



# CENTRAL FOUNDATION BOYS' SCHOOL

## Central Foundation Boys' School

### Year 11 Success Evening 2025

At Central Foundation Boys' School, our curriculum is designed to ensure all students engage in the knowledge, skills, and experiences that allow us to Be Our Best.

What does it mean to Be Our Best? **We are Kind and Respectful. We are Brave. We are Learners.**

## Key Information for Year 11

The school day:

<b>Period 1</b>	<b>08.50</b>
Period 2	09.20
Period 3	10.10
Break	11.00
Period 4	11.20
Period 5	12.10
Period 6a	13:00
<b>Lunch (Period 6b)</b>	<b>13.45</b>
Period 7	14.30
<b>Period 8</b>	<b>15.20</b>

### Key members of staff:

Mr Russell, Director of Learning

[Russellt@cfbs.islington.sch.uk](mailto:Russellt@cfbs.islington.sch.uk)

Ms Oladimeji, Assistant Headteacher - KS4

[Oladimejid@cfbs.islington.sch.uk](mailto:Oladimejid@cfbs.islington.sch.uk)

Mr Dilley, Deputy Headteacher - Pastoral

[dilleym@cfbs.islington.sch.uk](mailto:dilleym@cfbs.islington.sch.uk)

Ms Harries, Deputy Headteacher – Curriculum

[Harriesa@cfbs.islington.sch.uk](mailto:Harriesa@cfbs.islington.sch.uk)

Mr Barker, Deputy Headteacher - KS5

[Barkerc@cfbs.islington.sch.uk](mailto:Barkerc@cfbs.islington.sch.uk)

## Achieving Excellent Attendance

### Why is +98% Attendance so important?

- Students make excellent academic progress – attendance significantly impacts grades
- Students build strong social connections within the CFBS community.
- Students are more confident in the classroom.
- Preparation for the demands of university and working life.

### Reporting Absence

- Parents/carers should always call and email CFBS every day that a student is absent.
- Parents/carers should also include detailed reasons for the absence to allow the school provide any necessary support and to enter the correct attendance code into the register.

Call 0207 253 3741 and email Mr Russell [russellt@cfbs.islington.sch.uk](mailto:russellt@cfbs.islington.sch.uk) cc'ing Ms Arpino [arpinon@cfbs.islington.sch.uk](mailto:arpinon@cfbs.islington.sch.uk) (Attendance Lead) or email the school office at [info@cfbs.islington.sch.uk](mailto:info@cfbs.islington.sch.uk).

0 days off school	All lessons attended	100%	Exemplary
2 days off school	14 lessons missed	99%	Excellent
5 days off school	35 lessons missed	97%	Good
10 days off school	70 lessons missed	95%	Improvement Needed
15 days off school	105 lessons missed	93%	Concern
20 days off school	140 lessons missed	90%	Significant Concern
30 days off school	210 lessons missed	85%	Extreme Concern

## **Year 11 Homework Support**

The completion of homework is the revision for the exam. It is an essential part of the students' study programmes. We ask that parents and carers support the students in their homework. The most effective support is to help students develop a habit of completing their homework at the same time each day where possible and for the students to have a space that is free of distractions.

Students have been given a homework timetable, also shown below, which students can use to organise themselves, and every homework is posted on the Show My Homework website so that students can access the work and meet the deadlines.

Monday	Tuesday	Wednesday	Thursday	Friday
MFL, Geography, History, Computing	English	Maths	Science	Business, Food, DT, Drama, PE

If students do not hand in their homework the school runs homework detentions in which the students will complete the homework they have missed. This is a compulsory session which aims to firstly allow the student to complete the work and secondly to help the student get organised.

**Homework sessions run everyday afterschool on Monday to Friday.**

Homework websites

- Show my Homework [www.satchelone.com](http://www.satchelone.com)
- Tassomai [www.tassomai.com](http://www.tassomai.com) (instructions will be on SMHW)
- Sparx Maths <https://sparxmaths.com/>
- Sparx Science [Sparx Science - Home](http://Sparx Science - Home)
- Seneca <https://senecalearning.com> (Instructions will be on SMHW)
- Educake [www.educake.com](http://www.educake.com)

## **Assessments and GCSE Schedule**

### **Learning Block 1 -Assessment Point 1 (AP1) – w/c 3<sup>rd</sup> November 2025**

- **Post-AP1 Parents' Evening Tuesday 2nd December 2025**

The students will receive their results in a Results' Assembly and later the same week, the parents and students meet the teachers to discuss the result and put plans in place to continue to make progress in the next set of assessments.

