

# **Year 9 Live Event**

**Miss Joyce**

**Assistant Principal**

**Y9 Raising Standards Leader**



# Year 9

- Progress, Assessment and the Parent Pledge
- Pastoral Care and Well being
- Uniform, behaviour and attendance
- Education with Character



**Our shared values:**

**Hard work** – *What we do*

*We achieve greatness by working hard*

**Integrity** – *What we have*

*We do the right thing because it is who we are*

**Excellence** – *What we achieve*

*We will be better today than we were yesterday*



# Role of the Raising Standards Leader

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- **Support the academic progress of all Y9 students.**
- Mentoring.
- Attendance support.
- Quality Assurance of lessons.
- Analysing Y9 data with KS3 RSL lead.
- Communication with all stakeholders; including students and parents.
- Third weekly assembly with Y9 students to support with their academic learning.

# Y9 Key diary dates

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- Parents Evening
- Thurs 9th February
- Options Evening
- Weds 8<sup>th</sup> March





# KS3 Report

## End of Year Report

Name: Jo Smith

Subject	Attitude to Learning	Assessment %	Average %	Highest %
<b>Art</b> Miss Bishop	AMBER	43%	67%-	98%-
<b>Drama</b> Mr Parkinson	GREEN	56%	58%	100%
<b>English</b> Miss De La Mare	SAPPHIRE	47%	62%	100%
<b>Food &amp; Nutrition</b> Mr Smith	GREEN	33%	45%	97%
<b>Geography</b> Mr Jeffery	GREEN	46%	46%	93%
<b>History</b> Miss McCaffrey	GREEN	30%	42%	92%
<b>Mathematics</b> Mr Brown	GREEN	34%	60%	100%
<b>Music</b> Mr Parkinson	GREEN	39%	56%	91%
<b>PE</b> Mr Holt	GREEN	67%	57%	100%
<b>Religion &amp; Worldviews</b> Mr Bowden	GREEN	35%	54%	100%
<b>RM/GC</b> Mr Smith	GREEN	67%	63%	99%
<b>Science</b> Dr Schafer	GREEN	28%	39%	82%
<b>Spanish</b> Mr Guillen Arevalos	GREEN	40%	72%	100%

**Attitude to learning grade:**

**Sapphire** – Excellent behaviour and attitude to learning

**Green** – Good behaviour and attitude to learning

**Amber** – Behaviour and attitude to learning requires improvement

**Red** – Poor behaviour and attitude to learning

## Points for discussion

- Attitude to Learning
- Attendance
- Test percentage
- Targets they could set



# The Power of YET

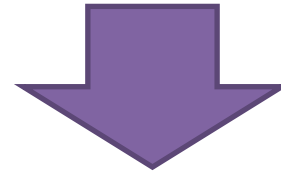
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**E** - Exceeding

**M** - Meeting

**N** - Not YET meeting

“I don’t get it”  
“I can’t do this”  
“This doesn't work”



**“I don’t get it yet”**  
**“I can’t do this yet”**  
**“This doesn't work yet”**

8



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The best in everyone™

■ Ambition ■ Confidence ■ Creativity ■ Respect ■ Enthusiasm ■ Determination



# How can I support at home?

- **Echo messages of good attendance and every moment counts**
- *Get up and get dressed- you are ready now, lets go!*
- **Encourage and model reading**
- *What are you reading in mentor time? What new vocab have you learnt this week?*
- **Ensure your child has a space to work at home**
- *See ideal example in photo*
- **Engage with their learning and chosen pathways**
- *What subjects interest you most? Have you looked at what you would need to study to be a....*



# Parent Pledge Pathways

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- In March, the government released a white paper where the 'new' parent pledge was revealed. The pledge states that schools are to work to ensure there is support for children who fall behind. We not only seek to ensure no child is falling behind but that all students are excelling.
- **We already focus on the right things to support this;** high quality teaching in classrooms, sequenced curriculum and support for those who have individualised needs both long or short term. We want students to be in school every day to benefit from this.
- As well as the support you can offer and extra-curricular opportunities, we may invite your child to follow a pathway that supports them in a subject we have identified that they need to progress in. Or an area that stretches and inspires them in.
- Parent Pledge Pathways run throughout the academic year, inclusive of during school time, before and after the school day and sometimes through the holidays.
- We ask that if we contact you about particular pathway for your child that you encourage and support your child to engage with it.

# ACESs

## ACademic

## Extra

## Study

## Space

### Tuesday, Wednesday & Thursday

### 3:00 - 4:00pm.

- Year 9 – room G06

#### Benefits of attending ACESs:

- ❖ complete homework or independent study in **supported**, focussed environment.
- ❖ complete the majority of homework and study in school...allowing **time at home to be used for relaxation, hobbies and fun!**
- ❖ develop **routines** and improve **organisational skills**. Access immediate support, worries around homework completion and detentions.
- ❖ sessions are open to all and no sign up required. **Fit attending sessions around other after school clubs**



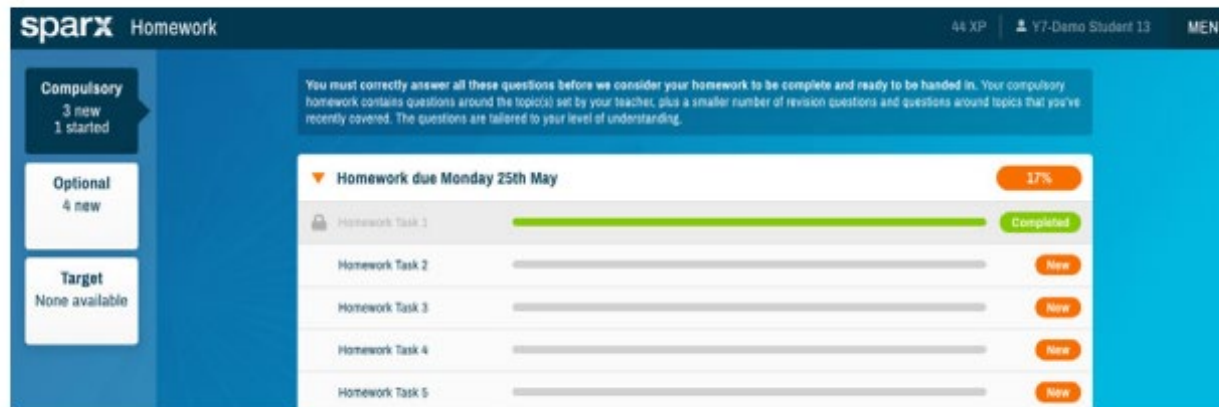
# Year 9 Maths: KS3 Curriculum Leader – Sarah Kerr

