



Year 9

KS4 Transition Guidance

2025/2027

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KS4 Transition: Information for Parents

Dear Parents and Carers,

As your child prepares to enter Key Stage 4 (KS4), we would like to take this opportunity to welcome you to an important and exciting phase of their education. The next two years will lay the foundation for their future, both academically and personally, as they begin their journey through the GCSE curriculum.

These next two years are both exciting and challenging. They bring new opportunities for growth as your child focuses on subjects they've chosen, develops more independence, and begins working toward their GCSE qualifications.

What to Expect in KS4

- **Focused Subject Choices:** Your child will now begin studying the subjects they selected at the end of Year 9, allowing them to dive deeper into areas of interest and build skills for future study or career paths.
- **Increased Academic Demands:** KS4 brings more rigorous coursework, a faster pace of learning, and greater expectations for independence and self-discipline.
- **Ongoing Assessment:** While final exams in Year 11 are a key part of GCSEs, there will be regular assessments, mock exams, and coursework (in some subjects) throughout the two years to monitor progress. This data will be submitted to colleges as part of your child's Post 16 applications, so it is important they try their very best for all and every assessment.

How You Can Support Your Child

- **Encourage Good Habits Early:** Help them establish a regular study routine, stay organised with homework and revision, and avoid leaving tasks to the last minute.
- **Stay Engaged:** Take an interest in what they're learning. Ask about their day, discuss their subjects, and attend parent evenings to stay informed of their progress.
- **Create a Supportive Environment:** Provide a quiet, distraction-free space for homework and revision. Balance is key—encourage rest, exercise, and downtime as well.

- **Help Manage Stress:** KS4 can feel overwhelming at times. Be a calm and reassuring presence, and keep communication open so they feel comfortable discussing any worries.
- **Use School Resources:** Encourage your child to seek help from their teachers when needed, and don't hesitate to reach out to us if you have concerns or questions.

Above all, please remember that every student progresses at their own pace. Your encouragement, patience, and support over the next two years will be instrumental in helping your child stay motivated and resilient.

We look forward to working in partnership with you to support your child's success and wellbeing throughout Key Stage 4.

Kind regards,
The School Leadership Team

KS4 Transition: Information for Students

Dear Year 9 Students,

As you prepare to take your next big step into Key Stage 4, congratulations on reaching this important milestone in your school journey! KS4 marks the beginning of your GCSE years, a time of exciting new challenges, greater independence, and opportunities to explore the subjects you're passionate about.

What to Expect

- **More Focused Learning:** You'll start studying the subjects you've chosen in greater depth. This means fewer subjects than in earlier years, but more time to understand them thoroughly.
- **Increased Responsibility:** You'll be expected to take more ownership of your learning—managing deadlines, organising your notes, and preparing for assessments.
- **Exams Ahead:** GCSEs may seem far off, but preparation begins now. You'll have classwork, coursework (in some subjects), and practice exams to help you build confidence and skills over time.

How to Prepare for the Transition

- **Stay Organised:** Use a planner or digital calendar to track homework, revision, and deadlines. Being organised reduces stress and helps you stay on top of your work.
- **Ask for Help:** If something doesn't make sense, don't be afraid to ask questions. Your teachers are there to support you—use them!
- **Develop Good Study Habits:** Start building routines for revision early. Short, focused sessions are more effective than cramming.
- **Look After Yourself:** Sleep well, eat well, and take time to relax. A healthy mind and body will help you perform your best.
- **Keep an Open Mind:** You may surprise yourself with which subjects you enjoy or excel in. Stay curious and engaged.

Remember, KS4 is not just about exams—it's also about growth. This is a chance to discover your strengths, develop resilience, and shape the path to your future.

You've got this. Work hard, stay focused, and enjoy the journey!

Best of luck,

Mrs Rudd

Key Stage 4- Years 10 & 11

All students will study the core curriculum of English, Maths, Combined Science, Core PE and Core RE. The table below shows the allocated periods for each subject. In addition to this, your child will have opted for four additional subjects to specialise in as part of the Option process.

Key Stage 4 Curriculum time allocation

	MA	ENG	SCI	CORE PE	CORE RE	Option 1	Option 2	Option 3	Option 4	Total
Year 10	8	8	8	3	1	5	5	6	6	50
Year 11	8	8	8	3	1	6	6	5	5	50

What are GCSEs?

