



Leigh Academy
Hugh Christie

Yr 8 Information Evening

Thursday 25th September 2025

leighacademyhughchristie.org.uk





Transformational change

Results

In August, 2025 we have received our best ever outcomes at GCSE and A Level, with our progress above the national average.

Our results make LAHC the top performing Leigh Academy Trust school in the local area.

More than 60% of students achieving grade 4 or higher in GCSE English and Maths.
More than 230 grades awarded at top grades.



Transformational change

Results

Our EBacc cohort has increased by almost 10%, enabling more students to access a rigorous and ambitious academic pathway.

In the last academic year, achievement among our students with SEND has risen by 10%, a clear result of the personalised support we provide.



Transformational change

Results

At A-Level an average grade of C across A level subjects with more than 40% of grades at A/A* and 71% of grades awarded at A* to C.

Of our A-Level students wishing to attend university, 30% gained places at Russell Group universities.

All students secured career pathway of their choice, including competitive apprenticeships.

How to Support your Child

Attendance

MCAS

Google Classroom

Sparx (Maths, Reader and Science)

Rewards

Website



Classroom



Sparx Learning



Leigh Academy
Hugh Christie

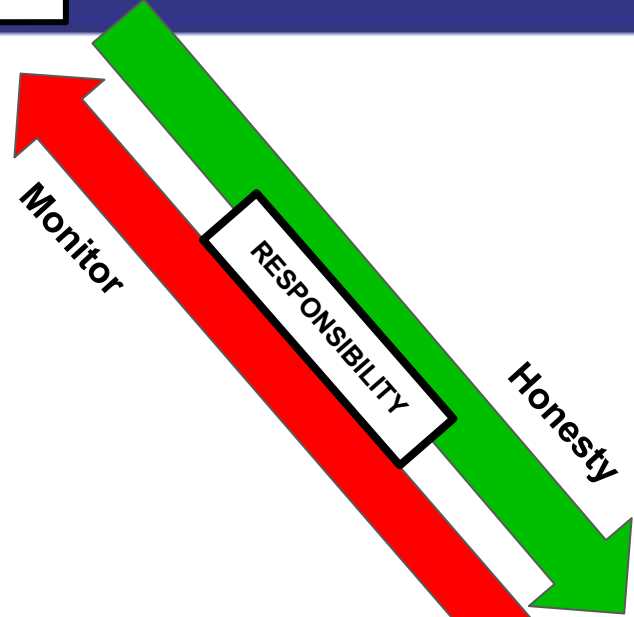
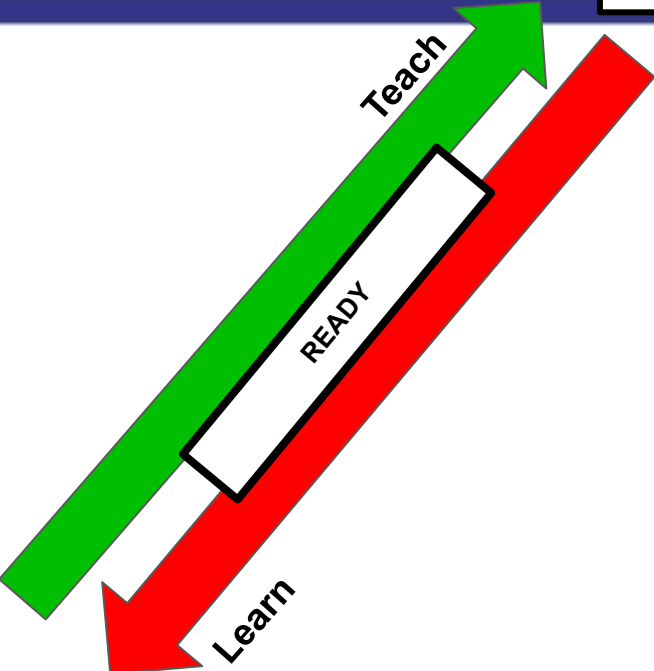
ATTENDANCE MATTERS

.....

