

# **Year 9 Live Event**

**Miss Joyce**

**Assistant Principal**

**Y9 Raising Standards Leader**



# Year 9

- Progress and Assessment
- Revision and Homework
- 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*



# Progress and Assessment



# Role of the Raising Standards Leader

---

- **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 dates and events this academic year

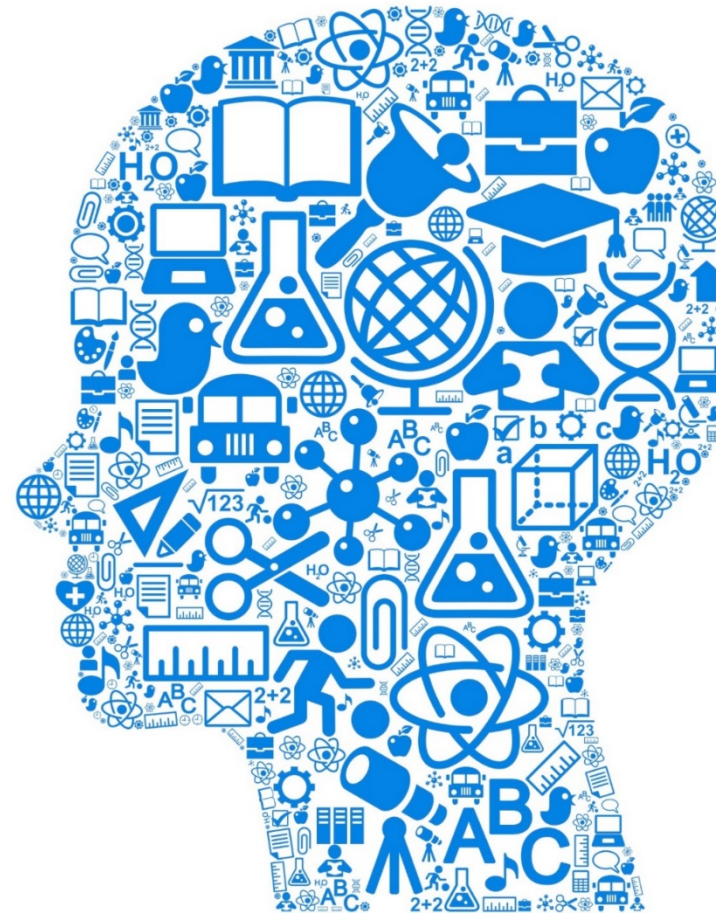
---

- Y9 Exams week beginning- 24<sup>th</sup> January
- Options Evening- 8<sup>th</sup> March
- Parents Evening 16<sup>th</sup> February
- Y9 Exams week beginning- 6<sup>th</sup> June
- PSHCE days 10<sup>th</sup> November, 8<sup>th</sup> March, 11<sup>th</sup> July



# How do I know how well my child is doing?

- Parents evening once a year -16th February
- Twice a year pupils sit a significant assessment which checks aspects of learning up to that point. You will find full details of this on your child's report.
- KS3 reports are sent home twice a year
  - You will find an overview of how well they are doing in each subject
  - For more information you can find the full report on Firefly



# KS3 Report

## End of Year Report

Name: Jo Smith  
Mentor Group: 8AA

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

---

**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”**

9

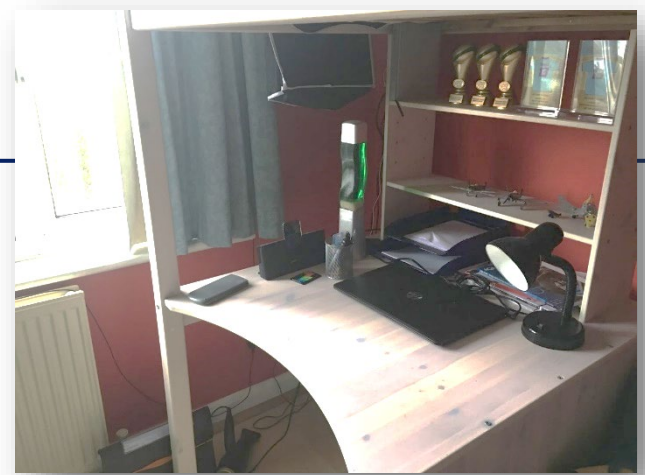


**United Learning**  
The best in everyone™

■ 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- right*
- **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....*

