



# Year 9

# Information Evening

## Wednesday 27 September 2023

Support Trust Ambition Generosity Success

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# Mr Kershaw

## Head of School

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# Welcome to 2023-2024





NEW YORK TIMES BESTSELLER

**Tiny Changes,  
Remarkable Results**

**Atomic  
Habits**

An Easy & Proven Way to  
Build Good Habits & Break Bad Ones

**James Clear**

# Year 9 Information Evening



**Mrs Chapman**  
Executive Headteacher



**Mr Kershaw**  
Head of School



**Miss Lambert**  
Deputy  
Headteacher



**Miss Holland**  
Assistant Headteacher  
Key Stage 3



**Miss Jarvis**  
Assistant Headteacher  
Personal Development



**Miss Ward**  
Director of  
Learning  
Year 9



**Miss Hall**  
Curriculum Leader  
for English



**Mr Hughes**  
Curriculum Leader  
for Maths & Associate  
Assistant Headteacher for Data  
and Assessment



**Miss Fotheringham**  
Curriculum Leader  
for Science &  
Director of  
Learning Y11



**Mrs Buckley**  
Curriculum Leader  
for Languages  
& EAL Lead  
Practitioner

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# Miss Holland

## Assistant Headteacher

### Key Stage 3

# Year 8 Achievements 2022-2023



- Over £2000 raised for Lepra
- Year 8 Transition Mentors
- Leadership roles
- Sporting Success
- Engagement with school productions
- Visit from McLaren and the BBC
- Curriculum Enrichment Week



# Context, Support, Expectations



## **Year 9 Curriculum**

The curriculum in Years 8 and 9 is designed to deepen and extend learning across the full suite of subjects, culminating in their developing understanding of the range of Choices for study at GCSE and beyond, supported by our nationally accredited Careers programme.

## **Year 9 Organisation of Teaching Groups**

Years 9 mirrors the organisation of teaching groups as in Year 8.

Science and Languages are taught in mixed prior attainment groups, across each half year group: mixed groups that are not in forms.

English is taught in broad prior attainment bands for a bespoke learning experience.

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# Our Curriculum Offering



1	2	3	4	5	6	7	8	9	10	11	12
ENGLISH	ENGLISH	ENGLISH	ENGLISH	ENGLISH	ENGLISH	MATHS	MATHS	MATHS	MATHS	MATHS	MATHS

13	14	15	16	17	18	19	20	21	22	23	24
SCIENCE	SCIENCE	SCIENCE	SCIENCE	SCIENCE	SCIENCE	FRENCH	FRENCH	FRENCH	SPANISH	SPANISH	SPANISH

25	26	27	28	29	30	31	32	33	34	35	36
GEOG	GEOG	GEOG	HISTORY	HISTORY	HISTORY	COMP	COMP	ART	ART	DRAMA	DRAMA

37	38	39	40	41	42	43	44	45	46	47	48	49	50
MUSIC	MUSIC	PSHE	PSHE	REP	REP	D&T	D&T	D&T	D&T	PE	PE	PE	PE

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# Our Curriculum Vision for Year 9



- Designed to ensure students can achieve their potential through exciting learning opportunities
- Provided through a Broad and Balanced Curriculum
- No narrowing of opportunities
- Students are provided with a baseline of core curriculum knowledge which is valued by employers, apprenticeship providers and universities

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# Assessments in Year 9



## Year 9 Assessments

- Year 9 assessments - 15-22nd April 2024
- Students will be supported with the preparation for these assessments and how to revise in the lead up to these key dates
- Information relating to revision strategies and exam well-being can be found on the 'examinations' section of the school website - ***Examinations Information***

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# Attendance



**EDUCATION + ATTENDANCE + EFFORT = ENDLESS POSSIBILITIES**

**FACT:** More time in school means more time to learn, develop, grow and time to become the **very best you!**

**FACT:** Low attendance means drastically reducing life chances!

**96-100%**

## EXCELLENT ATTENDANCE

On target for achieving **EXCELLENT ATTENDANCE**

**Action:** Daily Attendance and Absence monitoring

**93-95%**

## **50** MISSED LESSONS

Form Tutor review and discussion and Director of Learning attendance monitoring

**Action:** Letter 1 sent to parents/carers about attendance concerns

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# Attendance



90-93%

100

## MISSED LESSONS

Director of Learning attendance meeting and Head of Key Stage attendance monitoring

**Action:** Letters 1 & 2 sent to parents/carers informing of attendance meeting. Letter 3 sent outlining actions from meeting. Student meeting with Director of Learning or Assistant Director of Learning outlining targets

85-89%

150

## MISSED LESSONS

Local Authority **Monitoring**

**Action:** Head of Key Stage attendance meeting with parents/carers and Letter 4 summary of agreed actions to improve attendance and potential fine

BELOW 85%

200

## MISSED LESSONS

Local Authority **ACTION.** Attendance Officer involvement

**Action:** Letter 5 sent to parents/carers warning of Fixed Penalty Notice following 15 sessions of absence. Once reached, a Fixed Penalty Notice will be issued to the Local Authority

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# School and Student Targets



# STAGS STANDARDS



# Year 9 - Key Dates



- **Year 9 Online Parents' Evening** - Wednesday 8 February
  - **Parent Voice** - Thursday 19 October from 6pm
  - **Year 9 Assessment Window** - 15-22 April
- **Curriculum Enrichment Week** from Monday 8 July

<b>Careers Fair</b> 1 November (4:30-6:30pm)	<b>Subject Fair</b> 20 January
<b>Year 9 Assembly</b> 24 November & 1st December	<b>Year 9 Options Evening</b> 9 January (6-7pm)
<b>Subject Taster Lessons</b> w/c 4 & 11 December	<b>Student Choices Deadline</b> Friday 9 February

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# Miss Ward

## Director of Learning

### Year 9

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# Snapshot of enrichment so far



Bushcraft Year 7

Planted trees in  
school Year 7

Essay writing  
competition  
winners Year 7

Sporting success-  
Netball, cricket &  
athletics Year 7/8

Carol service  
Year 7/8

Featured in a BBC  
documentary  
Year 8

Raised money for  
Lepra Year 8  
Total - £2527.56

Author talk by Dan  
Freedman Year 8

Visited by McLaren  
Automotive Year 8

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# Year 9 Intent



- The *Intent* for Year 9 is to continue to support students **academically** and **pastorally**, as they continue their journey through STAGS from Key Stage 3 to Key Stage 4. Students will be supported via a **comprehensive** and **adapted curriculum**, with **interventions** provided by the **pastoral team** where required
- Our year group acronym is HOPE: **Hard Work, Open Minded, Persistence** and **Empathy**, which **underpin the STAGS values** and are embedded in to form activities and year group assemblies
- A main focus will continually be **resilience** and **maturity** as students further develop their skills to be **independent learners**, who overcome challenges they face. Finally we aim to support students in making **informed GCSE choices** that will see them flourish in their later years at STAGS

