



Leigh Academy
Hugh Christie

Yr 9 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

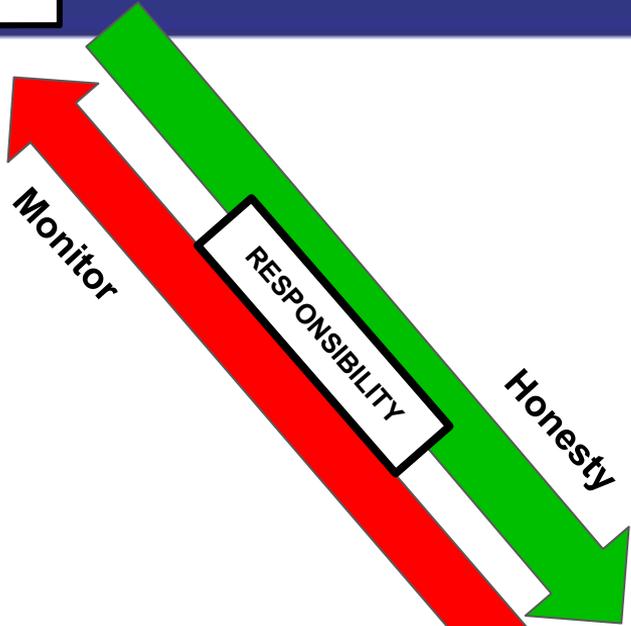
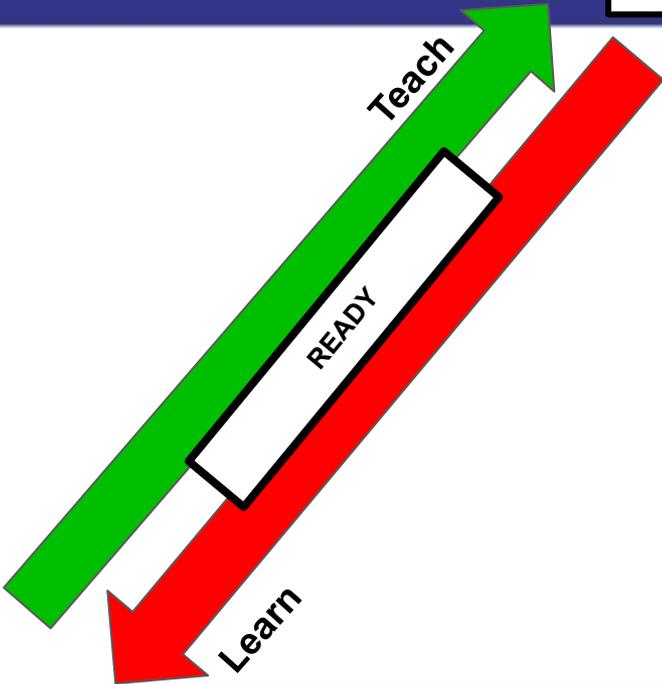


Leigh Academy
Hugh Christie

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



Yr9 Advisors

AN5	Ms Snook	Angelou
AN6	Mr Gregory	Angelou
AT5	Ms Walters	Attenborough
AT6	Ms Davis	Attenborough
CO5	Ms Tyler	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!

The screenshot shows the 'my child at school.com' logo at the top. Below it is a blue header with 'PARENT LOGIN'. The login form includes three input fields: 'School ID' with a keyboard icon, 'Username' with a person icon, and 'Password' with a lock icon. There is a checkbox for 'Remember School ID and Username' and links for 'Forgotten Login Details?' and 'Redeem Invitation Code?'. A blue 'Login' button is at the bottom.

Support can be found on the website

For school support please email:

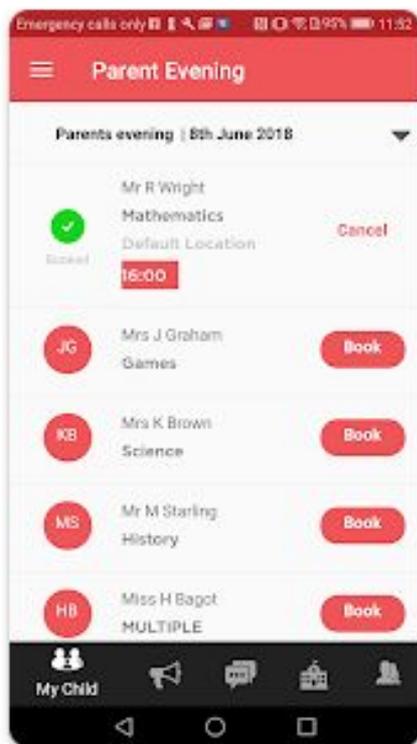
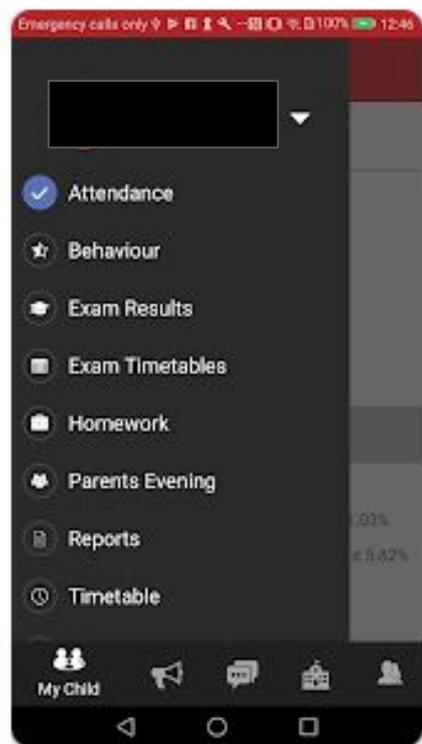
info@hughchristie.latrust.org.uk