# Assessment Points

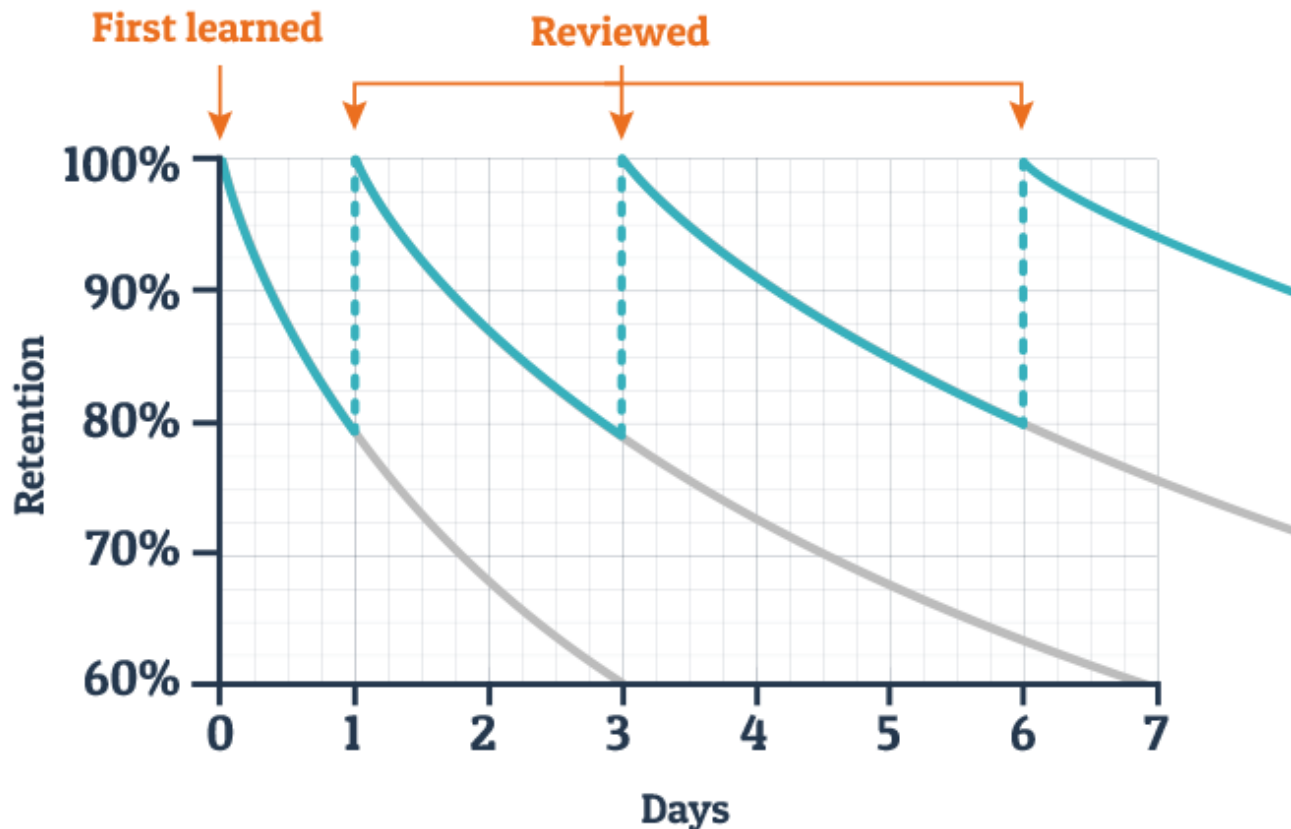
---

## First Y9 Exam Week is Week beginning 24<sup>th</sup> January

- English, Maths, Geography, Science and History exams take place in the hall.
- Pupils need to spend time preparing for these assessments by revising the areas they have covered particularly those they have NOT YET secured

# Why frequent low stakes testing helps

## Typical Forgetting Curve for Newly Learned Information



# Revision and Homework



# Year 9 Homework

---

Subject	Year 9
English	45 Min
Maths	60 Min
MFL	30 Min
Science	45 Min
Personal Reading	At least 30 mins, five times a week

