

‘HOW TO SUPPORT YOUR CHILD IN YEAR 9’

WELCOME TO OUR PARENT & CARER INFORMATION EVENING

MR CAMPBELL

PRINCIPAL

MR MERRIFIELD

DIRECTOR OF KS4

PURPOSE OF THE EVENING AND INTRODUCTIONS



QUESTIONS DURING THE EVENING



OVERVIEW OF SUPPORT

Elsbeth Dowling
Director of Key Stage Three

Nigel Holmes
Assistant Headteacher
Director of Student Progress

Louise Sayers
Head of Year Nine
Supported by
Karen Richardson and Sarah Clark Year Managers

12 Form Tutors

TaLLs
Teachers and Leaders of Learning

Subject teachers

ADDITIONAL SUPPORT

SENCO and SEND team

Mrs Munro

Well being centre

School Counsellor

Team of HLTA's

NUFC community foundation

Extra Curricular activities

Literacy and Numeracy Support

MRS SAYERS

HEAD OF YEAR 9

SUCCESSFUL STUDENTS

- Have a high level of attendance (in non-Covid times)
- Have a good subject knowledge
- Have worked hard over an extended period of time
- Follow their teachers' and parents' advice
- Are well prepared
- Are well organised
- Are well rested
- Are confident and relaxed
- Take the process seriously
- Try hard, never give up
- Show perseverance after tough papers
- Use their time productively

LESS SUCCESSFUL STUDENTS

- Have lower levels of attendance
- Know little about the subject they are studying
- Do their own thing
- Do not prepare or revise
- Are disorganised with their timetable and preparation
- Are burned out
- Have wound themselves up and “stressed out”
- Think that mocks or practices are unimportant (they will wait for the “real thing”)
- Give up after one tough exam
- They waste time

SUCCESSFUL STUDY AND REVISION IN YEAR 9



INFORMATION THAT WE WILL PROVIDE YOU WITH OVER THE COURSE OF THE YEAR



- Examples of revision and study techniques that may work for your child – together you will know which are effective (for Year 9 mocks and assessments).
- Your child's grade cards and underpinning performance grades. Mr Holmes will talk more about this.

A thin, light blue vertical line is positioned to the left of the text.

SUPPORTING WELLBEING & ONLINE SAFETY

Where do you go if you're worried?



KEEPING KIDS SAFE ONLINE RIGHT NOW

**TOP
TIPS**

1. SET UP PARENTAL CONTROLS

Check your settings are up to date and controls are applied on all devices and apps.

2. SUPERVISE ONLINE ACTIVITIES

Ensure online activities are supervised by an adult and in a public space in the house. E.G - Living/Dining Room.

3. SET CLEAR EXPECTATIONS

Talk about expectations for behaviour online, including how and when devices will be used.

4. TALK ABOUT IT

With the schools closed, online activities will increase. Let your children and young people know they can talk to you about anything that happens online.



5. GO ONLINE TOGETHER

See if you can share online experiences by joining in with their favourite app/game.



[Home](#) / [About the Academy](#) / [Other Information](#) / [Online Safety](#)

Online Safety

In response to the Parent Online Safety Survey the following information has been signposted to help Parents with Online Safety.

What are the Risks and Dangers of being Online? A General overview of Online Safety and a list of some of the main Risks and Dangers

Discussing the Safe use of the internet:

The NSPCC have produced the following guide which can be found [here](#) - How to start the conversation with your child about staying safe online, and what to do if you're worried about online safety.

Parental Controls:

Do you know how to set up Parental Controls set up by your internet provider? The 4 big internet providers in the UK – [BT](#), [Sky](#), [TalkTalk](#) and [Virgin Media](#) - provide their customers with free parental controls which can be activated at any time. The UK Safer Internet Centre shows how you can help prevent age inappropriate content being accessed online on computers in your home, which can be found [here](#).

The NSPCC have also produced an excellent [guide](#).

