



Create, Aspire and Excel
to 'Live life in all its fullness' (John 10:10)

Transition Booklet 2020

Staff

Here is a short introduction to key members of staff involved with year 7:

Mr Patrick – Principal

Mr Patrick is the Principal of Chiltern Hills Academy

Vice Principals

Mr Dobbs, Mrs Conway & Mr Griffiths are the Vice Principals. They work closely with Mr Patrick and all members of staff to aid the running of the school.

Mr Humphrey – Academic Year Leader & Transition

Mr Humphrey will be overseeing transition and is the Academic Year Leader for Y7. A teacher of Geography & PE

Mrs Jones – SENDCo

Mrs Jones is SENDCo for KS3 and teaches specific targeted groups of lower ability KS3 students to try to accelerate their progress.

Mrs Milner – Academic Year Leader Support

Mrs Milner works very closely with Y7 and is a fantastic person to contact should you have any questions once we have started the next academic year.

Mrs Hare & Mrs Philips – Learning Zone

Overseeing programs such as ELSA (Emotional Literacy Support) & Nurture group Mrs Hare & Mrs Philips will play an integral part in selected student's transition.

Form Tutors

Our Academic Form Tutors form the firm foundations for our academic and pastoral programs. They will follow and deliver programs such as Life Skills, Careers, Thoughts for CHA, Literacy, Numeracy & Mindfulness. Your child's Academic Form Tutor should be who you make contact with concerning any issues in the first instance.

	1Mon	1Tue	1Wed	1Thu	1Fri
1	Spanish EVD 1A4 7x/Sp1	Life Skills RHM 1C6 7/Li2	Science DAN 0F2 7x/Sc1	History JEC 1C5 7x/Hi1	Mathematic ALP 1A3 7x/Ma1
2	Drama ORA 0F4 7x/Dr3	History JEC 1C5 7x/Hi1	Dance ORA 0F3 7x/Dn3	Drama ORA HALL 7x/Dr3	P. E. CHP 7x/Pe1
3	Geography OLH 1C2 7x/Ge1	Spanish EVD 1A4 7x/Sp1	Mathematic ALP 1D7 7x/Ma1	Prod des AHA 0C4 7x1/Dd1	Computer Studies SEC 1C11 7x/Ct3
4	Mathematic ALP 1D9 7x/Ma1	Music KAM 1F1 7x/Mu3	P. E. CHP 0G1 7x/Pe1	Prod des AHA 0C4 7x1/Dd1	English ELM 1C1 7x/En1
5	P. E. CHP 0G1 7x/Pe1	English AGR 0A3 7x/En1	English AGR 0A3 7x/En1	English AGR 0A3 7x/En1	Science PTO 0D5 7x/Sc1
6		Enrichment ZEC 0D3 78a/Er14			

	2Mon	2Tue	2Wed	2Thu	2Fri
1	English AGR 0A3 7x/En1	Mathematic ALP 1D5 7x/Ma1	History JEC 1C5 7x/Hi1	Spanish EVD 1D8 7x/Sp1	Food Technology SKI 0C9 7x2/Df1
2	Geography OLH 1C6 7x/Ge1	English AGR 0A3 7x/En1	Music KAM 1F1 7x/Mu3	Mathematic ALP 1D5 7x/Ma1	Food Technology SKI 0C9 7x2/Df1
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5	R. St. SDA 1C4 7x/PRe1	Art & Des AHA 0C4 7x/Ar3	Science PTO 0D5 7x/Sc1	Art & Des AHA 0C4 7x/Ar3	Science DAN 0F2 7x/Sc1
6		Enrichment ZEC 0D3 78a/Er14			

Example of a
student
timetable

We have a 2 week timetable

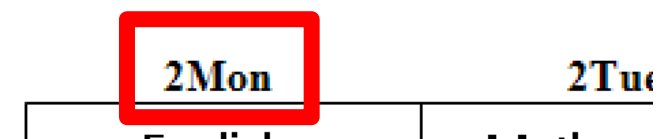
This means you have different lessons during week 1 compared to week 2.

It shows you what week it is here...

This shows us that this part of the timetable is week 2

	1Mon	1Tue	1Wed	1Thu	1Fri
1	Spanish EVD 1A4 7x/Sp1	Life Skills RHM 1C6 7/Li2	Science DAN 0F2 7x/Sc1	History JEC 1C5 7x/Hi1	Mathematic ALP 1A3 7x/Ma1
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6		Enrichment ZEC 0D3 78a/Er14			

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6		Enrichment ZEC 0D3 78a/Er14			

We have 5 lessons a day

On Monday, Wednesday, Thursday and Friday our day looks like this.

Registration with tutor, Lesson 1, Lesson 2, Break, Lesson 3, Lesson 4, Lunch, Lesson 5. There is also an afternoon registration

On a Tuesday we have a slightly different day. We have a fantastic opportunity for all students called Enrichment. Lessons run in a slightly different order.

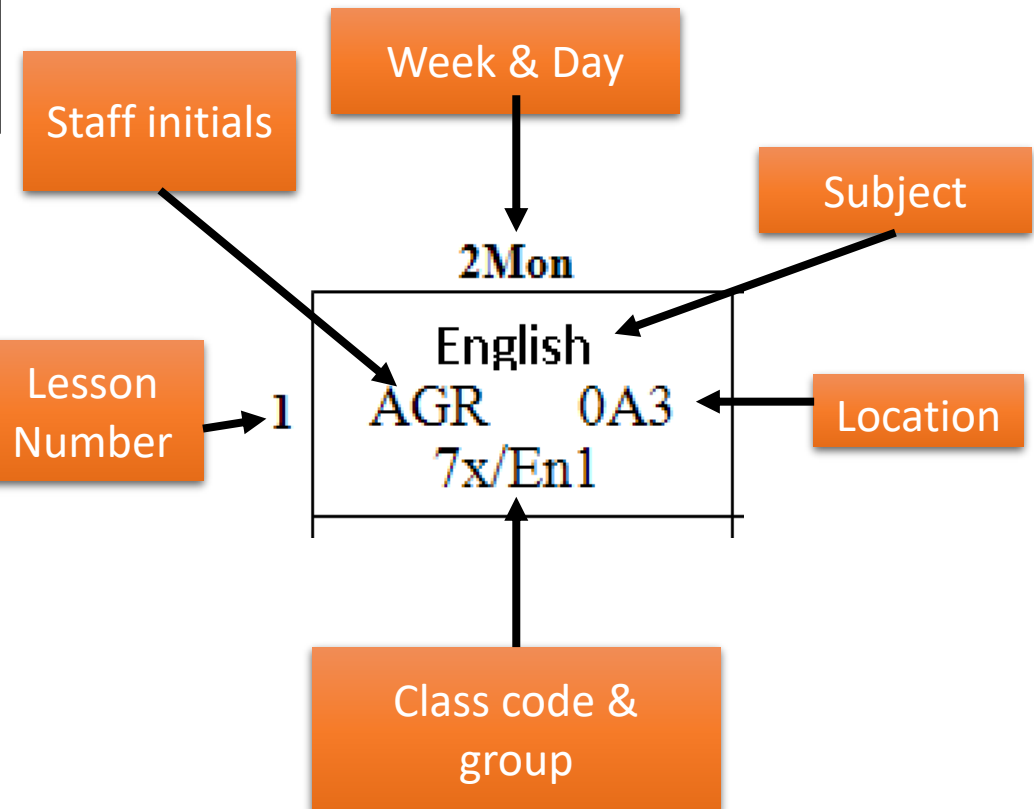
Lesson 1, Break, Lesson 2, Lesson 3, Lunch, Lesson 4 Lesson 5, Enrichment.