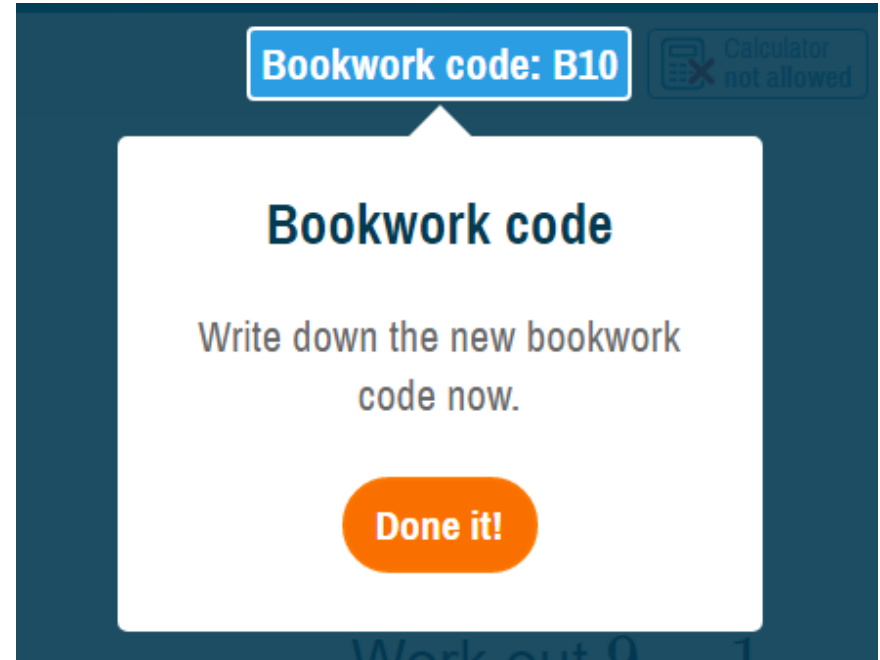
Pupils and parents can access their homework  
on Firefly



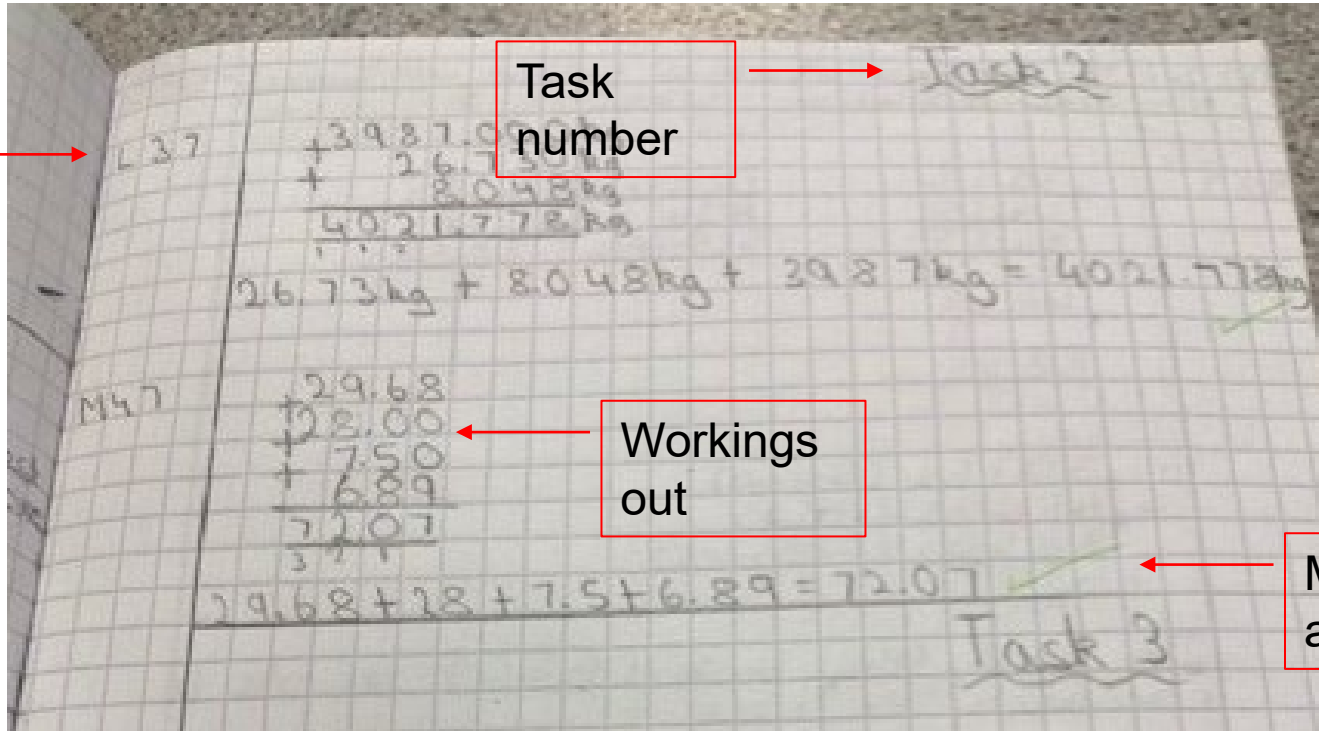
# Maths KS3 Homework = Sparx (60Mins)