[Social Networks/Media](#)

10 WAYS PARENTS CAN SUPPORT THEIR CHILDREN TO BUILD POSITIVE MENTAL HEALTH HABITS



01
Encourage your child to openly talk about their feelings and thoughts



02
When your child is worrying help them to effectively problem solve



03
Support them to connect and build positive relationships with others



04
Encourage them to look after their physical health (Sleep, food, exercise)



05
Help them to stay focused on the present moment using mindfulness



06
Highlight the importance of looking after both physical and mental health



07
Be a mental health role model. Demonstrate positive behaviours



08
Praise, encourage, motivate and regular support your child to build their self esteem



09
Work together to learn some coping skills such as deep breathing



10
As your child grows up encourage and support autonomy

MENTAL HEALTH SUPPORT IN SCHOOL

Student's tutor

Year Teams

School Counsellor referral

Wellbeing referral

School Health referral

SENDCo support

Support strategies covered in Citizenship / PD lessons.

MR HOLMES

**DIRECTOR OF STUDENT
PROGRESS**

TIMELINE FOR YEAR 9



TIMELINE FOR PARENTS

Preparation for GCSE & vocational courses in Years 10 & 11.
Grade cards, Options evening & Parents' Evenings.

- Year 9 Assessment week 1 week beginning 27.09.21.
- Year 9 Grade card 1 issued week beginning 18.10.21.
- Year 9 mock preparation week week beginning Monday 15.10.21
- Year 9 mocks week week beginning 6.12.21.
- Year 9 mocks results afternoon and grade card issued Monday 5.01.21
- Year 9 Options Evening Wednesday 2.02.22
- Year 9 Parents' Evening (via SchoolCloud) Wednesday 9.02.22
- Year 9 Assessment week 2 week beginning 28.04.22.
- Year 9 Grade card 2 issued week beginning 2.05.22.

TIMELINE FOR STUDENTS

Wherever possible will issue revision and study lists in advance of the mocks and assessment week so that students and parent/carers know what is needed to revise.

After each grade card students conduct a review of their progress and underpinning performance (effort) grades.



TIMELINE FOR STUDENTS

Year 9 Options Evening and Year 9 Parents' Evening.

To support and prepare students to make the most appropriate choices of those offered to them before embarking upon their GCSE and Btec courses in Years 10 & 11.



CAREERS, PROGRESSION AND EMPLOYABILITY SKILLS

From Year 7 to Year 11 and beyond



Top 10 employability skills

KEY

HOW YOU WORK

HOW YOU WORK WITH OTHERS

HOW YOU THINK

SHOW ALL

1

USING INITIATIVE AND BEING SELF-MOTIVATED

- follow instructions, making sure you do not always have to be told what to do and when
- put forward your own ideas
- see something through to the end, and not be put off by setbacks

HOW I CAN DEVELOP THESE SKILLS:

- finish work without being asked
- work without help – but know when to ask for it
- suggest new ideas

2

ORGANISATIONAL SKILLS

- plan your work to meet deadlines and targets
- organise your own time and coordinate with others
- monitor and adjust the progress of your work to stay on track

HOW I CAN DEVELOP THESE SKILLS:

- help organise an event or project
- plan your revision timetable
- calmly change plans if you run out of time, or something unexpected happens

4

ABILITY TO LEARN AND ADAPT

- learn new things
- learn from successes and failures
- adapt and do things better

HOW I CAN DEVELOP THESE SKILLS:

- think how to make your work even better
- put yourself forward when there are chances to learn new skills
- share your ideas and use feedback to improve your work

3

WORKING UNDER PRESSURE AND TO DEADLINES

- meet deadlines and targets
- handle the pressure that comes with meeting deadlines and targets
- ensure that you are seen as a reliable person

HOW I CAN DEVELOP THESE SKILLS:

- finish work before the deadline, using that time to check and improve it
- plan and make the most of available time
- prioritise your commitments inside and outside school or college

5

COMMUNICATION AND INTERPERSONAL SKILLS

- explain and present what you mean clearly, whether written or verbal
- do your best to understand others

HOW I CAN DEVELOP THESE SKILLS:

- do a presentation or speak with an audience
- take part in debates
- give instructions to others