GCSE stands for General Certificate of Secondary Education. It is highly valued by schools, colleges and employers, therefore vital for whatever students are planning to do afterwards. The qualification involves studying the theory of a subject, combined with some investigative work. Some subjects also involve practical work. GCSEs are graded at 9-1. Some GCSEs on offer are tiered, meaning that the student can be entered at either a Foundation level (grades 1 – 5) or higher level (grades 4 – 9). These subjects include GCSE French, GCSE Mathematics and GCSE Science. GCSE subjects are assessed via examinations at the end of the course. With the exception of Art, they do not involve the completion of coursework.

Comparing the old and new GCSE system:

Ofqual		
Grading new GCSEs from 2017		
New grading structure		Current grading structure
9		A*
8		
7		A
6		
5	GOOD PASS (DfE) 5 and above = top of C and above	B
4	AWARDING 4 and above = bottom of C and above	C
3		D
2		E
1		F
		G
U		U

GCSE subjects include:

- English Language & Literature
- Combined Science
- Maths
- Art, Craft & Design
- Computer Science
- Geography
- History
- Religious Studies*
- Spanish
- Urdu

*When selected as an Option subject

Tech Awards (including BTECs)

Tech Awards have been developed to equip learners with the practical, transferable skills and core knowledge they will need to progress to further general or vocational study, including Level 3 qualifications, employment or apprenticeships. Tech Awards are assessed through a combination of 60% Controlled Assessment (coursework) and an exam worth 40%.

Level 1 Tech Award qualifications are equivalent to 1 GCSE at grades D-G:

	New GCSE Grade Equivalent	Old GCSE Grade Equivalent
Pass	1	G
Merit	2	F
Distinction	3/4	D/E

Level 2 Tech Award qualifications are equivalent to 1 GCSE at grade A*-C:

	New GCSE Grade Equivalent	Old GCSE Grade Equivalent
Pass	5	C
Merit	6	B
Distinction	7	A
Distinction*	8/9	A*

Coursework

A coursework usually consists of a series of tasks which students complete to demonstrate their learning and apply their knowledge and understanding, to course specific scenarios. Students will complete these in both Y10 & Y11. The deadlines for these are set by the Awarding body and not the school. If students do not meet the deadline, they are unlikely to pass this qualification.

Coursework take place under specific conditions, these rules might include:

- **Working in school under supervision** (not at home)
- **Time limits** for completing the work (strict deadlines will be set by the exam board)
- **Limited access to notes or the internet** (Use of AI is strictly prohibited, the Awarding body use sophisticated software and detection will lead to disqualification)
- **Work must be your own** (You cannot copy and paste information)
- **Teachers not being allowed to help too much** once the task starts

These rules are there to make sure all students have the same conditions and to prevent cheating.

How can you support your child?

As a parent, you can help by:

- Ensuring your child's attendance is good so they do not miss lessons and assessments
- Encouraging them to stay organised and meet deadlines
- Making sure they revise and prepare properly

- Reminding them not to copy or use help inappropriately
- If required support your child to attend after school intervention sessions so they can achieve the best score possible in these assessments

Coursework assessments contribute to the final grade and are essential for passing the course and moving on to further education or work. If a coursework task is not completed, a student will be withdrawn from the course and will not sit the final exam.

2025/26 Courses and exam boards

Before purchasing revision guides or accessing online revision materials, please consult the information below to ensure you are using material from the correct exam board.

<u>GCSE</u>	<u>Tech Award</u>
GCSE Art- AQA	BTEC Fashion & Art Textiles- Edexcel
GCSE English Language- Eduqas	Hospitality & Catering- Vocation Award WJEC
GCSE English Literature- AQA	BTEC Health & Social Care- Edexcel
GCSE Geography- AQA	BTEC Digital Information Technology- Edexcel
GCSE History- Edexcel	BTEC Sport- Edexcel
GCSE Computer Science- OCR	BTEC Business Enterprise- Edexcel
GCSE Maths- Edexcel	BTEC Travel & Tourism- Edexcel
GCSE French- AQA	BTEC Construction- Edexcel
GCSE Spanish- AQA	BTEC Performing Arts- Edexcel
GCSE Urdu- AQA	BTEC Music- Edexcel
GCSE Combined Science- AQA	
GCSE Biology- AQA	
GCSE Chemistry- AQA	
GCSE Physics- AQA	
GCSE RE- Edexcel	