sparx

## What exactly is Sparx Maths Homework?

<https://sparx.co.uk/>

- Sparx homework is tailored to your child, and should offer them just the right level of challenge, based on the topics that their teacher has set.
- Homework contains 3 elements: Compulsory, Optional and Target.
- All questions in the Compulsory section must be answered correctly for the homework to be marked as complete.
- Each task bar will show as green when fully complete. For the homework to be classed as complete, all task bars for that homework need to be fully green. The percentage of homework complete will show on the menu page:



The screenshot shows the Sparx Homework interface. At the top, it displays 'sparx Homework', '44 XP', 'Y7-Demo Student 13', and a 'MENU' button. On the left, there are three categories: 'Compulsory' (3 new, 1 started), 'Optional' (4 new), and 'Target' (None available). The main area features a message: 'You must correctly answer all these questions before we consider your homework to be complete and ready to be handed in. Your compulsory homework contains questions around the topic(s) set by your teacher, plus a smaller number of revision questions and questions around topics that you've recently covered. The questions are tailored to your level of understanding.' Below this, a section titled 'Homework due Monday 25th May' shows a progress bar at 17%. A list of tasks follows: 'Homework Task 1' is 'Completed' (green bar), while 'Homework Task 2' through 'Homework Task 5' are 'New' (orange bars).

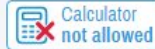


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Task being completed

Bookwork code: C20



Bookwork code that needs to be written down next to workings out

Work out  $7 - 1$

Video tutorial of the skill

< Back to task

Watch video 

Answer >



- Here's an example of good bookwork; as you can see all workings and wrong answers have been recorded:

<u>Task 1</u>			
D40	$12 + 13 = \underline{25}$ ✓	E41	$P(\text{yellow}) = \frac{3}{6}$ ✗
E50	$4 \times 3 + 2 \times 5 =$ $12 + 10 = \underline{22}$ ✓	F51	$P(\text{black}) = \frac{4}{8}$ $= \frac{1}{2}$ ✓
F60	$\left. \begin{array}{l} 12 : 18 \\ \div 6 \end{array} \right\} \div 6$ $\underline{2 : 3}$ ✓	<u>Task 2</u>	
H70	$\frac{1}{14} + \frac{1}{7} = \frac{1}{21}$ ✗	G61	All the marbles are green The probability of choosing a purple marble is <u>impossible</u> ✓
J90	$\frac{1}{8} + \frac{1}{4} = \frac{1}{8} + \frac{2}{8}$		

- If a student fails a bookwork check in Sparx, they will need to re-do the question, even if they originally gave the correct answer. This is to encourage them to record their workings.



# Example: Sparx Book Presentation

Saturday the 29th of September 2018  
homework due: Tuesday 2nd

**key words!**  
 - highest common factor  
 - HCF  
 - prime factorisation  
 - factor tree  
 - venn diagram

**Notes with key words**

Example Question 1  
 1) What is the HCF of 20 and 40?  
 HCF = 20  
 a multiple of the HCF is the lowest number.

2) Write 20 and 40 as a product of primes?  
 To get the HCF you do  $2 \times 2 \times 5!$

find the HCF of 30 and 50 = 10

venn diagram method

find the HCF of 96 and 120 = 24

150 =  $2 \times 3 \times 5^2$ , 315 =  $3^2 \times 5 \times 7$   
 what is the HCF of 150 and 315? 15

Highest common factor (prime factorisation)

1) find the HCF of 200 and 240 = 40 ✓  
 $200 = 2^3 \times 5^2$ ,  $240 = 2^4 \times 5 \times 3$   
 $2^3 \times 5 = 40$   
 $8 \times 5 = 40$

2) find the HCF of 98 and 182 = 14 ✓  
 $98 = 7^2 \times 2$ ,  $182 = 2 \times 7 \times 13$   
 $2 \times 7 = 14$

3) find the HCF of 220 and 88 = 44 ✓  
 $220 = 2^2 \times 5 \times 11$ ,  $88 = 2^3 \times 11$   
 $2^2 \times 11 = 44$

4) find the HCF of 210 and 308 = 14 ✓  
 $210 = 2 \times 5 \times 3 \times 7$ ,  $308 = 2^2 \times 7 \times 11$   
 $2 \times 7 = 14$

5) find the HCF of 85 and 153 = 17 ✓  
 $85 = 5 \times 17$ ,  $153 = 3^2 \times 17$