8

VALUING DIVERSITY AND DIFFERENCE

- respect others
- value the skills and experience that different people have
- show consideration for the needs of different people

HOW I CAN DEVELOP THESE SKILLS:

- work with people who have different skills
- make sure everyone is involved in conversations and activities

6

TEAMWORK

- understand how you and others work best together
- get things done when working with people with different skills, backgrounds and personalities

HOW I CAN DEVELOP THESE SKILLS:

- plan ahead when working with others
- take account of how your team are feeling when you work together

9

PROBLEM SOLVING SKILLS

- identify key issues in a problem
- use your knowledge and experience when tackling problems
- develop and test possible solutions

HOW I CAN DEVELOP THESE SKILLS:

- design objects and materials in design and technology
- plan a STEM Club project
- analyse results in maths or science
- evaluate evidence in science or humanities

7

NEGOTIATION SKILLS

- think about what you and others want and need
- 'give and take' fairly when working with others

HOW I CAN DEVELOP THESE SKILLS:

- look for ideas that benefit others as well as yourself
- carry out a school/college enterprise or STEM project that involves agreeing prices
- ask a favour of someone, supported by offering something in return



STEM
LEARNING

GRADE CARDS & FULL SCHOOL REPORTS

Information for Parents.

Grade cards list your child's end of year target and their end of year progress assessment (what the teacher thinks that your child will achieve by the end of the academic year based upon current performance).

The next slide is an example of the full school report which also includes next step targets (learning targets based upon the level that your child is currently working at to support further improvement).

Attendance report date range from September 2020 to report published date							
Authorised absences		Un-authorised absences		Percentage of Attendance			
5		0		98.2			
Current Teacher	Subject	End of Year Target (EOY)		Underpinning Performance Data			
		End of Year Progress Assessment (EOY PA)		Effort	Homework	Participation	Behaviour
	English Language	3	3+	5	5	5	5
	<ul style="list-style-type: none"> Revise key terminology and language devices. Ask your teacher for a list of these if you don't already have one. Practise using a thesaurus to build a word bank in your book for use when writing creatively. Practise using correct homophones in your writing. Ask your teacher for guidance. Practise using a wider variety of punctuation including commas, exclamation marks, semi-colons and colons. 						
	Mathematics	4	3	4	5	5	4
	<ul style="list-style-type: none"> Make sure you show all of your working out. Don't leave questions blank. Try to write down as much working as possible. Work through your revision checklist and identify which topics you are still unsure with. Use Corbett Maths to support you with this at home. Make sure you can confidently convert between fractions decimals and percentages. 						
	Science	3	3	4	4	5	4
	<ul style="list-style-type: none"> Continue to participate in class by answering or asking a question in order to clarify understanding as often as possible. Listen to all staff instructions and follow their guidance and advice, it is given for your benefit. Access BBC Bitesize and complete the mini end of topic quizzes to ensure you extend and retain your current knowledge. 						
	Art	2	2	4	4	4	4

Attendance should be 96% or higher. Attendance lower than this can affect your performance.

Your performance grades. Grade 5 is the best. Any grade at 3 or below could risk affecting your progress.

Your subject next step targets

What your teachers think you will achieve by the end of Year 9 based upon your current performance.

Your target based upon information such as your KS2 SATS

UNDERPINNING PERFORMANCE GRADES ON GRADE CARDS

Information for Parents.

Your child will be assigned a numbered grade in each of the following key performance areas. Your child's teacher has used the criteria listed below. (5 being the strongest).

We expect all of our students to be aiming to achieve a grade 4 or 5 in each area. Grades lower than 4 in any of the areas could lead to underachievement unless it addressed by the student promptly.

EFFORT

Effort (This includes class tasks and presentation of work)

5. Excellent (Exceptional effort; Completing work above and beyond).
4. Good (Doing all that is expected and doing it well).
3. Requires improvement (Improvement needed; Rushed and unfinished work).
2. Poor (Bare minimum; Cause for concern).
1. Very poor (Not even the bare minimum; Significant cause for concern).
0. Unable to comment; the student has attended fewer than 3 lessons this half term.