Please consult the examination section of our Academy website for exam timetables and full details of exam board regulations. [Thornhill Community Academy, A SHARE Academy](#) - Examinations & Revision

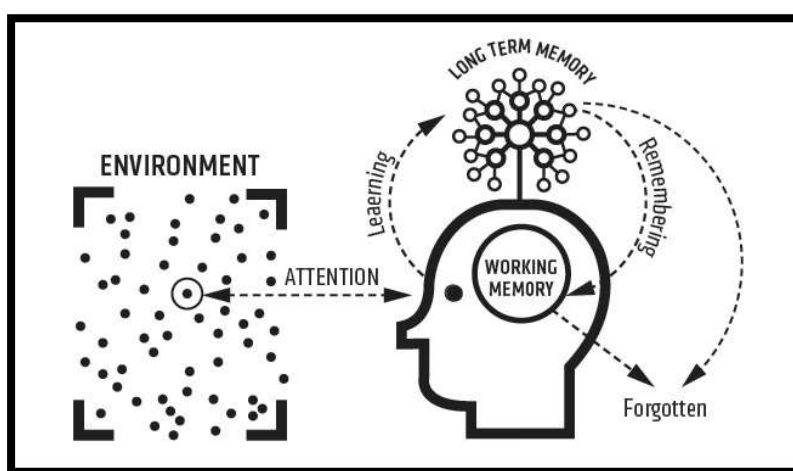
Study Skills and Effective Revision Techniques

Why are study skills important?

Study skills are essential not only for success in exams, but for lifelong learning and personal growth. They help students become more organised, focused, and independent learners—skills that are valuable far beyond the classroom. By learning how to manage time effectively, take useful notes, and revise efficiently, students build confidence and reduce stress. These same skills are also crucial in everyday life and future careers, where the ability to learn new things, solve problems, and stay motivated is key to success. Developing strong study habits now sets the foundation for becoming a capable, adaptable adult in an ever-changing world.

The science of memory

Understanding the science of memory can help students learn more effectively. When we first take in information, it enters our short-term memory, which can only hold a limited amount (3-5 pieces of information) for a brief time. To retain information for longer, it needs to be transferred into long-term memory through repetition, understanding, and meaningful connections. Our ability to remember is also influenced by our environment—distractions, stress, and lack of sleep can all reduce focus and attention, making it harder to encode memories. Attention is especially important; if we're not truly focused, we're less likely to remember what we're learning. Forgetting is a natural part of how our brains work, but it can be reduced through active recall, spaced repetition, and revisiting material regularly. Knowing how memory works helps us use strategies that make learning stick.



Making learning stick

Not all revision techniques are created equal, some are proven to be much more effective than others. You may prefer some of these strategies to others, or one may be more appropriate for a particular subject, and another technique may be better for another subject.

Here are our **Core Four** effective revision techniques:

1. Look-Cover-Write-Check

1. Read a small chunk of information carefully.
2. Cover it up.
3. Write it out from memory.
4. Check your version against the original.
5. Correct any mistakes and repeat if needed.

2. Flashcards (Questions & Answers)

1. Write a question on one side of a card.
2. Write the correct answer on the other side.
3. Test yourself regularly, without looking at the answer first.
4. Put aside cards you get right and focus more on the tricky ones.
5. Shuffle them often to avoid learning in order.
6. Store them in an organised manner (you can also create flashcards online e.g. using an app like Quizlet. This may be easier for you to organise as you will have a lot!)

3. Mind Maps

1. Start with the main topic in the centre of a page.
2. Add key sub-topics as branches.
3. Add keywords, facts, and links to each branch.
4. Use colour, images, and arrows to show connections.
5. Try redrawing it from memory to test what you've learned.

4. Brain Dumps

1. Pick a topic and get a blank sheet of paper.
2. Write down everything you can remember about that topic—no notes!
3. Once finished, check your notes or textbook to see what you missed.
4. Add missing information in a different colour.
5. Repeat later to see how much more you remember.
6. These strategies make revision active, help move knowledge into long-term memory, and highlight what to focus on next.

Time management

Time management is a key study skill that helps students make the most of their revision and avoid last-minute stress. By planning ahead and breaking tasks into manageable chunks, students can stay organised, balance their workload, and use their time more efficiently. Creating a realistic revision timetable—with short, focused sessions and regular breaks—can boost motivation and prevent burnout. Prioritising tasks based on deadlines and difficulty also helps students stay on track and reduces the feeling of being overwhelmed. Good time management not only improves academic performance but also builds habits that are useful for work, further study, and everyday life.