# Year 9 Form Tutors

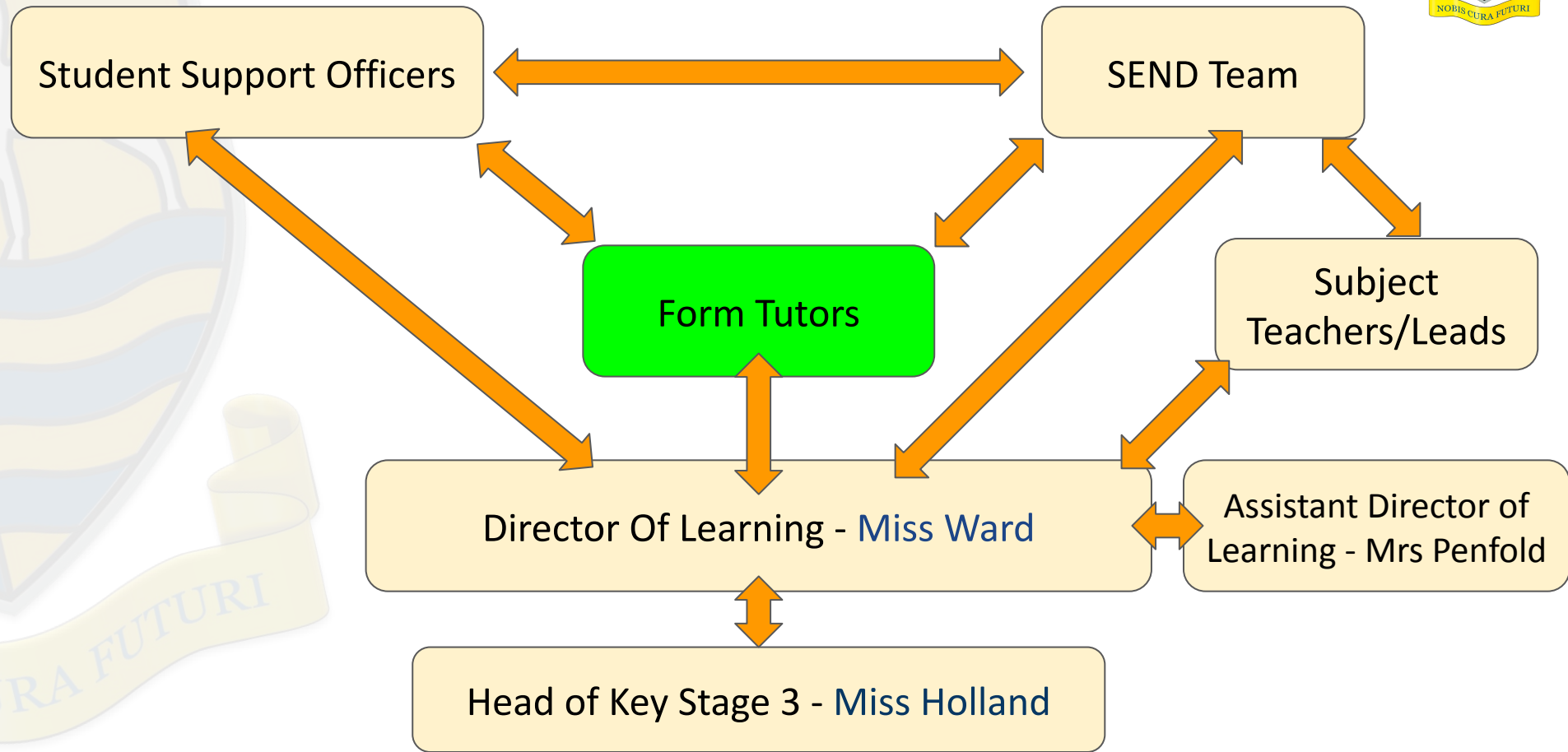


First point of contact for any queries or concerns:

Year 9	DOL - Miss R Ward	Staff Email
9A	C. Layton	CLN@
9B	N. Georges	NGS@
9C	R. Cusworth	MFLRCH@
9F	A. Owusu & S. Sedgwick	AOG@ / SSK@
9H	L. Kemp	LKP@
9J	C. McCarthy & C O'Sullivan	CCL@ / COS@
9P	S. Maghsoudi	SMI@
9S	K. Lawlor & P. Sumda-Hine	SCIKL@ / PSE@



# Year 9 Pastoral & Educational Support Structure



# Form Time Structure



	Monday	Tuesday	Wednesday	Thursday	Friday
What?	Learn Ready Monday	STAGS Talks	Wellbeing activities WK1 STAGS Reads WK2	Year group assembly (GYM)	Enrichment Friday
Why?	To ensure that students have the correct equipment for the day/ week and are in the correct learning mindset.	To be educated on global and current issues and promote healthy discussion about topical issues.	To focus on the importance of wellbeing and strategies to support wellbeing.  To ensure that students have access to books within their week and to promote further reading.	To be an active member of the year 9 community and to be well informed on upcoming events.	To be an active member of the STAGS community and to ensure all students are able to participate in whole school and charity events.

