



**CENTRAL
FOUNDATION**
BOYS' SCHOOL

Year 7 Handbook

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Introduction

Our motto of 'Spe, Labore, Fide' was at the centre of William Rogers' establishment of, the later named, Central Foundation Boys' School. This notion that by hope, by work and by faith, any student can achieve, still remains relevant to this day and our curricular intent is rooted in the rigorous academic expectations we have of every student. Our curriculum is academically ambitious, a progression model, written for long-term memory and character-driven.

Academically Ambitious

Our curriculum teaches knowledge that captures 'the best that has been thought and said' across time and culture. Our understanding of 'the best' knowledge is broad and inclusive: our curriculum aims for the development of traditionally identified cultural capital as well as striving for the inclusion of knowledge that provides a wider world-view and empowers students to consider experiences that extend beyond their own.

A Progression Model

Our curriculum is thoughtfully organised to introduce knowledge progressively and reinforce its retention. Knowledge is taught, consolidated, applied, reviewed and recapped each lesson with use of carefully crafted workbooks; foundational knowledge is secured prior to introduction of further depth or complexity.

Our workbooks and other curriculum materials embody our recognition that the application of skills is fruitless without first consolidating sufficient knowledge and, similarly, disciplinary skills and procedures should be modelled by our expert practitioners prior to student application.

Written for Long-Term Memory

Our curriculum is carefully mapped to allow for retrieval of prior, relevant knowledge to contextualise new content. Core knowledge is repeatedly consolidated and applied from lesson to lesson and, in line with the belief that 'memory is the residue of thought', our curriculum plans for ample opportunities in which students can think about the subject content through relevant questioning, application and analysis. Frequent formative quizzing and assessments are woven into curriculum plans at pertinent opportunities for retrieval and addressing misconceptions. Lessons are not taught discretely but instead play a role in contributing to the wider tapestry of the subject curriculum.

Character-Driven:

Our curriculum allows all students to leave our school grounded in *humanitas*: kind, cultured, educated, courteous and active. *Humanitas* is achieved through the moral illumination derived from scholarly curiosity; it comes from a deep and broad knowledge of the history and geography of Britain and the world. It comes with mathematical proficiency and a

critical scientific lens. It comes with an informed appreciation of the culture and languages of other societies, and a love of art, music, dance and drama. It comes with a celebration of the contribution of genders and Black, Asian and ethnic minority people to all aspects of life and academia. One of the School's most prestigious students, Jacob Bronowski, claimed that "knowledge is our destiny". We see knowledge as a facility for freedom of choice but, importantly, also development of morality.

At the heart of our values is an expectation that our students are developing *humanitas*:

- Educated in the best that has been thought and said, having read widely and developed a broad and deep knowledge that both reflects and enriches the community that makes up the school.
- Kind in their interactions with others, with a strong understanding of and relationship with the cultures and societies represented in the community and in the wider world.
- Cultured in their appreciation, experience and knowledge of language, music, drama, literature and art, including an understanding of the origins of these art forms and the contribution to them of non-western and minority societies.
- Courteous to others and decent in conduct.
- Active in their participation in the community and in bringing about an improvement to society.

Retention of our ambitious set of knowledge and progression through the curriculum is measured through appropriate summative assessment: we do not teach knowledge to master assessments, we assess to gauge student mastery of knowledge.

The Curriculum

The School's curriculum is centred around the aforementioned five principles, to ensure our young people leave the school educated, kind, cultured, courteous and active. This encompasses what we do and teach in the classroom but also beyond the classroom.

Students are taught and learn:

English	Either French	History	Food Technology
Mathematics	or Spanish	Geography	Drama
Science	or Mandarin	Religious Education	Product Design
PSHE	Art	Music	Computing

These are taught with **50-minute lessons** with the use of **workbooks** produced by individual subject departments. The workbooks are produced for every half term, kept in classroom and taken home by the students once their content has been covered in lessons.

Lessons:

Lessons will begin with a silent **“Do Now”** - student will enter the classroom, greet their teacher, sit down, take out their black pen, green pen, ruler and other needed equipment, and begin the “Do Now” task in their workbook in silence.

The silent “Do Now” allows students to maximise their learning time. Lessons then progress with shared reading aloud of the text from the workbook, questions asking students to articulate what they've been taught and completion of tasks which test student knowledge. Lessons at the School are characterised by lots of reading aloud, lots of independent writing in answer to questions, and lots of speaking to demonstrate their understanding.

