



Ormiston Shelffield Community Academy

2026 - 2027

KS3 Student Handbook



Name	
Year	
Form	
Form Room	
Form Tutor	

Autumn Timetable

Gates open at 08:15 and you should be on-site and inside the building by 08:30. The first bell rings at 08:37, followed by the second bell at 08:40, signalling that you should be in your form room. This routine helps establish order and set a positive tone for the day, promoting punctuality and focus.

WEEK A Timetable					
Lesson	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Reg					
Period 1					
Period 2					
Period 3					
Period 4					
Period 5					
Afternoon Reg and activities					
Study Subjects					

WEEK B Timetable					
Lesson	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Reg					
Period 1					
Period 2					
Period 3					
Period 4					
Period 5					
Afternoon Reg and activities					
Study Subjects					

Post Mid-Year Timetable

Gates open at 08:15 and you should be on-site and inside the building by 08:30. The first bell rings at 08:37, followed by the second bell at 08:40, signalling that you should be in your form room. This routine helps establish order and set a positive tone for the day, promoting punctuality and focus.

WEEK A Timetable					
Lesson	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Reg					
Period 1					
Period 2					
Period 3					
Period 4					
Period 5					
Afternoon Reg and activities					
Study Subjects					

WEEK B Timetable					
Lesson	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Reg					
Period 1					
Period 2					
Period 3					
Period 4					
Period 5					
Afternoon Reg and activities					
Study Subjects					

Orientation

Our Values

Understanding What It Means To Belong At Ormiston Sheffield Community Academy

Our core drivers of **Outcomes**, **Values** and **Choices** are at the heart of our daily actions and interactions. By living our values, we achieve positive outcomes which enable us to make good life choices.

- We are ready, respectful and responsible.
- We are honest. We do what we say we'll do and do not make excuses.
- We are a team. Helping a member of our team is helping ourselves .

Ormiston Sheffield prepares us, not just for studying our academic curriculum but developing as a whole person, giving us the opportunity to have choices in order to have a happy and successful life in the future by achieving our potential.

The Short History of Ormiston Sheffield Community Academy.

"Ormiston Sheffield Community Academy has been a school for many years. Thousands of students have learned here, made friends, and grown. The school building has changed, but the important values of respect, responsibility and community have stayed the same. Many students have gone on to do great things, always remembering their time here."

Trusted adult in school	
Head of Year	
Pastoral Lead	
How to report a concern in school	
What to do in an urgent situation	
Lost Item procedures	

Our Values

Understanding What It Means To Belong At Ormiston Sheffield Community Academy

Write about what our values mean to us.

Value	Definition

- How will you demonstrate being ready?

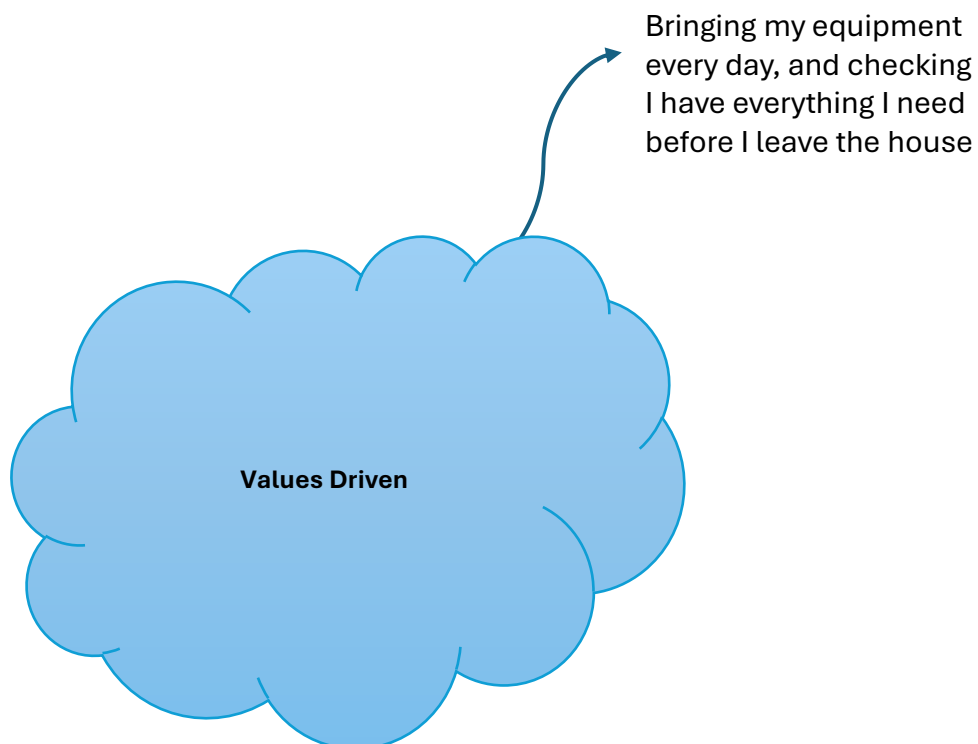
- How will you demonstrate being respectful?

- How will you demonstrate being responsible?

Our Values

Understanding What It Means To Belong At Ormiston Sheffield Community Academy

Create A Mind-Map To Show What It Means To Be 'Values-Driven.'



Understanding What It Means To Belong At Ormiston Sheffield Community Academy

Think and write out the type of qualities that are present from students who are successful.



Understanding What It Means To Belong At Ormiston Sheffield Community Academy

Think about a time when you felt like you belonged.

- It could be with your family or your friends.
- It could be your nationality or culture.
- It could be linked to a team or group you are part of.

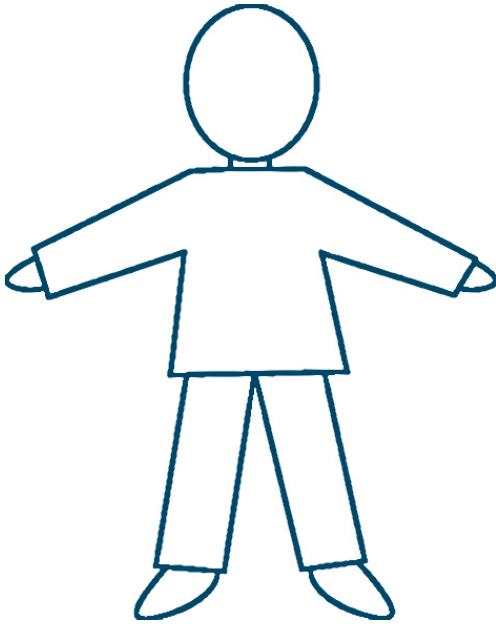
- Write a short paragraph about when and why you felt like you belonged.



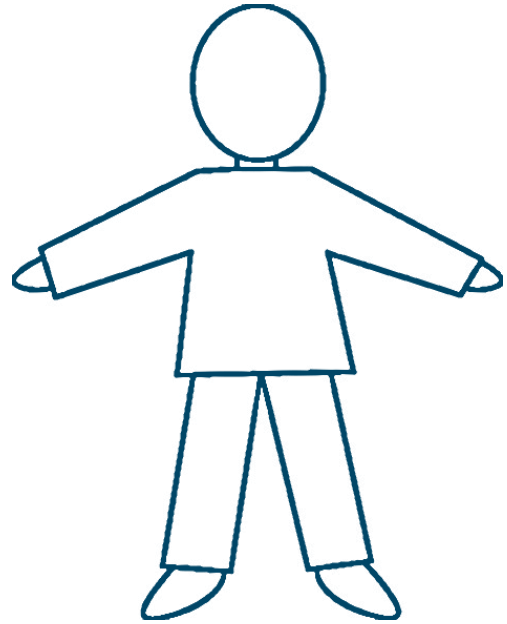
- Look at the pictures of past football teams, school trips, and students from Ormiston Sheffield. These show how students have belonged to teams, groups, and special events at the Academy. A legacy you are a part of. What do these pictures tell you about life at Ormiston Sheffield in the past? How do school teams and trips help students feel like they belong?

Being A Student At Ormiston Sheffield Community Academy.

*Outline Uniform & Equipment
Expectations On The Image.*



Outline P.E Kit Expectations on the image



List items that **are not** part of our academy uniform.

- 1.
- 2.
- 3.
- 4.
- 5.

Personal Goal Setting At Ormiston Sheffield Community Academy.

Self reflect on each of the questions below.

- What are your best subjects and skills?

- Which subjects did you struggle with last year? What can you do differently this year?

- What do you want to achieve academically this year?

- What learning habits worked well for you before and why?

- Who can help you achieve your academic goals? Which resources could be used to strengthen your knowledge?

Always Thinking Of The Future At Ormiston Shelfield Community Academy.

Writing A Letter To Your Self in July 2027.

Success Criteria:

- You should choose up to five areas to focus on.
- You will explain what success looks like for you.
- You will explain the reason(s) for choosing that area to focus on. Why is it important to you?
- You will explain your ideas by using ‘because’, ‘but’, ‘so’ in your letter.

Dear _____

By the time I read this, I will have achieved so much.

The first thing I want to focus on this year is ...

