

# Year 9 Parents' Information Evening

11<sup>th</sup> September 2019

Supporting your child's study



Jon Reeves  
Deputy Headteacher

Ross Fenwick  
Head of Year 9

# Key people for support

- Mr Fenwick, Head of Year 9
- Form tutors
- Mr Farrant, Assistant Head of Year 9
- Mr Reeves, Deputy Headteacher (Year 9 link)

# The parent/school relationship

- Regular contact
- Mutual support
- Reinforcing school expectations at home
- Checking reports

# My vision for year 9

- Shared sense of success
- Resilience
- Ambition
- respect



# Mr Fenwick, Head of Year 9

- Attendance
- Behavioural support
- Progress monitoring and intervention
- Pastoral support

# Same as before – Equipment & Attendance

**Basics:** Pens, pencils, rubber, ruler, protractor, **calculator**

**Attendance:**

It's better to be in even when not fully fit.

“pupils with **no absence** are **2.8 times more likely** to achieve 5+ GCSEs A\*-C including English and mathematics **than pupils missing 15-20%** of KS4 lessons.” (DfE February 2015)



# Same as before - Conduct in lessons

- Be on time
- Be an active learner
- Avoid disruptions
- Come equipped
- Maximum effort

If all other students do this it benefits your child as well.



# Same/new - Rewards

- House points
- Rewards shop

Everyone enjoys their effort being acknowledged.

Attendance awards for tutor groups.

# Detention System



C1

1. Warning given.
2. Student is moved seats.
3. **Detention takes place at break or lunch time that day and with subject teacher.**
4. Consequence is logged on SIMS (parents notified via email)



C2

1. Student is 'parked' in an alternative class.
2. Subject teacher logs consequence on SIMS and phones home the same day.
3. **Middle Leaders detention takes place the following day until 3.30pm in detention room.**
4. **All P.5 teachers take students with a Middle Leaders detention take students to the detention room at the end of the lesson.**



C3

1. Any student internally excluded will have an extended school day until 3.50pm in BASE.

## Behaviour Stages

### STAGE 1 (Yellow)

Place on Stage 1 Report after discussion between HOY and tutor – student is placed on Stage 1 of the Behaviour Register.

1. Interview of student by HOY/HOH making concerns and expectations clear – set three targets. All staff to be informed by tutor via e-mail that the student is on Stage 1 Report and of the targets that have been set for the student.
2. Inform parent – standard letter.
3. Student placed on Stage 1 Report with targets for two weeks. HOY/HOH to be kept informed of progress weekly. Sanctions for not achieving targets to be put in place the following day after morning check.
4. **Either** agree removal from Stage 1 Report with HOY/HOH after successful completion of the monitoring period and send letter home – student removed from behaviour register.

**Or** move to Stage 2 with HOY/HOH.

## STAGE 2 (Amber)

Place on Stage 2 Report – student is placed on Stage 2 of the Behaviour Register.

1. HOY/HOH interviews the student making concerns and expectations clear. The same three targets are set. All staff to be informed by HOY/HOH via e-mail that the student is on Stage 2 Report and the targets that have been set for the student.
2. Inform parent – standard letter.
3. Student placed on Stage 2 report for two weeks. Sanctions for not achieving targets to be put in place the following day after morning check.
4. **Either** agree move from Stage 2 to Stage 1 with the tutor for 1 week after successful completion of the monitoring period and send letter home to this effect– record change on the Behaviour Register. Student continues with the same targets with the tutor. If successful the student is taken off report after the week.

**Or** move to Stage 3 with SLT.

## STAGE 1 (Red)

Place on Stage 3 Report – student is placed on Stage 3 of the Behaviour Register.

1. Parents and student to be seen by SLT and HOY/HOH after student is placed on Stage 3. Expectations made clear to student in front of parents. Three targets set. All staff to be informed by SLT via e-mail that the student is on Stage 3 Report and the targets that have been set for the student.
2. Following the meeting a letter sent to parents giving details of expectations and including a statement that failure to improve will lead to fixed term exclusions. Signed by SLT.
3. Sanctions for not achieving targets to be put in place the following day after morning check.
4. ***Either*** agree move from Stage 3 to Stage 2 Report for 2 weeks with HOY/HOH and send letter home –Behaviour Register amended. Student continues with the same targets with the HOY/HOH. If successful the student is placed on Stage 1 report with the tutor for 1 week and the Behaviour Register is amended.

***Or*** placed on an **Individual Support Plan (ISP)**

# New this year – Punctuality push

Warning bell

**8.27:** Reminder to start

There are detentions on a Friday after school, but we are doing everything we can to prevent needing them.

**8.30:** You must be in your

Friday after school, but we are doing everything we can to prevent needing them.

**8.50:** Leave your tutor

can to prevent needing them.

5 min transfer

**8.55:** You must be in P.1.

**9.50:** You should start to walk to P.2.

5 min transfer

**9.55:** You must be in your lesson.

**10.50:** Break time

Warning bell

**11.07:** Reminder to start walking to P.3.

**11.10:** You must be in your lesson.

**12.10:** You should start to walk to P.4.

5 min transfer

**12.15:** You must be in your lesson.

**1.10:** Lunch

Warning bell

**1.47:** Reminder to start walking to P.5.

**1.50:** You must be in your lesson.

# What I am aiming for...

- Students to begin transition from being KS3 students to KS4 students.
- Mutual support – staff and students
- Mutual support – students and students
- Mutual support – school and home

Year 9 is a hugely important year in which students develop skills and make choices which shape the future of their education.