Homework:

Each week, students are set up to 45 mins homework per subject on a **Homework Timetable**. Homework normally amounts to 45 minutes per evening. The vast majority of this homework will be students self-studying key terms, definitions, dates, procedures, people and committing these to memory. Students will then sit regular tests on this knowledge. Students who regularly struggle to complete their homework will be added to **Year 7 Homework Support**. They will remain afterschool to complete their homework.

Assessment and Feedback

As well as knowledge tests, KS3 students sit an **exam each term**. These exams are marked by teachers, the results are shared and areas for improvement are re-taught to students. Parents receive **report cards** indicating how their son has achieved in these exams prior to Parents' Evenings.

We expect every student to attend **Parents' Evening** so that they may gain an understanding of their progress and actions they may take to improve their progress.

Here we list the major themes and core knowledge of the curriculum in Year 7 and some recommended reading and tasks to help students develop the deep and broad knowledge that will be expected of them:

Subject	Curriculum	Preparatory and supplementary reading and tasks
English	Fiction reading and writing - Myths, Legends and Folklore Fiction prose - Gothic Literature Drama and poetry - Shakespeare, Sonnets and Love Poetry Non-fiction reading and writing - Rhetoric	Here is some fiction and non-fiction to supplement the themes of the core curriculum and broaden student horizons: Who Let The Gods Out - Maz Evans The Barefoot Book Of Greek Gods And Goddesses - Kris Waldherr Clockwork - Philip Pullman Percy Jackson series - Rick Riordan Horrible Histories series - Terry Deary Flora and Ulysses - Kate DiCamillo For Everyone - Jason Reynolds What is masculinity? Why does it matter? And other big questions - Jeffrey Boakye & Darren Chetty The Graveyard Book - Neil Gaiman The Saga of Darren Shan series - Darren O'Shaughnessy
Mathematics	Basic calculations Number properties and negative numbers Transformations and shapes Algebra Fractions Decimals, percentages and probability Construction and loci Statistics Real life proportion	Students will be working from Hegarty Mathematics and students can prepare for this, and supplement this, using the resources from Oak National Academy for Mathematics.
Science	Cells and structures Reproduction in animals Muscles and bones Ecosystems Mixtures and separation Acids and alkalis The particle model Atoms, elements and compounds Energy Electric current Sound	Students can use the Oak National Academy resources for Science and may also be interested in these books: How Science Works: The Facts Visually Explained Women in Science Things Explainer: Complicated Stuff in Simple Words Human Universe by Brian Cox
PSHE	Kindness Courtesy Culture Active participation Family life	We ask students to read a wide range of fiction, as many of life's moral lessons can be found in great fiction: Alex Rider (series) - Anthony Horowitz The London Eye Mystery - Siobhan Dowd

	Faith Tolerance Healthy and safe choices	Pig Heart Boy - Malorie Blackman Clockwork - Phillip Pullman Artemis Fowl (and series) - Eoin Colfer The Cherub series - Robert Muchamore Who Let The Gods Out - Maz Evan Percy Jackson (series) - Rick Riordan Horrible Histories - Terry Dreary Harry Potter (series) - J.K Rowling Flora and Ulysses - Kate DiCamillo Football Academy - Tom Palmer The Boy At The Back of Class - Onjali Rauf
French	Grammar Vocabulary Speaking and pronunciation School and home life	Students can use the Oak National Academy resources for French to further develop what they are learning in class. Those interested in reading fiction set in French society might read Rooftoppers by Katherine Rundell.
Spanish	Grammar Vocabulary Speaking and pronunciation School and home life	Students can use the Oak National Academy resources for Spanish to further develop what they are learning in class. Those interested in reading fiction set in Spanish society might read Shadow of a Bull by Maria Wojciechowska.
Mandarin	Grammar Vocabulary Speaking and pronunciation School and home life	The School uses the Mandarin Excellence Programme. Those interested in reading fiction set in Chinese society might read Chinese Cinderella by Adeline Yen Mah.
Art	Value Texture Space Shape Line	The publisher Thames & Hudson have an excellent collection called Art Essentials that are concise guides to world art. They include guides on Modern Art, Impressionism, Pop Art and Key Moments In Art.
History	The Norman Conquest Kingship, religion and society in medieval England The influence of Islamic society in the medieval period African culture and economies in the medieval period Movement and migration in Britain since the Romans	Students can use the Oak National Academy resources for History. Students interested in reading fiction set in medieval England might read The Door in the Wall by Marguerite De Angeli, and those interested in history non-fiction might read the illustrated version of The Silk Roads by Peter Frankopan or What Happened When In The World by DK.
Geography	Map skills Energy Rivers and flooding Glaciers Energy Africa	Students can use the Oak National Academy resources for Geography. Students interested in reading about geography in non-fiction might read Prisoners of Geography: Our World Explained in 12 Simple Maps by Tim Marshall, Grace Easton and Jessica Smith. Or they might read London is a forest by Paul Wood. This book is a guide to walks around London taking in some of London's an-