Handwriting practice area with 18 horizontal dotted lines for writing the letter.

Achieving Excellence At Ormiston Sheffield Community Academy.

The following are examples of how to achieve excellence.

- Know your strengths and weaknesses.
- Set realistic goals.
- Maintain focus.
- Take care of your mental and physical health.
- Always want to know and learn more.
- Be mindful of the company you keep.
- Embrace challenges despite the level of difficulty.
- Maintain a positive attitude.

- They are all important, but which one is the most important to you and why?

How We Behave

Understanding How We Behave At Ormiston Shelfield Community Academy.

Complete each of the sections below.

▪ What does this quote mean to you?
“Behaviour is a mirror in which everyone shows their image.”

▪ What is the impact of poor behaviour in the classroom?

Statement	True/False
Mobile devices can be used whilst you are walking from your form room to reception.	
A prompt is an individual warning.	
Attending to the teacher's instructions will result in you learning more.	
Running around the building is entirely acceptable, especially during lesson changeover.	

Understanding How We Behave At Ormiston Sheffield Community Academy.

Complete each of the sections below.

- What is the purpose of a “prompt”?

- What is the purpose of “remind”?

- What is the difference between “reflect” & “re-establish”.

- Where are detentions based?

- What is the consequence for not attending a 45-minute detention without a valid reason?



Understanding The Expectations During Social Times At Ormiston Sheffield Community Academy.

For each scenario, consider whether the statement is true or false. If it is false, correct it in the final column.

Scenario	True/False	Correction (If Needed)
When using the toilet, only one person is allowed in a cubicle.		
The toilets are a perfect space to wait for your friends.		
There is no requirement to queue in the canteen, you can walk immediately to the front.		
Once you are served, you should take your food outside.		
The canteen uses a one-way system.		
Dinner supervisors should be shown the same amount of respect as other staff.		
There is no requirement to use any of the bins provided, just leave your rubbish on tables.		
Food can be pre-ordered.		
Throwing water on a hot day is perfectly acceptable.		

Understanding The Expectations During Social Times At Ormiston Sheffield Community Academy.

What should **YOU** do for each of the below scenarios.

- You witness a student pushing into the dinner queue during lunch time.

- A friend sitting next to you purposefully leaves their rubbish on the table in the canteen.

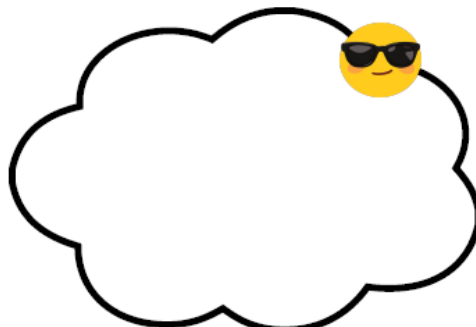
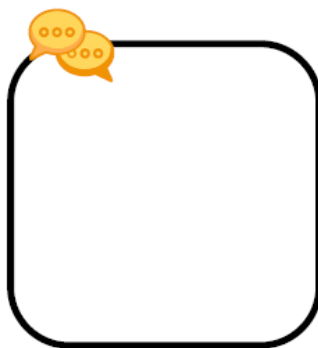
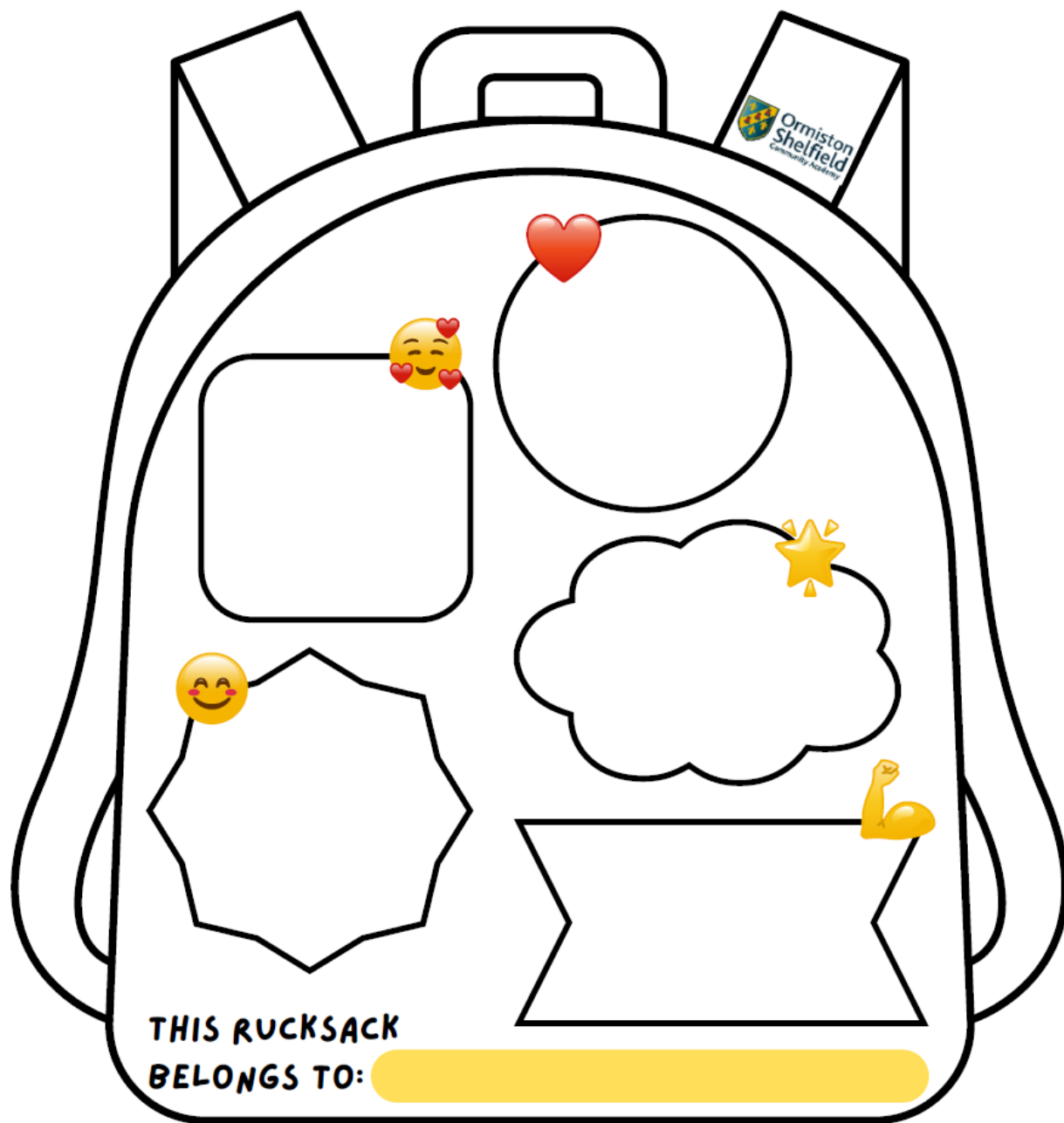
- Lunch has ended and students are transitioning back to classrooms; you have a painful headache.

- A friend asks you to go to the shops before school, but you know that this will make you late.

- A classmate asks you to walk the long way to Period 5 after lunch .