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# Home Learning



**Maths, English, Science, French, Spanish**

1 Home Learning activity per week

**History, Geography, D+T, REP, Art**

1 Home Learning activity per fortnight



Each Home Learning activity should be no longer than 40 minutes

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# Home Learning Expectations



## *It is expected that teachers will :*

- Follow the Home Learning timetables
- Set home learning on Edulink
- Follow the time allowance for each subject for each year group
- Talk to you about the the home learning that they are setting and how you should complete it so it fits in the time allowance
- Not set home learning with very short deadlines
- Provide support materials and scaffold appropriately to allow everyone to be able to access and complete
- Monitor home learning according to their curriculum area policies
- Issue detentions if Home Learning isn't completed

## *It is expected that students will:*

- ★ Submit work on time according to the due date set by the teacher on Edulink
- ★ Complete work to the best of their abilities and in line book/folder expectations
- ★ Seek out support from the teacher well before the submission deadline - this can be in person, by email and/or on Edulink
- ★ Make sure that if it is difficult to complete home learning tasks at home they will arrange to attend a curriculum club for support
- ★ Follow the school's behaviour policy if home learning is not submitted or completed as expected and attend any detentions set
- ★ Understand that failure to complete home learning could lead to home being contacted

# Year 9 Leadership Opportunities



- ★ Form Captains
- ★ Sports Captains
- ★ Anti-bullying Captains
- ★ Eco-Council Representatives
- ★ Global Issues Representatives
- ★ Learning Ambassadors
- ★ Community & Careers Captains



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## Mr Hughes

# Associate Assistant Headteacher

## Data & Assessment

# Assessment & Reporting 2023-2024



- ★ 3 reports over the course of the academic year
- ★ ***Attitude to Learning*** grade 1 - 5
- ★ ***Attainment level*** 1 - 5
- ★ ***Praise*** comment
- ★ ***Progress*** comment
- ★ Form Tutor comment once a year just before parents' evening
- ★ DOL Year Group summary comment on each report

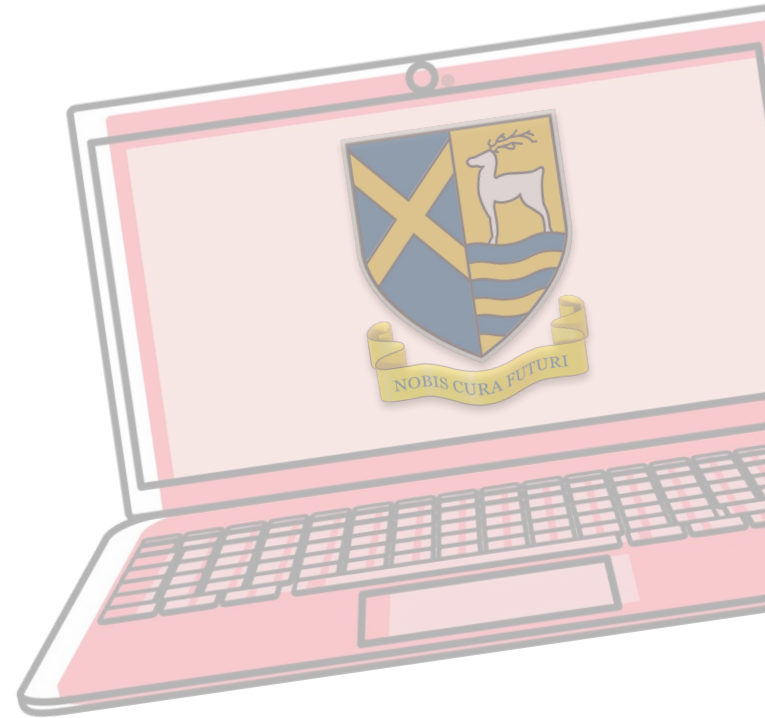
Year 9	Report 1	Report 2	Parents' Evening	End of Year Assessments	Report 3
	20 October 2023	2 February 2024	8 February 2024	15 April 24- 22 April 2024	28 June 2024

# Blended & Home Learning



Student responsibility for devices to support best practice for Blended Learning.

1. **Charge** your device at night so that batteries last all day
2. **Bring** your device to all lessons
3. Use and **look after** your device responsibly at all times
4. Adhere to all guidance and instructions about **online safety**
5. Follow these links for guidance on **how to connect to Wifi** on a [Chromebook](#), [Windows Device](#) , [Apple](#) and [Devices not able to connect](#)
6. **Follow instructions** when asked for device up/open and device down/closed during lessons
7. Only use devices as instructed **in lesson time**
8. **Misusing** your device or **forgetting** your device will result in a consequence, as it is part of your required equipment.





# Miss Hall

## Curriculum Leader for English

# Reading and GCSE success



There is a **significant** correlation between student reading ability and performance across all subjects at GCSE, which is just as strong in maths and science based subjects as it is in English.

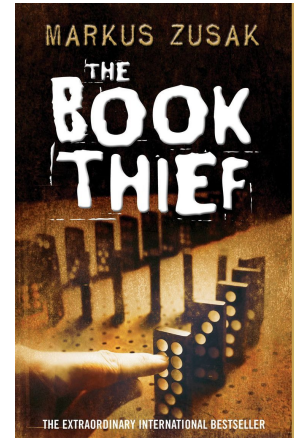
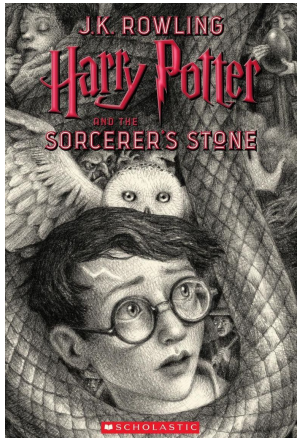


There is more treasure in books than in all the pirate's loot on Treasure Island.

WALT DISNEY

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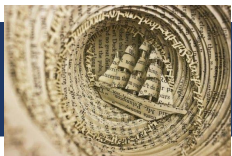


## Multi-tiered approach

1. Accelerated Reader - fortnightly program for all (challenge and support)
2. Group reading support with our Literacy TA
3. Phonics based support



- 
- St Albans Girls' School
- Books visible on the rack include:
- Row A: *THE SKY IS THE LIMIT*, *THE SKY IS THE LIMIT*, *THE SKY IS THE LIMIT*, *THE SKY IS THE LIMIT*, *THE SKY IS THE LIMIT*
  - Row B: *THE SKY IS THE LIMIT*, *THE SKY IS THE LIMIT*, *THE SKY IS THE LIMIT*, *THE SKY IS THE LIMIT*, *THE SKY IS THE LIMIT*
  - Row C: *THE SKY IS THE LIMIT*, *THE SKY IS THE LIMIT*, *THE SKY IS THE LIMIT*, *THE SKY IS THE LIMIT*, *THE SKY IS THE LIMIT*
  - Row D: *THE SKY IS THE LIMIT*, *THE SKY IS THE LIMIT*, *THE SKY IS THE LIMIT*, *THE SKY IS THE LIMIT*, *THE SKY IS THE LIMIT*
  - Row E: *THE SKY IS THE LIMIT*, *THE SKY IS THE LIMIT*, *THE SKY IS THE LIMIT*, *THE SKY IS THE LIMIT*, *THE SKY IS THE LIMIT*
- A hand is visible on the right side, interacting with a digital display or keypad labeled 'focus'.
- STAGS