		cient trees and pathways - a good one for getting out of the house together and "explore our unique metropolitan ecosystem".
Religious Education	Sources of authority Spirituality	Students might read Sacred Myths: Stories of World Religions by Marilyn McFarlane or One World, Many Religions: The Way We Worship by Mary Pope Osborne.
Music	Students follow our MiSST Year 7 curriculum in which they learn about a range of genres and musical styles and are also taught to play the flute, violin or the viola.	Students interested in developing their knowledge of orchestral instruments can use the website DSO Kids to access their Listen and Watch resources.
Food Technology	Students are taught the basics of food hygiene, the principles of nutrition, healthy eating, food science, provenance, different dietary requirements, as well as plenty of practical cooking in our classroom-kitchen, learning a wide range of skills.	Students interested in developing their culinary skills and knowledge should regularly cook and prepare food at home, supported by their parents or carers. The BBC Good Food website has plenty of recipes for young people of differing experience to try.
Drama	Darkwood Manor Greek Theatre Commedia Dell'Arte Frankenstein Speaking Out	Students interested in learning more about the topics can research Greek theatre and Commedia dell'Arte; Try to read the story of Frankenstein or look at a synopsis of the story at BBC Bitesize.
Technology	Basics of design Function and aesthetics Markets and audience Design briefs Isometric projection Prototyping and model making	Any students interested in design and technology might complete the James Dyson Foundation engineering challenges or a Design Ventura Online Mini Challenge in design
Computing	Understanding of how computers work Computational Thinking Internet Safety	We recommend that all students complete the learning and tests on BBC bitesize pages which focus on Online Safety.

Co-Curricular

The School's curriculum extends beyond the 8:45am to 3:20pm experience. Many students arrive before school or stay until 4:30pm to participate in clubs and societies.

We expect every student at Central Foundation Boys' School to take part in a club; we hope that there is a club to inspire and engage every interest.

Our co-curricular provision currently has four main strands which allow us to ensure that students have a range of activities available to them.

Service: These clubs enable participants to be active citizens who give back to their community. They include the Central Foundation Boys' School Student Council and Sports Leaders.

Interest: A catch-all term for clubs which allow students to develop areas of interest which complement the classroom curriculum such as Debating, Cooking or Coding. These clubs allow students to expand their thinking as well as enhance their social skills.

Music: Our array of orchestras, bands, ensembles and other musical groups give students the opportunity to play their taught instrument or learn another instrument.

We are in partnership with MiSST (The Music in Secondary Schools Trust), a charity that works with secondary schools across London. As part of the MiSST programme, **every Year 7 student is provided with an instrument**, a violin, viola or flute, that they can take to practice both at home and during small group tuitions at the school. Students have an opportunity to display the skills they have learnt at School events and MiSST performances.

MiSST provides funding for classical instruments and support in the form of regular tuition, opportunities to perform and a programme of excellence that is unrivalled in the UK. Over 150 students participate in free music lessons that run every day before school. All genres of music are covered, from choirs to guitar groups, alongside jazz, concert, samba and rock bands, experimental electro synths and a full orchestra. Two formal concerts are held each year, one at Christmas and one at the end of the summer term. Alongside these two in-house concerts, **Central Foundation Boys' Music School** also performs at school events and at the events hosted by the local community and School's business partners.

Sport: We have a huge variety of sport on offer at Central Foundation Boys' School; from cycling and cross-country, to fencing, football and boxing. Some of our sporting clubs are also seasonal to allow a greater range of activities to take place. Sport takes place during and after school hours. Students will be expected to take part in school fixtures as well as internal House Sport events.

Student dedication to sport results in an impressive array of successes for Central Foundation Boys' School at the local, regional and national level.

Pastoral Care

Central Foundation Boys' School students have access to an excellent education in a caring and safe environment. We pride ourselves on the quality of our care and discipline. We aim to always protect, support, encourage and guide our students.

Your child will be supported, primarily, by their **Director of Learning**, Ms Bloxham. She will be both students and parent primary point of contact at the School, and is best contacted on email at bloxhamk@cfbs.islington.sch.uk. Your student's Period 1 Tutor will be announced in September.