Resilience

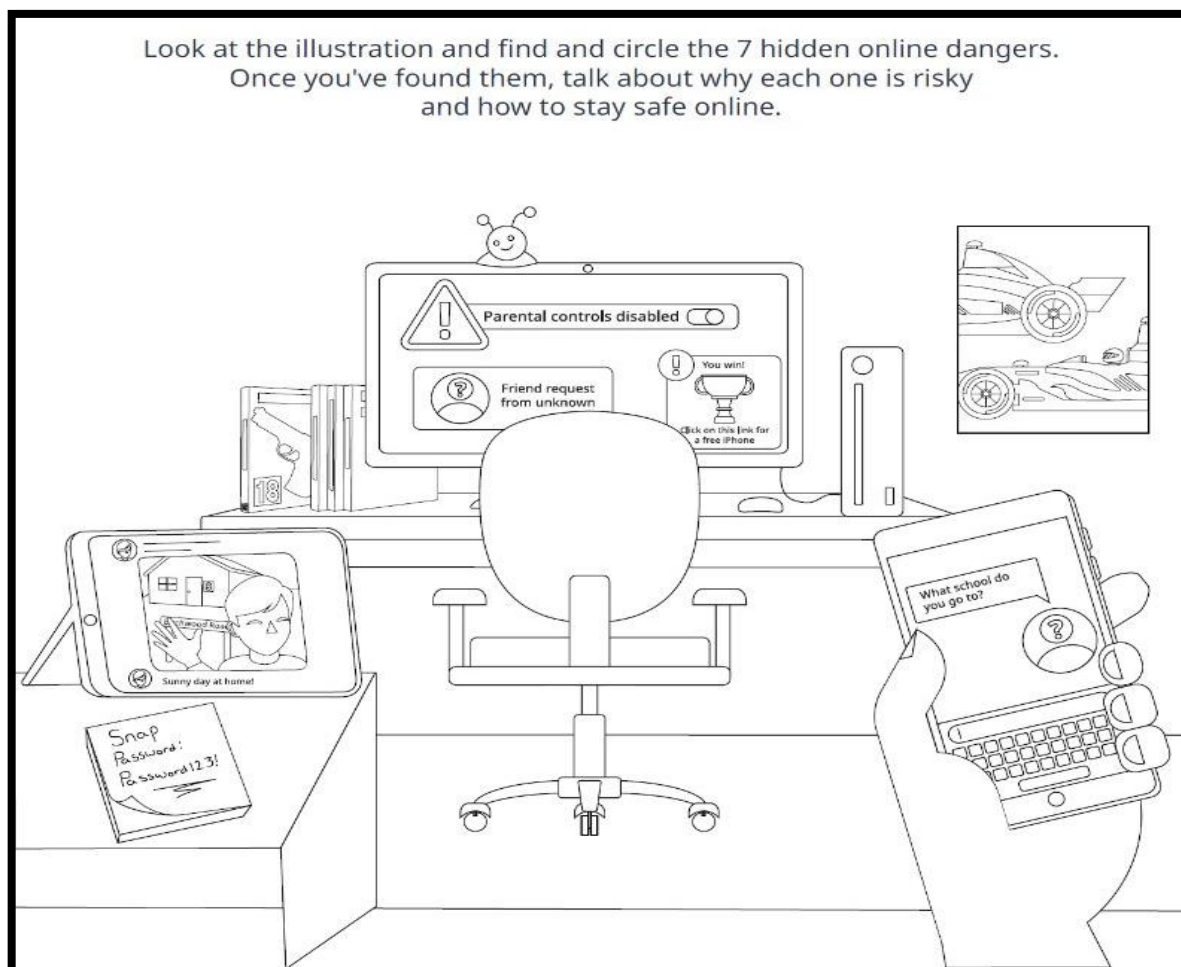
MY RESILIENCE RUCKSACK



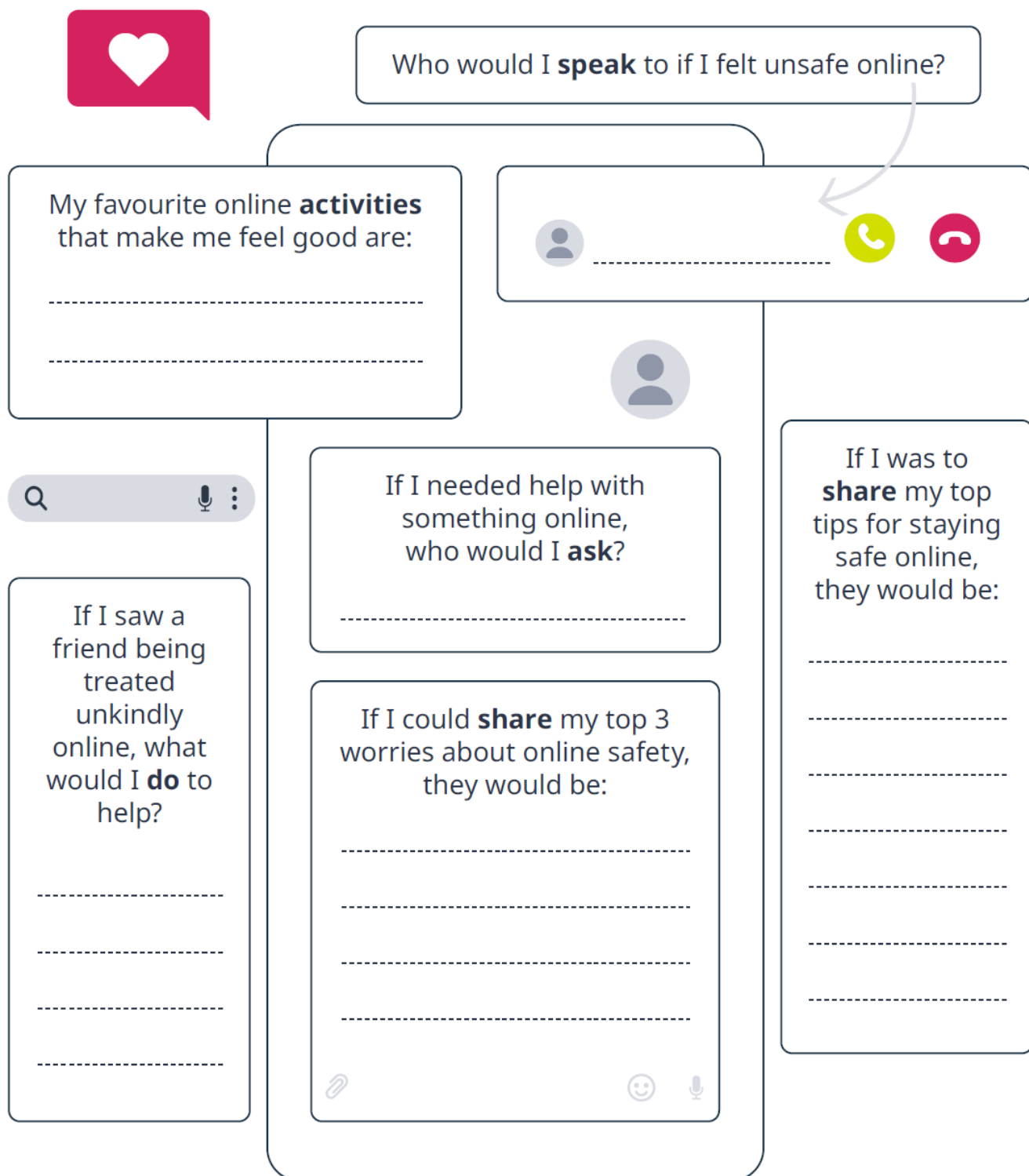
Scenario Based Response

Scenario	What is happening?	Discussion prompt
Scenario 1	A group chat starts to become unkind and one pupil stops replying.	What is the risk here? What would early support or speaking up look like?
Scenario 2	A pupil's attendance drops and they start avoiding friends.	What might adults or pupils notice? What should happen next?
Scenario 3	A sexist comment is dismissed as "just a joke".	How can that affect school culture? What would a better response look like?
Scenario 4	A pupil tells a friend something serious but says "don't tell anyone".	What should the friend do? Why is it important not to carry serious concerns alone?

Look at the illustration and find and circle the 7 hidden online dangers.
Once you've found them, talk about why each one is risky
and how to stay safe online.



Everyone has the right to feel safe online



Who would I **speak to if I felt unsafe online?**

My favourite online **activities** that make me feel good are:

.....

.....

If I needed help with something online, who would I **ask**?

.....

If I could **share** my top 3 worries about online safety, they would be:

.....

.....

.....

.....

.....

If I was to **share** my top tips for staying safe online, they would be:

.....

.....

.....

.....

.....

.....

If I saw a friend being treated unkindly online, what would I **do** to help?

.....

.....

.....

.....

.....

Achieving Excellence At Ormiston Shelfield Community

Your teachers will award you merits for thinking hard, producing high quality work and displaying excellent subject knowledge during lesson. You can also be rewarded for been a positive and conscientious students to the every day life of our academy.

Academic Merits

During lessons, assessments, checkpoints, homework etc you can be given academic merits for:

- ☐ Academic language (use of key vocabulary, full sentences, Oracy, Turn & Talk)
- ☐ Academic Response (written or verbal)
- ☐ Academic Independent application (quality, hard thinking during application)
- ☐ Academic Achievement (Good results/progress in checkpoints and assessments)
- ☐ Academic Knowledge (showing greater knowledge and understanding of a topic taught)

Rewards Record

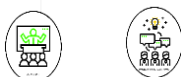
There are many ways to be rewarded for working hard and doing your best. **Tick off on the list when you have been rewarded with one of these:**

- ☐ Trolley of Joy
- ☐ Academic merit
- ☐ Rewards Room
- ☐ Rewards Friday afternoon
- ☐ Praise postcard home
- ☐ Leadership badge
- ☐ Positive Letter/phone call home
- ☐ Sparx Star badge
- ☐ Rewards Trip
- ☐ Other _____

The Four Elements of Learning

Lessons at Shelfield have a consistency in the language and the teaching strategies staff use. The use these to ensure that learning in lessons is as accessible as possible.

Purposeful and prompt start.



What is the purpose?

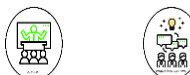
This ensures there is a calm and purposeful start and end to the lesson. It is also important to ensure learning starts straight away.



What will this look like in lessons?

Before the lesson I will:

- Line up outside the room.
- The teacher will meet and greet me at the door with the first task ready.
- At the end of the lesson I will stand behind my chair.
- Leave the room sensibly when asked.



Securing 100% attention through Narrated Countdown.



Humans can only fully focus on one thing at a time. Using a narrated countdown ensures this happens consistently and timely.



When the teacher wants my full attention, they will use a 3,2,1 countdown and explain exactly what I need to do. By the end of the countdown, I will be silent and fully focussed on the teacher and task given.



