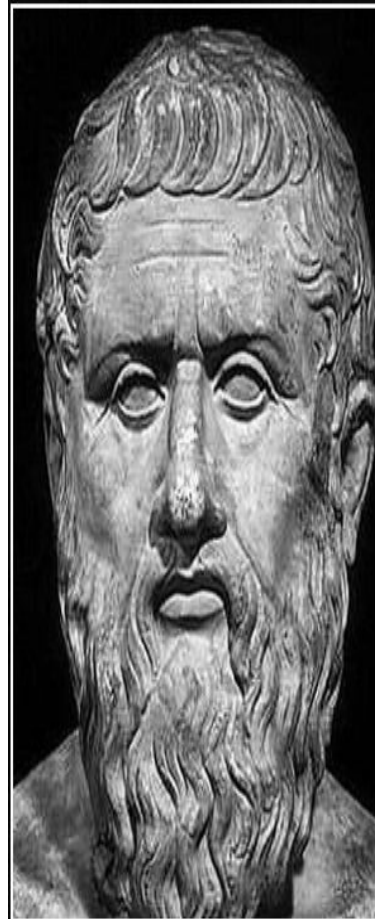
Oxbridge 10 places



Harness the Power of New Beginnings



BRISTOL CATHEDRAL
CHOIR SCHOOL



The beginning is the most important part of any work, especially in the case of a young and tender thing; for that is the time at which the character is being formed and the desired impression is more readily taken.

— *Plato* —

AZ QUOTES



BRISTOL CATHEDRAL
CHOIR SCHOOL

Mr Nicholls

Assistant Headteacher

Director of Music Specialism



The Power of Music

“Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. Music can bring communities together; the sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school”




BRISTOL CATHEDRAL
CHOIR SCHOOL





Unique



- Part of Cathedral Schools Trust
- Music Specialist Schools
- Bristol Cathedral Choir School is the first of only two Academy Choir Schools
- Expert teaching and shared Trust expertise
- Key Partner School for Bristol Beacon Music Hub
- 3 x 60min lessons per fortnight at Key Stage 3 (Yr 7 – 9)
- Curriculum that reflects latest research and national strategies
- Music Technology embedded across all Key Stages
- Music Mark School
- Strong partnership with Royal Welsh College of Music and Drama
- Close ties with Bristol Cathedral





Music Specialism

Inspirational ▶ Inclusive ▶ Impactful

‘Pupils who learn musical instruments outperform students who do not learn music in areas of intelligence, developmental skills, academic performance and social skills. Furthermore, they are able to transfer their music knowledge and skills to other areas of academic excellence.’

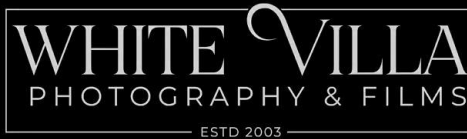
British Journal of Music Education (1999), 16:123-138 Cambridge University Press

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+Zoom in...

Y7 & 8 Christmas Songs Project

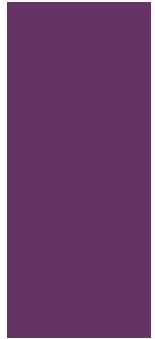


Monday 2 December

Save the Date

+Zoom in...

BX and GX Choirs



+Zoom in...

Trailblazers Scheme

My daughter's maths has improved since learning the oboe with Trailblazers. She's gone up 4 sets to 2nd to top set!

I think her confidence and processing skills are better since learning to read music and be part of the scheme

The group emphasis of Trailblazers has allowed my child to feel comfortable to join in



He has really enjoyed Trailblazers and performing regularly has given him confidence and a sense of pride

They enjoyed working with other Trailblazers from the other schools. Playing in the concert was their first 'public' performance

It was a fantastic show and the opportunity the scheme provides is extremely valuable