### **Learning Block 2- Assessment Point 2 (AP2) – w/c 26<sup>th</sup> January 2026**

- **Post-AP2 Parents' Evening Tuesday 3rd March 2026**

This is the final set of Pre-Public Exams before the actual GCSE exams. By the end of this round of assessments, the students will have sat papers that cover the entire content of the GCSE course. Students will be in a position where, with the support of their teachers, they can master much of the content. This will put them in a strong position to study extremely hard in preparation for the final exams. The content and timetable will be issued closer to the date.

### **Learning Block 3 – 3<sup>rd</sup> February- 7<sup>th</sup> May**

- **GCSE exams begin. - 8<sup>th</sup> May 2026 (finish 17th June 2026)**

## **Coursework and Practical Assessments**

These take place for the following subjects and students will begin work on these towards the end of this academic year:

- GCSE Drama
- GCSE Art
- GCSE PE
- CNAT iMedia (ICT)
- GCSE Food Technology
- GCSE Design and Technology

### **GCSE Exam Timetable**

<b>DAY</b>	<b>DATE</b>	<b>AM</b>	<b>PM</b>
FRIDAY	08/05/2026		DRAMA
	09/05/2026		
	10/05/2026		
MONDAY	11/05/2026	ENG LIT 1	BUSINESS 1
TUESDAY	12/05/2026	BIOLOGY 1	
WEDNESDAY	13/05/2026	GEOGRAPHY 1	COMPUTING 1
THURSDAY	14/05/2026	MATHS 1	
FRIDAY	15/05/2026	HISTORY 1	
	16/05/2026		
	17/05/2026		
MONDAY	18/05/2026	CHEMISTRY 1	
TUESDAY	19/05/2026	ENGLISH LIT 2	
WEDNESDAY	20/05/2026	FRENCH LISTENING	
THURSDAY	21/05/2026	ENGLISH LANG 1	BUSINESS 2
FRIDAY	22/05/2026		PE 1
	23/05/2026	HALF TERM	
	24/05/2026		
	25/05/2026		
	26/05/2026		
	27/05/2026		
	28/05/2026		
	29/05/2026		
	30/05/2026		
	31/05/2026		
MONDAY	01/06/2026		
TUESDAY	02/06/2026	PHYSICS 1	
WEDNESDAY	03/06/2026	MATHS 2	
THURSDAY	04/06/2026	HISTORY 2	FRENCH READING
FRIDAY	05/06/2026	ENGLISH 2	
	06/06/2026		
	07/06/2026		
MONDAY	08/06/2026	BIOLOGY 2	FRENCH WRITING
TUESDAY	09/06/2026	SPANISH LISTENING	HISTORY 3
WEDNESDAY	10/06/2026	MATHS 3	DESIGN TECH
THURSDAY	11/06/2026	GEOG 3	
FRIDAY	12/06/2026	CHEMISTRY 2	
	13/06/2026		
	14/06/2026		
MONDAY	15/06/2026	PHYSICS 2	

TUESDAY	16/06/2026	SPANISH READING	
WEDNESDAY	17/06/2026	SPANISH WRITING	

### Exam Boards and Qualification Code

<u>Subject</u>	<u>Exam Board</u>	<u>Qualification Code</u>
<u>Business</u>	<u>Edexcel</u>	<u>1BS0</u>
<u>Computer Science</u>	<u>OCR</u>	<u>J277</u>
<u>Design and Technology</u>	<u>AQA</u>	<u>8552/8205</u>
<u>Drama</u>	<u>Edexcel</u>	<u>1DR0</u>
<u>English Language</u>	<u>AQA</u>	<u>8700</u>
<u>English Literature</u>	<u>AQA</u>	<u>8702</u>
<u>Fine Art</u>	<u>AQA</u>	<u>8202</u>
<u>French</u>	<u>Edexcel</u>	<u>1FRO</u>
<u>Food Technology</u>	<u>AQA</u>	<u>8585</u>
<u>Geography</u>	<u>Edexcel</u>	<u>1GA0</u>
<u>History</u>	<u>Edexcel</u>	<u>1HI0</u>
<u>Mandarin</u>	<u>AQA</u>	<u>8673</u>
<u>Mathematics</u>	<u>Edexcel</u>	<u>1MA1</u>
<u>Music</u>	<u>Eduqas</u>	<u>C660QS</u>
<u>Physical Education</u>	<u>Edexcel</u>	<u>1PE0</u>
<u>Religious Studies (FC)</u>	<u>AQA</u>	<u>8062 Spec A</u>
<u>Religious Studies (SC)</u>	<u>AQA</u>	<u>8061 Spec A</u>
<u>Science Combined</u>	<u>AQA</u>	<u>1SC0</u>
<u>Science Triple - Biology</u>	<u>AQA</u>	<u>1BI0</u>
<u>Spanish</u>	<u>Edexcel</u>	<u>2SPO1</u>