Drive thought.



Through a range of teaching techniques this will ensure that new learning is used and retrieved regularly. By using it regularly it will ensure that knowledge is moved from short to long term memory.



I will fully engage with the lesson. This will include taking part in strategies such as WPS, turn and talk, choral response, I will answer questions when asked to the best of my ability



Sustained independent application and feedback.



This will require us to use new learning in different contexts. The more we use it the more fluent we will become. We will then have a better understanding.



I will work in silence for an extended period. I will use the sentences starts and prompts to ensure I can work independently. I will respond to any feedback give throughout.

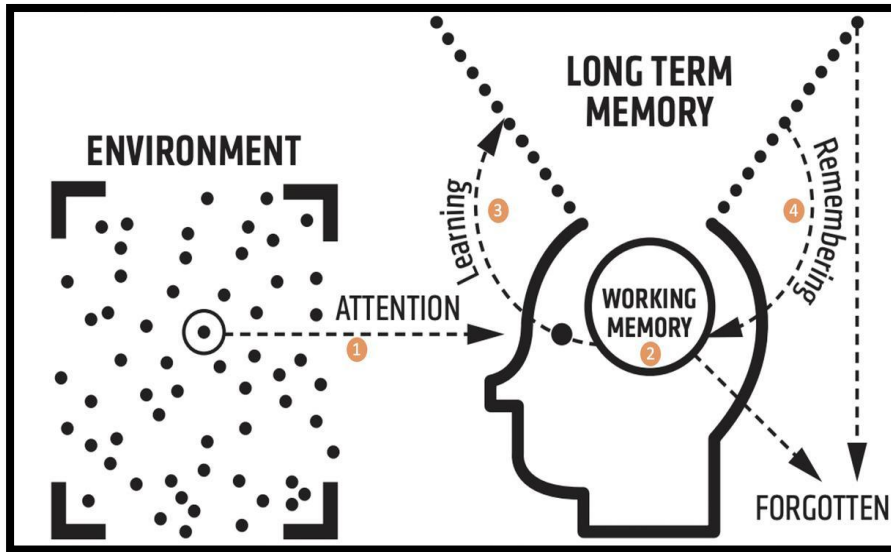


We remember things in **three simple steps**:

First, we briefly notice things with our senses (like seeing or hearing).

Then, if we pay attention, it goes into short-term memory, where we hold it for a short time.

If we keep repeating it, it goes into long-term memory, where we can remember it later.



Study environment and focus

Long Term memory

Working memory

Remembering

Using Critical Knowledge Organisers Effectively

You have Critical Knowledge Organisers for every topic you study. CKOs contain powerful and important core knowledge. The information forms the foundation for that subject with the facts and key vocabulary that you can, and should, learn. They do not replace what you learn in class!

Your CKO Booklet is with you at all times and you take it home for homework and revision.

It is part of your core academy equipment.

Your Form Tutors and teachers will teach you the revision strategies and how to use them with your subject CKOs.

You will be set revision tasks for homework on your CKOs so that you are ready for classwork as well as assessment points.

1.What is the main purpose of a Knowledge Organiser?

- A) To entertain you
- B) To summarise key information you need to learn
- C) To replace your teacher
- D) To give homework answers

2.When should you use a Knowledge Organiser?

- A) Only before exams
- B) Only in lessons
- C) Regularly, for revision and review
- D) Never

3.Which of these is the best way to use a Knowledge Organiser?

- A) Just reading it once
- B) Copying it out without thinking
- C) Testing yourself on the information
- D) Ignoring questions

4. Which of the following are useful ways to revise with a Knowledge Organiser?

- A) Self-quizzing and covering up answers
- B) Only highlighting everything
- C) Looking at it once and putting it away
- D) Waiting until the night before a test

5. Why is self-quizzing important when using a Knowledge Organiser?

- A) It makes the page look neat
- B) It helps you remember information by testing your memory
- C) It takes less time than reading
- D) It means you don't need to study

6. What should you do if you get something wrong during revision?

- A) Ignore it
- B) Give up
- C) Check the correct answer and try again later
- D) Skip that topic completely

Time management is important because it helps you organise your day so you can complete your schoolwork, revision, and responsibilities without feeling overwhelmed. By planning how you use your time, you avoid last-minute stress, produce better-quality work, and build good habits like responsibility and independence. It also helps you balance different parts of your life, so you're not rushing or falling behind, but instead feel more in control and confident in what you're doing.

Five things you can do to help you get organised

1

2

3

4

5

Four Common distractions

1

2

3

4

Three Revision Techniques

1

2

3

Two Tips for meeting deadlines

1

2

One thing to remember when sitting assessments

1

You now need to think about the study skills you have been taught and how you have used them. Beside each strategy start by RAG rating and then write why you have given them that rating. The final box is for a study method that you may have found useful that is different to what you have been taught.

Many people believe that a good memory is something you are born with, but research shows that remembering information is actually a science. The brain works like a muscle: the more you train it using the right techniques, the stronger it becomes.

One of the most effective ways to remember content is through repetition. When information is reviewed several times over a period of days or weeks, it moves from short-term to long-term memory. This is why students who revise regularly tend to remember more than those who cram everything at the last minute.

Another useful method is active recall. Instead of simply reading notes, students should test themselves by trying to remember information without looking. This strengthens memory because the brain works harder to retrieve the information.

In addition, making connections can improve memory. Linking new information to something you already know, or creating images and stories, makes learning more meaningful and easier to remember. Organising information clearly, such as using mind maps or summaries, also helps the brain to store it effectively.

Finally, rest and sleep are essential. During sleep, the brain processes and stores what has been learned during the day. Without enough rest, it becomes much harder to remember information.

In conclusion, remembering content is not just about hard work—it is about using the right scientific techniques to help the brain learn.

Turn and Talk

1. Why is remembering content described as a science?
2. What happens when information is repeated over time?
3. What is active recall, and why is it effective?
4. How can making connections help memory?
5. Why is sleep important for remembering information?

True or False

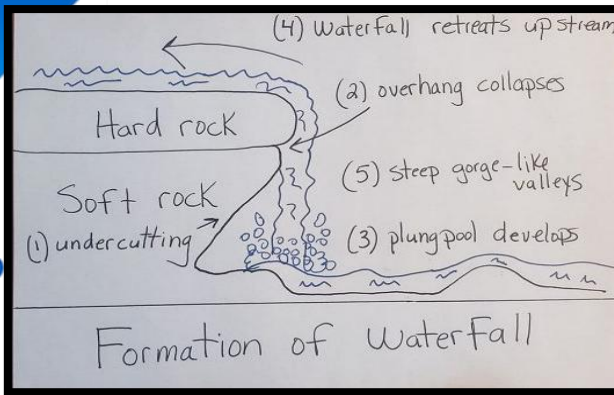
1. Memory is only something people are born with.
2. Cramming is the best way to remember information.
3. Active recall involves testing yourself.
4. Sleep has no effect on memory.

Reflecting

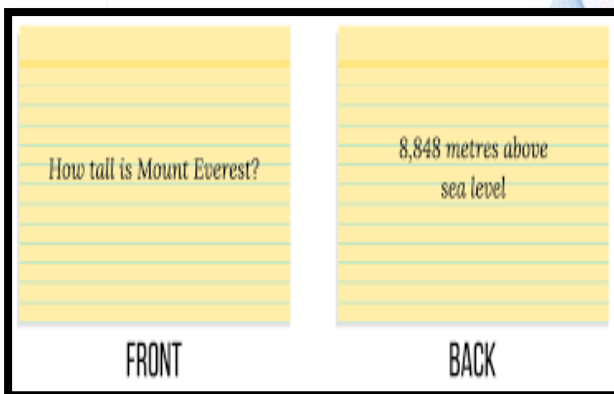
1. Find a word in the text that means “to get information back from memory.”
2. What technique from the text do you think is most useful to you? Why?



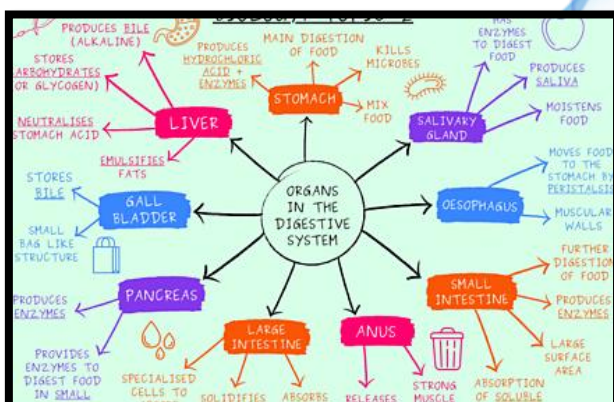
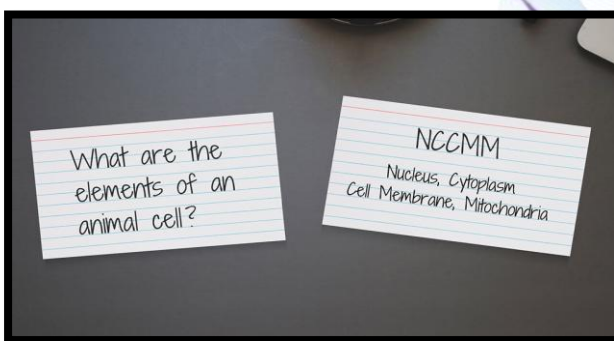
Flashcards are great for revision because they help you remember things more easily. They help your brain get better at remembering the information. Flashcards are quick to use and easy to carry.