Example revision timetable

WEEKLY REVISION PLANNER								
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME	SATURDAY	SUNDAY
8:30AM–4PM	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL	9AM–10AM	BREAKFAST/ SHOWER	BREAKFAST/ SHOWER
4PM–5PM	HOMEWORK	TV/ GAMING/ SOCIAL MEDIA	HOMEWORK	TV/ GAMING/ SOCIAL MEDIA	HOMEWORK	10AM–11AM	REVISION – ENGLISH	REVISION – SCIENCE
5PM–6PM	DINNER	DINNER	DINNER	DINNER	DINNER	11AM–1PM	SEEING FRIENDS/ LUNCH	SPORT/ LUNCH
6PM–7PM	REVISION – GEOGRAPHY	HOMEWORK	REVISION – HISTORY	REVISION – FRENCH	REVISION – SCIENCE	1PM–3PM	REVISION – MATHS	REVISION – FLASH CARDS
7PM–8PM	REVISION – MATHS	REVISION – ENGLISH	FREE TIME	HOMEWORK	FREE TIME	3PM–5PM	OUT WITH FAMILY	SPORT/ TV/ GAMING
8PM–9PM	FREE TIME/ SHOWER	FREE TIME/ SHOWER	FREE TIME/ SHOWER	FREE TIME/ SHOWER	FREE TIME/ SHOWER	6PM–8PM	DINNER/ FREE TIME	DINNER/ FREE TIME

Attendance Matters

Thornhill Community Academy places great importance on attendance and punctuality. We strive for 100% attendance for all students and actively promote good attendance and discourage unjustified absences. We recognise the role that promoting good attendance and punctuality plays in preparing students for adult working life.

We expect all students to arrive on time and achieve at least the schools minimum target of 97% attendance over the school year. It is through good attendance that students maximise their full potential, enhancing their life chances for the future. Missing school means missing out on learning and this can have an impact on a child's development and attainment. There is a strong statistical link between attendance and attainment. Studies show that students who have patterns of poor school attendance could fail to achieve their full potential and this can have a detrimental impact on their GCSE results.

When your child applies to Post 16 courses and colleges, whether this is A Levels, Technical Awards or an Apprenticeship, as a school we will be required to submit their attendance data. If this does not meet the requirements of the Post 16 provider, your child may not secure their preferred place. The vast majority of colleges have a minimum attendance requirement of 97%.

ATTENDANCE MATTERS!

When you're in school you...

- Have fun
- Make new friends
- Gain qualifications
- Achieve
- Develop new skills
- Experience new things
- Build your confidence & self esteem
- Develop awareness of other cultures, religion, ethnicity and gender differences