# English Overview



Two GCSEs (AQA):

- English Language - 2 examination papers
- English Literature - 2 examination papers
- Spoken Language Endorsement

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# English Language



## Paper 1: Explorations in Creative Reading and Writing

### What's assessed

#### Section A: Reading

- one literature fiction text

#### Section B: Writing

- descriptive or narrative writing

### Assessed

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

### Questions

#### Reading (40 marks) (25%)– one single text

- 1 short form question (1 x 4 marks)
- 2 longer form questions (2 x 8 marks)
- 1 extended question (1 x 20 marks)

#### Writing (40 marks) (25%)

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

## Paper 2: Writers' Viewpoints and Perspectives

### What's assessed

#### Section A: Reading

- one non-fiction text and one literary non-fiction text

#### Section B: Writing

- writing to present a viewpoint

### Assessed

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

### Questions

#### Reading (40 marks) (25%) – two linked texts

- 1 short form question (1 x 4 marks)
- 2 longer form questions (1 x 8, 1 x 12 marks)
- 1 extended question (1 x 16 marks)

#### Writing (40 marks) (25%)

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

# English Literature



## Paper 1: Shakespeare and the 19th-century novel

### What's assessed

- Shakespeare's plays
- 19<sup>th</sup> Century novel

### How it's assessed

- written exam: 1 hour 45 minutes
- 64 marks
- 40% of GCSE

### Questions

**Section A Shakespeare:** students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

**Section B The 19th-century novel:** students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

## Paper 2: Modern texts and poetry

### What's assessed

- Modern prose or drama texts
- The poetry anthology
- Unseen poetry

### How it's assessed





















- written exam: 2 hour 15 minutes
- 96 marks
- 60% of GCSE

### Questions

**Section A Modern texts:** students will answer one essay question from a choice of two on their studied modern prose or drama text.

**Section B Poetry:** students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

**Section C Unseen poetry:** Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

Year 9	Voices: Then and Now					
	<b>Of Mice &amp; Men</b> Reading Assessment 	<b>The Romance Genre &amp; Much Ado About Nothing</b> Reading and Writing Assessment 		<b>Gender in Media</b> Writing and SnL Assessment 		<b>Conflict Poetry</b> Reading Assessment 
Year 10	<b>Modern Text: An Inspector Calls</b> 	<b>19th Century Fiction: A Christmas Carol</b> 	<b>Power and Conflict Poetry</b> 	<b>Unseen Poetry</b> 	<b>Reading and Writing Non-Fiction</b> 	<b>Spoken Language</b> 
Year 11	<b>Shakespeare</b> 	<b>Reading and Writing Non-Fiction</b> 	<b>Reading and Writing Fiction</b> 	<b>Revision</b> 		<b>GCSEs</b> 
Year 12	<b>Chaucer + Dystopian Literature</b> 	<b>Chaucer + Dystopian Literature</b> 	<b>Hamlet + The Duchess of Malfi</b>  			<b>Dystopian Unseen</b> 
Year 13	<b>World War CW + Dystopian Literature</b>	<b>Atonement CW + Dystopian Literature</b>	<b>Coursework completion</b>	<b>Revision</b>		<b>A-levels</b>



# Year 10 English Curriculum Plan



- Autumn 1: An Inspector Calls
- Autumn 2: A Christmas Carol
- Spring 1: Poetry: Power and Conflict
- Spring 2: Unseen Poetry
- End of Year Exam: Full Literature Paper 2 (AIC and Poetry)
- Summer 1: Paper 2: Reading and Writing
- Summer 2: Spoken Language Endorsement

# Tips and Advice

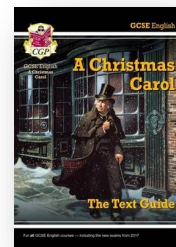
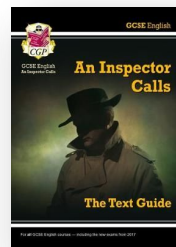
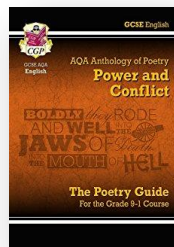
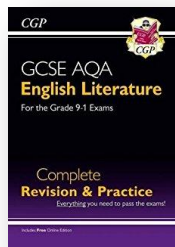


Students to speak to classroom teacher

Review resources on Google Classroom

Use our Massolit subscription on RM Unify for challenge

Read 20 minutes a day



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# Mr Hughes

## Curriculum Leader for Maths

# Maths Overview



## Lines and Angles

- Constructing, measuring and using geometric notation

## Fractional Thinking

- Addition and subtraction with fractions



## Directed Number

- Four operations with directed number

## Application of Number

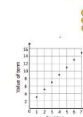
- Solving problems with addition and subtraction
- Multiplication and division
- Fractions and decimals of amounts

## Place Value and Proportion

- Place value
- Ordering integers and decimals
- Fraction, decimal and percentage equivalence

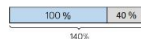
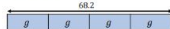
## Algebraic Thinking

- Sequences
- Understand and use algebraic notation
- Equality and equivalence



Position	1	2	3	4
Term	5	9	13	17

$$2(x + 4) = 2x + 8$$



## Reasoning with Number

- Developing number sense
- Sets and probability
- Prime numbers and proof

## Proportional Reasoning

- Ratio and scale
- Multiplicative change
- Multiplying and dividing fractions

## Representations

- Working in the cartesian plane
- Representing Data
- Tables and Probability

## Algebraic Techniques

- Brackets, equations and inequalities
- Sequences
- Indices

## Developing Number

- Fractions and percentages
- Standard index form
- Number sense

## Developing Geometry

- Angles in parallel lines and polygons
- Area of trapezia and circles
- Line symmetry and reflection