	2Mon	2Tue	2Wed	2Thu	2Fri
1	English AGR 0A3 7x/En1	Mathematic ALP 1D5 7x/Ma1	History JEC 1C5 7x/Hi1	Spanish EVD 1D8 7x/Sp1	Food Technology SKI 0C9 7x2/Df1
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6		Enrichment ZEC 0D3 78a/Er14			

Let's look at a lesson.

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How will I know where I am going?

We do have a map in every student planner, and I have included one later on.

When reading your timetable it is good to know that the first number is what floor your lesson is on.

	1Mon	1Tue	1Wed	1Thu	1Fri
1	Spanish EVD 1A4 7x/Sp1	Life Skills RHM 1C6 7/Li2	Science DAN 0F2 7x/Sc1	History JEC 1C5 7x/Hi1	Mathematic ALP 1A3 7x/Ma1
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2Mon

English
AGR 0A3
7x/En1

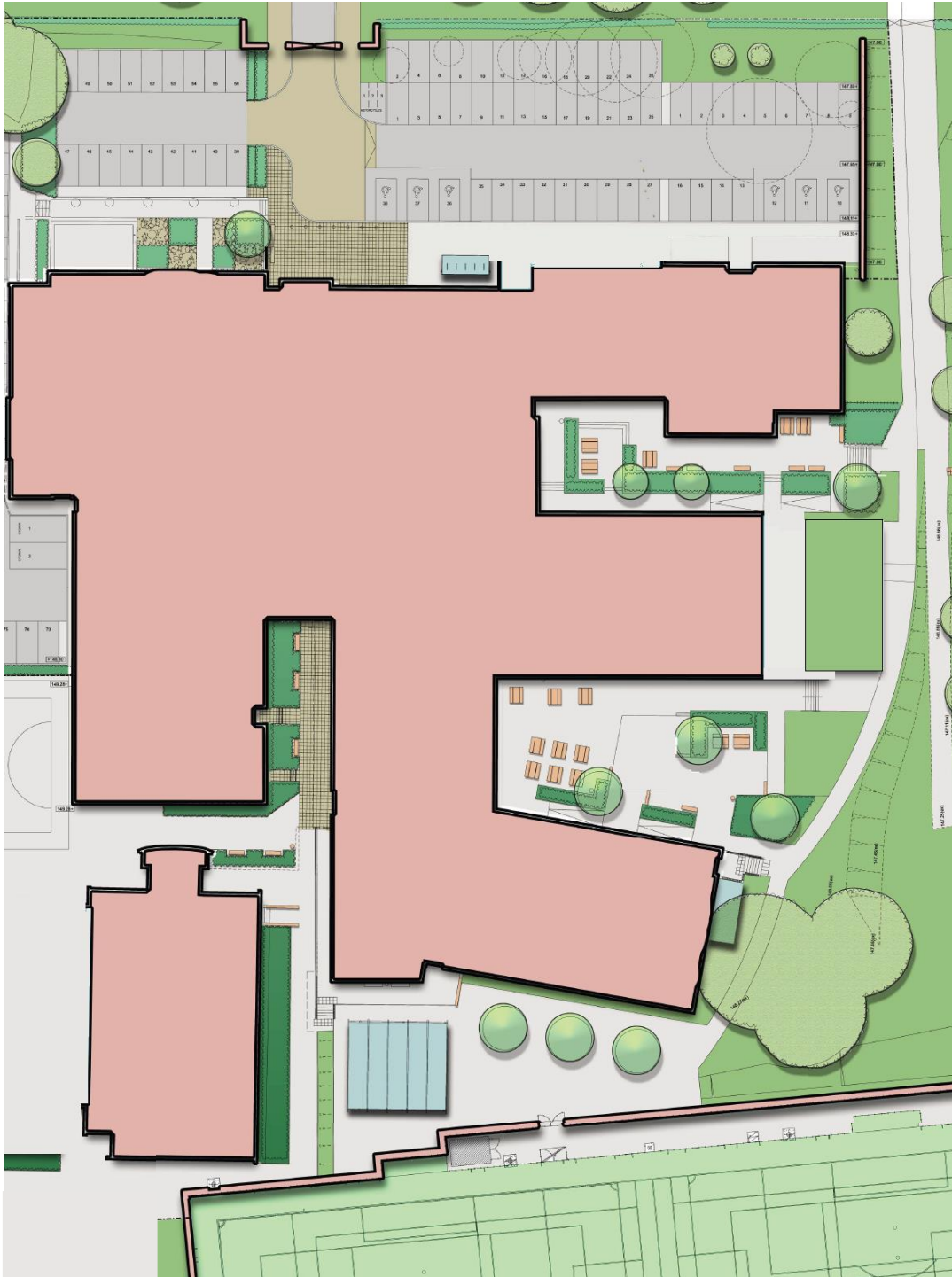
0 = ground floor

1 = First floor

The letter is what block you're in.
The number is what room number.
This lesson is on the ground floor in
A Block (English) and in the third
room.

Here are the timings of the day.

Monday	Tuesday	Wednesday	Thursday	Friday
Registration	Registration	Registration	Registration	Registration
Period 1	Period 1	Period 1	Period 1	Period 1
Period 2	Break	Period 2	Period 2	Period 2
Break	Period 2	Break	Break	Break
Period 3	Period 3	Period 3	Period 3	Period 3
Period 4	Lunch	Period 4	Period 4	Period 4
Lunch	Period 4	Lunch	Lunch	Lunch
Period 5	Period 5	Period 5	Period 5	Period 5
	Enrichment			
There will also be an afternoon registration				



Welcome to Chiltern Hills Academy.

Here is a map of our school. Right at the bottom of the page you can see our latest addition. A full sized 3G Astro pitch. It is a fantastic addition and you will love using it I am sure.

Let's have a closer look at parts of the map.