0 day off	100%	Perfection
2 day off	99%	Excellent
5 day off	97%	Good
10 day off	95%	Slight Concern
20 day off	90%	Concerned
30 day off	85%	Persistent Absence



STUDENT



TEACHER



PARENT



Yr8 Advisors

AN7	Mr Hinton	Angelou
AT7	Mr Gomez	Attenborough
CO6	Mr Godwin	Coe
CO7	Mr Smith	Coe

info@hughchristie.latrust.org.uk



Getting the basics right

1. Attendance
2. Engagement in lessons
3. Uniform and standards



Make every day count....

Lateness = Lost Learning

*(figures below are calculated over a school year)

5 Minutes late each day	3 days lost!
10 Minutes late each day	6.5 days lost!
15 Minutes late each day	10 days lost!
20 Minutes late each day	13 days lost!
30 Minutes late each day	19 days lost!

*Moments Matter
Attendance Counts*

As few as 17 missed days over the school year reduces your chances of success. During their final year - GCSE results could drop by 1 grade across all subjects!

my child at school.com

PARENT LOGIN

School ID

Username

Password

Remember School ID and Username

[Forgotten Login Details?](#)
[Redeem Invitation Code?](#)

Login

Support can be found on the website

For school support please email:

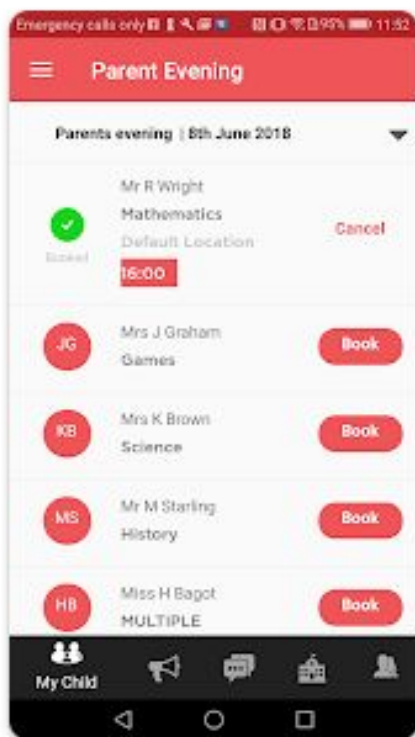
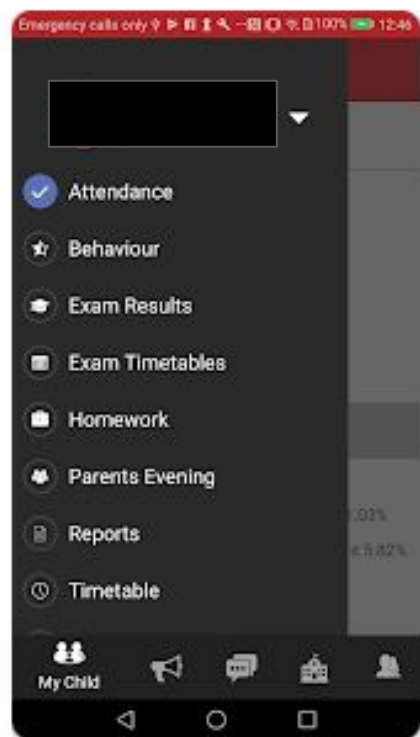
info@hughchristie.latrust.org.uk

[Link to My Child At School\(MCAS\) website](#)

[Link to MCAS Parent Guide](#)

MyChildAtSchool-MCAS
Parent App





MCAS - My Child At School

App available on Apple and Google

Key in helping streamline communication between home and school

Account information has been sent out

If you need this reset please contact College admin

- Attenborough please contact raqueltiscar@hughchristie.latrust.org.uk
- Coe please contact nicole.rosier@hughchristie.latrust.org.uk
- Angelou please contact nicole.rosier@hughchristie.latrust.org.uk
- Sixth Form please contact alison.bain-simmons@hughchristie.latrust.org.uk