HOMework

Meeting Homework Deadlines (Including the quality of the work submitted or the quality of revision completed if appropriate)

5. Meets deadlines on time and the work is always of a very high quality.
4. Meets deadlines on time but the quality could occasionally be improved.
3. Occasionally meets deadlines late; has missed 1 or 2 homework deadlines and/or the quality of work often needs to be improved.
2. Frequently meets deadlines late; has missed 3 or more homework deadlines and/or the quality of the work is usually to an unsatisfactory standard.
1. Always meets deadlines late and/or work is always completed to an unsatisfactory standard
0. Unable to comment; the student has attended fewer than 3 lessons this half term.

CLASS PARTICIPATION

Class Participation

5. Always makes a valid contribution in class (A key player in class discussion).
4. Usually makes a valid contribution in class (Contributes to class discussion).
3. Occasionally contributes in class with encouragement.
2. Generally passive in class but is attentive to the teacher.
1. Generally passive in class and can be disengaged or inattentive.
0. Unable to comment; the student has attended fewer than 3 lessons this half term.

BEHAVIOUR

Behaviour

5. Excellent (Never requires a verbal warning).
4. Good (Rarely needs a verbal warning, generally focused, never receives a comment for behaviour).
3. Requires improvement (Occasionally requires a verbal warning, sometimes receives a comment for behaviour).
2. Poor (Frequent verbal warnings and/or often receives a comment for behaviour).
1. Very poor (Incurs repeated comments or has required removal from the classroom).
0. Unable to comment; the student has attended fewer than 3 lessons this half term.

AN EXAMPLE OF UNDERPINNING G PERFORMANCE E GRADES ON A GRADE CARD

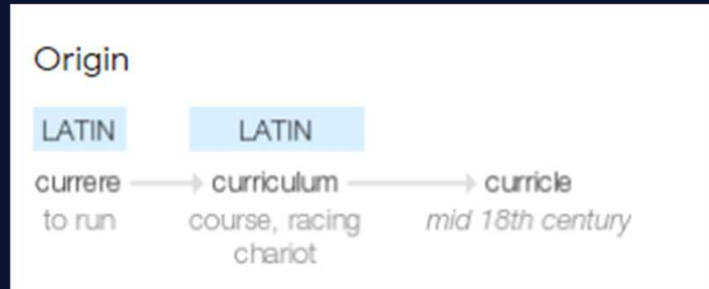
Subject	Underpinning performance data			
	Effort	Homework	Participation	Behaviour
English Language	5	5	5	5
Maths	5	5	5	5
Science	5	5	5	5
Art	5	4	4	5
Computing	5	4	5	5
Design Technology	5	5	5	5
Food Technology	5	5	5	5
French	5	5	5	5
Geography	5	5	5	5
History	5	5	5	5
Mandarin	5	5	5	5
Music	5	5	5	5
PE	5		5	5
Performing Arts	5	N/A	5	5
RE	4	4	4	5
Citizenship	5	5	5	5