## Representations

- Solving problems using graphs, diagrams, tables and algebra

## Reasoning with Proportion

- Enlargement and similarity
- Solving ratio and proportion problems
- Rates

## Reasoning with Geometry

- Deduction
- Rotation and Translation
- Pythagoras' Theorem

## Reasoning with Number

- Numbers
- Using percentages
- Maths and money

## Constructing in 2 and 3 Dimensions

- Three dimensional shapes
- Constructions and congruency

## Reasoning with Algebra

- Straight line graphs
- Forming and solving equations
- Testing conjectures

## Reasoning with Data

- The data handling cycle
- Measures of location

# Mathematics

## Consolidation and Extension

- Developing Algebra
- Data Handling Techniques
- Angles/Trigonometry
- Graphing

## Vectors and Geometric Proof

- Vector arithmetic
- Vector proofs

## More Algebra

- Rearranging formulae
- Algebraic Fractions
- Surds
- Functions
- Proof

## Circle Theorems

- Reasoning with circle theorems
- Proving circle theorems

## More Trigonometry

- Trig graphs
- Non-right-angled Trig
- 3D Trig

## Multiplicative Reasoning

- Growth and Decay
- Compound Measures
- Ratio and Proportion



## Developing Geometry

- Area and Volume
- Transformations
- Angles and bearings
- Constructions

## Solving

- Quadratic equations
- Simultaneous equations
- Linear Inequalities

## Probability

- Combined and Mutually Exclusive Events
- Experimental Probability
- Tree and Venn Diagrams
- Conditional Probability

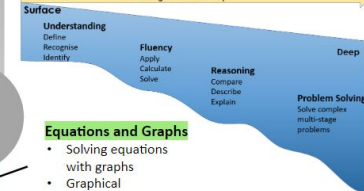
## Proportion and Graphs

- Advanced direct and inverse proportion
- Exponential functions
- Non-linear graphs
- Transforming graphs



Further Maths  
A Level Maths  
Core Maths  
Broad real life applications

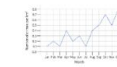
Working towards mastery



## Equations and Graphs

- Solving equations with graphs
- Graphical inequalities
- Graphing quadratic and cubic functions

Algebra
Number
Geometry
Probability/Ratio/Data



# Year 9 Overview



## YEAR 9

AUTUMN	SPRING	SUMMER
Straight Line Graphs	Using Percentages	Ratio and Proportion
Forming and Solving Equations	Maths and Money	Rates
Testing Conjectures	Deduction	Probability
3D Shapes	Rotation and Translation	Consolidation and Extension
Constructions and Congruency	Pythagoras' Theorem	
Numbers	Enlargement and Similarity	

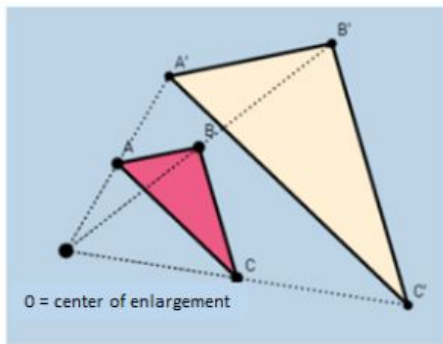
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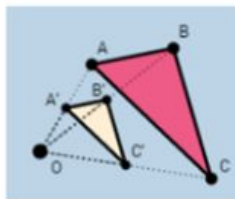
# The Year 9 Maths Curriculum



Fraction	Decimal	Percentage	Image
$\frac{1}{2}$	0.5	50%	
$\frac{1}{4}$	0.25	25%	
$\frac{3}{4}$	0.75	75%	



Scale Factor of 2



Scale Factor of 0.5



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Reasoning with algebra <b>Straight line graphs</b> FREE TRIAL VIEW	Reasoning with algebra <b>Forming &amp; solving equations</b> VIEW	Reasoning with algebra <b>Testing conjectures</b> VIEW	Constructing in 2 & 3 dimensions <b>Three dimensional shapes</b> VIEW	Constructing in 2 & 3 dimensions <b>Constructions &amp; congruency</b> VIEW							
Spring term	Reasoning with number <b>Numbers</b> VIEW	Reasoning with number <b>Using percentages</b> VIEW	Reasoning with number <b>Maths &amp; money</b> VIEW	Reasoning with geometry <b>Deduction</b> VIEW	Reasoning with geometry <b>Rotation &amp; translation</b> VIEW	Reasoning with geometry <b>Pythagoras' theorem</b> VIEW						
Summer term	Reasoning with proportion <b>Enlargement &amp; similarity</b> VIEW	Reasoning with proportion <b>Solving ratio &amp; proportion problems</b> VIEW	Reasoning with proportion <b>Rates</b> VIEW	Representations & revision <b>Probability</b> VIEW	Algebraic Representation VIEW	Revision						

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# Blended Learning in Maths



9Ma/Hy Testing Conjectures

Overview 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15


Question Progress Homework Progress


$n$  is a positive integer.


(i) Explain why  $n(n-1)$  must be an even number.

(ii) Explain why  $2n+1$  must be an odd number.

You're ready to go! Consider watching these videos before starting.

 E182 Exam Practice: Solve linear equations where the variable appears on both sides of the equation.  
11 mins

 K182a Solve a linear equation with the unknown on both sides.  
4 mins

 K182b Solve a linear equation with unknowns and brackets on both sides.  
2 mins

Start

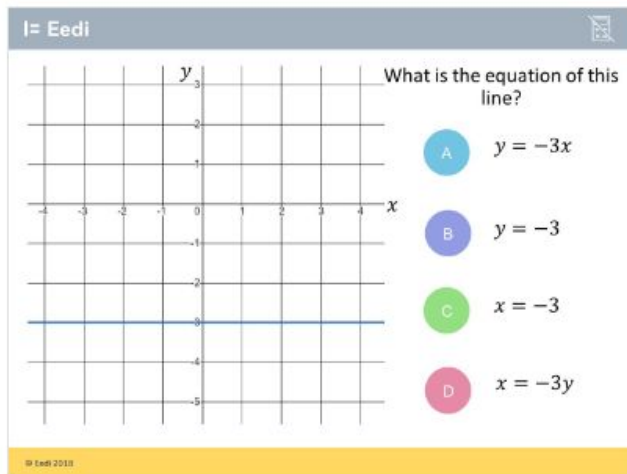
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# Blended Learning in Maths



I= Eedi

All Question 1 Question 2 Question 3 Question 4 Question 5



A B C D

## Explanation for answer A

Not quite. This would be a diagonal line. What do you know is the same at every point on this line?