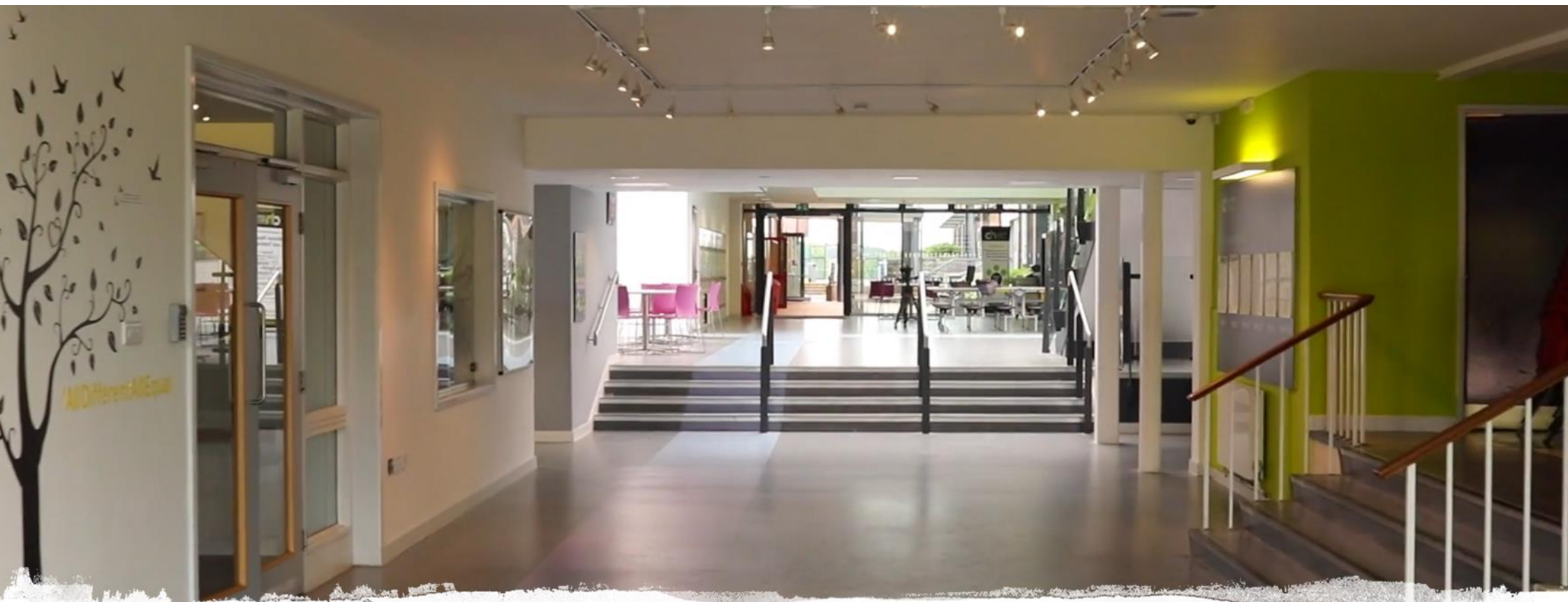
Coming into school



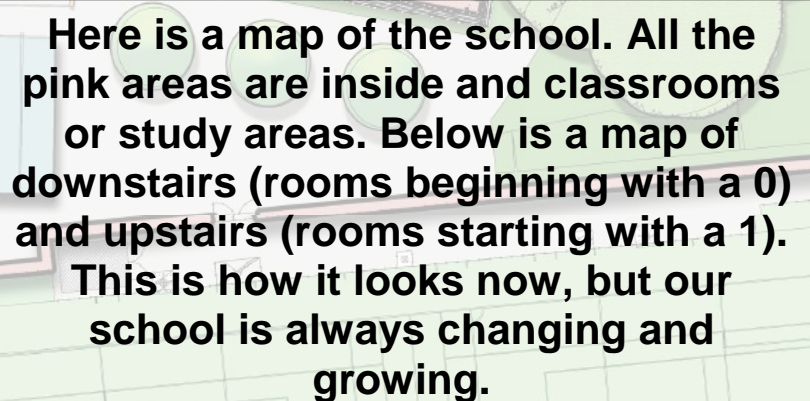


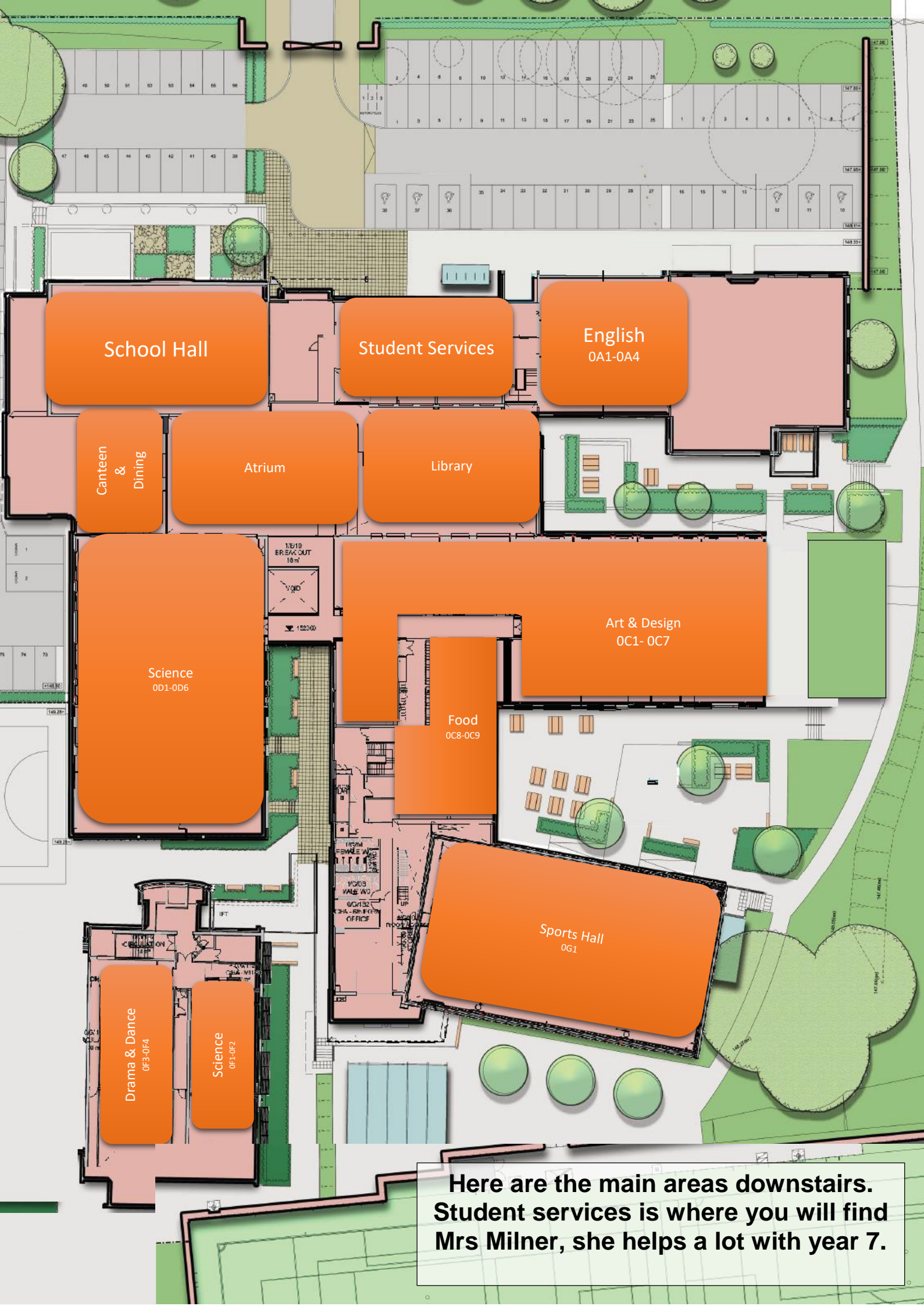
Coming into school

Please always use the path to access the school site.