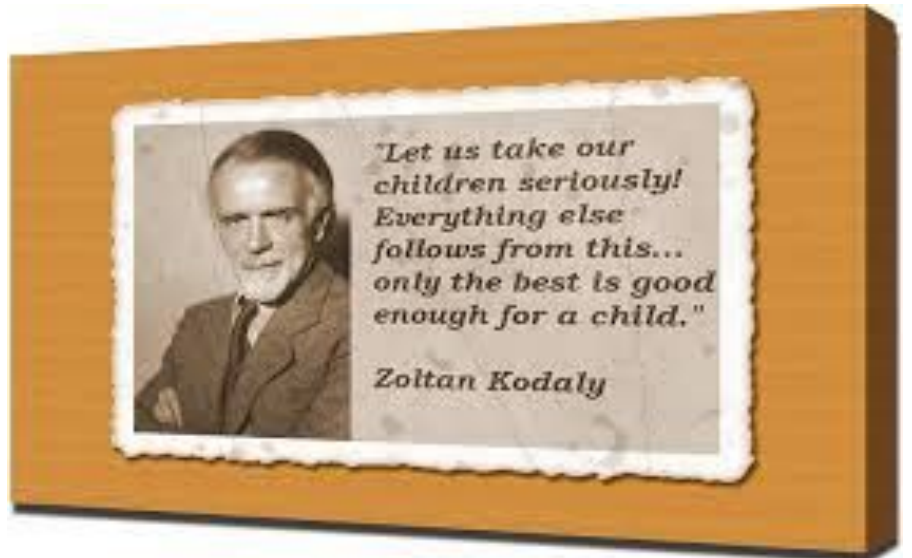
Mixing with the accomplished musicians from the Welsh College of Music was an inspiring experience and has helped my child view what can be achieved by practicing

We are so grateful that Trailblazers has introduced him to an instrument he gets on so well with and led to terrific public experiences



Curriculum

- We sing!
- Kodaly training
- Musical Concepts open to personalisation
- Keyboards, ukuleles and more
- Music Technology - SoundTrap
- Active Listening



+ Zoom in...

Steel Pans!





Co-Curriculum



Breadth

BX choir
GX choir
BCCS Contemporary Voices
Improvisation Club
The Noise
Sinfonia Strings
Steel Pans
Band Academy
Concert Band
Ukulele Band
DJ Club

Depth

Chamber Choir
Lower School Voices
String Orchestra
Symphony Orchestra
String Quartets
Flute Ensembles
Brass Ensemble
Horn Ensemble
Percussion Ensemble
Senior Jazz Collective
BCCS Big Band





Music Specialists and Choristers



Challenging pathways

- Concert Visits
- Masterclasses
- Joint projects
- Tracking
- Composition projects and specialist concerts

Cathedral

- Close working relationship with Chapter
- Joint projects
- Every year 7 invited to attend at least one evensong



+ The Music Specialism Means...

- ▶ **Inspirational** A love of learning
Skills to work with others
Resilience & engagement
- ▶ **Inclusive** Providing opportunities for all to succeed
Regardless of background or starting point
- ▶ **Impactful** First class and enriching experiences
Everyday excellence

musicadmin@bristolcathedral.co.uk



Esther Messinger

Deputy Headteacher

- Curriculum content
- Dates ahead, including reporting
- Learning Support
- How you can help

Gathered together, that all may thrive

I love my Drama lessons. You really get to express yourself. I feel that I release so much energy now I'm in Year 7. *Ava*

The teachers are kind, helpful and more strict than at Primary School. It feels like there are a lot of people that want to help me. *Lucy*

It is very different, I feel really free and more responsible. Science is really fun! We've been making and flying helicopters. *Rodrigo*

I've enjoyed the maths. I have to think really hard. *Yorick*

Curriculum content

Year 7

- Mathematics
- English Literature & Language
- Sciences (Biology, Chemistry, Physics)
- Humanities (Geography, History and Religion, Ethics & Philosophy)
- Modern Foreign Languages (French, German)
 - Art (Fine Art, Textiles)
 - Design Technology
 - Music
 - Drama
- Information Technology
 - Physical Education
- Personal Social Health Education

To find out more about the subject content visit our website under learning and [Subjects](#) or see our [Whole school curriculum map](#)

Assessment and Reporting

Year 7

September

Cognitive Ability Testing (CATs), Literacy Testing, Progress Tests.

October

Teacher reporting BRAG
Meet the tutor
PASS Survey homework

February

Teacher Report BRAG
Parent/Carer Evening

June/July

Assessment week
Teacher Report BRAG & Comment

Year 8

October

PASS Survey homework

January

Teacher Report BRAG
Parent/Carer Evening

February

Literacy testing

June/July

Progress Tests
Assessment week
Teacher Report
BRAG & Comment

Year 9

January

GCSE Taster week
Options Evening
Teacher Report BRAG
Parent/Carer Evening

February

Literacy testing

June/July

Progress Tests
Teacher Report
BRAG & comment

A Year 7 Report



BCCS Year 7 Report 2023-24 Lent Second Half Term



Subject	Progress	Effort	Homework	Responsibility for Learning
	Above	Exceptional	Exceptional	Exceptional
	Expected	Good	Good	Good
	Below	Improvement needed	Improvement needed	Improvement needed
	Sig Below	Serious concern	Serious concern	Serious concern
Mathematics Mr Pearse	Expected	Good	Good	Good
English Mrs Hicks-Beresford	Expected	Good	Good	Good
Science Mr Mitchell	Expected	Good	Good	Good
Art Mrs Turner	Expected	Good	Good	Good
Design Technology Mrs Nevins / Mr Bugler	Expected	Good	Good	Good

What will we report?