**Question and answers**

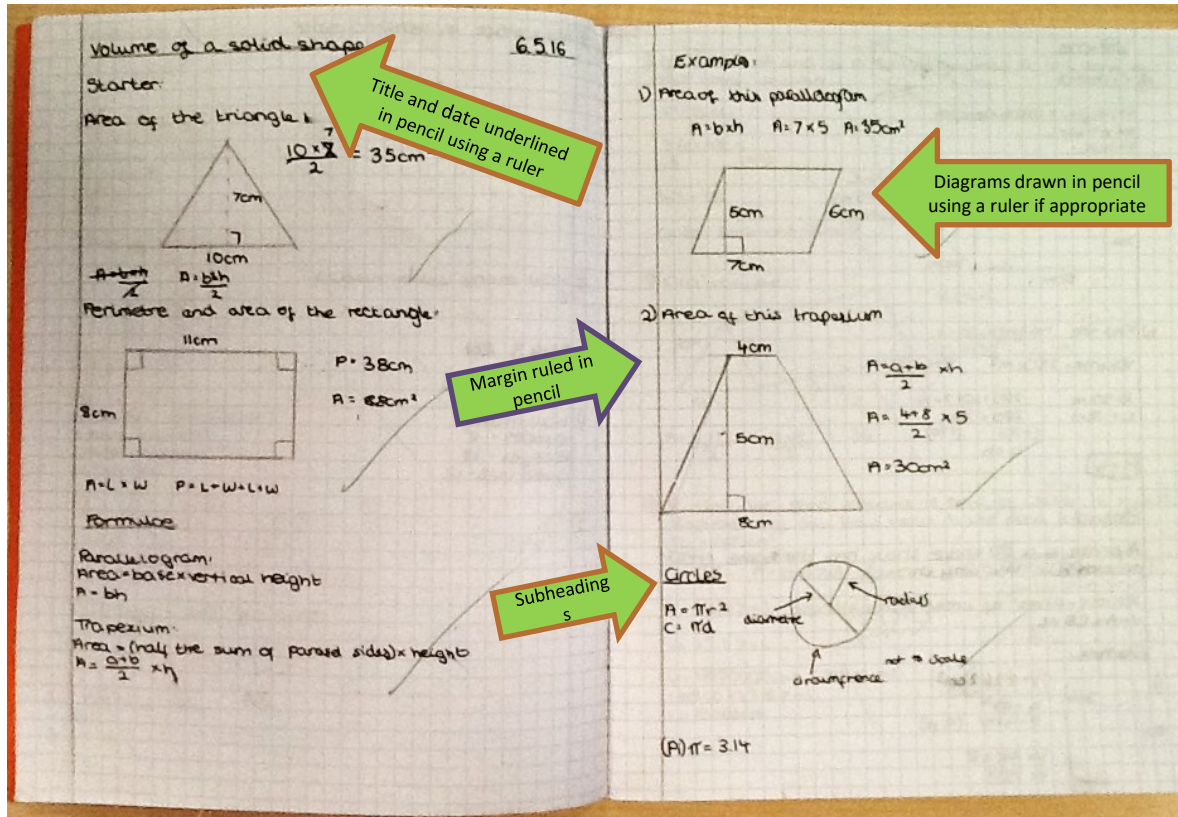
**Marked with red pen**

well done!

Amazing!!



# Example: Book Presentation





# Sparx Maths

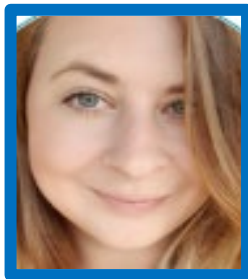
Homework will be starting this week. Your homework days are as follows

**KS3 (Year 7, 8 & 9)- WEDNESDAY-** your homework will be due and set on  
Wednesdays

**WE ARE HERE TO HELP YOU!!!**

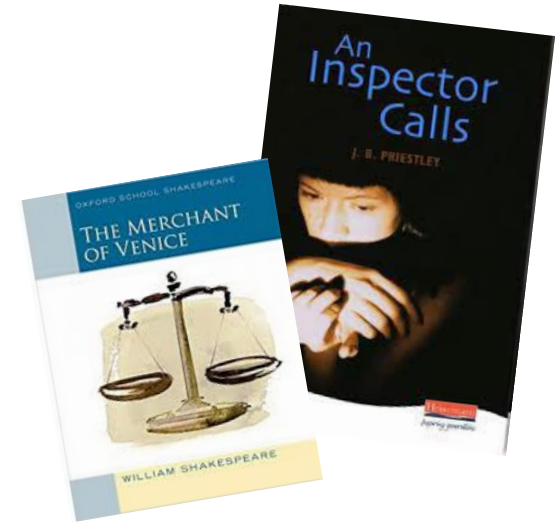
Sparx  
Club/Support is  
available every  
**Monday 3pm-  
4pm.**

KS3 (Year  
7,8 & 9)- G18- Ms Allchin



# Year 9 English- Message from Ms Mouland, KS3 English Curriculum Lead

- For the Autumn term we will be reading J.B Priestley's play An Inspector Calls, students require their own copy of this text.
- In the Spring term, we will be moving on the explore our Mythology in Literature topic
- In the Summer term students will study Shakespeare's play, The Merchant of Venice. Purchasing this text is not necessary as we have in-school booklets that the students will work from.



## Equipment required for each lesson:

Black pen + spare  
Red pen + spare  
Glue stick  
Ruler  
A highlighter

## Optional

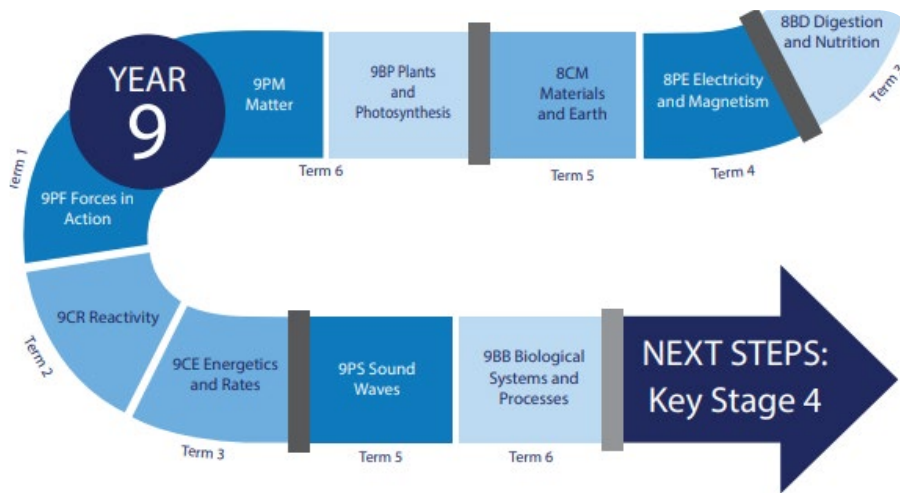
Pocket dictionary

## Homework

- Students will be issued a half-termly booklet containing weekly writing tasks and spellings to learn.
- Students will also have a SPARX Reader task to complete, set by their class teacher.
- Students will have to be able to access both firefly and SPARX Reader to complete their homework.