## What is Sparx?

- Sparx is an online maths homework platform similar to Hegarty
- Each task comes with videos if you get stuck
- For each task completed, you must write down book codes in the margin of your workings out that Sparx provides you in order to check you are showing your workings out
- You must get 80% or higher, just like Hegarty, and must fill out your Sparx book just like you would your Hegarty book



# Sparx homework book.



Book code

Task number

Workings out

Marked answers





# Let's give it a go

- You will need a piece of paper, a pen and a positive mindset
- login using these details if you would like a demonstration. →
- You should then see this screen.

<https://demo.sparxmaths.uk/student>

Username: demostudent  
Password: tiny28car

**sparx** Homework 0 XP | Demo Student5621 MENU

**Compulsory**  
2 new

**XP Boost**  
2 new

**Target**  
2 new

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. Homework is due in at 3pm on the day shown.

▶ Homework due Tuesday 13th July 3pm New

▶ Homework due Tuesday 13th July 3pm New

# If they finish early, students can do independent practice.

- Just like Hegarty, students can revise topics without having their teacher assign it to them as homework.
- It can be found here:

The screenshot displays a user interface for finding topics. On the left, a vertical sidebar contains three categories: 'Compulsory' (None available), 'XP Boost' (None available), and 'Target' (None available). At the bottom of this sidebar, the 'Independent Learning' option is highlighted with a red box. The main content area is titled 'Find topics' and 'My activity'. It includes a search bar labeled 'Search for topics:' with a red box around it, containing the text 'Enter topic name or code'. To the right of the search bar are dropdown menus for 'Your curriculum:' (set to 'Key Stage 3') and 'Default level:' (set to 'Level 2'). Below these are six topic cards: 'Number' (with a calculator icon), 'Algebra' (with an  $x^2$  icon), 'Ratio and Proportion' (with a '3:2' icon), 'Geometry' (with a triangle icon), 'Probability' (with a die icon), and 'Statistics' (with a bar chart icon).

# Year 8 and 9 English information

---

## Year 8 curriculum:

- Autumn term - Lord of the Flies (students should have their own copy of the text)
- Spring term - Ballads and songs of protest
- Summer term – Much Ado About Nothing

## Year 9 curriculum:

- Autumn term 1 – A View from the Bridge (students should have their own copy of the text)
- Autumn term 2 – Victorian short stories
- Spring term – Mythology scheme
- Summer Term – The Merchant of Venice

Homework on firefly will be set each week by Hannah Albuery (KS3 English curriculum lead). Commonlit homework will be set by the class teacher. Students will have to be able to access both firefly and Commonlit to complete their homework.



# KS3 English Homework: Reading, spellings and Commonlit

---

Each week a group of 10 spellings will be set on firefly for students to learn. Students will be tested on these spellings during their last lesson of the week.

As well as learning spellings, students will be set a reading comprehension task on Commonlit each week. Commonlit is a free website that can be accessed on any device. Students have accounts that their teachers have set up for them. They will be expected to read a short text and answer some multiple choice questions based on what they have read. This will also be checked in their last lesson of the week.

Students are also expected to read for 30 minutes at least 5 times a week. Although this is not part of their English homework, this will be monitored by English teachers and students will be given reading logs to complete and bring in for their teachers to check during their last lesson of the week.