When you walk in.....





School Hall

Student Services

English
0A1-0A4

Canteen
&
Dining

Atrium

Library

Science
0D1-0D6

Art & Design
0C1- 0C7

Food
0C8-0C9

Sports Hall
0G1

Drama & Dance
0F3-0F4

Science
0F1-0F2

Here are the main areas downstairs.
Student services is where you will find
Mrs Milner, she helps a lot with year 7.



Offices

English
1A1-1A4

No upstairs

Media & ICT
1C1-1C2

Media & ICT
1C1-1C2

Humanities
1C3-1C8

Maths
1D1-1D6

ICT & Business
1C9-1C11

Sixthform

No Upstairs

No upstairs

Music
1F1-1F2

Here are the main areas upstairs. Lots of corridors link the areas together, we always walk on the left. This stops you bumping into anyone else. The red room is where you can find Mr Humphrey.

Expectations

During your time at Chiltern Hills Academy we will have expectations of you and you will have expectations of us. Expectations are displayed for all to see in every classroom in the school. Although changes are made each year, to ensure every student has the ability to achieve, here is 2019-2020 'Expectation Poster'.

Uniform Expectations

Our Academy uniform and PE kit are supplied by Fastbreak Sports, 29 High Street, Chesham, HP5 1BW. Tel: 01494 786677
The compulsory uniform standard for all students up to the end of Year 11 from September 2017 is:

Uniform



- Black pleated skirt (minimum length – 5cm above the knee) or black formal trousers (no skinny trousers)
- Plain white formal collared shirt (not an open neck blouse)
- Academy tie (tied to an A4 page minimum length)
- Dark or white socks/neutral coloured tights/black tights (with no pattern)
- Plain black formal shoes (no high heels, boots or trainers/sneakers)
- Academy blazer
- Optional - Academy grey 'V' neck jumper (with silver threading) to be worn under the blazer. However, only the specified grey jumper will be accepted
- Hijabs (if chosen) are to be of plain black material
- Black formal trousers (no skinny trousers)
- Plain white formal collared shirt
- Academy tie (tied to an A4 page minimum length)
- Dark coloured socks
- Plain black formal shoes (no boots or trainers/sneakers)
- Academy blazer
- Optional - Academy grey 'V' neck jumper (with silver threading) to be worn under the blazer. However, only the specified grey jumper will be accepted
- Any hair covering for religious reasons must be of plain black material

Clothing not permitted under any circumstances includes: jeans, trainers, hoodies, bandanas, sleeveless shirts/tops, clothing with chains and attachments, clothing and bags with offensive statements, clothing which covers the face, any other facial piercings, impractical or dangerous footwear.

PE Kit



The PE kit has been designed around new breathable and easy care materials which includes:
PE polo shirt – Academy design
Sweatshirt – black
Shorts – plain black shorts
Netball skirt
Black tracksuit bottoms – optional for use in winter months at the discretion of the PE Dept.
Socks – plain black football socks
Trainers
Football boots when applicable

- Students are expected to wear their uniform with pride
- Clothing not permitted under any circumstances includes: jeans, hoodies, bandanas, sleeveless shirts/tops, clothing with chains and attachments, clothing and bags with offensive statements, clothing which covers the face, any other facial piercings, impractical or dangerous footwear.
- The only jewellery permitted is a wrist watch and one small, plain (gold or silver coloured) stud or sleeper in each ear. No other facial studs are permitted, nor are 'space'/'stretchers' in the ear.
- Nail Varnish must be clear/natural. Students will be expected to remove nail varnish which does not comply, which includes French manicure/polish. False nails are not permitted.
- No extreme hairstyles or hair-colouring are permitted. This includes 'braids'. Subtle, natural coloured variations to hair may be acceptable but parents should seek the advice of their child's Academic Year Leader before considering this
- Hairbands and bows if worn must be discrete and plain black in colour
- Coats - students will need a sensible and warm waterproof coat at certain times of year. Lightweight/tracksuit type jackets, 'hoodies' and denim jackets are NOT permitted.

Behaviour for Learning

THE VISION FOR BfL AT CHA RESPECT - VALUE - LEARN

Everyone is entitled to benefit from:
- An environment of mutual respect
- A school that values everyone
- Effective learning and teaching

WHAT OUR STUDENTS SAY

For students at CHA a recent survey of Year 11 shows that the main things that they say keep them motivated and working hard are:



REWARDS AT CHA

The main focus of our reward system is merits. Students value them.

The main reasons that teachers use to award merits are:

- Excellent academic achievement
- Outstanding effort
- Displaying the Chiltern Hills Values
- Excellent Attendance

As teachers and staff at CHA we will make time for awarding merits and ensure that each lesson/session we deliver, merits are given out.

EXPECTATIONS – NO EXCEPTIONS EQUIPMENT

AT THE VERY LEAST YOU MUST HAVE:

Pens, pencils, ruler, rubber, pencil sharpener, calculator, protractor, compass, reading book, planner and PE kit.

OTHER REWARDS AT CHA

- Telephone call home
- Letter home
- Vice Principals' and AYL commendation
- Postcard home – 1 per class/week
- Principal's commendation
- Student of the Month
- Subject awards

These rewards also have merit points attached to them

THE FOLLOWING MERIT CERTIFICATES ARE GIVEN OUT:

- 50 merits – bronze
- 100 merits – silver
- 200 merits – gold
- 300 merits – platinum
- 400 merits – diamond
- 500 merits – CHA

BEHAVIOUR AT CHA IS MONITORED AND SANCTIONS ARE GIVEN USING THE BEHAVIOUR LADDER

- B1 is a verbal warning
- B2 is a break or lunchtime 10 minute detention
- B3 is a one hour detention after school
- B4 is a Principal's detention
- B5 is a period of time (at least a day) in IER (Internal Exclusion Room)
- B6 is a Fixed Term Exclusion (FTE) or IER

EXPECTATIONS – NO EXCEPTIONS WHEN AROUND THE SCHOOL OUT OF LESSONS AND IN LESSONS

- Keep to the left
- Line up quietly
- Walk sensibly
- Use respectful language
- Have good manners
- No mobile technology after 8.35am
- Put your rubbish in the bin