**Homework reminders will be set on firefly each week by Sarah Mouland (KS3 English curriculum lead).**

# Year 9 Science



- Students will be taught information in topics throughout the year and will alternate between Biology, Chemistry and Physics. The topics taught this year are 9PM Matter, 9PF Forces in Action, 9CR Reactivity, 9CE Energetics, 9PS Sound, 9BB Biological systems. We will aim to complete KS3 teaching June. This will give us time to start at least one KS4 module by the end of the year.

- Homework.

Year 9 homework will be set weekly and will be based on Educake. It will be current learning with some previous learning from year 7 and year 8. We will expect you to complete the homework and achieve a minimum of 70% on the test. If you achieve less then we will expect you to retake the test and try to improve your score.



# Year 9 Homework

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- Developing regular homework habits
- Parents can access Firefly to see what homework has been set
- Around 4 weeks prior to the KS3 Mid year and end of year assessments we stop setting homework and start revision tasks

Subject	Approx Time
English	60 mins
Maths	60 mins
Science	45 mins
MFL	30 mins
Hums	30mins
Personal Reading	Reading each week until they reach 300 Sparx reader points

# Reading Homework

**A large part of your child's weekly homework is reading.**

**Shown to have a significant impact on progress across the curriculum.**

**All students should be completing at least 30 minutes, 3 times week.**

**Support by;**

Reading with and to your child.

Asking questions about the text, characters, plot.

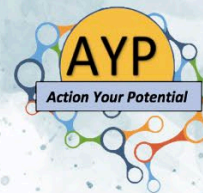
Discussing new vocabulary and meanings.



# Revision Strategies

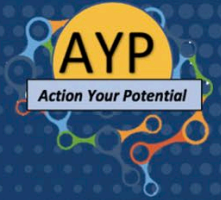
- All students will be supported on how to effectively use a variety of revision strategies (revision cards/ knowledge organisers etc.)





We're here to help you be the  
best you can be...

Become a #NeuroNinja this year &  
change your world



Build a #NeuroNinja  
- Secondary







*Metacognitive Skills to change your mind and change your world...*

Strand 1 - Well-being is a skill



Skill 1 - Do Your Rocks

Skill 2 - ...  
Strand 3 - Unleashing learning

- Skill 7 - Do your leaps
- Skill 8 - Practice makes progress
- Skill 9 - Little & often learning
- Skill 10 - Plan your learning and day



Strand 2 - Mind Management



- Skill 3 - Manage worries
- Skill 4 - Build your calm
- Skill 5 - Choose Growth
- Skill 6 - Bouncing back



These are the 10 metacognitive skills of being a #NeuroNinja

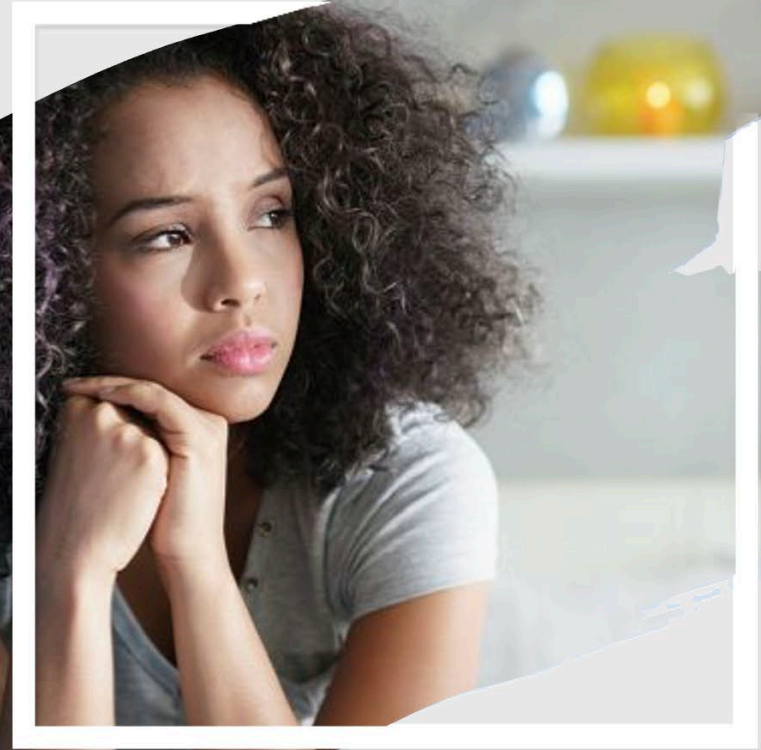


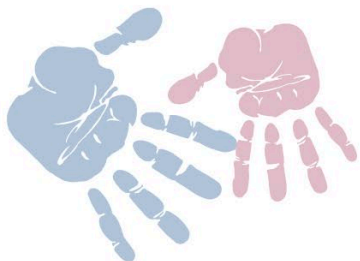
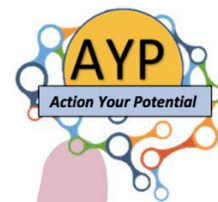
# Developing insight...