Help page on school website

<https://leighacademyhughchristie.org.uk/my-child-at-school/>



MCAS - My Child At School

All parent emails are now on the MCAS system

You can also register by downloading the app and entering your email and click 'forgot / reset password'



MCAS - My Child At School

Information on there will be growing over the year

Currently

- Red / Green Points
- Attendance
- Letters / Notifications

Moving forward things such as

- Parents evening bookings
- Consent for trips
- Detention notifications
- More detailed red/green point info



Google Classroom

classroom.google.com

One stop shop to help monitor what your child is doing in lesson

You can view exactly what they are learning

Each Physical classroom has an online Google classroom

All lessons (Slides, videos, worksheets etc) are uploaded

All Independent Learning deadlines are published here too



Sparx

Sparx Maths

Sparx Reader

Sparx Science

Same login for all platforms

Adaptive Independent learning system - with videos to help



Sparx Learning

Student Chromebook Expectations

Students will:

- Arrive at the academy with a fully charged Chromebook each day.
- Enter each classroom in a calm manner and unpack their Chromebook, logging into the relevant Google Classroom to access the resources for the lesson.
- Embrace our values, modelling the traits of an excellent digital citizen.
- Only use their Chromebook for learning and when instructed to do so (MODE 1).
- Ensure that when the teacher is providing direct instruction or others are presenting, Chromebooks not be accessed (MODE 2).
- Take ownership of their device and responsibility for its maintenance.
- Fully utilise Google Classroom with the resources provided by staff, including home learning tasks.
- Abide by academic honesty expectations, ensuring all work is their own.

MODE 1



Device is used to access resources and complete tasks set.

e.g. reading slides, completing an assignment

MODE 2



Device not to be used and the top to be closed halfway down.

e.g. staff are providing direct instruction or others are presenting

The Chromebook expectations support our digital strategy to enhance the learning and progress students make as they journey through the curriculum, supplementing their learning through the development of their digital skills and digital literacy.

Ready | Respectful | Responsible

Access to a wide range of educational tools and resources: Chromebooks are integrated with Google Workspace for Education (Gmail, Docs, Sheets, Slides, Classroom, etc.),

Encouraging collaboration and creativity: Chromebooks facilitate real-time collaboration through cloud-based apps like Google Docs and Google Slides, where multiple students can work together on assignments from different locations.

Development of digital literacy and modern workforce skills: Students gain hands-on experience with cloud-based platforms, online communication tools, and digital collaboration., Students learn how to efficiently navigate technology, work remotely, and collaborate digitally, building critical skills for future careers in an increasingly tech-driven world.

Google Classroom

classroom.google.com

One stop shop to help monitor what your child is doing in lesson

- You can view exactly what they are learning
- Each Physical classroom has an online Google classroom
- All lessons (Slides, videos, worksheets etc) are uploaded
- All Independent Learning deadlines are published here too



Rewards

Rewards have been revamped for this year

Merit points linked to IB learner profiles

Unsung Heros

Hot Chocolate Friday

More frequent reward trips

Rewarding those that do the right thing all the time



Rewards - Merit Points

- **Easiest way to get merit points is to attend school**
 - **100% attendance for a week = 5 Merit Points**

- **Hot Chocolate Friday nomination = 5 Merit Points** and entered into a draw to have Hot Chocolate with Mr Shah

Rewards - Merit Points - Collect each Module

- **Merit Points** will be awarded regularly
- **Reward Certificates** total Merit point each Module
- **Advisor - 25 HoP - 50 A-HOC - 75 HOC - 100 Deputy Principal - 125**
Principal - 150



Rewards - Can you be an Unsung Hero?