EXPECTATIONS – NO EXCEPTIONS WHEN IN LESSONS

- Be on time every time
- Line up quietly
- Stand quietly behind your desk at the start of the lessons
- Get your equipment out and be ready to start
- Always sit where you have been asked to
- Put up your hand when you need help or are asked a question
- Listen carefully during lessons

EXPECTATIONS – NO EXCEPTIONS UNIFORM

- Shirts should be tucked in at all time
- Plain black formal shoes must be worn
- A school blazer must be worn at all times (teachers can give permission to remove them in lessons)
- These items of jewellery are not allowed: bracelets, bangles, rings, bands, necklaces, facial piercings
- Hair colour must be a 'natural' colour
- Make up should not be obvious, no nail varnish
- Correct PE kit should be worn
- Skirts must be the correct style and length

Our Values



Our Christian values help us to build a community together. They are based on the life and teaching of Jesus found in the Bible, but offer a foundation for life together that embraces those of all faiths and none.

Self-discipline

We must try to live our lives with high values and sound judgment. We should be organised in our work and life, taking pride in what we do. In our work we should try hard and to not give up. We are each responsible for our own learning.

"God did not give us a spirit that makes us afraid but a spirit of power and love and self-discipline" (2 Timothy 1:7)

Respect

To respect means to value each member of our community equally, whatever our background, culture, race or religion. We show respect to ourselves as well as to others in the way we speak to each other.

"Show proper respect to everyone" (1 Peter 2:17)

Love

Love means showing understanding, friendship, kindness and good-will. A loving community is one where each member seeks to put others first before themselves.

"Jesus said, 'Love one another as I have loved you'" (John 13:34)

Hope

Hope means feeling positive about the future. Through all that we are and do as a community we create hope for the future together.

"We are hoping for something we do not have yet, and we are waiting for it patiently" (Romans 8:25)

Honesty

Being honest means choosing not to lie, steal, cheat or deceive in any way, as all these things destroy trust within the community. Honesty builds your strength of character and integrity.

"Tell each other the truth, because we are all parts of the same body" (Ephesians 4:25)

Forgiveness

To forgive means to pardon someone. We all at times need to say sorry and to be able to forgive.

"Forgive us our sins as we forgive those who sin against us" (Matthew 6:12)

Compassion

Being compassionate means showing kindness and respect and giving support to one another. We seek to be compassionate to all, but especially to those who are weaker, who need help through difficult times or who are new to our community.

"Be kind and compassionate to one another" (Ephesians 4:32)

Our Targets

A culture of high achievement

Outstanding learning & teaching

Number one school of choice in the Chesham area

Shared values & ethos

Maximise attendance

Behaviour Ladder

Level	Examples of behaviour	Consequence	Who
B1	● Talking/preventing others from learning ● Arguing/out of seat ● Late to lesson	Verbal warning	Class teacher
B2	● Repetition of B1 behaviour ● Eating in corridor/dropping litter ● Non-completion of homework and class work ● Homework not handed in ● Lack of Equipment	Break/lunchtime detention	Class teacher
B3	● Persistent B2 behaviour ● Rudeness to a member of staff ● Refusal/failure to follow instructions ● Inappropriate language i.e. swearing in conversation ● Lateness to lessons (more than 5 minutes) ● Being in the vicinity of smokers ● Failure to attend homework detention ● Graffiti ● Chewing gum ● Missing lesson(s) ● Persistent uniform issues ● Mis-use of mobile technology	Removal from lessons by Subject Leader and a one hour detention One hour after school detention Letter/phone call home Missed time caught up after school	Class teacher, Subject Leader, any member of staff
B4	● Persistent B3 behaviour ● Inciting others to fight ● Smoking/possession of cigarettes, lighters, e-cigarettes ● Failure to attend a B3 detention ● Misbehaviour during a B3 detention ● Being caught in an out of bounds area ● Removal from lesson by Senior Leadership Team/subject leader/ Academic Year Leader	Principal's detention, 1 or 2 hours (Failure to attend will result in further sanctions)	Class teacher, Subject Leader, AYL, any member of staff
B5	● Persistent B4 behaviour ● Walking out of school ● Damage to school/other's property (cost of repair incurred by student) ● Swearing across a room at another student ● Deliberate defiance ● Racist/homophobic language directed at another person ● Fighting with another student ● Bullying incident ● Behaviour that compromises the safety of others	One day's isolation/internal exclusion Room	SLT
B6	● Persistent B5 behaviour ● Swearing at or about a member of staff ● Theft ● Intimidation or aggression towards a member of our community ● Possession and/or consumption of alcohol ● Persistent bullying ● Racist or homophobic abuse	Fixed term exclusion from normal school (This could be Learning Zone, Internal Exclusion Room depending on circumstances and how appropriate Fixed Term Exclusion is for individual student)	SLT
B7	● Persistent B6 behaviour ● Possession of offensive weapon or illegal drugs ● Violence towards a member of our community	Permanent exclusion	Principal

Homework:

At Chiltern Hills Academy we use the Show My Homework Platform.
What is Show My Homework?

Show My Homework is our online homework website that brings together the three core stakeholders in a school, the teacher, student and parent, providing them with the tools they need to support home-learning in the most simple and effective way.

Every piece of homework will be submitted onto the SMHW platform.
This will then be viewable to the student and parents.

All parents and students will be issued with login details to their email address they provided in the admissions form. This will contain instructions on how to activate your account that will be specifically linked to your child, and your child's account that will be specifically linked to their class teachers.

The platform offers apps that can be downloaded on most Apple and Android devices which will help make managing the increase in homework easier.

Here is our current homework frequency expectation:

Subject	Lessons	Frequency HW will be set
	in 2 week timetable	
Computing	Y7/8 = 1	Fortnightly
Design/Food	Y7/8 = 4	Fortnightly 20 – 40 minutes
Drama	Y7/8 = 2	Fortnightly
Dance	Y7/8 = 1	Fortnightly
English	Y7/8 = 8	Weekly - Literacy homework booklets (30 minutes)
Geography	Y7/8 = 3	Fortnightly
History	Y7/8 = 3	Weekly
Maths	Y7/ 8 = 7	Weekly 40 minutes in total but may be split into 10 minutes each
Music	Y7/8 = 2	Fortnightly
Religious Studies	Y7/8 = 2	Fortnightly (20-30 minutes)
Modern Foreign Languages	Y7/8 = 4	Weekly (20-30 minutes)
PE	Y7/8 = 4	Homework is not set for Core PE
Science	Y7/8 = 7	Weekly

Summer tasks

These tasks should allow you to show us how brilliant you are and enable us to find out more about you, both as a person and as a learner. We ask that you do the best you can with all the tasks but understand you may struggle to complete them all. Some you will enjoy more than others but you should give them all your best shot.