**Oldfield School Key Stage 4 Options**

<b>Core Curriculum</b>	English Language*, English Literature*, Mathematics*, Science*, PE, PSHE, Work Experience
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Option		
A & B	French* Geography* History* Spanish*	Choose TWO: A: ..... B: .....
C & D	Free choice of two from: Art & Design: Fine Art Business Studies Child Development Computer Science* Creative iMedia Dance Drama Food Preparation and Nutrition French* Geography* Design & Technology: Graphics History* Media Studies Music Art & Design: Photography Physical Education Design & Technology: Product Design Religious Studies Sociology Spanish* Sports Studies Design & Technology: Textiles	Choose TWO: C: ..... D: ..... Choose TWO reserve options: Reserve: i)..... ii).....



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## Core Curriculum

English Language & Literature (2 GCSEs)

Maths

Science Combined Science (2 GCSEs) or Triple Science (3 GCSEs)

Both routes for science include biology, chemistry and physics.

Both allow progression to A levels in Biology, Chemistry and Physics.

The route followed will depend on assessments taken throughout year 9.

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P.S.H.E.

P.E.

Work Experience

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### Options A & B

2 from:

- French
- Geography
- History
- Spanish

Any two may be chosen, including French and Spanish, or Geography and History.

The aim is to provide a broad curriculum.

Ideally this would include at least one modern foreign language and one of the humanities subjects.

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### Options C & D

2 from:

- Fine Art
- Business Studies
- Child Development
- Computer Science
- Creative iMedia
- Dance
- Drama
- Food Preparation and Nutrition
- French
- Geography
- Graphics
- History
- Media Studies
- Music
- Photography
- PE
- Product Design
- Religious Studies
- Sociology
- Spanish
- Sports Studies
- Textiles

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### Options C & D

2 from:

Fine Art

Business Studies

**Child Development** Cambridge National Certificate

Computer Science

**Creative iMedia** Cambridge National Certificate

Dance

Drama

Food Preparation and Nutrition

French

Geography

Graphics

History

Media Studies

Music

Photography

PE

Product Design

Religious Studies

Sociology

Spanish

**Sports Studies** Cambridge National Certificate

Textiles

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## Options C & D

2 from:

All option subjects.

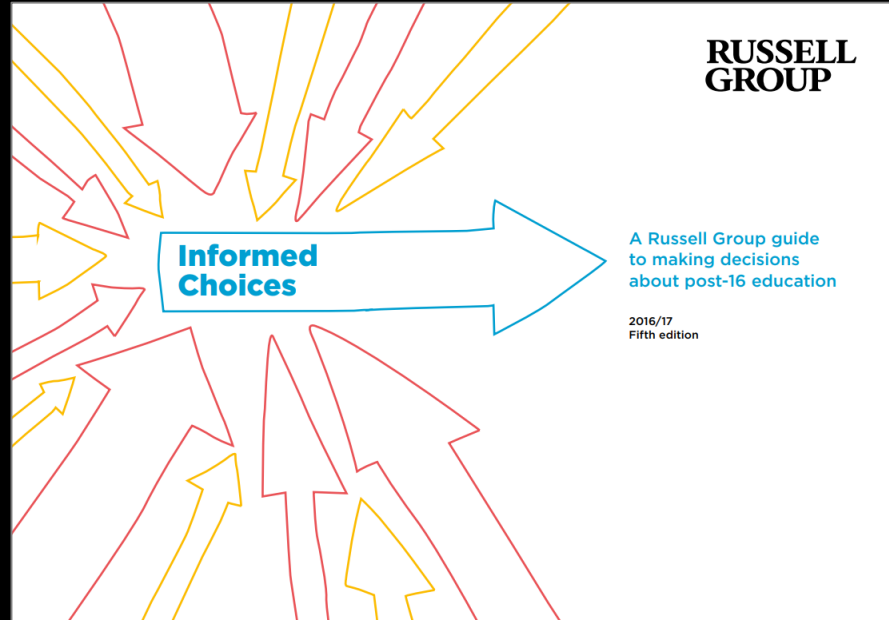
French, Spanish, Geography or History may be chosen here if they have not been chosen for option A or B.

Two reserve options:

- once all of the forms have been returned we will consider the timetable for next year;
- we will seek to offer as many students as possible their first choice subjects;
- where staffing does not allow enough groups in a subject to be timetabled, some students will need to follow reserve subjects.

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[www.informedchoices.ac.uk](http://www.informedchoices.ac.uk)

2019-20 Term 3&4	XMAS	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21		Week 22	Week 23	Week 24
Timetable week		2	1	2	1	2	1	0	2	1	2
Week beginning	30 Dec	06 Jan	13 Jan	20 Jan	27 Jan	03 Feb	10 Feb	17 Feb	24 Feb	02 Mar	09 Mar
Y9 Options					Y9 AP1 Resent	Y9 Options Evening		Y9 Parents' Evening			

## Other resources



<https://successatschool.org/>

Aims to help young people make informed decisions about their future.

<https://icould.com/buzz-embed/>

- In under five minutes, discover:
- your strengths and what makes you tick



**Which?** University

<https://university.which.co.uk/advice/gcse-choices-university/how-important-are-my-gcse-grades>

Find out how GCSEs affect your future choices and studies, and what to do if they don't go to plan

<https://careerpilot.org.uk/>

Plan your study & work Your choices at 14, 16 and 18, routes to different qualifications and **job** sectors. **Career** tools to help you decide.

**Careerpilot**



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