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# Progress Tracking in Maths



## Maths Year 9 Progress Tracker

	Paper 1 /40	Paper 2 /40	TOTAL /80	www	ebi
Autumn Term (Units 1-5)					
Spring Term (Units 1-11)					
End of Year (Units 1-11)					

### Skills 2 (Spring)

Secure skills:	Skills to revise:

### End of Unit Assessments

Autumn			Spring		
UNIT 1	Forming and solving Equations	/20	UNIT 8	Maths and Money	/20
UNIT 2	Straight Line Graphs recap	/20	UNIT 9	Geometric deduction	/20
UNIT 3	Testing Conjectures	/20	UNIT 10	Rotation and translation	/20
UNIT 4	Three Dimensional Shapes	/20	UNIT 11	Pythagoras' Theorem	/20
UNIT 5	Constructions and congruency	/20	UNIT 12	Enlargement and Similarity	/20
UNIT 6	Numbers	/20	UNIT 13	Solving Ratio and Proportion problems	/20
UNIT 7	Using Percentages	/20			

Summer		
UNIT 14	Rates	/20
UNIT 15	Probability	/20
UNIT 16	Algebraic Representation	/20



## Autumn Term Reasoning with Algebra

### Unit 3: Testing Conjectures

#### Key Vocabulary

Conjecture, True/False, Verify, Counterexample, Demonstrate, Prove, Expand, Factorise, Binomial, Term, Expression, Quadratic, In terms of  $n$ , Simplify, Cubic

#### Small Steps

- ★ Factors, Multiples and Primes (R)
- ★ True or False?
- ★ Always, Sometimes, Never true
- ★ Show that
- ★ Conjectures about number
- ★ Expand a pair of binomials
- ★ Conjectures with algebra
- ★ Explore the 100 grid
- ★ Expand three binomials (TIF)

#### Mathswatch Videos

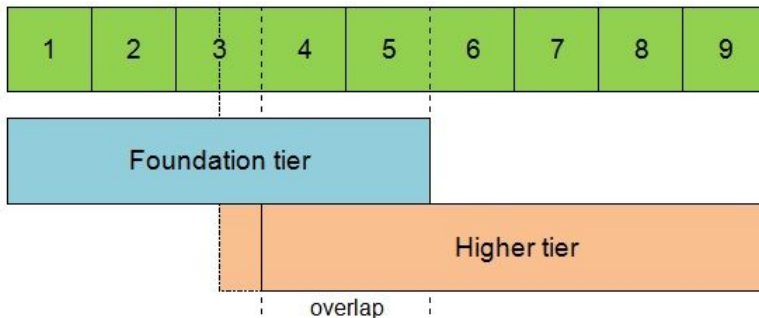
Number	Clip Title
N10/11/30a	Factors/Multiples/Prime Numbers- Introduction
178	Product of Three Binomials (TIF)

#### Dr Frost Maths Videos

Number	Clip Title
K59	Find factors of a number
K60	Find multiples of a number

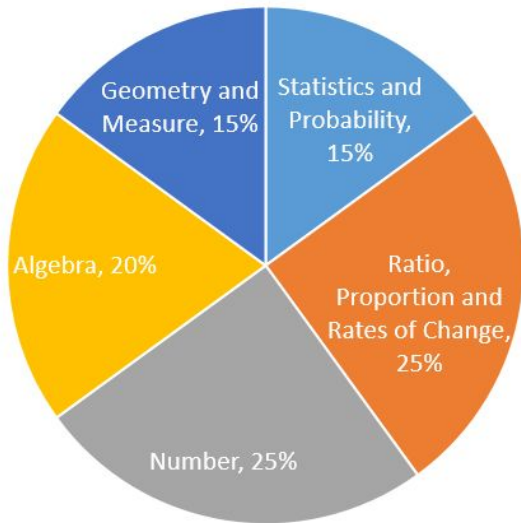


# The GCSE course explained



Foundation Content

Higher Content

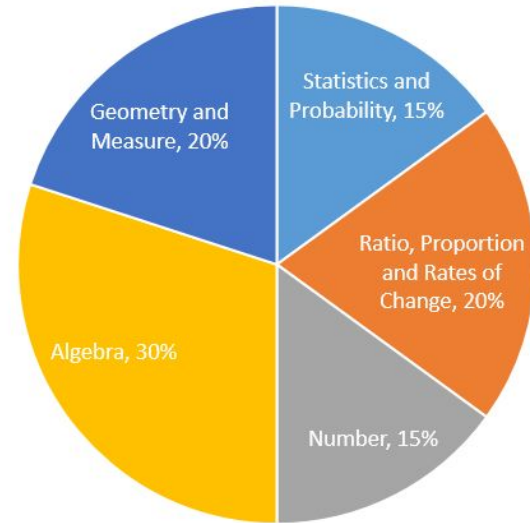


## Key Points:

- Nationally c. 45/55 split
- Students with low results on the Higher Paper are in danger of getting a U
- Students in the Grade 3-5 range often benefit from the reduced curriculum and more accessible exams for Foundation

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## Maths Club

### Wednesday after school (3:20 - 4:20)

### M2

### From Next Week

Home Learning Support and additional  
help with understanding class work



# Miss Fotheringham

## Curriculum Leader for Science

# Year 9 Science Overview



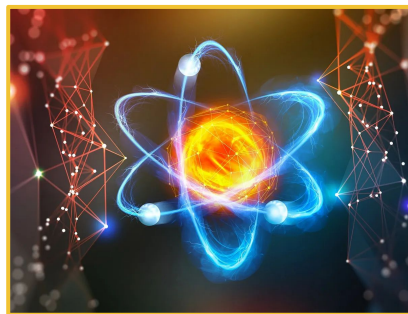
- All students are taught the same content in Year 9
- End of topic tests for all 3 sciences throughout the year
- Classes are in broadly banded, loosely based around GCSE tiers of entry



# Year 9 Curriculum



- **Physics** - *Energy and Motion*
- **Biology** - *The Human Body and Welcome to the Jungle*
- **Chemistry** - *Building Blocks and Snap Crackle and Pop*



# Looking ahead to GCSE



- Year 9 content will be an important foundation for GCSE
- Students will all study the for AQA GCSE
- All students are taught the same content in Year 10
- Tiers of entry have more impact on content delivered in Year 11



# Science: Tips and Advice



- Create revision notes at the end of every chapter studied
- There are a wide range of resources available to support revision including Revision Google Classrooms, websites such as Seneca Learning, Physics Maths Tutor and Kerboodle
- Teachers are always available to support!



## Year 9 Science Contents Page

This page outlines the topics you will be studying this year. The topics for each subject are listed in order of what is being taught.