- We want to **reward** students that do **right things** day in day out
- Be an **Unsung Hero** each week by
 - **100% attendance for full week**
 - **0 Red Points**
 - **5 extra Merit Points**
- Everyone that is an **Unsung Hero** will go into a **draw** for a **week long canteen 'Queue Jump' passes**. These will be given out each week in **College Community Time**

Rewards - IB Learner Profile - Collect over the Year

- **Merit Points** will be awarded across each of the 10 IB Learner Profile
- **Collect Merit Points across the year** for each profile
- **Reward Certificates** for each IB Profile
- **Bronze - 5 Silver - 10 Gold - 15 Platinum - 30 Diamond - 50**

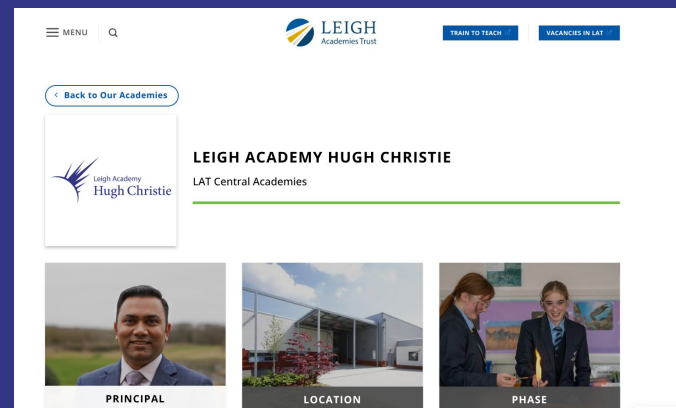


School Website

Our website is updated every year.

We are constantly refreshing with key information about lots of different things

Key information on Policies, Uniform, Equipment, Travel etc



ABUSE

ACCESSIBILITY

ADDICTION

BEREAVEMENT

BULLYING

CARERS

CRIME VICTIMS

EMPLOYMENT

HEALTH & SEND

HOUSING & FOOD

LGBTQIA+

MENTAL HEALTH

MONEY

MENTAL HEALTH

^ Wellbeing & Mental Health Support

- **Anna Freud**
Self-care resources for parents and young people
<https://www.annafreud.org/resources/>
- **Barnardo's**
General wellbeing and mental health support
<https://mymentalhealth.barnardos.org.uk/>
- **Beat**
Eating disorders support
<https://www.beateatingdisorders.org.uk/>
- **Brook**
General wellbeing and mental health support
<https://www.brook.org.uk/topics/health-and-wellbeing/>
- **CALM**
General wellbeing and mental health support
<https://www.thecalmzone.net/>
- **Charlie Waller**
General wellbeing and mental health support
<https://www.charliewaller.org/resource-library>

International Baccalaureate School

At Key Stage 3

Middle Years Program

MYP



International Baccalaureate Middle Years Programme

- “The International Baccalaureate (IB) is a not-for-profit foundation, motivated by its mission to create a better world through education”
- The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.
- Our programmes encourage students across the world to become active, compassionate and lifelong learners who understand that people, with their differences, can also be right.



International Baccalaureate Middle Years Programme

- 1,950,000 students in 5,700 schools in 160 countries
- Joining the IB gives schools an international reputation for excellence and quality.
- 'Education today is much more about ways of thinking which involve creative and critical approaches to problem-solving and decision-making. It is also about ways of working, including communication and collaboration.... And last, but not least, education is about the capacity to live in a multi-faceted world as an active and engaged citizen' Andreas (Mr. DISA) Schleicher, Director of

Fundamental Principles of the MYP

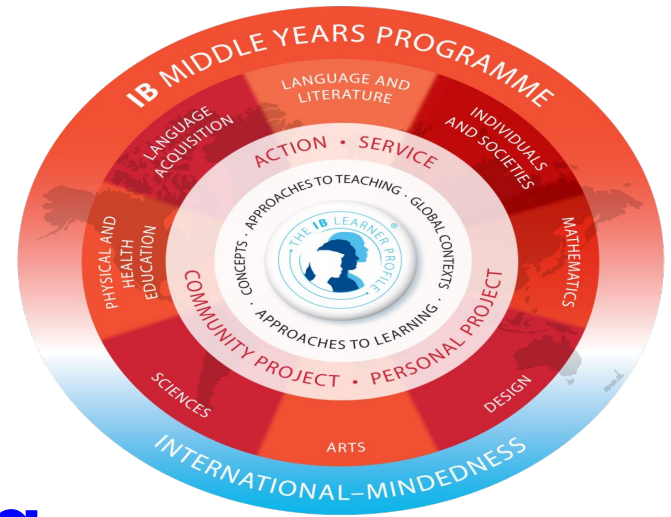
- Holistic Learning
- Interdisciplinary Learning
- Intercultural Awareness
- Communication
- International-mindedness and global awareness
- Linking learning to real life situations and issues