## **Special Educational Needs and Disabilities (SEND)**

### **Inclusion and access arrangements**

- **Reasonable adjustments**

We seek to understand the young person's needs, challenges and strengths before deciding on what reasonable adjustments would work best for the young person. To inform this decision we use guidance from the DoFE, diagnostic reports, as well as student voice, and teacher and family voice.

Examples of reasonable adjustments include:

- Chunking instructions
- Checking for understanding
- Monitoring of the student's work during lessons
- Dual coding
- Sitting a student at the front of the class
- Facilitating an early transition
- Providing an alternative space for the student during break/lunch

- **What is in place for students on the Inclusion register- intentional pathways etc**

Most of our students with SEND have their needs met as part of high-quality teaching. This may include teachers adapting what they do and having different approaches to meet different learning needs, personalised learning arrangements for different students and a range of interventions normally provided by the school. Each student with SEND has a pupil passport which states their diagnosis and area of need, includes a definition of the diagnosis and suggests strategies that will support the student in class. Each of the student's teachers has access to the student pupil passport, through the platform, Edukey. If a student is identified (through the assessment process) as having special educational needs their Director of Learning (DoL) and the SENCO will consider everything we know about the student to determine the support that they need and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

- **Our graduated approach**

### **Wave 1: Universal offer:**

Best practice is to meet SEND students' needs in the classroom. Therefore, we aim to give our teachers the necessary training, tools, and strategies to teach SEND students effectively, as we know

this will have the biggest impact on the SEND students' development, learning and ultimately academic success. We use Quality First teaching strategies in each lesson – this means our teachers regularly check for understanding, scaffold learning, chunk instructions, model learning (to name but a few strategies). Central to our delivery of learning is having a common language around behaviour, established routines and systems to support all students to be successful learners.

Some of our wave 1 approaches include:

Workbooks and curriculum sequencing – reducing cognitive load on pupils

- ICT – use of visualisers
- Form time interventions – numeracy, literacy, emotional literacy
- Free and fully inclusive after school club offer
- Internal CPD for staff– training delivered from experts on evidence-based strategies

### **Wave 2: Targeted offer:**

The SEND Code of Practice (6.2) says schools must: ...use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's SEN Schools should use some of their budget to buy resources and make provision for children who need additional help. This can take many forms.

Some of our wave 2 approaches include:

- Some changes to the curriculum
- Special equipment or teaching materials
- the use of additional information technology
- small group work
- a base to work in or have quiet time
- Adaptive teaching – understanding of the SEN of every learner, sharing strategies, using non-prescriptive and flexible strategies
- External CPD for staff– wide breadth of expertise amongst staff including mentoring, therapy, ELSA and mindfulness qualifications.

If a young person is on our SEND register, they will be receiving wave 2 support. All students on the SEND register:

- 1) Have a pupil passport. The pupil passport lists the young person's area of need, diagnosis (if they have one), what areas they may struggle in and ways which staff can support the student
- 2) Are mapped on each teacher's seating plan
- 3) Receive direct support in lessons through the Intentional Pathway (teacher checks for understanding and corrects misconceptions during an independent task)
- 4) Have meetings with the SEND team when data is released after AP assessments during Parents Evenings

If a young person is not on target or struggling despite the interventions in place, we offer additional interventions which are **goal orientated** and **time specific**.