# CommonLit

Students can change the font size

The text can be read aloud to students here

The screenshot shows the CommonLit website interface for the poem "To a Mouse" by Robert Burns. At the top, there is a navigation bar with "COMMONLIT" and search, user, and notification icons. Below this is a menu with "BROWSE CONTENT", "MY CLASSES", and tabs for "Text", "Paired Texts", "Related Media", "Answer Key", "Parent Guides", and "Professional Development Portal". The main content area includes a "Library" link, "To a Mouse", and a "CommonLit" watermark. Action buttons include "ASSIGN", "Download PDF", "Favorite", "Share", "Student Preview", and "Tour Page". The title "TO A MOUSE" is prominently displayed, followed by the subtitle "On Turning Up the Plough, November, 1785". The author "by Robert Burns • 1785" and "9th Grade" are noted. A "Font Size" control with four "A" icons is visible. A text box contains a biographical note about Robert Burns and a reading instruction: "As you read, take notes on the speaker's feelings toward the mouse." Below this is a "MODERN VERSION" section with a poem excerpt and a small image of a mouse. The poem lines are: "[1] Little, artful, cowering, [1] timid beast, / Oh, what a panic is in your heart! / You need not start away so hasty / With bickering prattle! [2] / [5] I would be loath [3] to run and chase you, / With murdering scraper". A "READ ALOUD" button is highlighted. On the right, an "ACTIVITIES" sidebar shows "Annotation Tool", "Guiding Questions", "Assessment Questions", and "Discussion". A text box explains "Guided Reading Mode" and includes a "Q1" icon for previewing questions.

Students can click on these numbers for definitions of tricky words

Here students will have multiple choice questions to answer

# Reading Homework



The greatest 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, five times week.



5 x a week

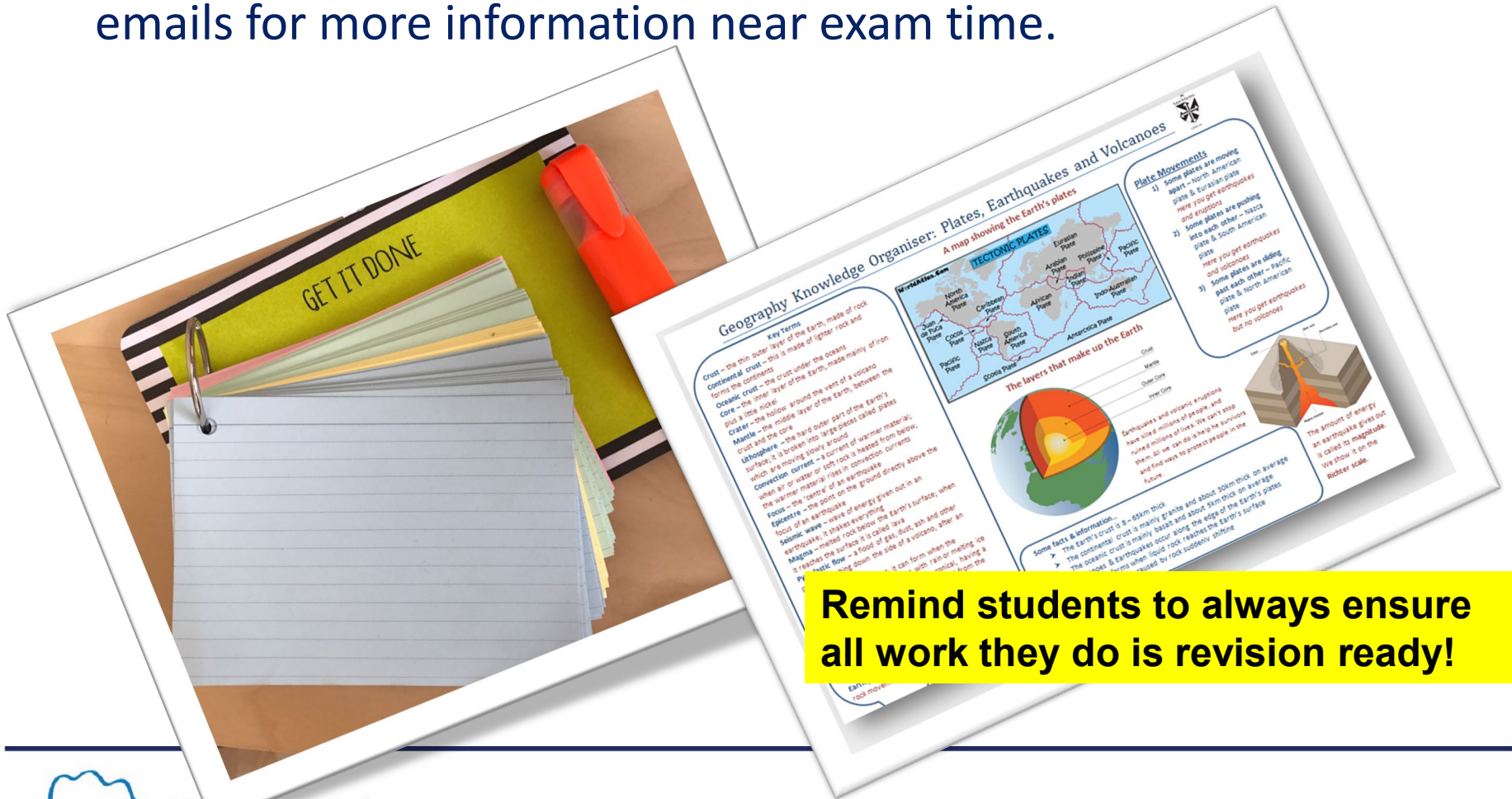
## Support by;