MYP Learner Profile



Approaches to Learning



To be an IB school

Importance

The Learner profile gives teachers a greater understanding of

- skills
- strengths
- Interests
- Can highlight potential barriers to learning
- Make recommendations about what is needed to support a student's learning



IB Learner Profiles

What is an IB Learner?



RISK-TAKER



KNOWLEDGEABLE



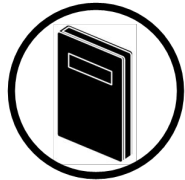
CARING



INQUIRER



THINKER



REFLECTIVE



OPEN-MINDED



PRINCIPLED



BALANCED



COMMUNICATOR

Why

› **Personal Growth:** Like being Reflective and Open-minded fosters personal development and self-awareness

› **Academic Success:** Like being an Inquirer and Thinker directly contribute to academic excellence and a deeper understanding of your subjects.

ATL's

Approaches To Learning

Approaches

ways; methods



To

getting better at



Learning

getting knowledge
and skills



The ways we get better at learning.

Approaches = “Ways” or “methods” - How you do something

To = Shows direction/purpose - It's about getting better at

Learning = “Getting knowledge and skills” - How we grow smarter and stronger in school and life

APPROACHES TO LEARNING

How can I be an effective learner?

COMMUNICATION



INTERACTION

I can exchange thoughts, messages and information effectively through interaction.



LANGUAGE

I can read, write and use languages to communicate information effectively.

COLLABORATION



COLLABORATION

I can work effectively with others.

RESEARCH



INFORMATION LITERACY

I can find, interpret, judge and create information.



MEDIA LITERACY

I can interact with media to use and create ideas and information.

SELF-MANAGEMENT



AFFECTIVE SKILLS

I can manage my own state of mind, concentrate and be focused. I can learn from mistakes and problems.



ORGANIZATION SKILLS

I can manage my time and tasks effectively. I use technology well.



REFLECTION

I can (re)consider the process of learning. I can choose and use effective ATL skills.



CRITICAL THINKING

I can analyse and evaluate issues and ideas.



CREATIVE THINKING

I can generate new ideas and perspectives.

THINKING



TRANSFER

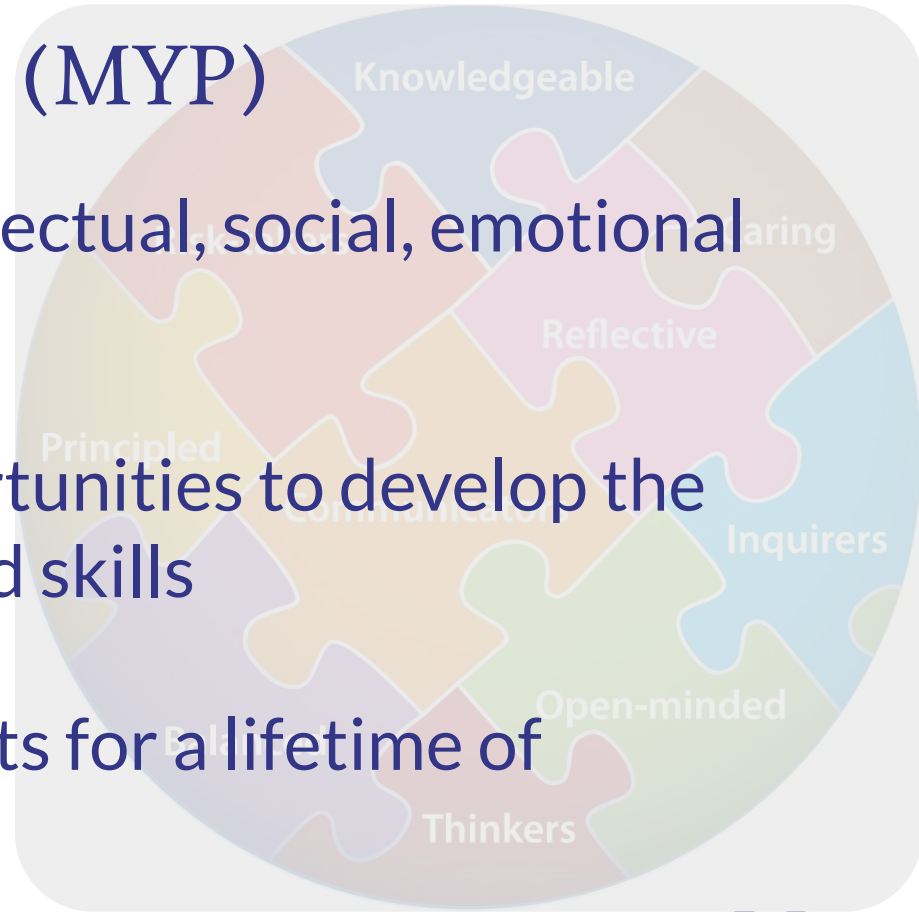
I can use knowledge and skills in new contexts.