Use flashcards for revision by writing a question or prompt on one side and the answer/detail on the other.



You can then test yourself or have someone to test you and the exact correct answer is on the back.



This is too busy for such a small space and better suited for a mind map as there is too much crammed onto a small card



Mind maps help you learn better by showing information in a clear and fun way. They help you see how things are linked and what the most important points are.

Step 1:

Draw or write the main title, issue or focus.

Step 2:

Draw some branches off your main title, issue or focus to help you organise your thoughts.

Step 3:

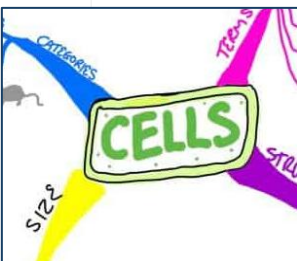
At the end of each branch, draw thinner branches of ideas relating to the content and possible images.

Step 4:

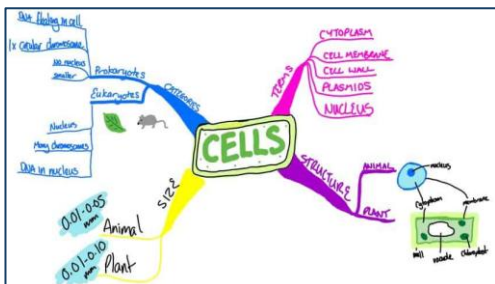
Once complete:
Are there connections between your ideas?
Can you draw arrows to link together different parts of your mind map?



Step 1:



Step 2:



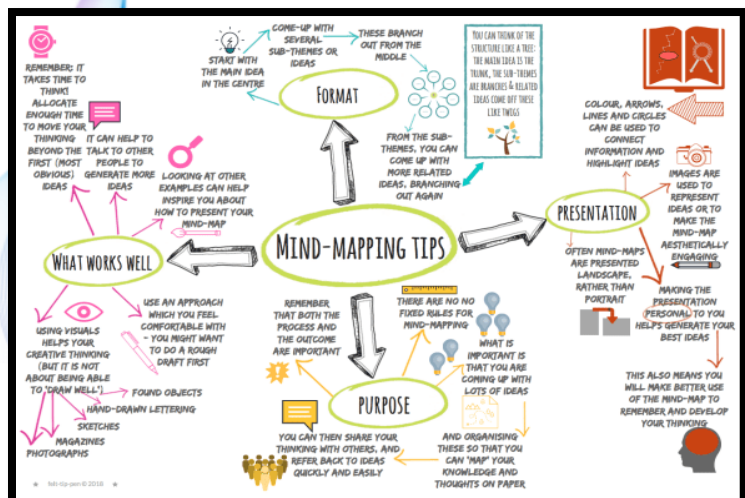
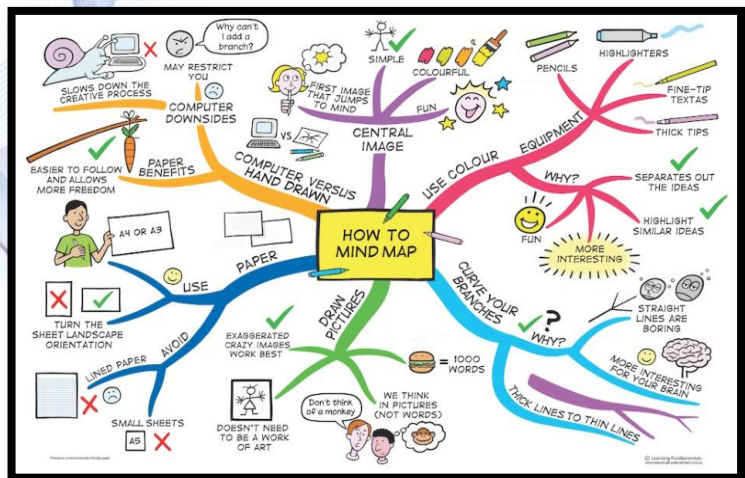
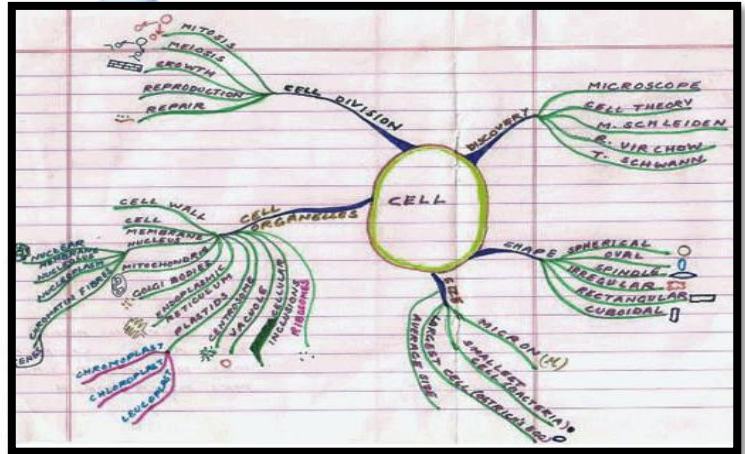
Step 3:

Step 4:



When creating mind maps, you need to make sure that it works for you. So, how much detail, and whether you use images, acronyms etc depends on how **you** like to remember things.

What is good in these mind-maps?





Re-teaching is a good revision technique because it helps you check what you really understand. Your brain works harder to remember and understand it properly. If you get stuck, it shows you what you need to go over again.

Steps

Step 1

Choose a topic. Write down the key points that are critical – you could use flashcards or a mind map for this.

Step 2

Explain the topic/idea to someone: (parent/carers, family or friend)

Step 3

Identify where you have a knowledge gap/something you could not remember and go back to learn it.

Step 4

Go through the process again, refine your explanation until you can explain the topic simply and accurately.

Academy Reading Strategy

Tracking the Text

There are many proven reasons why tracking the text improves reading. Whether you are a good reader, a weaker reader, dyslexic, have ADHD etc, this is the easiest step on your journey to successful reading.

Why do I Track the Text?

- **It improves my focus and attention:** Tracking helps me stay engaged with the text and reduces distractions.
- **It enhances my eye movement and tracking skills:** Guides my eyes smoothly across the page, preventing skipped words or lines.
- **It boosts word recognition and fluency:** Reinforces the connection between spoken and written words.
- **It supports my comprehension:** Helps me process and understand what I am reading more effectively.
- **It reduces visual stress:** Tools like reading rulers can minimize glare and visual overload, especially helpful if I have dyslexia or ADHD.
- **It encourages independence and confidence:** Tracking tools help my self-guided reading and reduce frustration.
- **It works for all ages and abilities:** Whether using a finger, a ruler, a pen or any of those, tracking is a strategy that benefits me regardless of what I am reading.



What is a Reading Age?

My Reading Age is:

My Reading Age should be:

How to Track With Your Finger

1. Put your finger *under* the text—not covering it.
2. Move smoothly from left to right.
3. Keep your eyes on the words, not your finger.
4. Follow the line breaks carefully.
5. Aim to read each word once without skipping.

Spelling helps you communicate your ideas clearly so others can understand your writing. It supports your reading, builds your confidence, and helps you use new vocabulary correctly. Good spelling also improves your marks across all subjects and prepares you for future exams.

Application

Syllabification

Breaking words into sound chunks/syllables

This is how you learn more challenging words and their spelling.

You can pyramid the word, letter by letter

Or

You can pyramid the word syllable by syllable

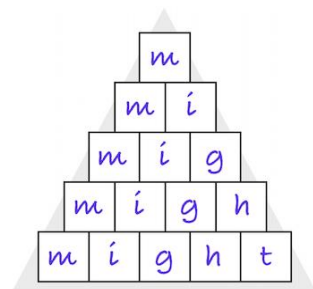
Prefixes: added to the beginning of the root word to create a new word with a different meaning.

Suffix: added to the end of the root word to create a new word with a different meaning.

temperature

from *temperans*, within limits

how hot or cold a thing, place or person is, measured in degrees Celsius, Fahrenheit or Kelvin



might

prefix root word suffix
un comfort able

Practice Place

Using the Internet for Support

*Sometimes we are unsure of a topic or we really want to find out more about it.
Sometimes we just want to consolidate our learning. Here is a guide to some
websites that might help you.*

Name of website

What it does

Khan Academy



<https://www.khanacademy.org/lohp/learner>

Free, high-quality online learning resources and offers instructional videos, practice exercises, and personalised learning tools across a wide range of subjects.

Quizlet



<https://quizlet.com/gb>

Interactive flashcards, practice tests and study guides

BBC Bitesize

B B C
BITESIZE

<https://www.bbc.co.uk/bitesize>

BBC's free online educational platform providing study support and revision resources.