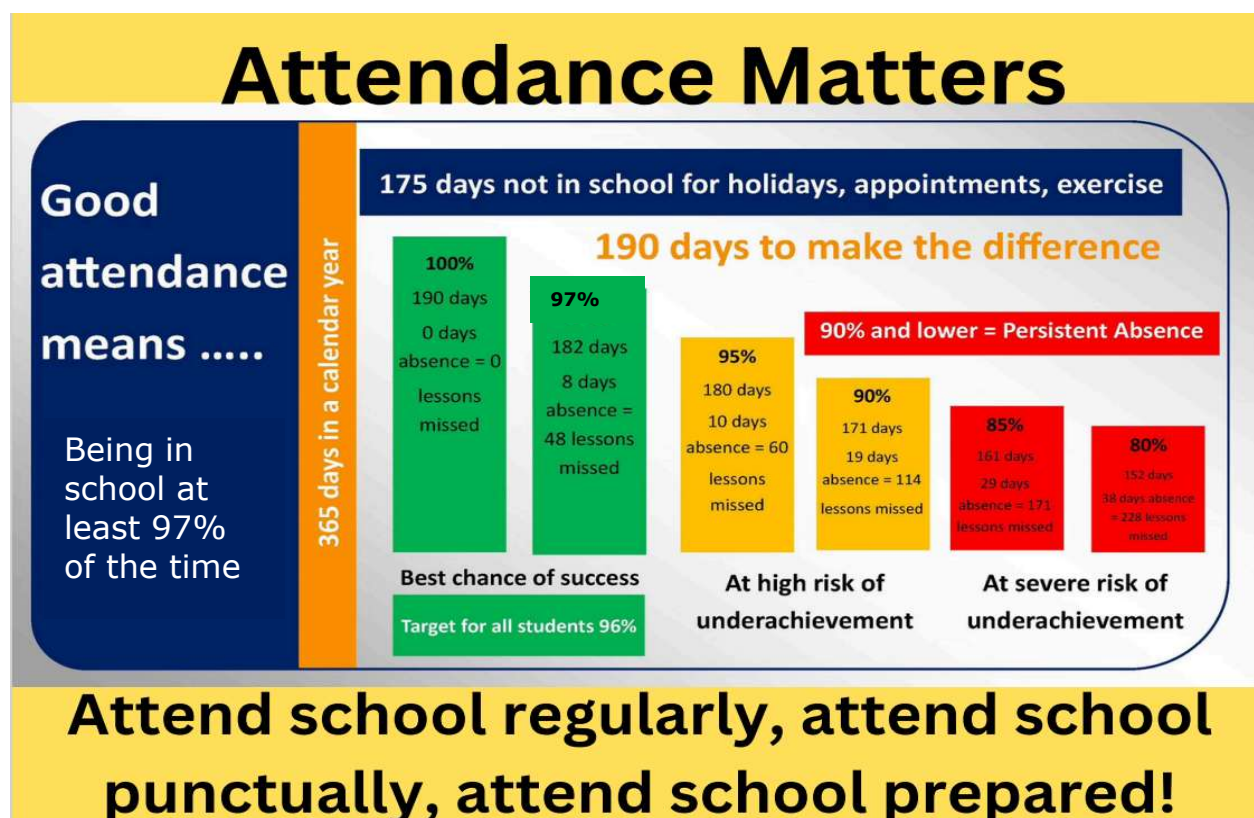
Have the best possible start in life!

PSST... **DID YOU KNOW?**

IN ONE SCHOOL YEAR

5 MINUTES LATE EACH DAY = **3 DAYS OFF**

HOW MUCH TIME CAN YOU LOSE?



Maximising School Attendance

Children need to go to school regularly and punctually to make the most of their educational opportunities and parents/carers have a vital role in making that happen. Please do the following:

- Remember our attendance target is 97% and above
- If you are having trouble getting your child to go to school, please contact us. We will discuss the attendance issues with you and work together to put a plan in place
- Develop consistent evening and morning routines with your child
- Regularly talk to your child about their school day
- Please try to book medical appointments after school and book holidays out of term time
- Please use the Arbor Parent Portal app, call the absence line (01924 324890 option 1) or email thornhill.attendance@sharemat.co.uk if your child is unwell and unable to attend school
- Ensure your child arrives at school on time – the school day starts at 8.35am
- Work with us to ensure your child reaches their full potential and makes the most of the opportunities school has to offer
- If you feel you would like support with your child's attendance or wellbeing, please do not hesitate to contact their form tutor or Student Manager. All enquiries regarding absence/attendance can be made by emailing thornhill.attendance@sharemat.co.uk or calling the Attendance Team (01924 324890 option 1).

Wellbeing Support - Mental and physical health and emotional wellbeing.

Meet the team! *Student Support Hub.*



Miss Keen
Designated Safeguarding Lead
Claire.keen@sharemat.com



Mrs Whittaker
Student Support Manager
marie.whittaker@sharemat.com



Wendy
*Therapeutic Counsellor**
*In 2 days, a week.

How do I get support?

- Come down to the Student Support Hub between 8.00 and 8.30 for Start Right.
- If you need support with your mental health or emotional wellbeing you can refer yourself to Prosper.
- Speak to Mrs. Whittaker or Miss Keen before or after school, or during social times. Parent / Carers or members of staff can also submit a referral.
- You shouldn't leave your lesson unless you have an appointment, or it's urgent, in which case you should tell your teacher, and they will email someone to come.



Further Information and external support services:

Some outside agencies we use who offer support are; Kooth, KKIM, and CAMHS.



Kirklees Keep in Mind helps young people in Kirklees access timely support to improve their mental health and emotional wellbeing.



Child and Adolescent Mental Health service (CAMHS)



Other useful services:



For self care

Self-care is about the things we can do to look after our own mental health. Young people told us that when they are struggling they are usually told to see a professional. They don't often get much advice about how they could help themselves.