MR FARADAY

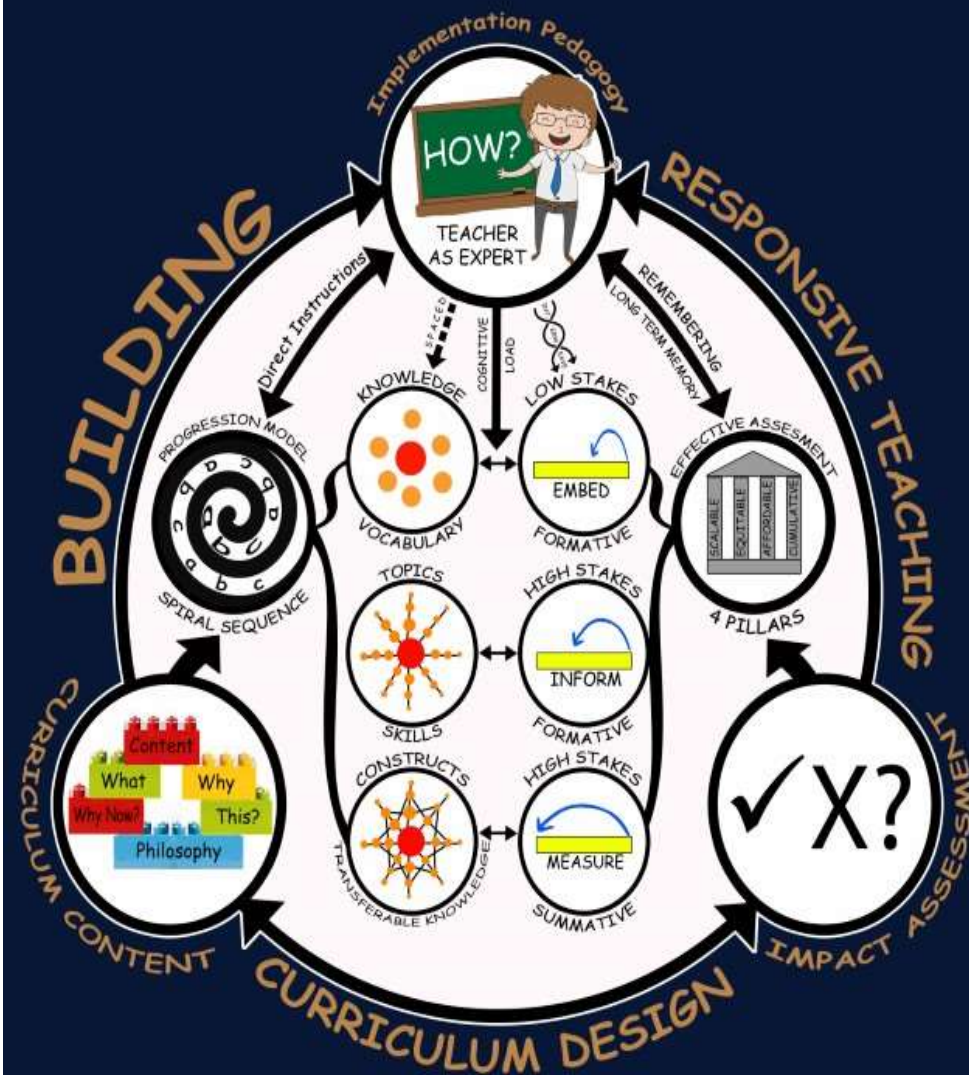
**DIRECTOR OF TEACHING
& LEARNING**

CURRICULUM @JPA

CURRICULUM LITERALLY
MEANS “EVERYTHING THAT
GOES INTO RUNNING OUR
SCHOOL”:



OUR CURRICULUM @JPA



Cognitive Load

4/5 items for short term memory

Learn **KNOWLEDGE GOALS** and **KEY VOCABULARY** to allow the development of subject skills.



LOOKING →

forward to how the learning builds

LADDERING ↑

tasks for success in lessons

→ LINKING

to last lesson/week/ topic or year

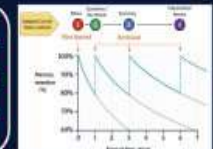
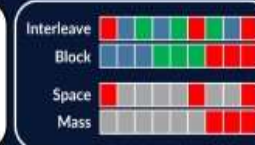
Spaced - revisit and revise topics regularly
Interleaved - mix up the topics

Formative assessment
learn from mistakes

Transfer knowledge from short to long term memory (schema)