Each written task should be done on a separate piece of paper because different people will be marking/reading them. Some work may need videos or photos which you should hang on to until a teacher tells you how to share it with them in September.

All tasks, except the letter to Mr Humphrey, should be completed and brought with you on your first day in September. We are so sorry that we cannot provide you with a folder. On your first day you will be told who to give each piece of work to.

Enjoy!!!

Task 1: Letter to Mr Humphrey

Please write a letter of introduction to Mr Humphrey Academic Year Leader & Transition

- This is a formal letter, so consider your tone, layout and organisation.
- It should be no longer than one side of A4, typed or handwritten.
- The purpose of this letter is to introduce yourself to Mr Humphrey so that he can learn a bit more about you.
- You should include:
 - Background/family information
 - Information about you: your skills, qualities and characteristics
 - Your interests and hobbies
 - Your education/schooling information. What you like most about school, what you like the least. What would you change if you could? What has been the proudest moment of your time at school?
 - Your greatest achievement outside of school.
 - Is there one thing that you secretly wish your teacher knew about you?

Once you have completed this letter please email it (if typed) or scan and email (if hand written – this could be a photo of it taken on your parents phone) to ohumphrey@chacademy.co.uk with the subject “letter to Mr Humphrey”.

Task 2: English

Your English task is to write a one hundred word story based on the theme of 'Change'. It can be any style. It can be written in any narrative position. It can be handwritten or typed.

It can only be one hundred words - no more, no less.

**Stuck for ideas? It could be about:
the change in your pocket; changing for good; changing school;
changing your mind; changing your identity; having a change of
heart; a life changing moment.**

In addition, within your story you should try a challenge from below. We recommend you change the **font** or **colour** of your writing so they stand out.

Bronze: Contain at least 3 carefully chosen adjectives or verbs.

Silver: All of bronze plus a simile or metaphor.

Gold: All of silver and the correct use of a semi-colon.

Platinum: All of gold plus varied sentence openers (at least two different examples such as opening with a preposition or verb).

Example:

I was woken by the sound of sawing. My mummy pulled me closer as she gasped her last breaths. She whispered to me, "Don't worry dear, go to sleep." When I woke, Mummy wouldn't answer me. I cried for help but no other orang-utan responded, it was only the sound of humans with their machines. Looking around, I saw our homes completely destroyed. They'd been incinerated to the ground. I had to run as the machines got louder like a ravenous tiger's roar. I was stuck.
There was fire all around.
I wanted my mummy, but I was alone now...

Task 3: Maths - Times Tables

At Chiltern Hills Academy we think it is really important for our students to have a good recall of the times table facts and related division facts.

When you arrive at Chiltern Hills Academy you will have a Times Tables Rock Stars account to help you with getting better and faster at your times tables.

In the meantime, if you could practice for a couple of minutes a few times a week, it would make a huge difference to your recall of facts.

You could use the times table grid below to help you learn times table facts and even, get someone at home to quiz you on them – even using the times table grid to help you with the answers.

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

Maths continued

Task 1: Where is the Maths in this picture?

Can you list 20 mathematical topics or words associated with it?



1 Point for naming a shape (2 points if you can give more mathematical information)

1 Point for angles

1 Point for other topics (number/ratio/data/probability)

2 Points for algebra or formulas involved

(20+ Points)

Task 2: Building your Dream House!

Make a floor plan for the house of your dreams by drawing it out on 1cm squared paper. Make sure you use a scale of 1cm (or 1 square) representing 1m. Include windows and doors where necessary. You can Google 'Free maths paper' to help.

You need to have at least 5 rooms of a sensible size.

- Living room
- Kitchen
- Bathroom
- Bedroom

(1 point each, 2 points for accurately drawn, 3 points for added furniture for each room)

(12 Points)

Optional extras:

- Utility Room/Laundry Room
- Office/Playroom
- Dining Room

(9 Points)

Optional Extension Task

Find the area of each room and decide on the type of flooring to use.

1. Hardwood floors cost £18/m²
2. Tile floors cost £12/m²
3. Carpet floors cost £7/m²

(1 point for correct workings, 1 point for correct answers for each room)

(14 points)

Living Room: Area = _____ m² Flooring choice: _____ Cost = £ _____

Kitchen: Area = _____ m² Flooring choice: _____ Cost = £ _____

Bathroom: Area = _____ m² Flooring choice: _____ Cost = £ _____

Bedroom: Area = _____ m² Flooring choice: _____ Cost = £ _____

Others (if chose to do this)

Total cost: £ _____ **Total Area=** _____ m²

(5 bonus points)

EXAMPLE:



BRONZE AWARD = 20-29 Points

SILVER AWARD = 30-39 Points

GOLD AWARD = 40-49 Points

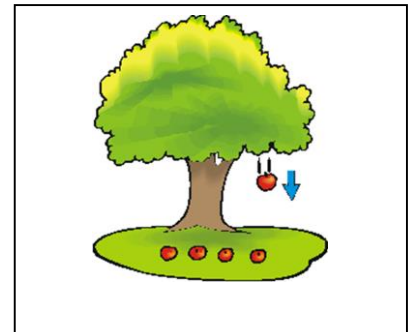
PLATINUM AWARD = 50+ Points

Task 4: Science

Forces

Forces help us to get things done, they can be a push, pull, twist, turn or squeeze.

Other forces are all around us and we know they are there when we do different things. These are gravity, friction including air resistance, tension, upthrust, and magnetism.



Here are 2 investigations for you to carry out. You only have to do 1 of them, you can choose to do the other one if you wish.

1 Magnetism

To do this you will need:

- a magnet (or use a fridge magnet)
- different metals around your house (coins, spoons, forks, pans, pens, sharpeners, screws, taps etc)
- card for the maze
- colour pens or pencils
- paperclip
- sellotape



Method

- Take the magnet
- Touch the magnet to a metal and see if you feel a force between the magnet and the metal
- Not all metals are magnetic and not all objects are metal
- **To make the maze:**
- draw a maze on the card
- Attach the magnet to a pencil
- Put the paper clip on the maze and hold the pencil with the magnet on the other side of the card
- Move the pencil with the magnet around and help the paper clip get through the maze

You can decorate your paperclip if you want, like this one.



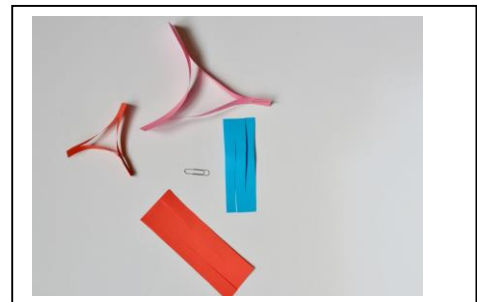
How quickly can you get your paper clip through the maze?

Can you have a competition with other people in your family, who is the fastest?