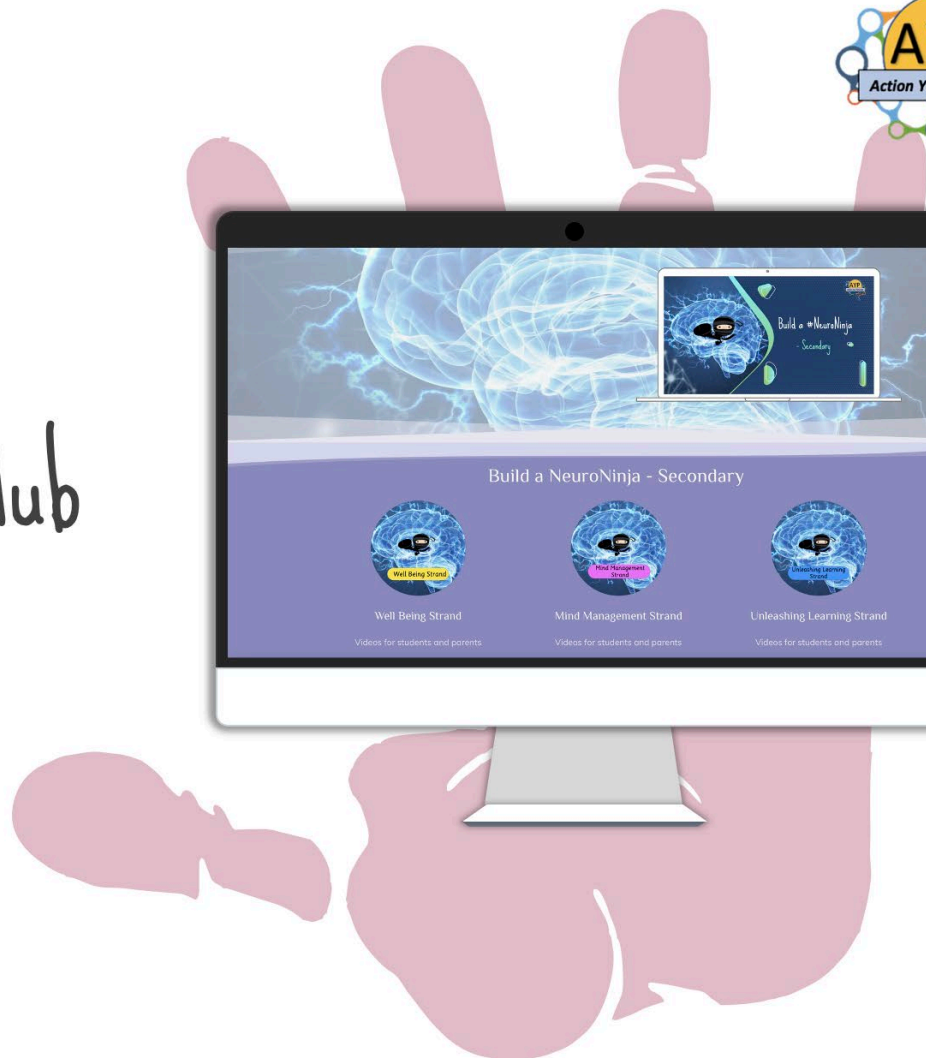
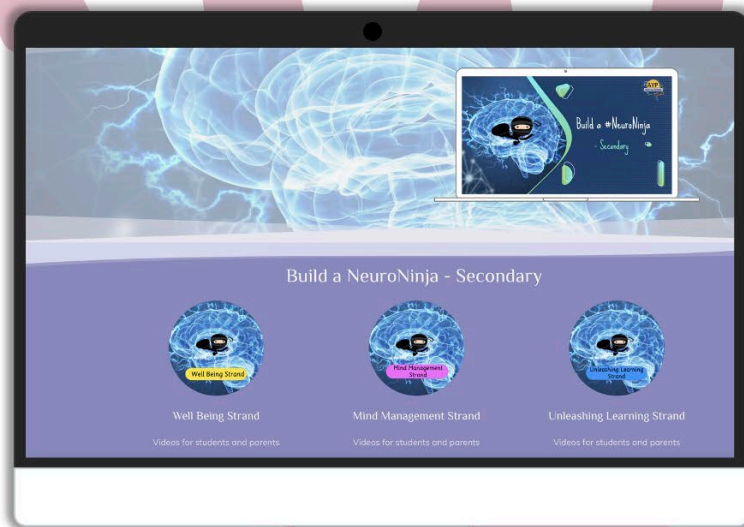
The capacity to gain an accurate and deep understanding of yourself, your motivations, your emotions, your needs, your behaviours and how to learn, grow and improve in perpetuity.

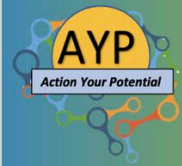
It's about metacognitive skills that transform outcomes.





# #NeuroNinja Learning Hub

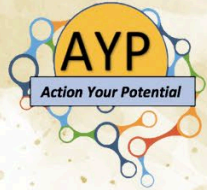




This:

People don't decide their futures, people decide their habits and their habits decide their futures.





Your Life.  
Your Choice(s).

Become a #NeuroNinja this year &  
change your world

## Your brain is amazing...



86 billion neurons.

300 trillion connections.

A millimetre of brain tissue has 120 million connections, 700x more storage than your laptop (in just a mm)