It is all about how your child learns



Aims of the Programme (MYP)

- Supports students' intellectual, social, emotional and physical well-being
- Provides students opportunities to develop the knowledge, attitudes and skills
- Helps to prepare students for a lifetime of learning.



MYP Subject Structure at LAHC



- Language acquisition (Spanish & German)
- Language and literature (English)
- Individuals and societies (History, Geography & RE)
- Sciences (Science)
- Mathematics (Maths)
- Arts (Visual Art & Performing Arts)
- Physical and health education (PE)
- Design (DT & IT)

MYP Assessment Framework

Each subject has **four criterion**.

Students will be assessed on each criterion at least **twice** a year.

Each of the criterion categories assesses a broad skills category.

Criterion A = Thinking and Knowledge Skills

Criterion B = Organising skills

Criterion C = Application and Communication skills

Criterion D = Evaluating skills



Types of Assessment

- Compositions
- Performances
- Essays
- Creation of solutions or products in response to problems
- Examinations
- Questionnaires
- Investigations
- Research
- Presentations—verbal (oral or written),
- Graphic (through various media)



MYP Curriculum



Leigh Academy Hugh Christie Curriculum Model 2024-2025

Lesson allocation – 24 x 1 hour lesson plus 25 minute daily tutorial/assembly.

Year 7, 8 & 9

International Baccalaureate Middle Years Programme (MYP)

(Each subject group taught over at least 50 hours per annum)

English (Language & Literature)	Mathematics	Sciences	Geography (Individuals and Societies)	History (Individuals and Societies)	German or Spanish (Language Acquisition)	Information & Design Technology (Design)	Visual & Performing Arts (Arts)	Physical and Health Education*	PSHRE (Individuals and Societies)
4	4	3	2	2	2	2	2	2	1

Notes:

Arts = 1 hour of Visual Art & 1 hour of Performing Arts (Music/Drama)

Design = 1 hour of Information Technology & 1 hour of Design Technology

Language Acquisition = 2 hours of German or Spanish.

PSHRE = Includes the delivery of the statutory Relationships, sex and health education (RSHE), Religious Education & Citizenship. This is supported through our advisory programme.

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Each of the criterion categories assesses a broad skills category.

Criterion A = Thinking and Knowledge Skills

Criterion B = Organising skills

Criterion C = Application and Communication skills

Criterion D = Evaluating skills



MYP Assessment Criterion

	Criterion A	Criterion B	Criterion C	Criterion D
Language and Literature	Analysing	Organising	Producing Text	Using Language
Language Acquisition	Listening	Reading	Speaking	Writing
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Interdisciplinary	Evaluating	Synthesizing	Reflecting	N/A
Community Project (Year 9 only, once per academic year)	Investigating	Planning	Taking action	Reflecting



MYP Assessment Framework

Each criterion is levelled out of 8, therefore the highest possible score is 32.