Spiral curriculum
build on knowledge and skills at least each year

Low stakes testing - lots of short tests and quizzes to help retrieve knowledge



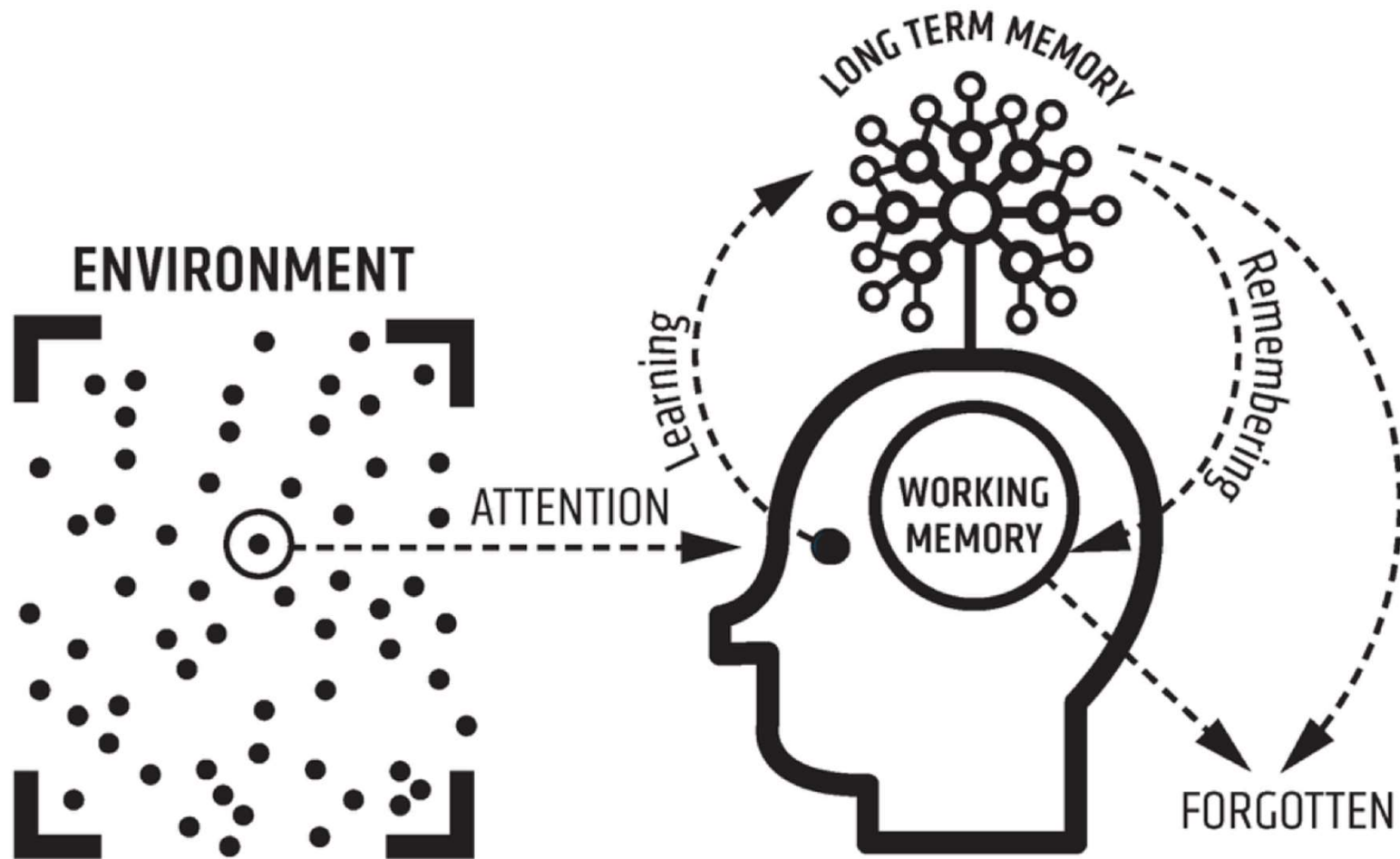
Build knowledge and skills in small steps through teacher guidance and retrieval.