It is perhaps useful also to consider the types of specialist or "Tier 2" and "Tier 3" provisions we have in place for the following 4 categories of need (please note, there is plenty of overlap):

1. Communication and interaction (Autism, Asperger, etc)
2. Cognition and learning (Dyslexia, Dyspraxia, etc)
3. Social Emotional and Mental Health (ADHD, Self-harm, extreme behaviour/frequent dysregulations)
4. Physical and Sensory (Injuries, physical disabilities, deafness, etc)

Communication and interaction	Cognition and learning	Social Emotional and Mental Health	Physical and Sensory
<ul style="list-style-type: none"> <li>• Clubs before and after school (daily)</li> <li>• Support from the Inclusion Centre (when needed)</li> </ul>	<ul style="list-style-type: none"> <li>• Lexia literacy programme (daily/weekly)</li> <li>• Sets – smaller class size, adapted resources (daily)</li> <li>• Homework support club</li> <li>• Small Group learning for Y11s (daily)</li> <li>• After school catch-up sessions (weekly)</li> </ul>	<ul style="list-style-type: none"> <li>• Nurse Mental Health check-in</li> <li>• Counselling and mentoring sessions (weekly)</li> <li>• Group mentoring sessions</li> <li>• Exam anxiety sessions</li> <li>• A referral to CAMHS</li> <li>• A referral to Early Help</li> <li>• Inclusion Centre hybrid timetable</li> </ul>	<ul style="list-style-type: none"> <li>• School nurse (fortnightly)</li> <li>• Auditory nurse (half-termly)</li> <li>• Health plans</li> </ul> <p>(Often using Occupational Therapist report and medical recommendations)</p>

**Wave 3: Specialist offer:**

All of our young people are targeted to achieve excellent progress based on national expectations.

We assess learners continuously to track progress and make any necessary interventions and we support learners as they move to different phases of education and life.

If a young person has an EHCP or a physical disability and are not making expected progress, we will work together with **external agencies** to ensure the correct support is in place. This would be considered a wave 3 intervention: Specialist Support.

We work closely with the below **expert external professionals** to ensure we can meet our students' needs:

Communication and interaction	Cognition and learning	Social Emotional and Mental Health	Physical and Sensory
<ul style="list-style-type: none"> <li>• The Bridge Outreach service</li> <li>• Samuel Rhodes Outreach service</li> <li>• Islington Speech and Language Therapist Service</li> </ul>	<ul style="list-style-type: none"> <li>• Cognition and learning screening service</li> <li>• Access arrangements screening service</li> <li>• Teaching assistant support in class</li> <li>• Educational Psychologist consultation</li> </ul>	<ul style="list-style-type: none"> <li>• CAMHS</li> <li>• New River Outreach Mentoring</li> <li>• School's wellbeing service – Early Help CAMHS</li> </ul>	<ul style="list-style-type: none"> <li>• School nurse (fortnightly)</li> <li>• Auditory nurse (half-termly)</li> <li>• Teaching Assistant support</li> <li>• Health plans</li> </ul> <p>(Often using Occupational Therapist report and medical recommendations)</p>

- **Our most common diagnoses and what we do to support**

**If a student has ADHD:**

- 1) Create a **Pupil Passport** which has details of the young person's ADHD, diagnosis, what this means, what area of need this is, challenges that the young person may have and strategies that teacher should use to support the young person in lessons
- 2) Consider where this young person should **sit** in each lesson carefully – consider which area of the classroom would best suit this learner to keep the on task, focussed and supported
- 3) Consider whether it's appropriate for this young person to have a **movement break** in lesson- whether this could be a fidget, muscle work movements, yoga movements and breathing/relaxation movement, etc
- 4) Support the young person to take their ADH **medication** by providing safe and secure space for the medication and a place for the young person to take it comfortably
- 5) Encourage the young person to attend an appropriate before/after/during the school day club so that the young person can elevate their heart rate to support their self-regulation
- 6) Monitor the young person closely and if they are below target, put in place a relevant intervention

**If a student has Autism:**

- 1) Create a **Pupil Passport** which has details of the young person's Autism diagnosis, what this means, what area of need this is, challenges that the young person may have and strategies that teacher should use to support the young person in lessons
- 2) Consider the young person's **sensory** needs and how to support them (if needed) during busy/noisy parts of the day. For example, by offering them an early transition or inviting them to break /lunch time club
- 3) Encourage the young person to attend an appropriate before/after/during the school day club so that they can develop their communication and interaction skills
- 4) Monitor the young person closely and if they are below target, put in place a relevant intervention

**If a student has Dyslexia:**

- 1) Create a **Pupil Passport** which has details of the young person's Dyslexia diagnosis, what this means, what area of need this is, challenges that the young person may have and strategies that teacher should use to support the young person in lessons
- 2) Consider the young person's **reading/writing** needs and how to best support them (if needed) during the school day. For example, the teacher reading a text out loud, providing the student with a reading square, the student being provided with an overlay, the student being provided with a laptop, etc...
- 3) Support the student visually in the classroom by modelling work on the projector
- 4) Offer the student a Lexia programme to support their literacy skills if this is an area of need
- 5) Encourage the young person to attend an appropriate before/after/during the school day club so that they can get support they need, whether that is homework support, extra English, Lexia, etc
- 6) Monitor the young person closely and if they are below target, put in place a relevant intervention

- **Monitoring of SEND students**

Each fortnight, the pastoral team looks closely at SEND student data – this includes student attendance, punctuality and behaviour. If we see any emerging negative trends, we will put a plan in place to support the young person and their family. Each term, SEND students' academic results are reviewed, after the assessment point, and the family are invited to speak to the SEND team during our bi-yearly Parents Evenings.