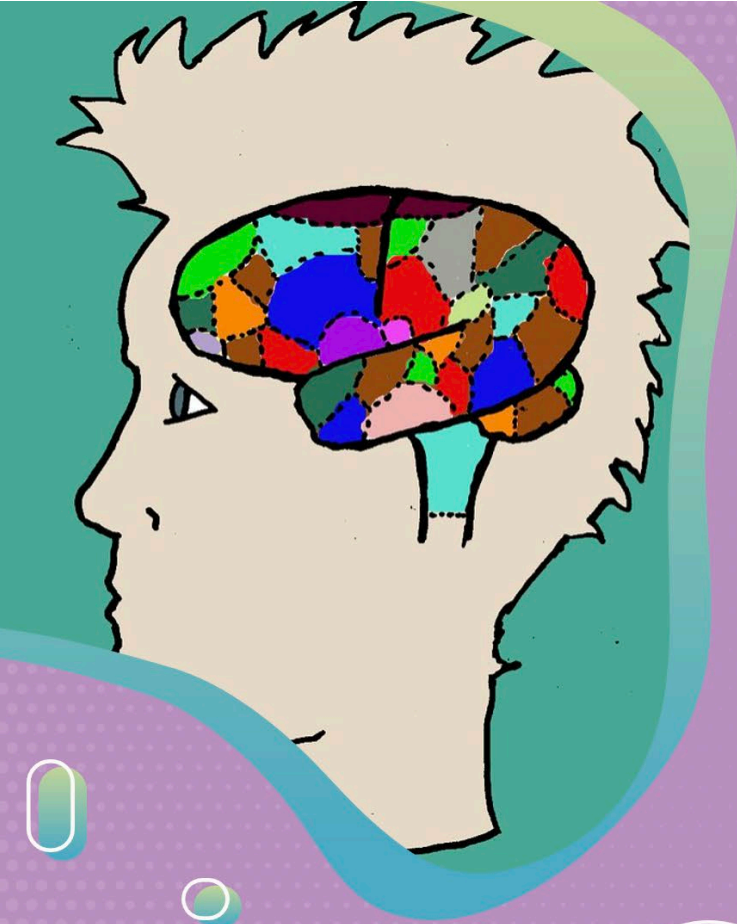
You can do this

You just need to choose to try



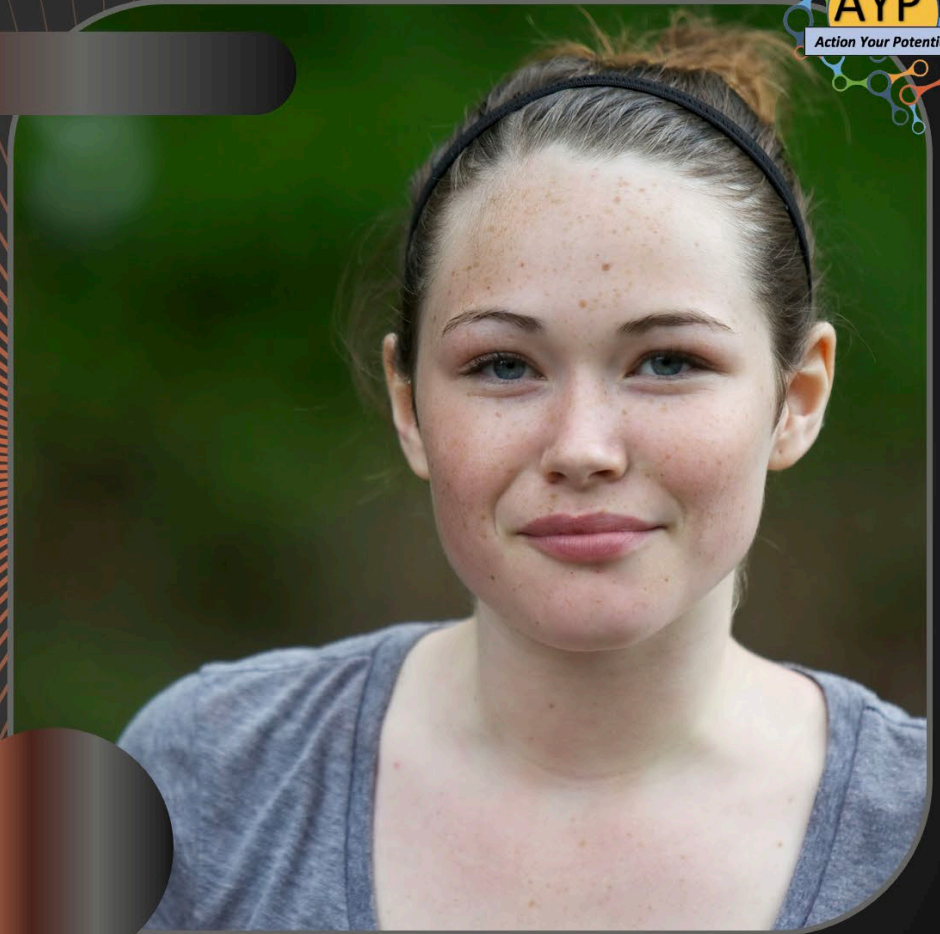
Your brain changes on the basis of what you use it for...

If you repeatedly practice something, your brain and body make it easier for you to do that thing regardless of whether you like that thing, or it is good for you...





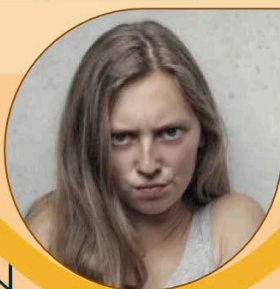
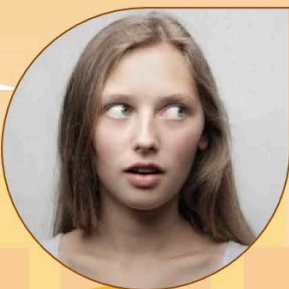
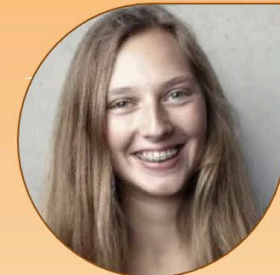
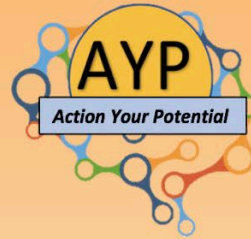
How can my daily  
behaviours & habits  
help my learning?

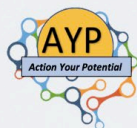


*Our brain builds  
our mind every  
day*



*50% of how we feel right now is down to what we've done in the previous 24 hours...*