TOPIC TITLE	TOPIC SECTIONS
Topic 13: Energy	Part A: Energy Stores and Transfers Part B: Heating
Topic 14: The Human Body Part 2	Part A: Cell Structure and Transport Part B: The Digestive System
Topic 15: Building Blocks Part 2	Part A: Atomic Structure Part B: The Periodic Table
Topic 16: Motorsport Part 2	Part A: Motion Part B: Forces and Motion
Topic 17: Welcome to the Jungle Part 2	Adaptations
Topic 18: Snap, Crackle + Pop Part 2	Part A: Energy Changes in Reactions Part B: Rate of Reaction
Topic 19: Power Up Part 2	The National Grid and Electricity Generation
Topic 20: Life Part 2	Evolution



# Mrs Buckley

## Curriculum Leader for

# Languages



## Y9: French & Spanish

## KS4: French AND/OR

## Spanish



# Six themes



1. My personal world
2. Lifestyle and wellbeing
3. My neighbourhood
4. Media and technology
5. Studying and my future
6. Travel and tourism

*New specification:  
Edexcel GCSE  
French & Spanish  
2024*

# Six themes



1. My personal world
2. Lifestyle and wellbeing
3. My neighbourhood
4. Media and technology
5. Studying and my future
6. Travel and tourism

*New specification:  
Edexcel GCSE  
French & Spanish  
2024*

# Four skills



## *Four exams in Y11*

Listening	Speaking	Reading	Writing
25%	25%	25%	25%

**Foundation: 1-5**

**Higher: 4-9**

# Four skills



## *Four exams in Y11*

<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>
<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

**Take place during public exam period**

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# Four skills



## *Four exams in Y11*

Listening	Speaking	Reading	Writing
25%	25%	25%	25%

**Takes place during 2 weeks after Easter**

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# Y9 Assessments



<b>When?</b>	<b>What?</b>	<b>Why?</b>
Oct '23	<b>Grammar &amp; Translation practice</b>	- Review of recent <u>grammar</u> ; <u>translation</u> into French/Spanish (GCSE skills)
Dec '23	<b>Speaking assessment</b> - module 1	- Develop confidence in <u>role play</u> task; <u>reading aloud</u>
Apr '24	<b>Read &amp; Listening</b> - modules 1&2	- Develop exam strategies; <u>transcription</u>
End of Yr9 exams	<b>Speaking</b> - modules 1&2 <b>Writing</b> - modules 1&2	- Check progress, receive feedback and set targets for improvement

**Grammar boot-camp in French/Spanish**  
**Summer half-term 2**



# Three tenses!



## Present

**je vais**

**voy**

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# Three tenses!



## Present

**je vais**

**voy**

## Future

**je vais aller**

**voy a ir**

# Three tenses!



## Past

**je suis allée**

**fui**

## Present

**je vais**

**voy**

## Future

**je vais aller**

**voy a ir**

## Ebooks on Active Learn



## French/Spanish websites





## Mrs Jarvis

## Assistant Headteacher

## Personal Development

# Pupil Premium

\*coffee morning Friday 29th September



## PUPIL PREMIUM PROVISION 2023

**I**ndividuality - Breaking down challenges by understanding each child as an individual

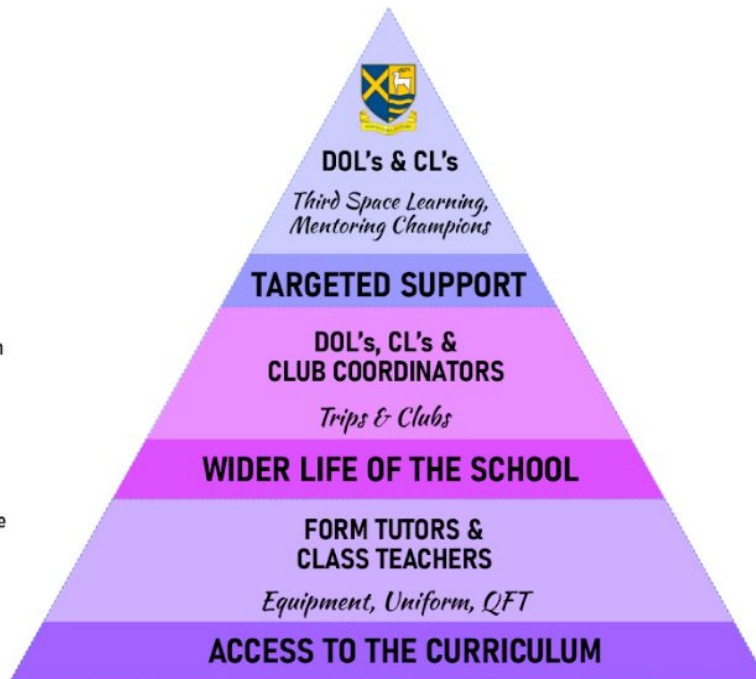
**N**urture - Supporting the emotional and educational needs of the child

**V**alue - Making every child feel valued so they in turn value their school community

**E**nrichment - Ensuring every child can access the enrichment that the school provides

**S**uccess - Close the attainment gap; all children have the tools to succeed

**T**rust - Building trust between pupils, teachers and parents



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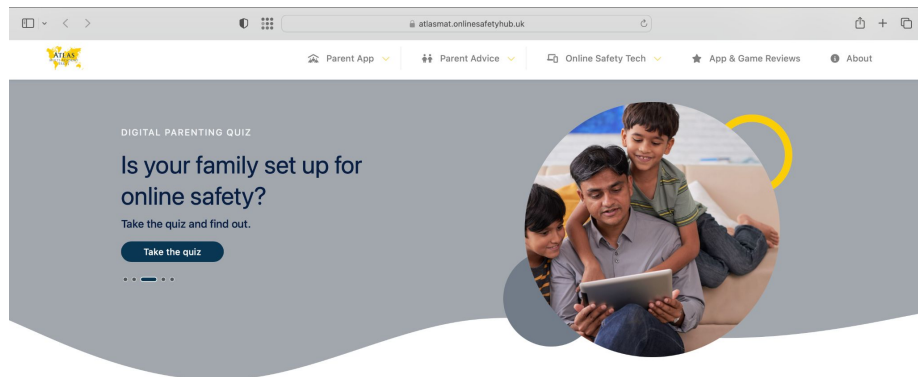
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**PUPIL  
PREMIUM**