2 Air resistance

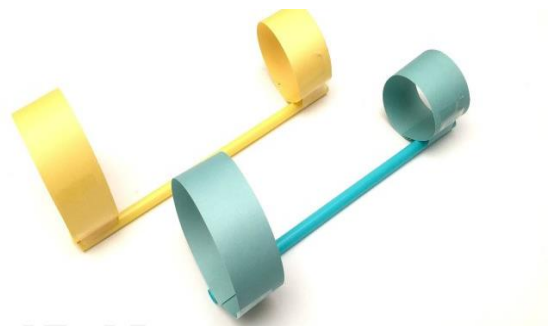
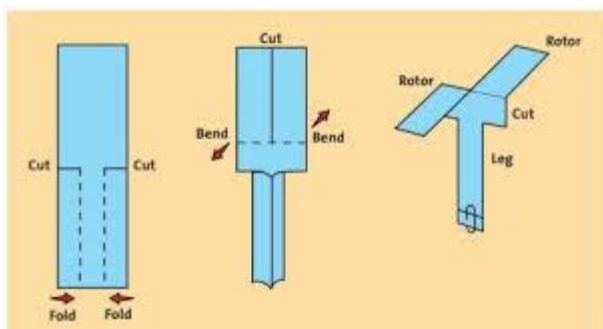
To do this you will need:

- Paper and a Paper clip
- Scissors
- sellotape



Method

- Use a small rectangle of paper and make the cuts as shown in one of the pictures
- Each picture shows a different kind of spinner
- Try the different ones to see which is the fastest or the slowest
- Try your own design for a spinner or glider, is it better than these?



Write Up Task

Your science teacher will be reviewing the investigations with you during your first lesson, so you will need to produce a write up. How you present your findings is completely up to you; however, here is a list of suggestions and some questions to consider answering within your piece of work.

- Handwritten or typed
- Poster
- Labelled diagram of the maze or spinner with your results
- Photographs if you wish
- How confident are you that the results you have collected are accurate?
- Do you think other people will get the same results as you? Explain why you think this.
- Were there any challenges you needed to overcome when carrying out this investigation?
- If you were to do this investigation again, would you do anything differently?

Competition

A reward will be given to students in each class for the following:

- Most funny photograph
- Best presentation of write up



Task 5: Creative Arts

Here you have a choice of tasks. We would like you to complete **one** of them:

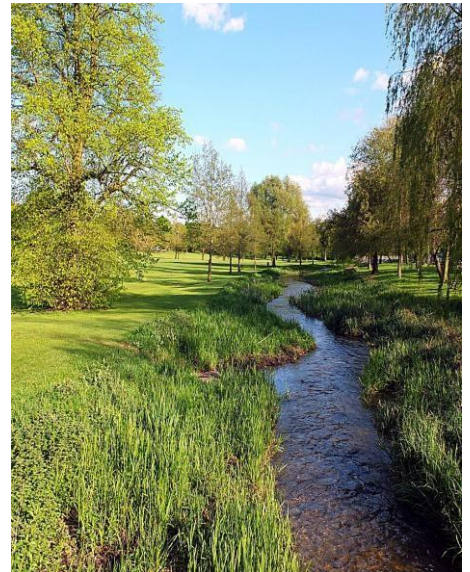
Menu	
<u>Task 1:</u> Create a storyboard or cartoon of a day in Year 6 or during your summer holiday	<u>Task 2:</u> Draw a map of your route to school (either your current school or HHS) - include landmarks and points of interest.
<u>Task 3:</u> Design a 21st Century school bag	<u>Task 4:</u> Create an advert or promotional video for CHA
<u>Task 5:</u> Create a movie poster for an epic day in Year 6 or in your summer holiday	<u>Task 6:</u> Design your future self. Draw and annotate a picture of you as you see yourself in the future. What do you aspire to be? What will that look like?

Task 6: Humanities



The Geography and History of my Local Area

Produce your own map of the Chesham area and label as many Geographical and Historical sites as possible.



1. You need to use your Geographical Map Skills to first of all produce a birds-eye view plan of Chesham and/or the surrounding area.

Points will be awarded for:

- Using a key accurately
- Including points of a compass
- Locating key sites accurately

This map / plan does not need to be to scale

2. Label key points of Historical interest around the town or surrounding areas. This could include old buildings, war memorials, places around town where historical figures stayed. Use your own local knowledge and some internet research into the History of Chesham.

Points will be awarded for:

- Having at least three different historical sites labelled
- Covering a range of different historical time periods
- Developing these labels into annotations which give a bit more detail about the History

3. Label key Geographical features of the town or surrounding area. This could include rivers, parks, woodlands as well as transport routes, the town centre and buildings like doctors and libraries which provide a service for people.

Points will be awarded for:

- Having at least three Physical features (things to do with the natural world)
- Having at least three Human Features (things to do with the built environment)
- Developing some of these labels into annotations giving a bit more detail about the Geography



Task 7: Reading

At Chiltern Hills Academy we think it is really important for our students to read as much as they can. Below is a **Year 6 into 7 Suggested Reading** list.

You need to read at least one of them over the holiday. You may be able to buy one of them but, if not, you should access one as an e-book or from the local library.

Author	Title
Ahlberg, Allan	Mr Brother's Ghost
Alcott, Louisa May	Little Women
Almond, David	Skellig
Atinuke	The No.1 Car Spotter and the Firebird
Austen, Jane	Pride and Prejudice
Blackman, Malorie	Noughts and Crosses
Boyce, Frank Cottrell	The Astounding Broccoli Boy
Boyne, John	The Terrible Thing That Happened to Barnaby Brocket
Bradman, Tony	Anzac Boys
Brahmachari, Sita	Artichoke Hearts
Bronte, Charlotte	Jane Eyre
Choldenko, Gennifer	Al Capone Does My Shirts
Colfer, Eoin	Artemis Fowl series
Collins, Suzanne	The Hunger Games
Cousins, Dave	15 Days Without a Head
Curham, Siobhan	Dear Dylan
Crossan, Sarah	Apple & Rain
Dahl, Roald	Matilda
Dashner, James	The Maze Runner
Deary, Terry	Put Out the Light
Dickinson, Matt	Mortal Chaos series
Doherty, Berlie	The Company of Ghosts
Doyle, Roddy	A Greyhound of a Girl
Evans, Lissa	Small Change for Stuart
Frank, Anne	The Diary of a Young Girl
Gaiman, Neil	The Graveyard Book
Gibbons, Alan	Total Football series
Hanff, Helene	84 Charing Cross Road
Higson, Charlie	Silverfin
Horowitz, Anthony	Alex Rider series
Hughes, Shirley	Hero on a Bicycle
Ibbotson, Eva	One Dog and His Boy
Keller, Helen	The Story of My Life
Laird, Elizabeth	The Fastest Boy in the World
Landy, Derek	Skulduggery Pleasant series