- Reading with 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 through the RSL assemblies. See the weekly emails for more information near exam time.



# Pastoral Support & Wellbeing





# The Pastoral Team

---

## Doyle

Head of School:  
Dr Merchant

Pastoral Managers:  
Mrs Carter  
Mr Smith

## Kipling

Head of School:  
Mr Frimpon

Pastoral Managers:  
Mr Benn  
Mrs Vickers

## Wells

Head of School:  
Ms Ballinger

Pastoral Managers:  
Mrs Molli  
Mrs Lee  
Mr Gander



# Y9 Mentor team

---

9W1	Matt Dann
9W2	Andrew Parkinson
9W3	Andrew Williams
9W4	Abigail Robinson

9D1	Sarah Kerr
9D2	Sarah Mouland
9D3	Florence Ashley

9K1	Zoe Grice (Mon, Tues & Weds) & Connie Chadwick (Thurs & Fri)
9K2	Christopher Jackson
9K3	Janet Reilly

# Mentor time programme Y9

---

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

	Tuesday
	Wednesday
	Thursday



# Five Ways to Wellbeing

---

- **Connect:** a fundamental human need and one that contributes to functioning well in the world.
- **Be active:** associated with lower rates of depression and anxiety across all age groups.
- **Take notice:** heightened awareness allows us to make positive choices based on our own values and motivations.
- **Learn:** continued learning through life enhances self-esteem and encourages social interaction and a more active life.
- **Give:** Individuals who report a greater interest in helping others are more likely to rate themselves as happy.

# Uniform, Behaviour and Attendance



# Uniform

---

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.
- Masks are a personal choice.

# Behaviour systems

---

Our behaviour policy can be found on the website.

Key points:

- Binary Behaviour system – pupils entitled to disruption free learning, students are removed from class if they disrupt learning more than once. Parents/carers are notified.
- Homework detentions – same day detention, parents/carers are notified.
- Green slip detention – same day detention for 15 minutes, parents/carers are not notified, issued if students are late, have poor uniform, chewing gum, littering or do not have the appropriate equipment.
- Achievements – parents/carers will be notified if students go above and beyond, they will receive achieve points and we reward excellent attendance.

**Please note: all telephone numbers and email addresses must be up to date for the communication to go to the correct parent/carer.**

# Attendance

---

Students must attend school each day and on time.

West Sussex County Council will fine parents/carers if students do not attend school. WSCC request information of the students who fall below 95% attendance.