Safeguarding:

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all students. You can find our full Safeguarding and Child Protection Policy on our website at <https://www.centralfoundationboys.co.uk/about/policies-and-safeguarding/>.

To support student safety:

- Counselling and mentoring are available for boys who need support.
- We have a very strong anti-bullying policy in which a key element is peer support.
- We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The School is committed to promoting and achieving equality of opportunity for all students, parents, staff, governors, visitors and job applicants. The School aims to create a working environment in which all individuals are able to make best use of their skills, free from discrimination or harassment, and in which all decisions are based on merit.

Careers:

The School's careers education is delivered through our **Central Futures** programme by our Central Futures Coordinator, Ms Browne. Through delivering this programme, the school aims to provide all of our students with the qualifications, skills, confidence and support they need to access the best possible university courses, vocational training places and career opportunities and to support them in being successful within rapidly changing economic and social environments.

Our careers curriculum for Year 7 includes identifying their career pathways and describing the roles they could take on in those. We aim to ensure that all students by the end of Year 9 have:

- Had a high-quality experience of a workplace
- Visited one university in or outside London.
- Taken part in a Career Insight session.
- Taken part in a Day In The Life session.

Behaviour and Values

At Central Foundation Boys' School our decisions are guided by our school values; the principles or standards of behaviour that we hold most important.

Central Foundation Boys' School Values:

- Be your best
- Be kind and respectful
- Be brave
- Be a learner

We expect all members of our school community know our values and show them each day; these values are who we are; these values are what we do.

Our **merit-based** behaviour system rewards students who show our values. Students are expected to check their merit totals on a daily basis using Satchel One. We expect parents to support students with this by appreciating merits and correcting demerit behaviours.

Merits: Merits show our students that they are exhibiting our values and meeting, or even exceeding our expectations. Students will receive merits throughout the school day during lessons, at break, lunch and at clubs.

Students who receive high merit totals are celebrated on a weekly basis. We also celebrate students who have achieved a significant increase in their merit total.

To ensure students feel their efforts are recognized we hold **Celebration Assemblies** on a termly basis. At Celebration Assemblies students are given awards and prizes for their merit achievements.

Golden Tickets: Every lesson, each teacher awards a Golden Ticket to the student in the class who has performed in the most outstanding way. The student is then given a Golden Ticket to take home which is worth two merits.

Demerits: Demerits are issued for students who are not showing our values and are not meeting expectations in some way; they are a reminder to that student to correct their misbehaviour. Detentions are issued to students who gain multiple demerits in a lesson.

In the rare occasions that a student is unkind or intolerant in class, or persistently disruptive, the teacher will use our **Protected Learning** system and the student will be removed from the classroom, to protect the learning of other students. The student must leave the class immediately with the member of staff who comes to collect them and attend their detention after school. We expect parents to be available for meetings with students who have repeatedly not met our expectations. If a student gains a high number of demerits they will be placed on a **Support Plan**.

Expectations of Students:

Entry and Exit of Every Lesson:

1. Students enter the classroom in silence, with the exception of greeting their teacher.
2. Students go directly to their allocated seat in the class seating plan.
3. Once sat, students place their equipment on the desk – black pen, green pen, ruler.
4. Students complete the 'Do Now' activity in their workbook, in silence. Teachers circulate the room; using a red pen to check student work
5. At the end of the lesson, students pack equipment into their school bag, when instructed by the teacher.
6. Students stand behind their chairs and depart row by row, when instructed by the teacher.

Every Lesson:

1. All students engage fully in the learning activities. No student engages in off-task conversations or other activities.
2. All students are silent and listening when the teacher or another student is explaining a topic or answering a question.
3. At the start of each learning activity the teacher will describe the learning behaviour they require. Students comply fully with these requirements.
4. Students raise their hand if they need to speak to their teacher.
5. Students remain in their seat, unless instructed.
6. When responding to verbal questions all students should provide full responses.
7. All independent work must be done silently. Students may raise their hand should they need support from the teacher during their independent work.
8. All students' work should be of high quality in terms of presentation and in line with our presentation requirements; written in black ink, corrected with green ink.
9. All students should be respectful to teachers and other students at all times. There should be appreciation for others work and no negative comments made towards other students in respect of their contribution to the lesson or their work.