The boundaries to the right are then used to determine the overall grade.

Example - Pupil A

Criteria A = 5 Criteria B = 6

Criteria C = 7 Criteria D = 2

Total = 20 Grade = 5

Our expectations: Students should achieve a grade 4 or above (with our support)

Grade	Boundary
1	1-5
2	6-9
3	10-14
4	15-18
5	19-23
6	24-27
7	28-32

Grade	Descriptor
7	<p>Produces high quality, frequently innovative work.</p> <p>Communicates comprehensive understanding of concepts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex situations.</p>
6	<p>Produces high quality, occasionally innovative work.</p> <p>Extensive understanding of concepts. Demonstrates critical and creative thinking frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar situations, often with independence.</p>
5	<p>Produces generally high quality work.</p> <p>Secure understanding of concepts. Demonstrates critical and creative thinking sometimes with sophistication. Uses knowledge and skills in familiar situations but sometimes needs support in unfamiliar situations.</p>
4	<p>Produces good quality work.</p> <p>Basic understanding of concepts with some significant gaps. Often demonstrates basic critical thinking and creativity. Uses knowledge and skills with some flexibility but requires support in unfamiliar situations.</p>
3	<p>Produces work of an acceptable quality.</p> <p>Basic understanding of concepts but with many significant gaps. Begins to demonstrate basic critical and creative thinking. Uses knowledge and skills in familiar situations but requires support in unfamiliar situations.</p>
2	<p>Produces work of a limited quality.</p> <p>Gaps in understanding of concepts. Does not often demonstrate critical or creative thinking. Does not often use knowledge or skills.</p>
1	<p>Produces work of a very limited quality.</p> <p>Lacks understanding of concepts. Rarely demonstrates critical or creative thinking. Rarely uses knowledge or skills.</p>

MYP Overall Assessment Grades



Assessment and Reporting

Record of Progress

1. Students can track their progress through assessments
2. Identify areas of strength and weakness
3. Opportunity for deliberate practice on areas of weakness
4. Assessment links to MYP for each subject

	Criterion A	Criterion B	Criterion C	Criterion D
Language and Literature	Analysing	Organising	Producing Text	Using Language
Language Acquisition	Listening	Reading	Speaking	Writing
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Interdisciplinary	Evaluating	Synthesizing	Reflecting	N/A
Community Project (Year 9 only, once per academic year)	Investigating	Planning	Taking action	Reflecting

Beyond the Curriculum Opportunities

Personal Development at Leigh Academy Hugh Christie aims to provide students with knowledge, skills and understanding to prepare them to play a fulfilling and active part in society.

Through a holistic approach covering PSHRE, Citizenship, Religious Studies, Relationships and Sex education, students are empowered to reflect on their own beliefs and attitudes in a safe environment whilst also exploring both the complexities and opportunities they will experience now and in the future.

Beyond the Curriculum Opportunities

Through implementing and delivering a high quality Personal Development programme, the students will have access to:

- Weekly PSHRE lessons for all students in Years 7 - 13.
- High quality Advisory Programme that will support students' character development, literacy and numeracy skills and aspirations.
- Diverse co-curricular offer across all Key Stages
- Careers support across all Key Stages
- Student Leadership opportunities
- Trips and visits that enhance the curriculum



The Advisory Programme

The aim of the Advisory Programme is to enrich students' character development, encourage and support their aspirations, and support literacy and numeracy skills.

The Advisory Programme for Years 7 - 11 will have weekly sessions on the following delivered by the Advisor:

- PSHE focusing on character development
- Literacy and reading
- Careers
- Service as Action (Year 7 and 8) and Community Project (Year 9)
- Numeracy (KS3)



Service as Action Project in Year 8

IB School
MYP



Dive in
Make a difference
Enjoy the journey

Service as Action Project



Service as Action Project in Year 8

IB School / MYP

Service as Action Project

Where Learning Meets Impact!