3c. The KS3 BRAG

Progress:

Above	Expected	Below	Significantly below
Student is exceeding academic expectations.	Student is meeting academic expectations.	Student has not met academic expectations.	Student has not met academic expectations and his/her performance is a very serious concern,

1. Progress
2. Effort
3. Homework
4. Responsibility for Learning

The KS3 & 4 BRAG

Effort:

Above	Expected	Below	Significantly below
Student is willing to work hard when facing a challenge and to see mistakes as an opportunity to improve.	Student is willing to attempt all learning challenges with rigour and enthusiasm.	Will benefit from increasing self motivation and acting on advice about how to improve learning.	Student is not attempting work or acting on guidance. Serious concern.

Homework:

Above	Expected	Below	Significantly below
Homework extends to rigorous and effective independent study.	Homework is completed on time and to a quality standard.	Homework is usually done but deadlines need to be adhered to in the future and/or the quality improved.	Homework is persistently missing, late or completed to a low standard. Serious concern.

Responsibility for Learning



Exceeding	Expected	Below	Significantly below
<p>The student's presence in the classroom is advantageous to the learning of others. S/he always demonstrates active listening, responds exceptionally to RARs and uses SIT (Silent Improvement Time) highly effectively to make progress. S/he is able to talk about personal progress confidently.</p>	<p>The student is organised and punctual. S/he engages fully with lessons through active listening. S/he always completes RARs and works well during SIT (Silent Improvement Time) to make progress.</p>	<p>The student has not developed the appropriate level of skill in timekeeping or organisation. RARs are not consistently completed to a good standard. SIT is not always being used effectively. S/he is not always fully focussed or able to demonstrate active listening in class.</p>	<p>The student has not responded to support to develop skills in timekeeping, organisation and active listening. RARs are regularly incomplete. There is little or no evidence of appropriate use of SIT. Attitude and behaviour in class is hindering their own or others' progress.</p>

RaR = Read and Respond

Abbey House The Hive Learning Support



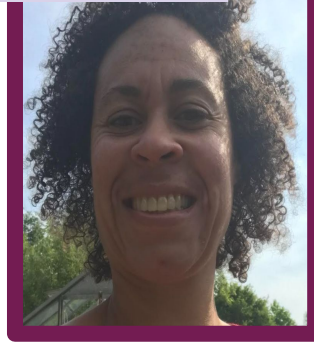
**Watch out for:
Bristol Parents Carers newsletters
SEND and You coffee morning**