English Quiz

This is some of the core knowledge you should have secure in Key Stage 3 – take this quiz and see where your gaps might be.

Your teacher will go through the answers with you.

Multiple Choice Quiz

1. Which sentence is written correctly?

- A. She don't like apples.
- B. She doesn't likes apples.
- C. She doesn't like apples.
- D. She not like apples.

2. Choose the correct form of the verb:

"If I ____ more time, I would travel."

- A. have
- B. had
- C. will have
- D. having

3. Which word is an adjective?

- A. Quickly
- B. Happiness
- C. Beautiful
- D. Running

4. Which sentence is in the past tense?

- A. She walks to school.
- B. She is walking to school.
- C. She walked to school.
- D. She will walk to school.

5. Select the correct pronoun:

"____ is my best friend."

- A. He
- B. Him
- C. His
- D. Himself

6. What does "ambitious" mean?

- A. Lazy
- B. Having strong goals
- C. Confused
- D. Angry

7. Which word is a synonym for "happy"?

- A. Sad
- B. Angry
- C. Joyful
- D. Tired

8. What does the word "ancient" mean?

- A. Modern
- B. Very old
- C. Small
- D. Fast

9. Which word is an antonym of "strong"?

- A. Powerful
- B. Weak
- C. Brave
- D. Tall

10. Choose the correct word:

"The teacher asked us to ____ the answer."

- A. right
- B. write
- C. wrote
- D. writing

11. Choose the correctly punctuated sentence:

- A. its raining today
- B. It's raining today.
- C. Its' raining today
- D. Its raining today.

Science Quiz

*This is some of the core knowledge you should have secure in Key Stage 3 – take this quiz and see where your gaps might be.
Your teacher will go through the answers with you.*

Multiple Choice

1. What does "photosynthesis" mean?

- A. Movement of particles
- B. Making food using light
- C. Breaking down food
- D. Producing energy without oxygen

2. What is a "force"?

- A. A type of energy
- B. A push or pull
- C. A form of matter
- D. A chemical reaction

3. Which word describes a substance that dissolves another substance?

- A. Solute
- B. Solution
- C. Solvent
- D. Solid

4. What is "density"?

- A. How heavy an object is
- B. Mass divided by volume
- C. Size of an object
- D. Speed of particles

5. What does "evaporation" refer to?

- A. Gas turning into liquid
- B. Solid turning into liquid
- C. Liquid turning into gas
- D. Gas turning into solid

Quick Fire Round

1. What is a "cell"?
2. Give one example of a renewable energy source.
3. What does "organism" mean?
4. What is "friction"?
5. What is the difference between a solid and a liquid?

Word	Meaning
A. Atom	1. Smallest particle of an element
B. Ecosystem	2. Group of living things and their environment
C. Gravity	3. Force pulling objects toward Earth
D. Chemical Reaction	4. When substances change into new substances

This is some of the core knowledge you should have secure in Key Stage 3 – take this quiz and see where your gaps might be.

Your teacher will go through the answers with you.

1. You buy pencils from a shop where 4 cost £1. How much will 18 pencils cost?

- A. £4
- B. £4.50
- C. £5
- D. £3.50

2. You are saving money. You multiply your savings by 5 and then add £7, giving you £32. How much did you start with?

- A. £3
- B. £4
- C. £5
- D. £6

3. You earn 15% of your target pocket money and receive £45. What is your full target amount?

- A. £150
- B. £300
- C. £450
- D. £30

4. You are covering a table with a cloth. The table is 12 cm long and 5 cm wide. How much area needs covering?

- A. 17 cm^2
- B. 60 cm^2
- C. 34 cm^2
- D. 24 cm^2

5. You are building a square picture frame with a total edge length of 36 cm. How long is each side?

- A. 6 cm
- B. 8 cm
- C. 9 cm
- D. 12 cm

6. You are designing a triangular sign. Two angles are 50° and 60° . What must the third angle be?

- A. 70°
- B. 80°
- C. 90°

D. 60°

7. In a class, the ratio of boys to girls is 3:5. If there are 24 boys, how many girls are there?

- A. 30
- B. 40
- C. 35
- D. 45

8. A recipe for 4 people uses 200g of flour. How much flour do you need for 10 people?

- A. 400g
- B. 450g
- C. 500g
- D. 600g

9. You see a jacket originally costing £80, now reduced by 25% in a sale. What is the sale price?

- A. £60
- B. £55
- C. £65
- D. £70

10. You go shopping and spend £4.50, £6.20, and £2.30. How much change will you get from £20?

- A. £7
- B. £6.50
- C. £7.00
- D. £8

11. You are solving a puzzle where a number plus 7 equals 15. What is the number?

- A. 6
- B. 7
- C. 8
- D. 9

12. A car travels 60 km in 1 hour. How far will it travel in 2.5 hours?

- A. 120 km
- B. 150 km
- C. 180 km
- D. 200 km

Without hard work we do not achieve the outcomes that we need to be successful.

Your teachers teach you the subject content that you need, the study skills you need and the values you need to be successful.

At Key Stage 3 you have the chance to learn all of those.

Success in studying does not happen by chance. It is the result of good habits, determination, and a positive attitude. Students who achieve high results often plan their time carefully. They create a study schedule and stick to it, making sure they review their lessons regularly instead of leaving everything until the last minute. Another important factor is motivation. Students who understand their goals—whether it is passing exams, gaining knowledge, or preparing for a future career—are more likely to stay focused. They also know how to manage distractions, such as social media or television, and keep their attention on their work. In addition, successful learners use effective study techniques. This includes taking clear notes, asking questions when they do not understand, and practising what they have learned. They are not afraid to make mistakes because they see them as part of the learning process. Finally, maintaining a balance between study and rest is essential. Getting enough sleep, eating well, and taking short breaks can improve concentration and memory. In the end, success in studying is not just about intelligence—it is about effort, organisation, and persistence.

Questions

1. What are the main factors that lead to success in studying?
2. Why is it important to plan study time carefully?
3. How does motivation help students succeed?
4. What are two effective study techniques mentioned in the text?
5. Why is it important to take breaks and rest?

True or False

1. Successful students usually study everything at the last minute.
2. Motivation helps students stay focused on their goals.
3. Making mistakes is a bad part of learning.
4. Getting enough sleep can improve learning.

Turn and Talk

1. Organisation is more important than intelligence in studying? Why or why not?

Rank Ordering

You will receive an academic report in February and July with details of your rank order position in each subject and your overall position in the year group.

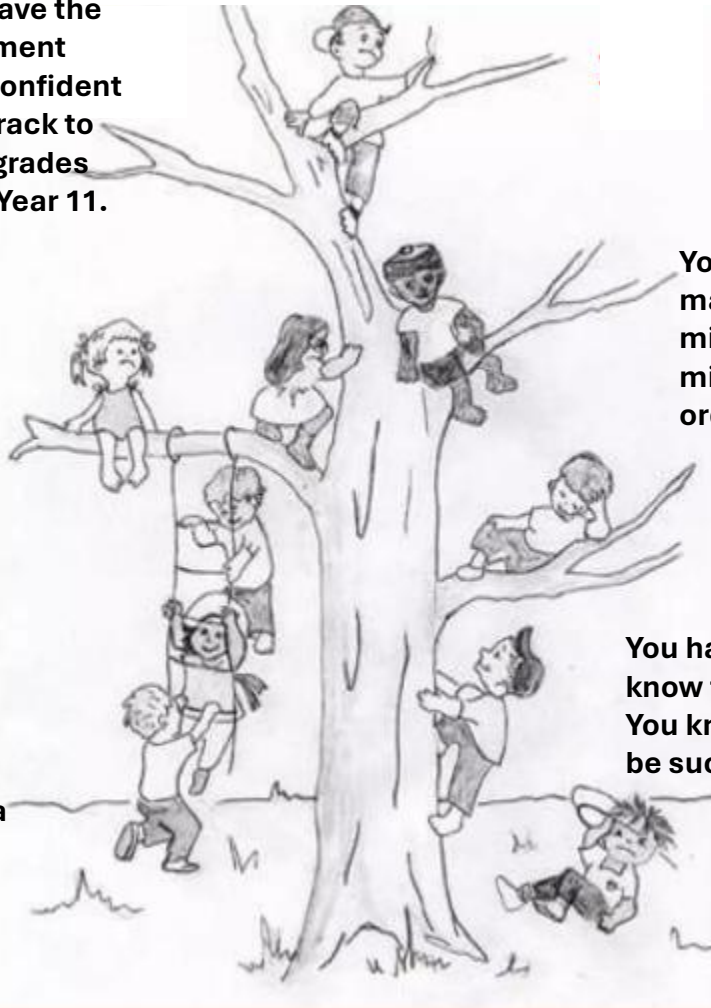
Your subject rank order is calculated using data from your checkpoints and your results during formal assessments (January and June).

In English, Maths and Science your Sparx homework scores are also included in this calculation.