[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



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



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.

Sparx

- Sparx Maths
- Sparx Reader
- Sparx Science
- Same login for all platforms
- Adaptive Independent learning system - with videos to help



Rewards

Merit points are linked to IB learner profiles

Unsung Heroes - every module

Hot Chocolate Friday - Every Week

Regular reward trips

Rewarding those that do the right thing all the time

Rewards - IB Learner Profile - Collect over the Year

- **Merit Points** will be awarded across each of the 10 IB Learner Profiles
- **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**

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 - 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 - 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**

School Website

The screenshot displays the website for Leigh Academy Hugh Christie. At the top, there is a navigation bar with a 'MENU' icon, a search icon, the 'LEIGH Academies Trust' logo, and two buttons: 'TRAIN TO TEACH' and 'VACANCIES IN LAT'. Below the navigation is a 'Back to Our Academies' link. The main content area features the school's logo on the left and the text 'LEIGH ACADEMY HUGH CHRISTIE' and 'LAT Central Academies' on the right. A green horizontal line separates this header from three image-based sections: 'PRINCIPAL' (a portrait of a man), 'LOCATION' (an exterior view of the school building), and 'PHASE' (two students in a classroom).

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

Key information on Policies, Uniform, Equipment, and Travel.

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>



Leigh Academy
Hugh Christie

Middle Years Programme MYP



leighacademyhughchristie.org.uk

International Baccalaureate Middle Years Programme

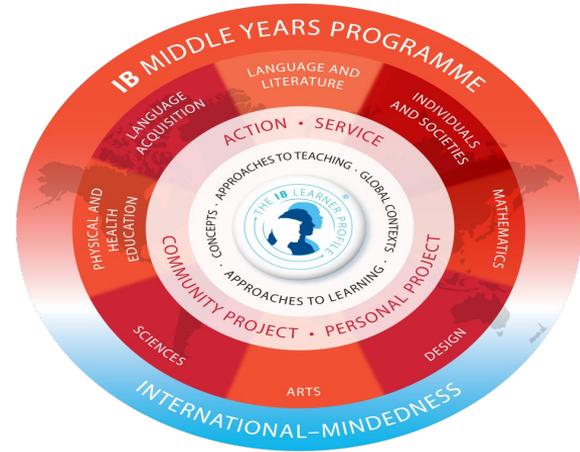
- “The International Baccalaureate (IB) is a not-for-profit foundation, motivated by its mission to create a better world through education”
- The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural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

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 Subject groups

- 50 hours per group per year minimum within the curriculum
- No detailed subject content prescribed by IB
- Subject guides can be found in the Programme Resource Centre

Each subject has the following:

- Subject objectives
- Prescribed Key and Related concepts
- Approaches to Learning (AtL)
- Statements of inquiry
- Assessment criteria for Year 1 (Year 7 & 8) and Year 3 (Year 9)



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 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.

MYP Learner Profile



Approaches to Learning



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



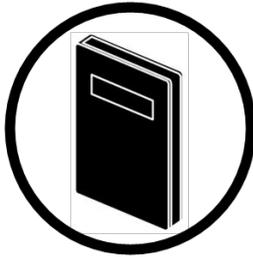
CARING



INQUIRER



THINKER



REFLECTIVE



OPEN-MINDED



PRINCIPLED



BALANCED



COMMUNICATOR

IB learner profile

IB Programmes give structured opportunities for students to be:

- Knowledgeable
- Caring
- Risk-takers
- Principled
- Balanced
- Communicators
- Thinkers
- Open-minded
- Reflective
- Inquirers



The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

IB Learner Profile



ATL's

Approaches To Learning



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.

SOCIAL



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



MYP Assessment Framework

Each subject has **four criteria**.

Students must 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



	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 Criterion



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

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



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)



Community Project in Year 9

Community Project

- Essential to year 9's learning journey.
- Unique opportunity for your child to explore their interests, develop life skills, and make a meaningful impact in their local community.

Through the Community Project, year 9 will:

- **Gain independence** selecting and managing their own project.
- **Develop critical thinking & problem-solving skills** - plan - execute - reflect on their actions.
- **Enhance collaboration and communication** - working with peers, teachers, and community members.
- **Foster empathy and a sense of responsibility** - understanding how their efforts contribute to the well-being of others.