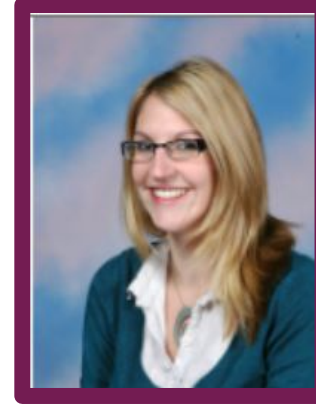
**Mr Mike Brodie
Pupil Premium
Lead**



**Mr Pat Callaghan
Designated
Teacher**



**Ms Amy Seymour
SENDCo**



**Mrs Jo
Bennet-Pullan
SENDCo**



**Mr Max Hogg
Elevate Lead**



**Ms Rosie Summers
Head of Cognition &
Learning**



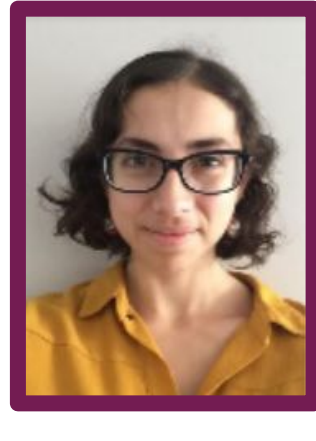
**Ms Emila Bugg
Head of SEMH**



**Ms Valentina
Ivarone
Head of Communication &
Interaction**



**Mrs Caroline
Maudsley
Hive Manager**



**Ms Bathsheba
Wells Dion
EAL Lead**

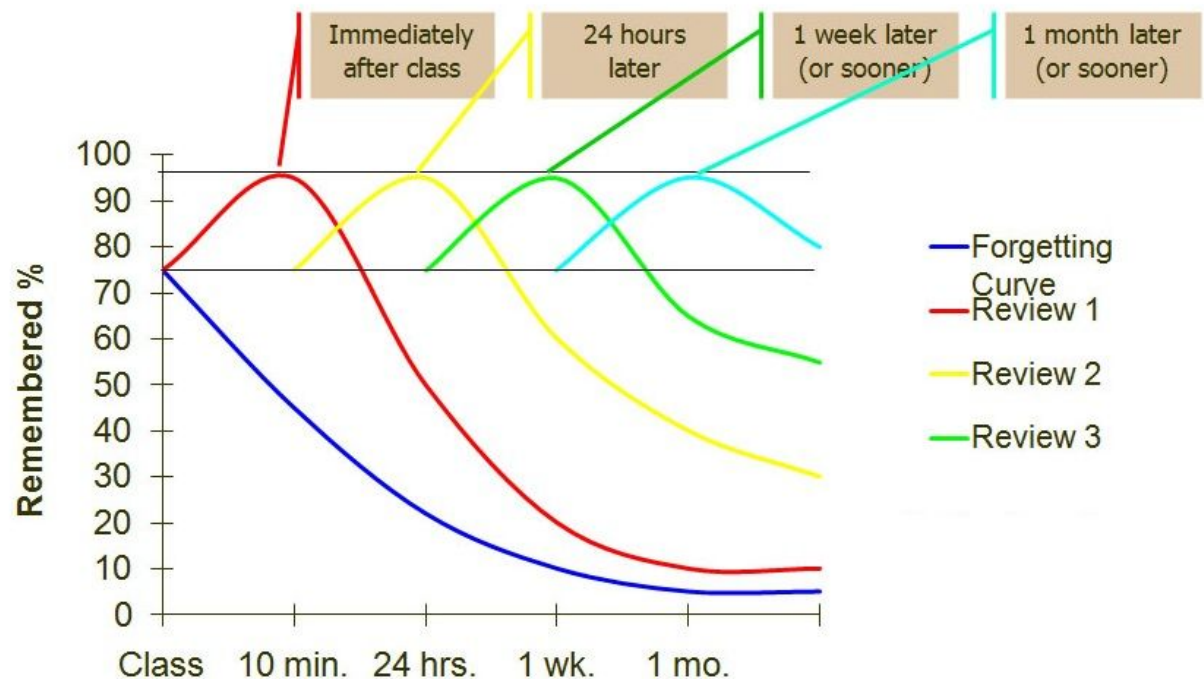
Mike Davies

Assistant Headteacher

- Homework
- Marking and feedback
- SIT

Homework... purpose?

- To support students' independence
- To support with retrieval
- To give students more time to practice




Homework... how?


- Set on a google classroom
- Y7 to receive weekly homeworks in maths, english and science.

AIM - Able, Interested and Motivated?


Additional activities to stretch and challenge.


 Meet ⋮


[Join](#)

 Not visible to students

Class code ⋮

[achmisc](#) 

 Announce something to your class ↕

 **Eleanor Youngs**
12 Sept (Edited 12 Sept) ⋮

***** Opportunities from Lucy Cavendish College, Cambridge University for GCSE and A Level students*****

See details attached for a range of subjects. Take care to look at the closing dates and who the opportunities are available to (some state specific year groups).



MANAGE
YOUR
TIME

ADJUST
THE
NOISE

STREAMLINE
YOUR
VISUALS

SNACK
AND SIP
HEALTHY

TURN OFF
TECH
TEMPTATIONS

TAKE
REGULAR
BREAKS

GET IN
POSITION

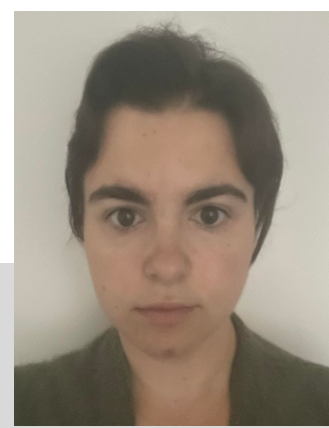
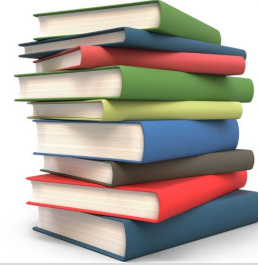
GET OFF
THE BED