## 12 Rocks Of Well-Being – Weekly Check

Rock 1 – Sleep – 8-9 Hours a night

Rock 2 – Exercise – 20 mins per day

Rock 3 – Eat and Drink Healthily – complex carbs, protein, low sugar

Rock 4 – Mindfulness – be present without judgement 5-10 mins

Rock 5 – Mind Wandering – allow your mind to social problem solve

Rock 6 – Manage Emotions – notice, accept, share with trust

Rock 7 – Walk Outside in Nature

Rock 8 – Listen to Music – 20-30 minutes

Rock 9 – Connect meaningfully with friends and family

Rock 10 – Gratitude and Kindness- express both explicitly each day

Rock 11 – Engage in activities important to your life’s purpose

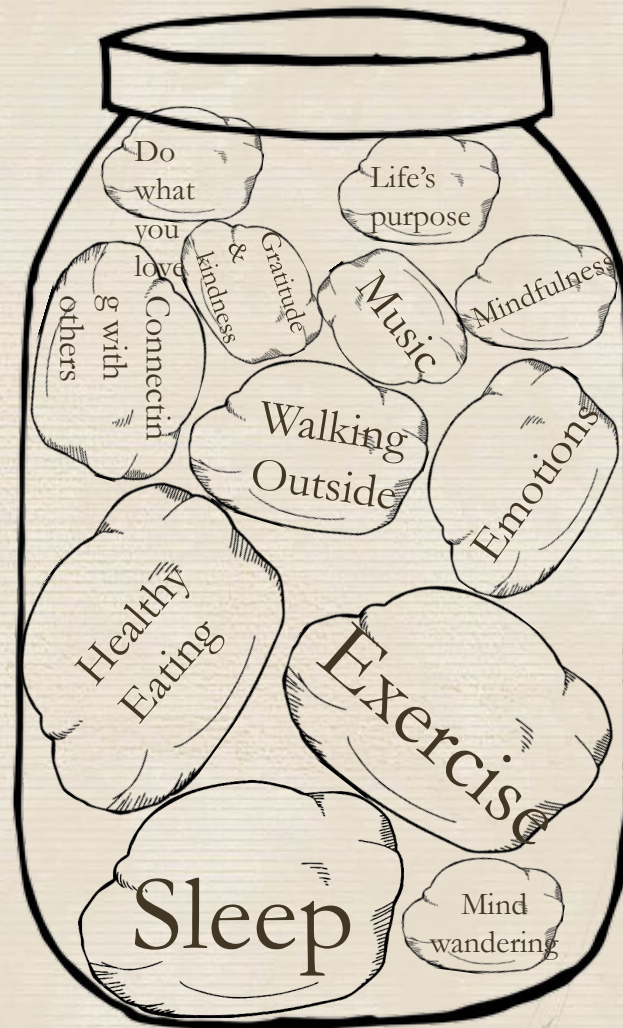
Rock 12 – Learn, Play, Create, Read

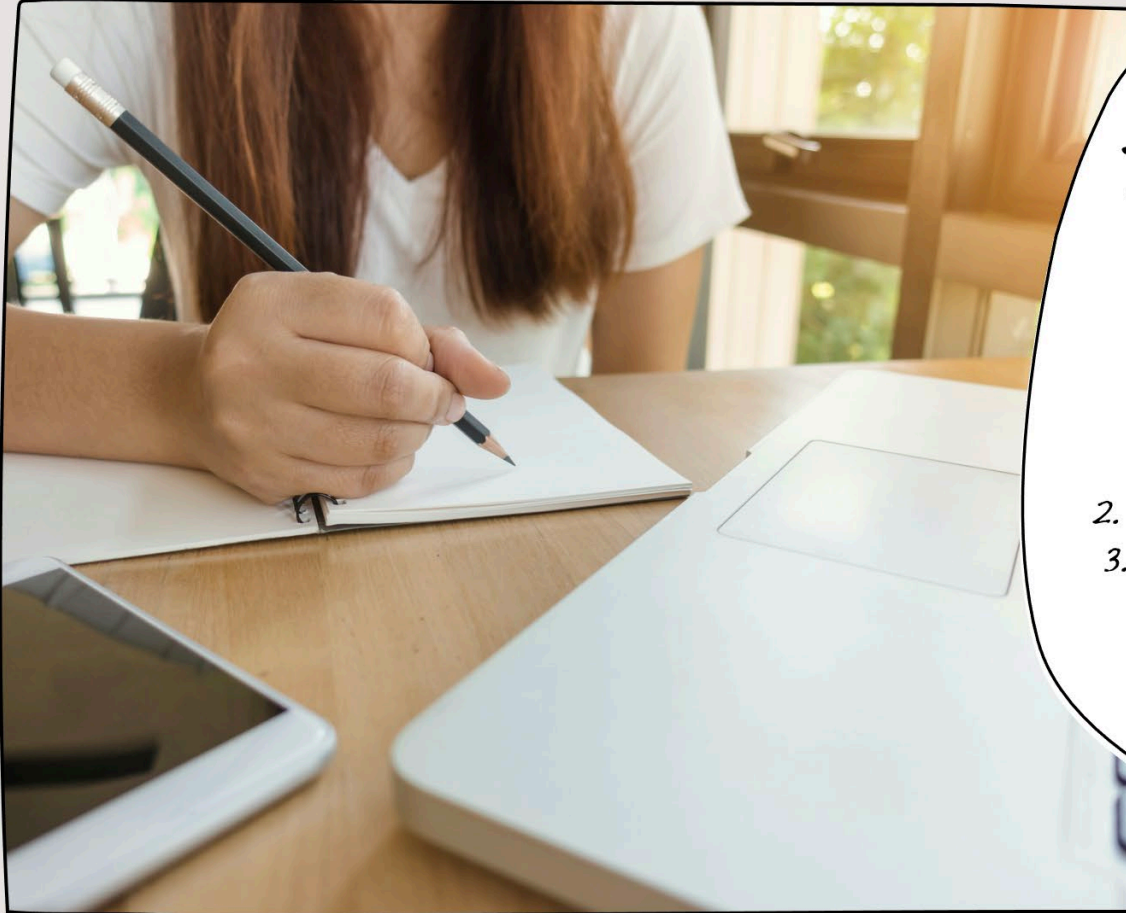
	mon	tues	wed	thurs	fri	sat	sun
total							

# Plan your well-being

Plan your rocks everyday in priority  
Get the **BIG ROCKS** in first

Fit in the smaller rocks alongside the bigger ones



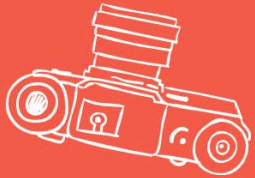


# The Study Habit – each day

1. Study Capture (5 mins)
2. Box & Frayer Flash Cards (5 mins)
3. Mind Map Build / Review (5mins)
4. Effortful Subjects (10 mins)



# 1 - Study Capture



# The Study Capture Sheet

Subject	Topic	Key Idea	Key Words	Rating





You change your brain



You change your mind



You change your world.