Community Project in Year 9

Community Project Experience

- supports academic growth
- Nurtures important personal attributes such as resilience, leadership, and social awareness—skills that are essential for future success.
- Be an incredibly rewarding and fulfilling process for your child
- Become active, compassionate, and thoughtful members of our community.



We look forward to seeing the positive impact students will make!

MYP Graduation Celebration

- Marks the culmination of years of growth, hard work, and discovery.
- Developed academically and grown into a well-rounded individuals,
- Equipped with critical thinking skills, global awareness, and a strong sense of social responsibility.

We recognise / Want to reflect

- Dedication
- Resilience
- Contributions to our Academy and the wider community.
- Future thinkers, leaders, and visionaries..

Year 9 Graduation Celebration Event



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
- Community Project (Year 9)
- Numeracy (KS3)



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.

PSHRE 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.



PSHRE 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
DRAMA CLUB

And Much More....!

THEATRE

club



What is the DofE?

The DofE is a life-changing adventure.

You make it: The DofE is as unique as you are

Millions of young people in the UK have already done their DofE.

Now it's your turn.



**YOUTH
WITHOUT
LIMITS**



What do you do?



All activities can be run concurrently as 1 hour, weekly sessions for 13 or 26 weeks and should be organised independently by the participant

Getting started

Are you ready to start an adventure you'll never forget?

To get started with your DofE,

Speak to Mr McPherson



**YOUTH
WITHOUT
LIMITS**



LAHC GCSE Options Timeline 2024/25

Year 9 Final Options
Form deadline
April 2026

Year 9 Options
confirmed
July 2026



Year 9 Parent/Carer &
Options Evening
March 2026

Year 9 Options Fortnight
February 2026

Year 9 Options
Website Launch
March 2026

Year 9 Options Assembly &
initial interest form
November 2025

Year 9 start MYP
September 2025

Year 9 Information
Evening
September 2025



GCSE Options Timeline

Key Information:

- We will initially ask students to inform us of their initial preferences in November. This is NOT their actual choice.
- Students will be provided with key information and ‘tasters’ during advisory time in module 4.
- This work will be supported by a bespoke website for parents/carers and students will all of the subject information and guidance on it, in preparation for the Year 9 parent/carer evening.
- Following this event, students will select their 1st and 2nd preference from FOUR option blocks.
- We will endeavour to ensure each students gets at least one of their 1st choices but this is not always possible.



Key Stage 4 Curriculum

Further information:

- All students will study:
English Language, English Literature, Maths, Combined Science (unless they select triple science in their options) and Geography OR History.
- Most of our students will be encouraged to follow the English Baccalaureate pathway (choosing a language from the option blocks).
- One option will be EITHER Geography or History.
- There will then be three additional options to pick.
- Once students select their options and commence their studies, we will NOT be able to swap them around allow students to drop subjects.
- Students will also have a lesson of PSHRE and PE.

Why EBacc

EBacc provides an excellent foundation of core subjects, with transferable knowledge to other subjects and skills to the real world.

At Leigh Academy Hugh Christie we are a candidate IB World School, promoting students to be culturally aware, global learners with languages forming a fundamental pillar of our core curriculum.

Significant research highlights the benefits in brain development and communication when a language is studied.

The many sectors in the global labour market place a premium on the study of modern foreign languages. UK research highlighted that modern foreign language skills were the greatest dissatisfaction with employers.

UCL research identified that EBacc study increases the probability of students remaining in full-time education and progressing into higher education.

Sutton Trust also identified that studying EBacc can improve outcomes in English and Maths at GCSE.



Level 2 Qualifications

- Students will study either a GCSE or vocational course.
- Both have the same merit and weighting for students as level 2 courses.
- Vocational courses contain controlled assessments, facilitated in 'windows' through Year 10 and 11.
- Academic (GCSE) courses are mainly examined at the end of the course in Year 11.

Level 2 Qualifications

Vocational qualification grading		GCSE qualification grading	
Vocational Qualification Grade	9-1 Grade equivalent	New Grading Structure	Old Grading Structure
Level 2 Distinction*	8.5	9	A*
Level 2 Distinction	7	8 7	A
Level 2 Merit	5.5	6	B
Level 2 Pass	4	5 4	C
Level 1 Distinction	3	3	D
Level 1 Merit	2	2	E
		1	F
Level 1 Pass	1.25	U	G
			U



Curriculum Model

Year 10

GCSE English Baccalaureate & Vocational Pathways

English Language & Literature	Maths	Sciences	Option A	Option B	Option C	Option D	Physical Education	PSHRE
2 GCSEs (AQA)	1 GCSE (Edexcel)	2 GCSEs	1 GCSE or equivalent					
4	4	4	3	3	2	2	1	1

Notes:

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

Key Dates

Year 9 Parents Evening & Options Evening
Thursday 5th March 2026
3:30pm to 7:00pm



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