In the Corridor and School Grounds:

1. Students are polite to each other and respond appropriately to all members of staff.
2. Students always follow our policy on electronic devices. Phones are not to be seen in school – if seen, a phone will be confiscated.
3. Students do not make physical contact with other members of our school community. This is called our 'No Hands Rule'.
4. Students follow their timetable – they go straight to their next lesson, break/lunch area or exit gate as explained on their timetable.
5. Students walk in the corridor and at lunch – they do not run or wait in the corridor.
6. At lunch time, students raise their hand to stand up from their seated eating area.
7. Students are able to use the bathroom at break and lunch. Students are only able to go to the bathroom during lesson time if they have a medically-verified toilet pass.
8. Students eat at break and lunch time. Students do not drink in the corridor.
9. Students are responsible for disposing of their litter in the bin.

Daily Life

School opening hours

The School opens at 8:35am. We recommend that students arrive for 8.40 at the latest. Any arrivals after the bell has gone at 8:50am will be marked as late. Students may want to attend some of our co-curricular activities before school which this year have included Music School, Sport, Mindfulness and History of Ideas.

Our school day is formed of P1 in which students read or attend assembly. Students then attend six periods of learning, one break and one lunch period. School finishes at 3:20pm but there is a range of after school activities taking place every day.

Attendance

We expect students to aim for 100% attendance. Regular attendance helps develop confidence in schoolwork, positive relationships and the development of independence. Absence negatively impacts student progress.

- **Medical appointments:** Please try to arrange these out of school hours, if at all possible. Progress is very difficult if lessons are missed. Should it be necessary for a student to leave the school premises during the day, please provide a written note for the form tutor.
- **Holidays:** Students must not be taken out of school during term time for the purpose of going on holiday.
- **Punctuality:** Parents/carers are responsible for ensuring that students leave home in time to arrive at school punctually. Students arriving late, without adequate reason, should report to the school office and will receive a late mark and a detention.

School meals and ParentPay

We operate a 'family service' at lunchtime. Food is brought to the tables and students serve themselves. Students who would like to opt for school lunches, need to commit to this service for at least one half term. Students can then change their option, for a packed lunch, if they prefer to do so or continue with the school meals. Parents who want their child to receive school lunches need to ensure their ParentPay account (we will issue to all parents) has sufficient funds to provide their son with meals each day. The Parent Pay account must be topped up by Friday for the following week. Money is deducted from the Parent Pay account weekly, accounting for student absence. Students who are eligible for Free School Meals will automatically have this credited to their accounts. The cost of a school lunch is £2.60.

Uniform

The following uniform must be purchased from the online supplier (www.skoolkit.co.uk – the link is on the school's website). PLEASE NOTE: The standard delivery time is 3-4 days, however, this is not guaranteed in the busy month of August.

- **Main Uniform**
 - Blazer with the school crest
 - Grey V-necked jumper with the school crest
 - School Tie
- **PE Kit**
 - School PE Top with the school crest (long sleeve)

Shorts with the school crest

Red football socks

Payment should be made online with a credit/debit card, or by cheque if you prefer to use the hotline (02380 651 278). If you do not have access to either of those forms of payment, please contact the school and we will be able to assist you with the order. If financial assistance is required with the purchase of uniform you should contact the school office. There is also an opportunity to purchase second-hand uniform, more information can be found at <https://www.centralfoundationboys.co.uk/admissions/uniform-equipment/>.

The following uniform may be purchased online or from any high street retailer:

- White shirts
- Black Trousers
- Black Socks
- Laced plain black leather/leatherlook shoes. (Please note: We have a strict policy on footwear. The shoes should not contain any sort of coloured stitching, laces or eyelets. The shoes should not have any resemblance to plimsols or trainers.) Examples are contained on our website at <http://www.centralfoundationboys.co.uk/school-life/uniforms>
- Trainers (for PE)
- Dark (black or navy) weatherproof coat

Wearing the uniform

- **The school blazer** must be worn at all times. Permission may be granted by teachers to remove blazer in hot weather but otherwise it should be worn. The blazer must be kept in good condition. Sleeves must not be rolled.
- **Shirts** must be tucked in with the top button fastened.
- **Ties** must be worn with two stripes and the school crest showing.
- **Grey v-neck jumper** is optional, but no other jumper may be worn.
- **School shoes** should be polished and laces tied.