# Online Safety Hub and Qustodio <https://atlasmat.onlinesafetyhub.uk/>



**\*Smoothwall online parent workshop on Monday 30th October between 6-7pm and you will receive further information with a link to the workshop in due course.**

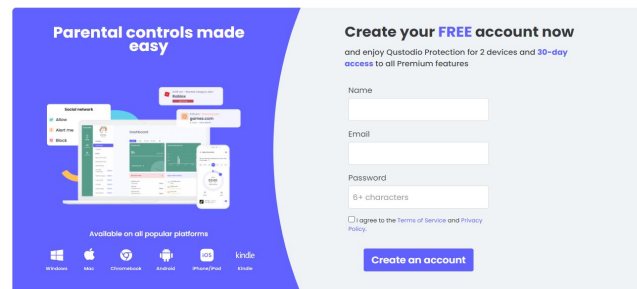


**Your family, your school and online safety**

Supporting every child's digital journey with expert advice. Children today are growing up in an increasingly online world and it's essential that we are doing all that we can to

Qustodio

Exclusive offer for your school community: free Qustodio protection for 2 devices and 30-day access to all Premium features!



**All the tools you need to keep your kids' screen time safe and balanced on every device**

**Support Trust Ambition Generosity Success**  
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# Anti-Bullying Student Charter



## How to report bullying incidents at STAGS:

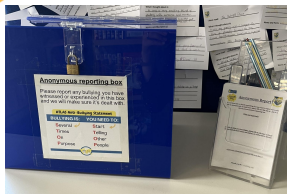
- Report what has happened to an adult in school who you feel safe talking to
- Tell your Anti-Bullying Captain so they can report it straight away to an adult at school
- Email [anti-bullying@stags.herts.sch.uk](mailto:anti-bullying@stags.herts.sch.uk) to tell them what is happening
- Speak to your Form Tutor, Director of Learning, Head of Key Stage or anyone in Student Support

### ATLAS Anti-Bullying Statement

#### BULLYING IS: YOU NEED TO:

Several  
Times  
On  
Purpose

Start  
Telling  
Other  
People



## How bullying is dealt with at STAGS:

- We care about how you feel and your safety at school so a member of the pastoral team will talk with them to find out more information
- Following an investigation, a decision will be taken by the pastoral team as to whether the behaviour is unkind behaviour or bullying
- Depending on the outcome, the following will take place:
  - Support for the victim
    - Clear communication
    - Active listening
    - Empathy
    - Availability of staff
  - Appropriate consequences issued
  - Restorative justice
  - The incident will be logged in school
  - Involvement of external agencies and the police as appropriate
  - A follow up check-in a couple of weeks later with the DOL



# PSHE/RSE at KS3

\*online RSE parent workshop led by Brook Learn on Tuesday 7th November



Year	Relationship Education	Sex Education	Health Education
7	<ul style="list-style-type: none"> <li>• Rights and responsibilities</li> <li>• Social interactions</li> <li>• Resilience Programme- developing self-esteem</li> <li>• Anti-Bullying</li> <li>• Online Safety including cyber-bullying</li> <li>• Discrimination and protected characteristics</li> </ul>	N/A	<ul style="list-style-type: none"> <li>• Resilience Programme - mental health</li> <li>• Puberty</li> <li>• Menstruation</li> <li>• Personal Hygiene</li> <li>• Healthy Lifestyles (Drugs and Alcohol)</li> <li>• FGM (Female Genital Mutilation)</li> </ul>
8	<ul style="list-style-type: none"> <li>• Online Safety and Social Media</li> <li>• Government and Democracy</li> <li>• Personal Safety</li> <li>• Healthy Relationships                             <ul style="list-style-type: none"> <li>○ Coercive relationships</li> <li>○ Developing positive, healthy relationships</li> <li>○ LGBTQ+, gender identity</li> </ul> </li> <li>• Britishness</li> <li>• Multicultural Britain</li> <li>• Discrimination</li> </ul>	N/A	<ul style="list-style-type: none"> <li>• Dove Self Esteem</li> <li>• Healthy Lifestyles (Drugs and Alcohol)</li> <li>• Healthy Relationships                             <ul style="list-style-type: none"> <li>○ Effective reproduction</li> <li>○ Fertility</li> <li>○ Conception</li> </ul> </li> </ul>
9	<ul style="list-style-type: none"> <li>• Healthy and unhealthy relationships</li> <li>• Child Sexual Exploitation (CSE) and grooming</li> <li>• Respectful behaviours, Consent and Control</li> </ul>	<ul style="list-style-type: none"> <li>• Using contraception including how to use a male condom, female condom, and dental dam</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy Lifestyles (Drugs and Alcohol)</li> <li>• Making resilient decisions</li> <li>• Safer Sex including Sexually Transmitted Infections</li> <li>• FGM revisited</li> <li>• Good Sexual health</li> <li>• Mental Health and healthy coping strategies</li> </ul>

# PSHE/RSE Curriculum KS4 and KS5



Year	Relationship Education	Sex Education	Health Education
10	<ul style="list-style-type: none"> <li>My money- impact of debt</li> <li>The role of consent and readiness in intimacy</li> <li>Domestic abuse</li> <li>Radicalisation/extremism</li> <li>Gang and knife crime</li> </ul>	<ul style="list-style-type: none"> <li>Revisiting of contraception including how to use a male condom, female condom, and dental dam</li> </ul>	<ul style="list-style-type: none"> <li>Resilience and Mental Health</li> <li>Exam stress and healthy coping strategies</li> </ul>
11	<ul style="list-style-type: none"> <li>Impact of Teen Pregnancy</li> <li>Parental skills</li> <li>Negative impacts of pornography on relationships</li> <li>Unplanned pregnancy</li> <li>Termination</li> </ul>	N/A	<ul style="list-style-type: none"> <li>Self-Esteem</li> <li>Personal well-being drugs education</li> <li>Prevention of STIs and how to access treatment</li> <li>Emotional Health</li> <li>Stress, Anxiety, Depression</li> <li>Mindfulness</li> </ul>
<b>Step Up Programme</b>	Topics/activities include: Public speakers, Post 18 options, statutory REP, mental health, personal safety, study skills		

# Key Personal Development Dates



- Pupil Premium coffee morning **Friday 29 September**
- Smoothwall online parent workshop on **Monday 30 October between 6-7pm**
- Online Relationship Sex Education (RSE) parent workshop led by Brook Learn on **Tuesday 7 November 6-7.30pm**



## Q&A

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