All our student plans, passports and interventions are reviewed on the online platform, Edukey, and assessed each term.

- **Assessing for additional needs**

**What to do if you think your young person needs to be assessed for a neurodevelopmental difference:**

Most SEND diagnoses are given to primary level students, but, If, you think your young person may have neurodivergent traits and would like your young person to be assessed, please see below for your options:

The NHS service, CAMHS, (Child Adolescent Mental Health Services) takes referrals for neurodevelopmental differences, such as Autism, ADHD, Tourette, depression, etc). If you would like an assessment for neurodevelopmental differences, you can:

- Complete a CAMHS referral form for parents
- Go to your GP and ask for them to refer your young person for a neurodevelopmental assessment
- Ask school to refer your young person for a neurodevelopmental assessment (through CAMHS)

Please do schedule a meeting with the school SENCo – Ms Lafavergeres or Ms Chawluk (Assistant Head Teacher in charge of Inclusion) to discuss referrals. We always advise families to go to the GP as well, to get a medical opinion to strengthen a referral.

Referral and assessment completion times vary within each Local Authority; however, most have a relatively long waiting list.

Once a young person has been referred for the neurodevelopmental assessment, we seek permission from the family to add them to the SEND register (please see Wave 2: Targeted offer)

- **Mental health approach**

We care deeply about our young people's mental health. As of such, we aim to provide a holistic curriculum with a wide breadth of sports and the arts to promote physical and mental health. Our PSHE and RSE curriculums aims to promote physical and mental health, as well as our Emotional Literacy Curriculum that is delivered each week during period 1s.

If an individual is struggling with their mental health, we seek to work with other professionals to put an adequate plan in place, which could include the following:

- Social prescribing
- Regular check-ins in school

- Low level mental health concerns: School nurse mental health check-in (fortnightly, on a Friday)
- Low to moderate mental health concerns Low mood: School counselling with Ms Reif
- Low to moderate mental health concerns: Low mood and anxieties: Schools wellbeing service (Early support CAMHs- in school)
- Low to moderate mental health concerns: Bernardo's referral (outside of school)
- Moderate to high mental health concerns: Self-harm and suicidal thoughts: Referral to CAMHs (external, or internal)

- **Access arrangements (APs and external exams) - what support do we put in place to prepare students for exams**

Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements fall into two distinct categories: some arrangements are delegated to centres, others require prior JCQ awarding body approval. Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes and laptops. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments. Teachers must decide based on both summative and formative assessment evidence, whether a pupil requires adjustments during examinations which reflect their normal way of working. Once a child is referred to the Inclusion team by their teacher, we use various assessment tools to establish eligibility. We then compile all evidence and present it to JCQ for approval. Students who are eligible for access arrangements will receive this support in all their examinations and APs throughout KS4.

- **External agencies**

We recognise the benefits of working closely with other professionals to provide the best possible offer for our young people. Below is a list of agencies we work closely with:

- Richard Cloudesley Outreach: For students with physical disabilities and additional sensory needs
- The Bridge Outreach: For students with Autism diagnoses
- CAMHs: Child and adolescent mental health branch of the NHS
- The Islington Educational Psychology Service: For students struggling to access the mainstream classroom
- ITiPs: Islington Trauma informed Practice: To support staff in school to support students that have experienced trauma
- School Nursing offer: For students struggling with any aspects of their health
- Samuel Rhodes: For students with a Moderate Learning Difficulty
- New River Outreach: For students struggling to control their behaviours
- Children's Social Services: For students and families that are struggling

- **Key websites/useful resources**

CFBS SEND Information Report and SEND policy documents

<https://www.centralfoundationboys.co.uk/school-day-support/send-support/>

Islington's SEND Local Offer

<https://findyour.islington.gov.uk/kb5/islington/directory/localoffer.pagelocalofferchannelne=OJCQ>