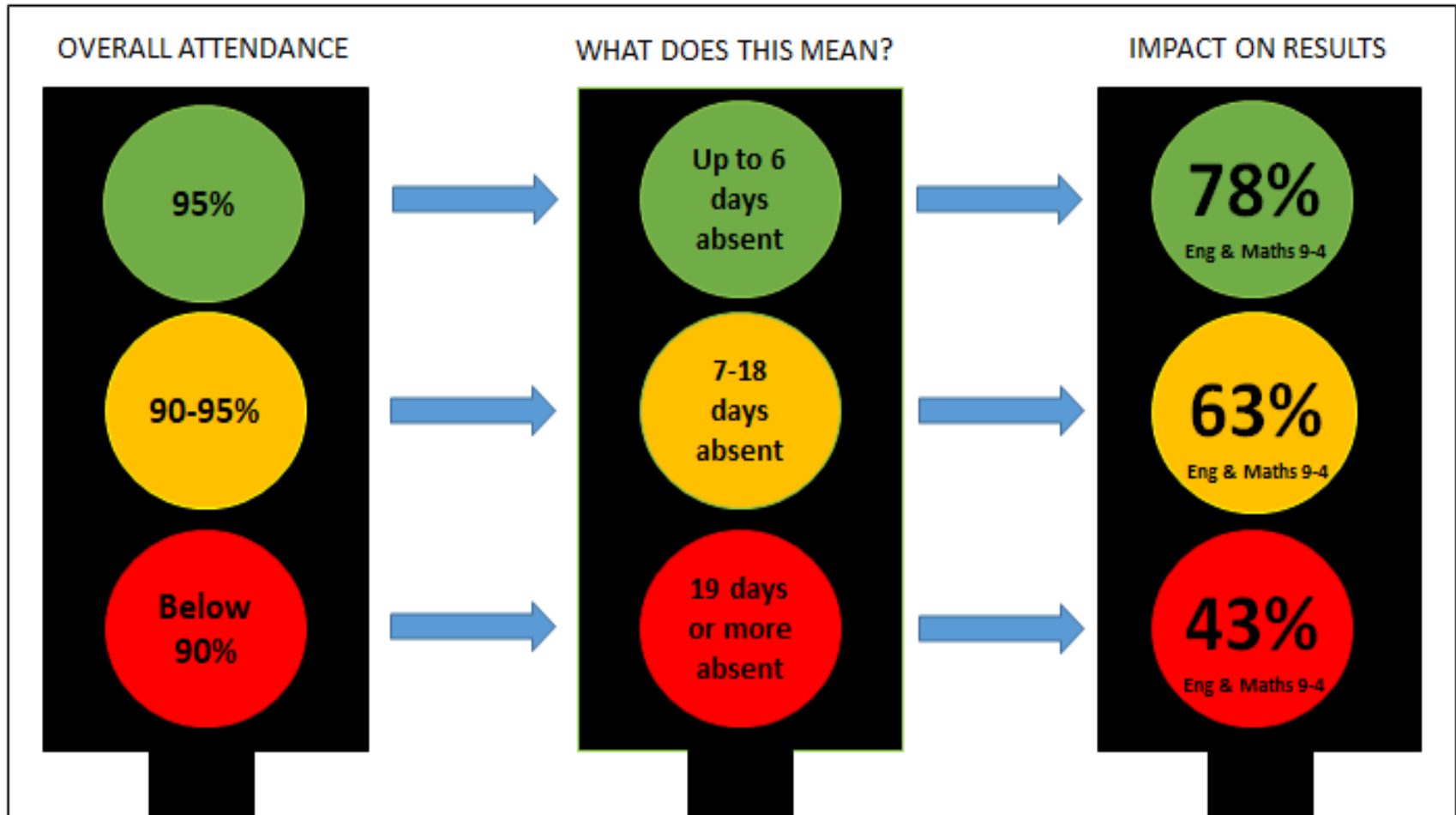
If your child's attendance percentage drops below 95% then your parents/carers will be sent a letter from our Education Welfare Officer.

100% draw – if your child has 100% attendance at the end of the year they will automatically be entered into the draw for a kindle, go pro and a bike.





# What impact will my attendance have on my results?



# Experience Week and Pledges



# The Pledges

---

- **Why is it so important?**
- We know extra-curricular involvement is an essential part of a well-rounded education. Throughout their time at Shoreham Academy, students are expected to contribute positively towards our academy community and wider society. We want students to try things they cannot do, to persist in the face of difficulty and to become resilient in overcoming obstacles. Demonstrating involvement in these activities can hugely increase your child's chances of getting a place at university or the job of their choice. Evidence of their involvement by completing the 10 pledges will be included in personal statements and CV's when applying for jobs and university

# 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



## **What is the role of FOSA?**

There are 3 key aims:

- To positively promote Shoreham Academy through partnership with the local community. E.g. Provide hampers at Christmas to the local community
- To help raise funds for the benefit of students at the academy. E.g. developing many events that has provided additional money to support various activities – such as a sensory garden for staff and students.
- To act as a liaison between other parents/carers and teachers on

It is a bit different at the moment as we are working virtually. Should you wish to join you would be most welcome. Email [fosa@shoreham-academy.org](mailto:fosa@shoreham-academy.org). Please support our forthcoming virtual events – Christmas raffle.

book helps parents with FAQs  
l about such things as

---

# Thank you