Equipment

It is important for every student to carry the correct equipment to ensure that he is ready for learning in every lesson. Students should **carry their equipment in a school bag** that is big enough and comfortable. Your son should carry the following items in his bag:

- **A transparent pencil case** containing: writing pens (green and black pen), pencils, calculator, pencil sharpener, coloured pencils, highlighter, 30 cm ruler, rubber, compass, protractor, glue stick.
- **PE kit on days that your son has PE.** The days and times of his PE lessons will be clearly marked on his timetable so that you can support him in ensuring he has his PE kit on these days.

Electronic devices

We have a strict policy that **electronic devices should not be seen or heard** on the school site at any time. Their use by students would negatively impact on learning and cause other issues. We cannot take responsibility for any mobile phone or computing device that is brought into school. Headphones must not be worn on the premises.

If a student is seen using any electronic device at school it will be confiscated for five school

days. Students can use the school phone to contact home in an emergency.

Items not allowed in school

- Non-school crested hats or other headgear/accessories/headphones must not be worn.
- The only jewellery allowed is a watch and simple stud earrings (gold or silver only). No other jewellery should be worn. iOS and Android watches are not allowed.
- Dark plain coats (with no large logos) may be worn on the way into school and in the playground during break and lunch but they must not be worn inside the buildings. Light coloured coats and jackets resembling hoodies are not permitted and will be confiscated for that day.
- Shoes that do not match the policy will be confiscated for the day and students will be expected to wear a temporary pair of shoes provided by the School for that day.

Medication

If a student needs to take medication, parents/carers must provide details of the student's condition and the medication required. Staff are unable to provide painkillers or other medication to students at any time. If your son is diagnosed with a new medical need, please let the School know immediately.

Data protection

We collect and use student data in order to fulfil our statutory obligations. Some of the student data will be provided on a voluntary basis and we will seek your consent when that is the case. We share student information with other parties including our Local Authority, the Department for Education, health and social services as well as schools that the students attend after leaving us. For further information on how we collect, process and share student data please see our Privacy Notice on the school's website at <https://www.centrafoundationboys.co.uk/about/policies-and-safeguarding/>.

Contacting School:

You are welcome to contact the school by telephone or email and details can be found on the school website as well as below.

Please make an appointment before arriving at school to ensure that you are seen by the appropriate person.

The School uses a number of methods to communicate with parents/carers such as emails, letters, phone calls and texts. Regular updates and upcoming opportunities are posted on the School's website and social media.

In order to maintain accurate records, please notify the School when changing address or email/telephone details. This will ensure that the School can email you any necessary notifications and contact you quickly in an emergency. Notification of changes should be emailed or provided in writing to the school office as soon as possible.

Key contact details:

- **Main office**

02072533741, info@cfbs.islington.sch.uk

- **Director of Learning for Year 7**

Ms Bloxham bloxhamk@cfbs.islington.sch.uk

- **Assistant Headteacher KS3 (Year 7, 8, 9)**

Ms Kennedy kennedyj@cfbs.islington.sch.uk

- **Attendance**

02072533741 ext.746 info@cfbs.islington.sch.uk

- **Governing Body**

Mr Dodds, Chair of the Governing Body – contact via Mr Un, Clerk to the Governing Body, at unj@cfbs.islington.sch.uk

- **Safeguarding team:**

If you have any concerns relating to the safety and well-being of our students, you can contact the following persons:

Ms Chawluk – Designated Safeguarding Lead

chawlukc@cfbs.islington.sch.uk

020 7253 3741 ext 701

Ms Harrison – Child Protection Officer, Deputy Safeguarding Lead

harrisond@cfbs.islington.sch.uk

020 7253 3741 ext 739

Or alternatively:

Mr Gurney – Governor with responsibility for safeguarding within the school;

gurneyc@cfbs.islington.sch.uk

Term dates 2023-2024

Year 7 Induction Week

Tuesday 29th August – Friday 1st September

Monday 4th September – INSET day - (school is open to staff only)

Tuesday 5th September – start of term for Year 7 – normal school day (8.50am - 3.20pm)

5pm – 6pm Curriculum Evening Year 7 Parents and Carers

Autumn Term

Monday 4 September 2023 – Thursday 21 December 2023

- Half term: Monday 23 October – Friday 27 October

Spring Term

Monday 8 January 2024 – Thursday 28 March 2024

- Half term: Monday 12 February 2024 – Friday 16 February 2024
- Good Friday: Friday 29 March 2024
- Easter Monday: Monday 1 April 2024

Summer Term

Monday 15 April 2024 – Wednesday 24 July 2024

- Half term: Monday 27 May – Friday 31 May 2024
- May bank holiday: Monday 6 May 2024
- Spring bank holiday: Monday 27 May 2024