Be in no doubt you  
can do this...

# Logins

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- Firefly Contact [helpdeskit@shoreham-academy.org](mailto:helpdeskit@shoreham-academy.org)
- Operoo (Parents)
- Sparx for maths homework: username – firstnamesurname: lydiashelley, choose own password
- Sparx reader: same as for maths
- Seneca (username: school email address. Password: seneca2020)

# Pastoral Support & Wellbeing



# The Pastoral Team

## Gold

Head of School:  
Dr Merchant

Pastoral Managers:  
Mrs Carter  
Mr Smith  
Mr Smith

## Emerald

Head of School:  
Mr Frimpon

Pastoral Managers:  
Mr Benn  
Mrs Vickers

## Sapphire

Head of School:  
Ms Ballinger

Pastoral Managers:  
Mrs Molli  
Mr Ryami

## Y9 Mentors

9G1	Alex Jeffrey
9G2	Megan Roberts
9G3	Agnan Mayembo
9G4	Corin Allen

9 E1	Robbie Morris & Kelly Johnson (Mon)
9 E2	Heather Thompson
9 E3	Jack Devonport

9S1	Fernanda Germano
9S2	Craig Powell
9S3	Rob Burrows

# Mentor time programme Y9

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- **MONDAY:** Mentor Messages
- **TUESDAY :** Reading or School Assembly
- **WEDNESDAY:** Reading or School Assembly
- **THURSDAY:** Reading or School Assembly
- **FRIDAY:** Reading *or Year Group Assembly (every 3rd week)*

*- Engagers every day at the start of mentor time*



# INCLUSION/SEND TEAM

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- **Mel Edwards – Director of Inclusion**
- [Melanie.Edwards@shoreham-academy.org](mailto:Melanie.Edwards@shoreham-academy.org)
  
- **Hannah Phillips - SENCO**
- [Hannah.Phillips@shoreham-academy.org](mailto:Hannah.Phillips@shoreham-academy.org)
  
- Website:
- <https://www.shoreham-academy.org/parents/send-info-report>



## ***SEND COFFEE MORNING***

WHERE: LIBRARY

WHEN: TUESDAY 18<sup>TH</sup> October  
10.00am

Tickets are free and bookable on  
Eventbrite:

[www.eventbrite.co.uk](http://www.eventbrite.co.uk)

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# Uniform, Behaviour and Attendance





# Uniform

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The policy can be accessed through the website.

Key points:

- Hair colour must be of a natural colour.
- No acrylic nails and nails must be of a natural colour and not too long (health and safety for PE)
- Nose studs, nose rings, ear spikes or earrings bigger than 10p are not permitted.
- PE uniform must be worn for PE.
- Trainers are not permitted unless you have a medical need.
- Blazers to be worn in the building unless teachers give permission for them to be taken off.



# Attendance

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Students must attend school each day and on time. There are 182 school days in a Year – this leaves lots of time for holidays and appointments.

West Sussex County Council will fine parents/carers if students fall below the 95% expectation.

If attendance percentage drops below 95% then your parents/carers will be notified.

We understand that there may be other concerns that effect attendance – but we need to know these to help support and work with the student and families for every chance of success.

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# Experience Week and Pledges



# THE PLEDGES

1	2	3	4	5	6	7	8	9	10
Regularly attend an after Academy activity	Represent the Academy at a sporting, cultural or academic event	Take part in an outdoor activity	Attend a national sporting or cultural event, or a performance at a major venue	Take part in a major Academy production or event	Take part in a formal presentation to an audience using ICT/multimedia	Lead on a significant event, presentation or activity take on leadership roles	Be actively involved in an international experience	Be actively involved in some form of community, volunteering, peer to peer mentoring or fund-raising experience	Contribute to environmental sustainability or international development
<b>PLATINUM STANDARD</b> (Completion of all pledges to Gold standard)									
<b>GOLD</b>									
To take the lead on a Period 7 session for a full half term	More than once at national level	To obtain Gold award recognition in schemes (such as DoFE)	Attend five or more events	Be actively involved in five or more events	To lead a group presenting to a national unfamiliar audience	To take the lead five or more times	To be part of the planning and decision making team for trips abroad	To organise a community/ fundraising event beyond the Academy	To clearly show leadership and decision making skills that benefit international communities
<b>SILVER</b>									
To attend three different after Academy activities for more than six weeks in one academic year	More than once at regional level	To obtain Silver award recognition in schemes (such as DoFE)	Attend three or more events	Be actively involved in three or more events	To lead a group presenting to local unfamiliar audience	To take the lead three or more times	To be part of a decision making group whilst being a SA Leader on trips abroad	To organise a community/ fundraising event within the Academy	To be part of a group who impact on the sustainability of a national community
<b>BRONZE</b>									
To attend a single after Academy activity for more than six weeks in one academic year	Represent SA more than once	To be actively involved in schemes (such as the DoFE)	Attend one or more events	Be actively involved in one or more events	To be a member of a group presenting to a familiar local audience	To take the lead one or more times	To take an active role when representing the Academy on a trip abroad)To have had international experience / contact at SA	To complete sustained voluntary work within the local community	To be part of a group who impact on the sustainability of a local community

To achieve:

<b>PLATINUM</b>	Students must complete all 7 pledges to <b>GOLD</b> standard
<b>GOLD</b>	Students must complete all 10 pledges in the <b>BRONZE</b> category, 7 pledges from the <b>SILVER</b> category and 5 pledges from the <b>GOLD</b> category
<b>SILVER</b>	Students must complete all 10 pledges in the <b>BRONZE</b> category and 7 pledges from the <b>SILVER</b> category
<b>BRONZE</b>	Students must complete 7 pledges in the <b>BRONZE</b> category

# Friends of Shoreham Academy

## Who can join the academy FOSA group?

This is equivalent of a schools PTA, and includes

- Parents/carers
- Academy staff

AND

- Occasionally supported by students with their parents/carers



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# Questions?



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# Thank you