Magorian, Michelle	Goodnight Mister Tom
Mayo, Simon	Itch
McCaughrean, Geraldine	Smile
McNish, Cliff	The Doomspell
Morpurgo, Michael	Listen to the Moon
Ness, Patrick	A Monster Calls
Newbery, Linda	Polly's March
Norton, Mary	The Borrowers
Pitcher, Annabel	My Sister Lives on the Mantelpiece
Pratchett, Terry	The Wee Free Men
Pullman, Philip	The Ruby in the Smoke
Reeve, Philip	Mortal Engines
Saunders, Kate	Five Children on the Western Front
Sedgwick, Marcus	She Is Not Invisible
Sepetys, Ruta	Between Shades of Gray
Serraillier, Ian	The Silver Sword
Stevenson, Robert Louis	Treasure Island
Udall, Eleanor	Montmorency
Watts, Helen	One Day in Oradour
Wilder, Laura Ingalls	Little House on the Prairie series
Woodfine, Katherine	The Mystery of the Clockwork Sparrow
Yousafzai, Malala & Christina Lamb	I Am Malala

You need to do **two** things:

- Get a photo of yourself reading your book (one from the list or one of your own choice). The photo taken in the most interesting / unusual place will get a small prize.
- Once you have read your book you need to write up a review:
 1. What was the book about? - write a brief summary
 2. Describe the characters - what were they like?
 3. How did they behave? Did you like them? Why or why not?
 4. Where was the setting? Was it an important part of the story?
 5. Would you recommend this story? How many stars?
5 = excellent - 1 = don't bother

Task 8: Values

Here at Chiltern Hills Academy we are very proud of our values. They are displayed below in the green circles. The Academy is founded on Christian values and principles through an ethos that promotes personal responsibility, self-respect, a valuing of the beliefs and views of others, self-confidence and a commitment to success and achievement. Although Christian Values, these can be applied to all students regardless of faith.

Pick a value and a task:

- Illustrate the value, draw what it looks like
- Photograph the value
- Write about what you think the value means
- How has one of our values been represented in the media?
Can you find an article or picture that shows it and explain how it is represented?



Task 9: Form task

So that your Form Tutor can get to know you better, please can you fill in your information on the Mindmap below.

My Family

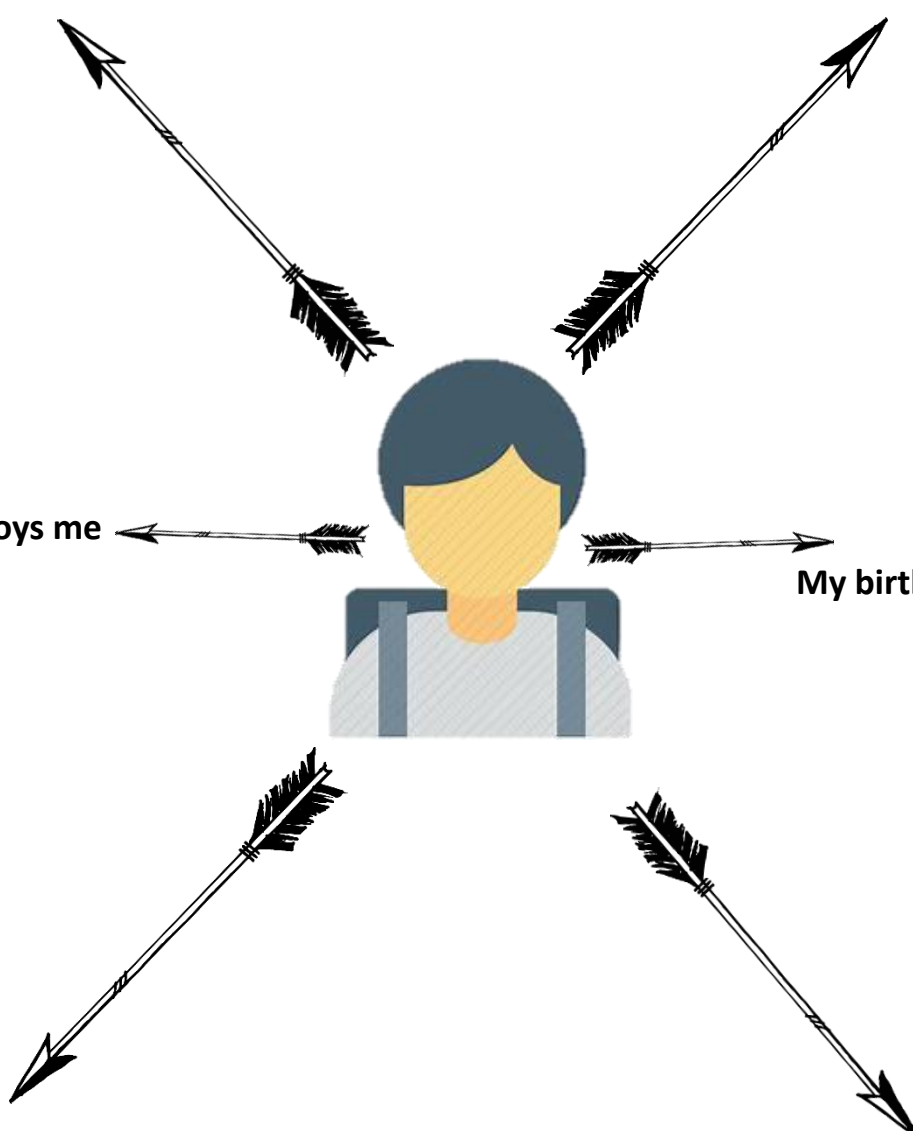
Where I live

**What annoys me
is ...**

My birthday is ...

**Who I listen to the
most and why?**

**What makes me
happy is ...**



Task 10:Life Skills

About Me

Fill the fingerprint with your successes, strengths, talents and interest that make you unique!



_____’s Worry Jar

- a. It’s normal to have some worries about changes that occur in your life. Think about any worries you have about moving to secondary school. List those things in the ‘Worry Jar’. Leave those worries in the jar and don’t carry them around with you!



Task 11: PRE (Philosophy Religion & Ethics)

Places of Worship in Chesham

At Chiltern Hills Academy we like to learn about different people and their beliefs.

The Task;

I would like you to find out about a place of worship in Chesham.

This could be a church, a mosque or somewhere else where people meet to celebrate and share their beliefs.

Here are your instructions:

1. Choose a place of worship.
2. Find a picture of your chosen place of worship.
3. Find a map on Google maps of the area where the building is.
4. Find out 5 facts on the history of your chosen place of worship.
For example, when was it built?
5. Write a paragraph about the beliefs of the people who worship there.
(If you find it a bit challenging to write a paragraph, write a few short bullet points.)
For example, if it is a church, you could say that Christians believe that Jesus was the Messiah.

Challenge activity!!!

Not everyone will be able to attempt this.

As a challenge, I would like you to find out about a second place of worship and find 5 **similarities** between them both.

For example, you might choose to compare a church with a Mosque.

Good luck.