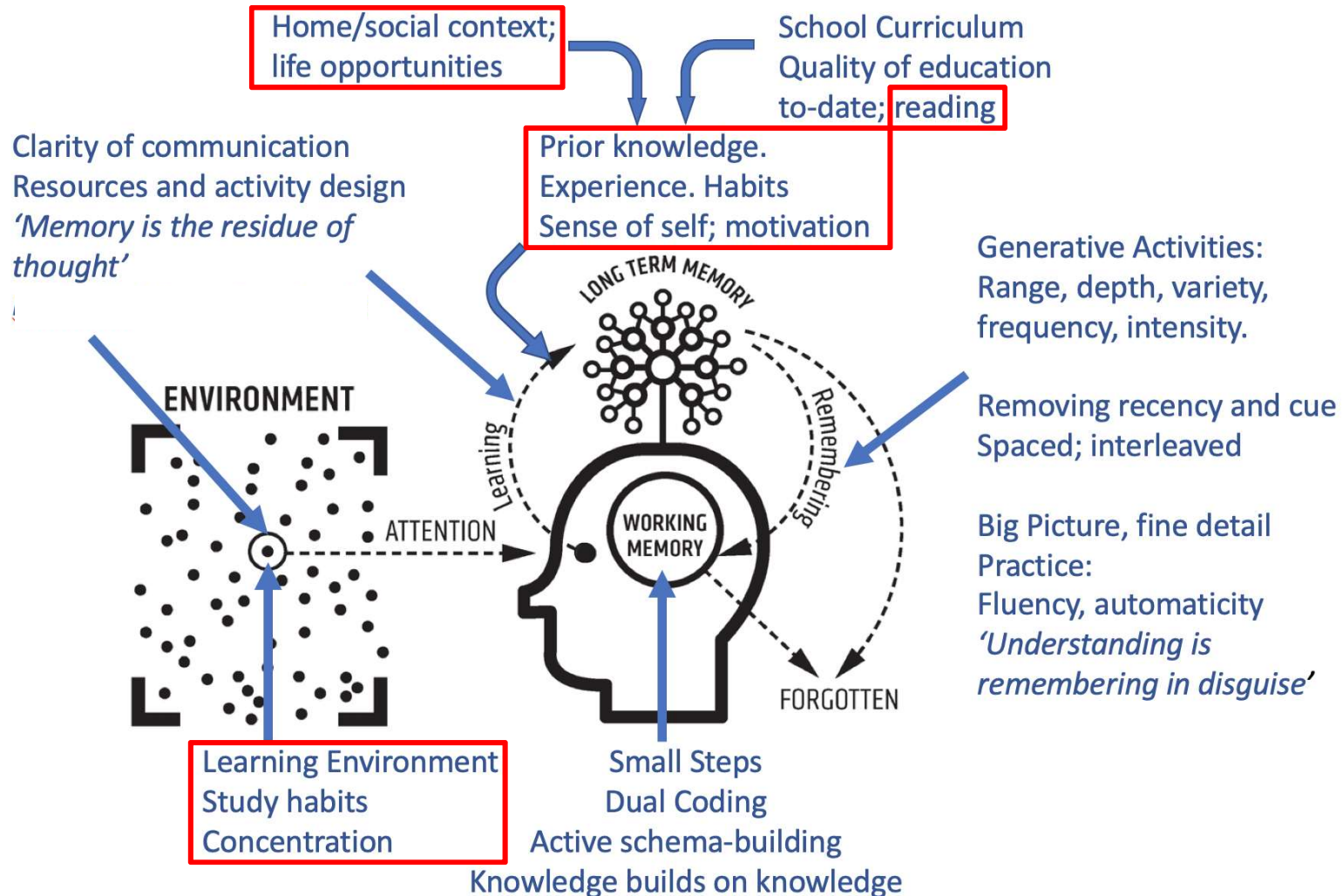
Use knowledge and skills for problem solving and analysis; work independently.



PUT SIMPLY WHAT WE ARE TRYING TO ACHIEVE IS THIS!



HOWEVER, IT'S A LITTLE MORE COMPLICATED THAN THAT!!



HOW CAN PARENTS SUPPORT OUR CURRICULUM

Apart from giving them a quiet, distraction free (ideally no phones!!) place to work:

1. Try and know what we are doing when
2. Ask lots of questions about the knowledge they are learning not just what they are doing
3. Ask them about their homework and check it
4. Encourage reading. Read with them, at them or just listen to them read.
5. Broaden their cultural horizons

MR MERRIFIELD

DIRECTOR OF KS4

THANK YOU FOR LISTENING

*QUESTIONS FROM THE CHAT
FUNCTION DURING THE EVENING*