Support



- Library open every day until 4pm
- Science and Maths teachers run support sessions in the ground floor parsonage computer rooms from 3.20 - 4.00pm.
- Science support is on a Tuesday
- Maths support is on a Thursday

Gathered together, that all may thrive



- Resident librarian Ms Wales
- Opens at 8.30am to 4.00 pm Monday to Fridays
- Opens break and lunch time to exchange books
- Homework club after school
- Computers available or quiet space
- Always looking for Student Librarians to support



Using the google classroom

- You will receive an email invitation.
- Once accepted you will receive weekly summaries of what homework your child has been assigned and whether they have missed any deadlines.



An example email summary



Google Classroom

Daily summary for Student Name

Jan 20, 2022

Missing from last week

ENGLISH LITERATURE



Worksheet 501: Reading activity

Please read the attached essay and then read the attached historical context. Highlight words that you find most meaningful and attach a scan of your highlighted document to this assignment.

Due Jan 15 



Worksheet 601: Writing activity

After completing Worksheet 601, complete the attached writing activity.

Due Jan 15 

ALGEBRA II



Variables worksheet part 2

Please fill out this worksheet before next week's class. You can watch the video to learn more on how to complete the tasks.

Due Jan 14 

Due in the next few days

ENGLISH LITERATURE



Who was the greatest novelist of the 20th century?

Be sure to include why you think they are the greatest. Take a look at your classmate's answers when you're done.

Due Jan 24

WORLD HISTORY



World map worksheet

Please fill out this worksheet before next week's class. Try to also include each country's capital cities. Don't forget to also take a look at pages 2 and 3 that zooms in on smaller areas.

Due Jan 22



North America worksheet

Fill this out after completing the World Map Worksheet.

Due Jan 23

Marking and feedback

RAR - Read and respond



+ **SIT - Self Improvement Time** **(Thurs A / Friday B)**

In these sessions students will be learning how to become better learners. This will include things like:





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Mrs Saunders Head of Year 7





Pastoral support in Year 7



Mr Fuller - Deputy Head Teacher & Designated Safeguarding Lead



Mrs Saunders - Head of Year 7 and Pastoral Support Leader



Miss Heaton-Jones and McCrossan - Deputy Designated Safeguarding Leads



Ms Esther Messinger - Deputy Headteacher Years 7-11



Year 7 Tutors



Houses - **Abbots**, **Canons**, **Bishops**, **Deans** and **Priors**

Tutor groups

Tutor Groups are in house year groups.

There is a weekly tutor timetable and in this time there will be personal, social and health education, assemblies, House competitions and more.

The Choristers have an additional tutor who liaises between the Cathedral and school.



**Mrs Schmitke
Abbots**



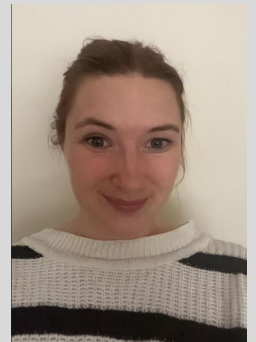
**Mr Dunton
Bishops**



**Miss Skowronska
Canons**



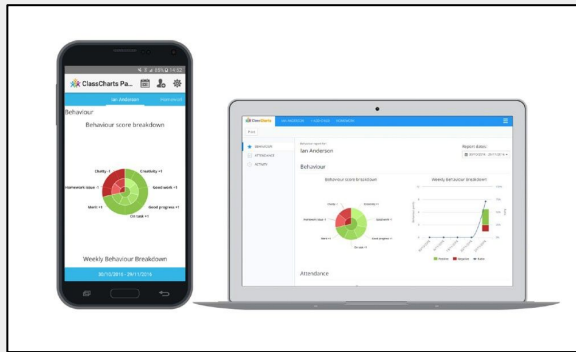
**Mr Sinclair
Deans**



**Miss Parry
Priors**



Class Charts

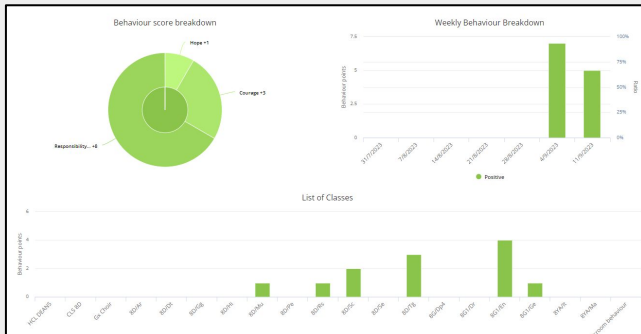


- Class Charts provides you with up to date 'live' student information including behaviour, attendance, timetables and rewards.