For your overall rank position in the year group, percentages in all subjects are added up and averaged. English, Maths and Science have a higher weighting because more of your curriculum time is in these subjects.

Your rank order position determines which classes you are in. Set changes happen after February half term and ready for the September start of the next academic year.

At the top. You have the highest achievement scores and are confident that you are on track to achieve the top grades when you get to Year 11.



You are coasting – maybe at the bottom middle or upper middle of the rank orders.

You can see the top. You know what you have to do to put that extra effort to make progress.

You have made progress and know that you can improve. You know what is needed to be successful.

On the way up the ladder. You are pleased with some of your progress. You need some help and support to get you to the next level.

You are at the bottom of rank ordering. You are disappointed in your results and have underperformed. You need some support to get up the rank orders.

2026				2027						
September	October	November	December	January	February	March	April	May	June	July
1 Tu ³⁶	1 Th	1 Su	1 Tu	1 Fr ^{New Year's Day}	1 Mo	1 Mo	1 Th	1 Sa	1 Tu	22 1 Th
2 We	2 Fr	2 Mo	2 We	2 Sa	2 Tu	2 Tu	2 Fr	2 Su	2 We	2 Fr
3 Th	3 Sa	3 Tu	3 Th	3 Su	3 We	3 We	3 Sa	3 Mo ^{Early May Bank Hol.}	3 Th	3 Sa
4 Fr	4 Su	4 We	4 Fr	4 Mo ¹	4 Th	4 Th	4 Su	4 Tu	4 Fr	4 Su
5 Sa	5 Mo	5 Th	5 Sa	5 Tu	5 Fr	5 Fr	5 Mo	5 We	5 Sa	5 Mo
6 Su	6 Tu	6 Fr	6 Su	6 We	6 Sa	6 Sa	6 Tu	6 Th	6 Su	6 Tu
7 Mo	7 We	7 Sa	7 Mo	7 Th	7 Su	7 Su	7 We	7 Fr	7 Mo	7 We
8 Tu	8 Th	8 Su	8 Tu	8 Fr	8 Mo	8 Mo	8 Th	8 Sa	8 Tu	8 Th
9 We	9 Fr	9 Mo	9 We	9 Sa	9 Tu	9 Tu	9 Fr	9 Su	9 We	9 Fr
10 Th	10 Sa	10 Tu	10 Th	10 Su	10 We	10 We	10 Sa	10 Mo	10 Th	10 Sa
11 Fr	11 Su	11 We	11 Fr	11 Mo	11 Th	11 Th	11 Su	11 Tu	11 Fr	11 Su
12 Sa	12 Mo	12 Th	12 Sa	12 Tu	12 Fr	12 Fr	12 Mo	12 We	12 Sa	12 Mo
13 Su	13 Tu	13 Fr	13 Su	13 We	13 Sa	13 Sa	13 Tu	13 Th	13 Su	13 Tu
14 Mo	14 We	14 Sa	14 Mo	14 Th	14 Su	14 Su	14 We	14 Fr	14 Mo	14 We
15 Tu	15 Th	15 Su	15 Tu	15 Fr	15 Mo	15 Mo	15 Th	15 Sa	15 Tu	15 Th
16 We	16 Fr	16 Mo	16 We	16 Sa	16 Tu	16 Tu	16 Fr	16 Su	16 We	16 Fr
17 Th	17 Sa	17 Tu	17 Th	17 Su	17 We	17 We	17 Sa	17 Mo	17 Th	17 Sa
18 Fr	18 Su	18 We	18 Fr	18 Mo	18 Th	18 Th	18 Su	18 Tu	18 Fr	18 Su
19 Sa	19 Mo	19 Th	19 Sa	19 Tu	19 Fr	19 Fr	19 Mo	19 We	19 Sa	19 Mo
20 Su	20 Tu	20 Fr	20 Su	20 We	20 Sa	20 Sa	20 Tu	20 Th	20 Su	20 Tu
21 Mo	21 We	21 Sa	21 Mo	21 Th	21 Su	21 Su	21 We	21 Fr	21 Mo	21 We
22 Tu	22 Th	22 Su	22 Tu	22 Fr	22 Mo	22 Mo	22 Th	22 Sa	22 Tu	22 Th
23 We	23 Fr	23 Mo	23 We	23 Sa	23 Tu	23 Tu	23 Fr	23 Su	23 We	23 Fr
24 Th	24 Sa	24 Tu	24 Th	24 Su	24 We	24 We	24 Sa	24 Mo	24 Th	24 Sa
25 Fr	25 Su	25 We	25 Fr ^{Christmas Day}	25 Mo	25 Th	25 Th	25 Su	25 Tu	25 Fr	25 Su
26 Sa	26 Mo	26 Th	26 Sa ^{Boxing Day}	26 Tu	26 Fr	26 Fr ^{Good Friday}	26 Mo	26 We	26 Sa	26 Mo
27 Su	27 Tu	27 Fr	27 Su	27 We	27 Sa	27 Sa	27 Tu	27 Th	27 Su	27 Tu
28 Mo	28 We	28 Sa	28 Mo ^{Substitute day}	28 Th	28 Su	28 Su	28 We	28 Fr	28 Mo	28 We
29 Tu	29 Th	29 Su	29 Tu	29 Fr		29 Mo ^{Easter Monday}	29 Th	29 Sa	29 Tu	29 Th
30 We	30 Fr	30 Mo	30 We	30 Sa		30 Tu	30 Fr	30 Su	30 We	30 Fr
	31 Sa		31 Th	31 Su		31 We		31 Mo ^{Spring Bank Hol.}		31 Sa

Managing your own time is your responsibility because you are accountable for your results and how you use your time. It helps you become more independent and prepared for adult life. Good time management reduces stress and improves the quality of your work. It also helps you stay balanced and shows others that you are reliable and trustworthy.

Autumn Term 2026:

Term starts: Tuesday 1 September 2026 (Year 7 only 3rd September, all students return 4th September)
Half Term: Monday 26 October 2026 to Friday 30 October 2026
 Term ends: Friday 18 December 2026
Christmas holiday: Monday 21 December 2026 to Friday 1 January 2027

Spring Term 2027:

Term starts: Monday 4 January 2027 (All students return 5th January)
Half Term: Monday 15 February 2027 to Friday 19 February 2027
 Term ends: Thursday 25 March 2027
Easter holiday: Monday 29 March 2027 to Friday 9 April 2027

Summer Term 2027:

Term starts: Monday 12 April 2027
Half Term: Monday 31 May 2027 to Friday 4 June 2027
 Term ends: Wednesday 21 July 2027

Inset Days

1st September 2026
 2nd September 2026
 27th November 2026
 4th January 2027
 22nd February 2027*
 2nd July 2027

*Whole Trust (OAT) inset day

Bank Holidays

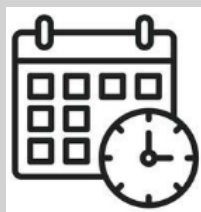
Christmas Day	Friday 25 December 2026
Boxing Day	Monday 28 December 2026 (substitute day)
New Year's Day	Friday 1 January 2027
Good Friday	Friday 26 March 2027
Easter Monday	Monday 29 March 2027
Early May Bank Holiday	Monday 3 May 2027
Spring Bank Holiday	Monday 31 May 2027
Summer Bank Holiday	Monday 30 August 2027

Date	Event

MID YEAR ASSESSMENT

[illegible]

END OF YEAR ASSESSMENT



1. What is the difference between cramming and spaced revision?
2. Why is spaced revision better than cramming?
3. What are the steps in spaced revision?

Practice Study Timetable

	4.00pm	5.00pm	6.00pm	7.00pm	8.00pm
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					

Where are you Ranked?

You are ranked twice a year with rewards and support where required. You need to reflect and consider where your strengths and weakness are and what you may need to ask you teachers for help with.

Subject	Mid Year	End of year	Reflect
English			
Maths			
Science			
History			
Geography			
Spanish			
ICT			
Drama			
Art			
Music			
Technology			

Mid-Year Assessment Reflection

In what subject were you ranked the highest?

What have you done well to help you make progress?

What could you do to improve your progress?

Set a target for your rank in the next assessment data

End of Year Assessment Reflection

In what subject were you ranked the highest?

What have you done well to help you make progress?

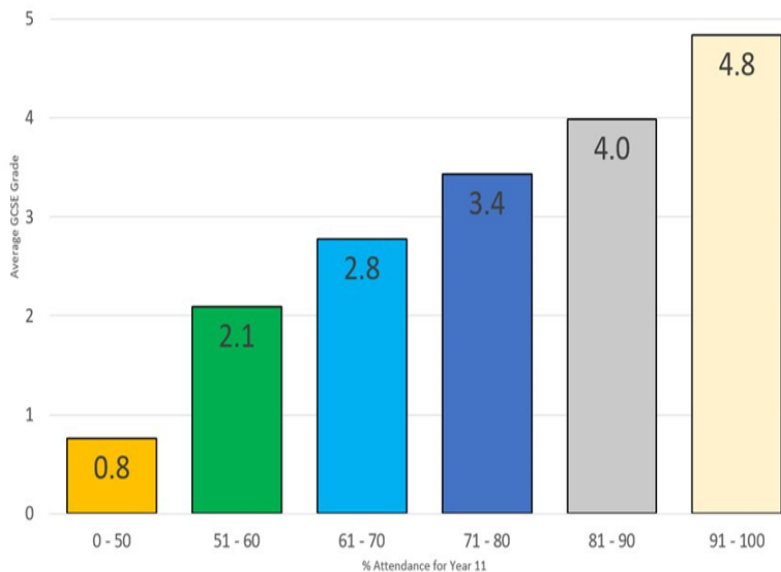
What could you do to improve your progress?