- Step outside the classroom and make a real difference in your community.
- Discover passions and developing new skills.
- Projects within the community or within the Academy.
- Every action taken builds a better world.
- Collaborate with friends, meet inspiring people, and have fun as you watch your efforts make a real difference.

It's not just about giving back—it's about growing, learning, and becoming more connected with what is happening around the world.



Service as Action Project in Year 8



Service as Action

Will prepare year 8 students to their Final project in year 9.



This is their Community project.



MYP Graduation



PSHE Lessons

All students will participate in weekly PSHRE lessons, in which they will cover topics to support:

- Personal, Social, Health and Economic Education
- Relationships and Sex Education
- Religious Education
- Citizenship
- Fundamental British Values

The journey has been designed to support students in becoming a well-rounded citizen prepared for life in modern contexts.



PSHE Lessons

Lessons will be varied in approach and delivery, including a mixture of discussion based learning, video clips and written tasks. Scenario based learning features heavily too, allowing students to apply knowledge learnt to situations that could occur during their own lives.

We will support students in making links to their learning by adopting a spiralled approach and regularly using recap tasks to ensure the retention of knowledge and skills.

We will ensure that all lessons, including those of sensitive or risky behaviours maintain a positive atmosphere through distancing and ensuring a factual approach is adhered to, avoiding shocking or distressing information. Scenario based learning will also assist students in developing skills for “real life” situations.



Co - Curricular Offer

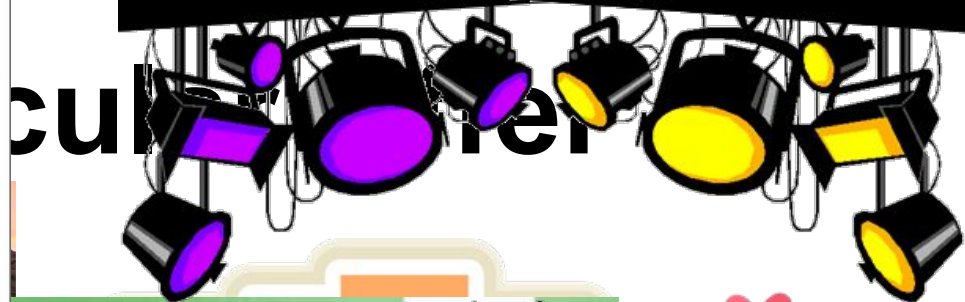
At Leigh Academy Hugh Christie we pride ourselves on developing the whole child.

The intent of the Co-Curricular offer is to provide a wealth of opportunities for students to experience new interests, hobbies, and skills beyond lessons.

These experiences can enrich student lives', allow friendships to blossom and nurture their confidence and self esteem.

Co-curricular clubs and activities can provide students with a sense of purpose. It is a platform for them to have a voice and a safe environment in which they can truly flourish.





Cultural
er
DRAMA CLUB

And Much More....!

THEATRE



Careers Support

The logo for Unifrog, featuring the word "unifrog" in white lowercase letters on a green rectangular background.

Students will be taking part in a spiral curriculum of Careers support and guidance throughout their time at Leigh Academy Hugh Christie. Students will be guided through this in Advisory sessions throughout the year, and throughout the curriculum in their subjects.

Students will assess their skills and their interests that could point them in the direction towards potential careers prospects, and also learn about creating and exploring opportunities in the workplace.

Students will also be using Unifrog as a platform for research different higher education and career pathways.

Key Dates

Year 8 Parent/Carer Evening
Thursday 7th May 2026
3pm to 6pm



Join Our Parent Ambassador Group!

We'd love you to be part of our Parent Ambassador Group — a fantastic opportunity to share your ideas, give feedback, and help shape the future of our academy.

Your voice matters, and we're really keen to listen to your thoughts and suggestions. Together, we can make a real difference for our students and community.

scan the QR code
to sign up



Thank you
Stay behind if you have any further questions