- Individual student reports allow you to see daily, weekly and termly behaviour information so that positives can be recognised and celebrated.

- Notices and key date information will also be shared with you via the Class Charts Parent app.

- Class Charts login details for you and your child(ren) have been shared with you via email.





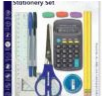







Class Charts



BCCS Class Charts Reward Store

 <p>50 POINTS</p> <p>Early lunch pass</p> <p>This gets you to the front of the dinner line without queuing. This will be valid for a week. Please collect from the main reception.</p> 	 <p>50 POINTS</p> <p>Las Iguanas</p> <p>20% voucher off your food bill (up to 5 people). Monday - Thursdays only Please collect from the main reception.</p> 
 <p>75 POINTS</p> <p>BCCS Stationary</p> <p>Get a BCCS Pen and Pencil. Available from main reception</p> 	 <p>75 POINTS</p> <p>Bristol Bears tickets - Yr 10-11</p> <p>A pair of tickets to watch the Bristol Bears v Clermont-Auvergne game on Friday 31st March. Enjoy with family member or a friend! Please collect from Mr Frost</p> 

- Positive work translates into rewards
- Incentivises and promotes positive behaviour
- Self fulfilling for students, they take ownership and responsibility for their actions
- Recognition and reward for effort and engagement.



A Working Day

8.35 for 8.40 Registration
Assembly/Tutor Time

9.10 Lesson 1

10.10 Break

10.30 Lesson 2

11.35 Lesson 3

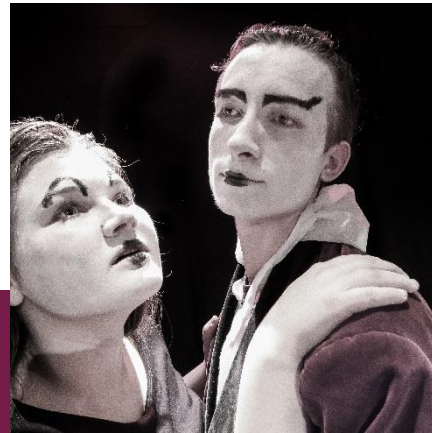
12.35 Lunch

1.15 Lesson 4

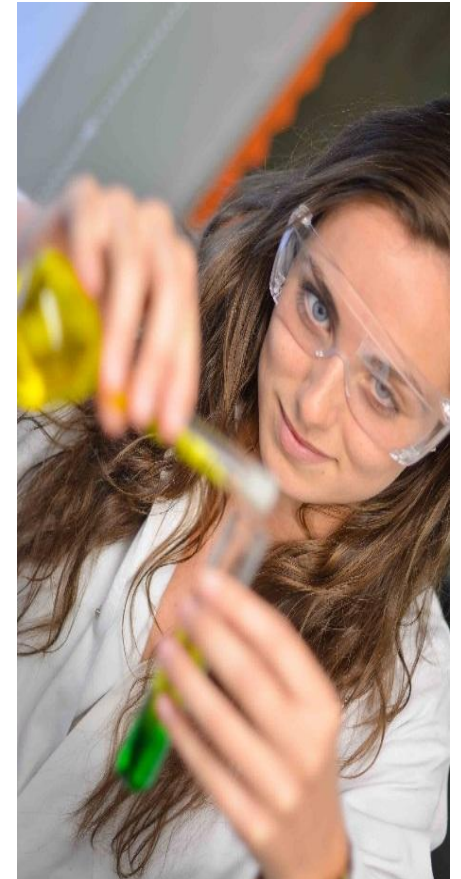
2.20 Lesson 5

3:20 End of the day

3.20 Enrichment, Support
Homework*



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Year 7



Food provision from Abbey House Kiosk and the canteen. Students can eat packed lunch in the canteen or outside.



Wednesday Week B students must bring own packed lunch or buy lunch at break. FSM will be provided lunch as usual.

Nut Free School