Set a target for your rank in the next assessment data

Attendance and Achievement



Regular attendance is a key driver of academic success, personal development, and future life opportunities. When you attend school consistently, you benefit from high-quality teaching, structured routines, and meaningful relationships that support both learning and wellbeing. Attendance is not only an educational requirement - it is a strong indicator of your future outcomes and long-term potential.



What does this chart tell you about the impact that poor attendance has on academic success?

Work out the following amount of time lost in the following scenarios:

Joseph attends College 5 days a week, and his class starts at 9.00 am, but he is always 10 minutes late because he likes to get a bacon roll from the canteen, which also opens at 9.00 am.

Time lost (1week) _____ Time lost over the year (36 weeks) _____

Beth goes to school 5 days a week. School starts at 8.40am but her bus does not get her to school until 9.10am every day; she says the other bus is too early.

Time lost (1week) _____ Time lost over the year (40 weeks) _____

Sonny Works at McDonald's 4 days a week and is on time every day; however, he goes home for lunch and is always back 10 minutes late for his shift.

Time lost (1week) _____ Time lost over the year (48 weeks) _____

How could each of them do things differently to improve their punctuality?

Joseph:

Beth:

Sonny:

GOOD ATTENDANCE



Ormiston
Shelfield
Community Academy



Target
96%+

Means being in school for at least 96% of the time or having no more than 8 days off!

More time in school
means more time to learn!

0

DAYS
ABSENCE
100% ATTENDANCE

8

DAYS
ABSENCE
96% ATTENDANCE



Less time in school means less
time to be the very best you!

9

DAYS
ABSENCE
95% ATTENDANCE

18

DAYS
ABSENCE
91% ATTENDANCE

Poor attendance gives
less chance for success!

19

DAYS
ABSENCE
90% ATTENDANCE

28

DAYS
ABSENCE
85% ATTENDANCE



Poor attendance drastically
reduces opportunities!

29

DAYS
ABSENCE
85% ATTENDANCE

95

DAYS
ABSENCE
50% ATTENDANCE

EDUCATION + ATTENDANCE + EFFORT = ENDLESS POSSIBILITIES!

Being on time at school, college or at work is just as important as attending in the first place. We can miss so much, and it massively affects our learning.

Work out the following amount of time lost in the following scenarios:

Joseph attends school 5 days a week, and his class starts at 9.00 am, but he is always 10 minutes late because he likes to get a bacon roll from the canteen, which also opens at 9.00 am.

Time lost (1week) _____ Time lost over the year (36 weeks) _____

ATTENDANCE

Target
96%+

Good attendance means being in school at least **96%** of the time, which is at least **182** days of the year.

WHAT DO DAYS OFF MEAN?

DAYS MISSED	GRADES
0 - 8 DAYS	EXPECTED GRADES
9 - 18 DAYS	1 GRADE BELOW EXPECTED
19 - 28 DAYS	1.5 GRADES BELOW EXPECTED
29 - 95 DAYS	2 GRADES BELOW EXPECTED
MORE THAN 95 DAYS	OVER 4 GRADES BELOW EXPECTED

WHAT DO LATES MEAN?

MINUTES LATE PER DAY	MISSED DAYS PER YEAR
5 MINUTES	3.5
10 MINUTES	7
15 MINUTES	OVER 10
20 MINUTES	14
30 MINUTES	OVER 20

Work out the following amount of time lost in the following scenario:

Beth goes to school 5 days a week. School starts at 8.40am but her bus does not get her to school until 9.10am every day; she says the other bus is too early.

Time lost (1week) _____ Time lost over the year (40 weeks) _____

My Weekly Attendance Review

Term 1

Week	Monday	Tuesday	Wednesday	Thursday	Friday
31/08/2026					
07/09/2026					
14/09/2026					
21/09/2026					
28/09/2026					
05/10/2026					
12/10/2026					
19/10/2026					
02/11/2026					
09/11/2026					
16/11/2026					
23/11/2026					
30/11/2026					
07/12/2026					
14/12/2026					

Half term review

Current Attendance:

Days absent:

Actions:

Full term review

Current Attendance:

Days absent:

Actions:

My Weekly Behaviour Review

Term 1

Week	Positives	Negatives
31/08/2026		
07/09/2026		
14/09/2026		
21/09/2026		
28/09/2026		
05/10/2026		
12/10/2026		
19/10/2026		
02/11/2026		
09/11/2026		
16/11/2026		
23/11/2026		
30/11/2026		
07/12/2026		
14/12/2026		

Half term review

Positives:

Negatives:

Actions:

Full term review

Positives:

Negatives:

Actions:

My Weekly Attendance Review

Term 2

Week	Monday	Tuesday	Wednesday	Thursday	Friday
04/01/2027					
11/01/2027					
18/01/2027					
25/01/2027					
01/02/2027					
08/02/2027					
22/02/2027					
01/03/2027					
08/03/2027					
15/03/2027					
22/03/2027					

Half term review

Current Attendance:

Days absent:

Actions:

Full term review

Current Attendance:

Days absent:

Actions:

My Weekly Behaviour Review

Term 2

Week	Positives	Negatives
04/01/2027		
11/01/2027		
18/01/2027		
25/01/2027		
01/02/2027		
08/02/2027		
22/02/2027		
01/03/2027		
08/03/2027		
15/03/2027		
22/03/2027		

Half term review

Positives:

Negatives:

Actions:

Full term review

Positives:

Negatives:

Actions:

My Weekly Attendance Review

Term 3

Week	Monday	Tuesday	Wednesday	Thursday	Friday
12/04/2027					
19/04/2027					
26/04/2027					
03/05/2027					
10/05/2027					
17/05/2027					
24/05/2027					
07/06/2027					
14/06/2027					
21/06/2027					
28/06/2027					
05/07/2027					
12/07/2027					
19/07/2027					

Half term review

Current Attendance:

Days absent:

Actions:

Full term review

Current Attendance:

Days absent:

Actions:

My Weekly Behaviour Review

Term 3

Week	Positives	Negatives
12/04/2027		
19/04/2027		
26/04/2027		
03/05/2027		
10/05/2027		
17/05/2027		
24/05/2027		
07/06/2027		
14/06/2027		
21/06/2027		
28/06/2027		
05/07/2027		
12/07/2027		
19/07/2027		

Half term review

Positives:

Negatives:

Actions:

Full term review

Positives:

Negatives:

Actions:

Your Future Outcomes are your Choices

Employers look at your qualifications and experience. They also look at the kind of person you are. Below are the top 10 characteristics that employers want in their employees and that employees want from their employers!

Characteristic	What does it mean?	When and how have you shown this?
Trustworthiness		
Compassion		
Patience		
Determination		
Responsibility		
Reliability		
Inquisitiveness		
Communication		
Thoughtfulness		
Generosity		

Mindfulness Moments for Studying



Here are some simple mindfulness exercises that can be done in 5 minutes or less to help you reset during a study break.



Mindful Breathing: A simple and very effective exercise.

- Sit comfortably with a straight back and your feet flat on the floor.
- Place one hand on your stomach and the other on your heart.
- Inhale slowly and deeply through your nose, feeling your belly expand.
- Exhale slowly through your mouth, feeling the air leave your chest and then your stomach.
- Repeat this for 10 breaths, or count each breath up to ten and start again



5-4-3-2-1 Sensory Technique: This grounding exercise uses your five senses to bring your attention to the present moment.

- Acknowledge **5** things you can **see** around you (e.g., a crack in the wall, the texture of your desk).
- Acknowledge **4** things you can physically **feel** (e.g., your feet on the floor, the fabric of your clothes).
- Acknowledge **3** things you can **hear** (e.g. distant traffic).
- Acknowledge **2** things you can **smell** (e.g., a scented candle, a cup of tea).
- Acknowledge **1** thing you can **taste** (e.g., the lingering taste of coffee, or take a sip of water).



Mindful Movement: Get up and move your body with intention.

- **Stretching:** Reach your arms overhead, roll your neck, and wiggle your fingers and toes, paying close attention to the sensations of tightness and release in your muscles.
- **Slow Walk:** Walk a short distance very slowly, focusing entirely on the sensation of each step and the movement of your body.



- **Mindful doodling:** A good way to calm the mood and improve concentration.
- Find a pen/pencil and paper, sit comfortably.
- Draw basic shapes (circles, lines, zigzags) or patterns repeatedly.
- Link your drawing to your breath - inhale to make a stroke, exhale to pause or make another.