For more information and useful links regarding mental health, stress, and anxiety guidance, go on Thornhill Community Academy website, 'Parent & Carers' and 'Safeguarding'.



Ethnic Minority Achievement (EMA)

The Ethnic Minority Achievement team is dedicated to celebrating diversity, promoting inclusion, and closing achievement gaps for students from ethnic minority backgrounds. Bespoke sessions can be tailored to the needs of students and can include:

- 1:1 intervention to support with developing language acquisition
- Reading interventions (1:1 and small group sessions)
- Handwriting support
- Cultural support
- Language/literature support
- Bereavement/emotional support
- A six-week bespoke program to raise aspirations for both KS3 and KS4 students.
- KS4 support specifically targeted to help students achieve their GCSEs.

New Arrivals programme

A bespoke New Arrivals program is offered to support those students arriving at Thornhill Community Academy to ensure that they have the language skills to enjoy and succeed in their lessons.

Parents/carers and the community

We believe in working closely with the community that we serve and provide:

- Parent / child workshops
- Parent literacy support - Facilitate adult literacy workshops for parents, with a particular focus on the British curriculum, literacy, and current issues.
- Community projects

In addition, the EMA base is a safe and quiet space for all students. We are open to students during social times (pre-school, break and lunch times.)



Careers Education, Information and Guidance

At Thornhill Community Academy, Careers Education is more than just informing young people about the range of education, training and employment opportunities available to them at the end of their time with us, instead, we want to prepare our students for life in modern Britain, being able to thrive with and tackle whatever challenges are thrown their way, although Careers is taught throughout students time at TCA within the curriculum, in KS4, Careers Education, Information and Guidance has a more prominent role.

Miss Walker is the Personal Development Lead for the Academy and oversees the Careers Education, Information and Guidance as part of this role. Mrs Rudd is the SLT link in-charge of Careers.

C&K Careers:

All students in KS4 will receive an individual 'Careers Talk' with our C&K Careers Advisor who is employed by the Academy, Rob Crookes. Rob provides students with unbiased information and guidance based on their future choices and can explore a wide range of options with all students. Students will all receive at least one careers talk, but can have additional if they feel they would benefit from it. Rob works at the Academy on a Tuesday and Wednesday and is based in the library office.

Year 10:

Careers Units taught within the Learning for Life curriculum exploring a range of topics such as what qualifications are out there, what providers in the local area offer and what the application process is like. We also have Careers based sessions during our Enrichment Days, including sessions on interview skills, thinking ahead to researching Post-16 providers and Personal Statement and CV writing sessions. Throughout students' time in Year 10, they will also have the opportunity to attend workshops and talks with guest speakers relating to Careers.

College Taster Days

We are in a fortunate position to offer trips to local post-16 providers so students get a taste of courses and what life is like at college. These usually take place the first week in July and often include trips to Kirklees College, Wakefield College and The Mirfield College. Students will be able to choose courses of their choice based on what their interests are and will attend taster sessions which will allow them to explore the courses, teachers and college buildings.

Work Experience

In 2024, we brought back our Work Experience programme for our Year 10 cohort, due to the success of this, we are delighted to continue to offer work experience in July. We will be aiming to run our Work Experience from the 6th-10th July 2026. We partner with an external company called NYBEP who complete our young people's risk assessments and ensure employers have the relevant insurances to host placements. Work Experience will officially launch in January of 2026, and more information will follow in due course but in the meantime, please be discussing potential placements and options with your child.

Year 11:

In Year 11, once again we have Careers Units taught within the Learning for Life curriculum exploring a range of topics such as life post-16 (university and further education), exploring Labour Market Information and jobs of the future. Throughout students' time in Year 11, they will also have the opportunity to attend workshops and talks with guest speakers relating to Careers. During Year 11's enrichment days, they will also have careers related sessions including a drop-down morning to complete Post-16 applications.

Mock Interviews

We are thrilled to offer our annual Mock Interviews to Year 11 students. We complete these in the first-half term of Year 11 once they have completed their work experience and personal statement but prior to completing college applications. We have a range of external visitors in the Academy speaking to our Year 11s on a 1-2-1 basis. Every student will gain mock interview feedback which they can use to help them prepare for their Post-16 interviews.

Careers Fair

Held in the first term of the academic year, our Careers Fair is always a huge success, and despite being visited by Years 7-11, we give KS4 students more time to explore the fair which gives students an opportunity to meet and speak to local Post-16 colleges and sixth forms, training providers, universities and lots of local companies who are provide apprenticeships.

Post-16 Options

Since 2013, the Raising of the Participation Age law has stated that young people must be in some form of 'education or training' until they are 18. This can include:

- **Full-Time Study** – this could be a qualification taken at a sixth form, college or training provider, totalling 540 hours of learning time per year, or around 18 hours per week.
- **Apprenticeships** – this involves working for an employer while studying for a qualification as part of your training usually at a College. Usually, work makes up 80% of an apprenticeship and at least 20% (or one day a week) should be dedicated to studying.
- **Traineeships** – this is an option for students who would like to do an apprenticeship but may not have the experience, skills or qualifications to do so yet. Traineeships can last up to six months and involve a work placement, Maths and English qualifications and support with finding an apprenticeship.
- **Part-Time Study with Employment or Volunteering** – this could be working in a full-time job (classed as any work that takes place over more than two months and is over 20 hours per week) or volunteering (again, over 20 hours per week) while studying part-time at a college or training provider (totalling 280 hours of learning per year).

How do I pay for post-16 education and training?

Education and training in the UK are free for young people until they turn 19.

Sixth Form, Colleges and Training Providers

Sixth form colleges typically focus on A-Level (Advanced Level) qualifications – two-year courses that end in an overall examination and a grade from A*-E, with a similar structure to GCSEs but looking at the subject in a lot more depth.

Entry Requirements for sixth forms – Most sixth form colleges usually ask students to have 5 GCSEs at Grade 4 or above but make sure that you do your research, as some courses, such as A-Level Maths, Physics, Biology and Chemistry, require students to achieve a Grade 6 at GCSE in order to demonstrate their deeper understanding of the subject.

Colleges and training providers usually offer BTECs or other vocational qualifications that focus on a specific area of study in a practical way.

The following are rough guidelines of entry requirements for each Level of course:

- Entry Level/Level 1 – Can require anything from no qualifications up to 3 GCSEs (any grade)
- Level 2 – Usually requires 3 GCSEs at Grade 3 or above
- Level 3 – Usually requires 5 GCSEs at Grade 4 or above

Please note different Post-16 providers and courses will have their own individual entry requirements, and these can be found on the provider's website.



STUDENT LEADERSHIP & EXTRA CURRICULAR



WHY IS IT IMPORTANT?



Getting involved in extracurricular activities is not just about having fun — it helps you discover your interests, build confidence, and develop important skills like teamwork and leadership. These activities also make your school life more enjoyable and balanced, while helping you grow as a person. Plus, colleges and future employers look for students who are well-rounded and take initiative beyond academics.



STUDENT LEADERSHIP @ TCA

During Y10 and 11 you will have the opportunity to join the student leadership team as a Prefect or Head Student.



Being a school prefect helps prepare you for post-16 studies and life by building key skills like leadership, responsibility, time management, and communication. As a prefect, you learn how to manage tasks, support others, and set a good example — all of which are valuable in further education and future careers. It also boosts your confidence and shows colleges or employers that you are trustworthy, committed, and capable of taking on responsibility.



Students also have the opportunity to fundraise and work closely with our school charity, the forget me not children's hospice and make a real difference in their communities while developing empathy, responsibility, and teamwork. It also helps build important life skills and a deeper understanding of social issues, which are valuable for personal growth and future opportunities.

EXTRA CURRICULAR

There are a range of different extra curricular activities that are on offer here at TCA. From running club to chess club, we want to offer a wide variety of extra curricular opportunities. Don't see something that interests you? Speak to your student leadership team and they can look at adding it to the timetable!



DUKE OF EDINBURGH

It involves completing four sections: Volunteering, Physical, Skills, and a two-day expedition. The award helps build confidence, independence, teamwork, and resilience while encouraging students to try new things and make a positive impact in their community.



TIMETABLE



Girls Football- Wednesday afterschool
Table Tennis- Friday afterschool
Netball- Thursday afterschool
Y7/8 Football- Thursday afterschool
Cricket- Wednesday afterschool
Science Club- Wednesday after school
Drama Club- Thursday afterschool in the Hall
Yoga- Thursday Lunchtime I
School Band- Thursday Afterschool
Choir- Wednesday Lunchtime
Running Club- Monday after school
Chess Club- Thursday Lunch Week B
Book Club- Wednesday Break Time



