



**YEAR 9  
PARENT  
INFORMATION  
EVENING**

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**17TH  
SEPTEMBER**

# Welcome

- GCSE option process
- Key Stage 4 science
- E-Safety
- SIMS Parent App
- Assessment and measuring
- Squid
- Office 365
- START
- Key dates





# GCSE OPTION PROCESS

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# GCSE Options 2020 - 22

20 December 2019 – Options Book on Website

06 February 2020 – Options Evening

14 February 2020 – Options Choices Due



# KEY STAGE 4 SCIENCE

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# Combined Science vs Separate Science



- In both GCSE courses, students are studying Biology, Chemistry and Physics
- **Combined Science** students will achieve a double GCSE grade overall for Science
- For **Separate Sciences** (formerly called 'Triple' Science) students receive a separate grade for each of Biology, Chemistry and Physics GCSEs



# Science Faculty Aim

- This is always to get our students the best possible grade in Science whether it be in Combined or Separate Sciences
- Students will be better off achieving a 7-7 in Combined Science than a grade 6 in each of Biology, Chemistry and Physics
- We will move students from Separate to Combined Science if they are likely to get a better grade here as this more beneficial for them and their future if they wish to go on and study Science at A-level



# How Key Stage 4 Science works

- All students sit **six** Science GCSE exams at the end of year 11
- There are two papers for each Science: Biology, Chemistry and Physics
- Combined Science: each paper 1h 15 mins
- Separate Science: each paper 1h 45 mins





You have already started Key Stage 4!

- All year 9 students start the KS4 Science course
- This is so there is plenty of time to complete the course content
- Our outgoing year 11 were the first-year group to follow this route and their results were excellent!



# I want to do 'Triple Science'

- There is an entry test for Separate Science that all students wishing to take it must take, this is held after school on 23rd April
- A letter will go out prior to the test outlining the key topics students should revise to prepare for this
- It is recommended that students are working at "Exceeding" to be successful in Separate Science
- Students are offered the opportunity to study Separate Sciences based on the entry test as well as their end of unit test results



# ONLINE SAFETY

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# Online Safety

Cyberbullying

Online Grooming

Location Services

Livestreaming

Illegal File Sharing

Sexting

Social Media Presence

# Online Safety

- Have conversations about online activity
- Think before posting
- Private social media accounts
- Ownership Awareness
- Public Social Media – Monitor Direct Messages
- Password Security
- Report to Police





# SIMS PARENT APP

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- Just search for “sims parent app” in the Apple app store or Android play store and download
- You need to have a registration activation code from the school. If you need one, please contact: [info@wsfg.waltham.sch.uk](mailto:info@wsfg.waltham.sch.uk)
- Once registered, you can link your account to various email or social media accounts such as; Hotmail, Gmail or Facebook to avoid having to use another set of usernames and passwords
- Once logged in you will have access to data on; school calendar events, home learning activities, attendance, conduct, timetables and reports
- Do refer to our website for a useful guide and overview:  
<https://www.wsfg.waltham.sch.uk/parentapp>

Simply visit the App or Play Store and download SIMS Parent to get started.  
Or login online at [www.sims-parent.co.uk](http://www.sims-parent.co.uk)  
Ask your school for more information.

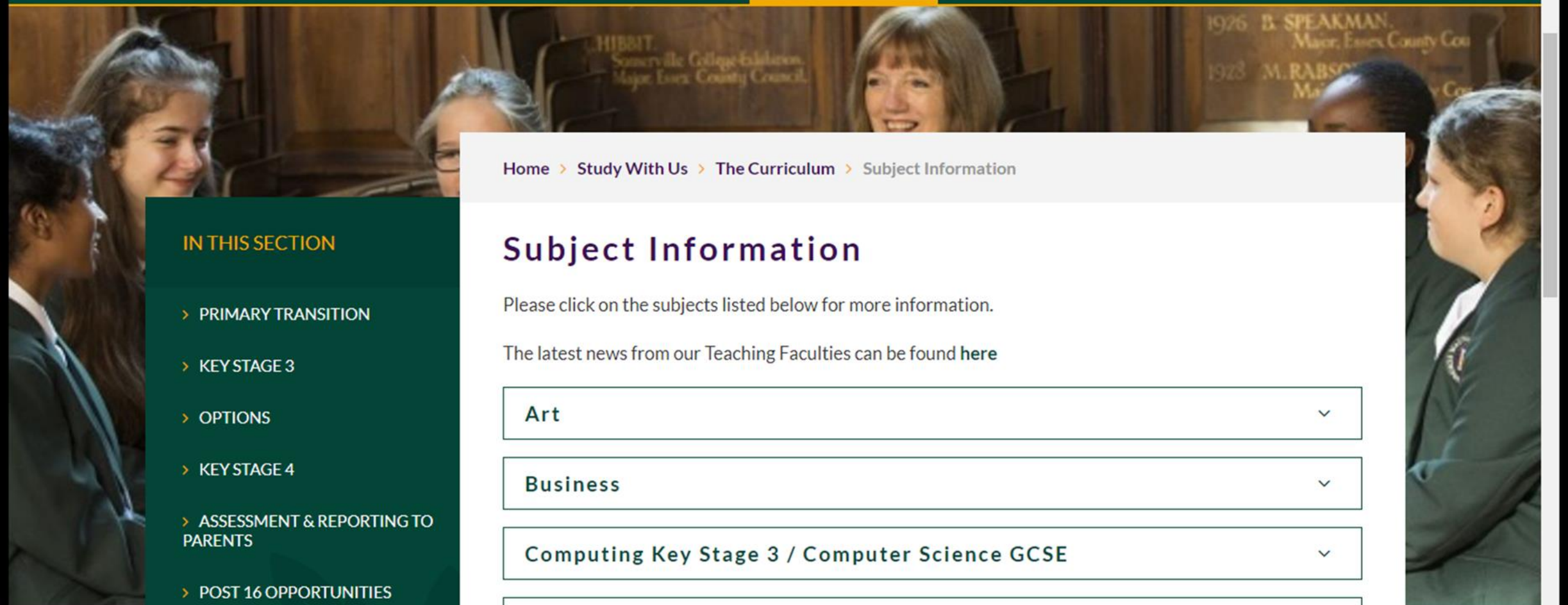




# ASSESSMENT AND MEASURING

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Home > Study With Us > The Curriculum > Subject Information

IN THIS SECTION

- > PRIMARY TRANSITION
- > KEY STAGE 3
- > OPTIONS
- > KEY STAGE 4
- > ASSESSMENT & REPORTING TO PARENTS
- > POST 16 OPPORTUNITIES

SUBJECT INFORMATION >

- > WORK RELATED LEARNING

## Subject Information

Please click on the subjects listed below for more information.

The latest news from our Teaching Faculties can be found [here](#)

- Art
- Business
- Computing Key Stage 3 / Computer Science GCSE
- Creative Digital Media Production
- Design & Technology

Task	Working towards the skills and knowledge needed	Acquiring the skills and knowledge needed	On track with the skills and knowledge needed	Advancing and extending the skills and knowledge needed	Target
<b>Title page / initial research on Pattern</b>	I have presented a collection of images of repeat pattern	I have presented a collage of images in a creative way demonstrating my understanding of layout and presentation. I have attempted a sketch of some repetitive pattern I have learnt about the characteristics of Islamic Art/William Morris Designs	I can communicate varied aspects of William Morris' artwork using collage from both primary and secondary sources and experimented with a range of materials I have in with accu proportic I can exp different and the v	I have analysed and commented on the artwork of William Morris and	Take care when presenting images to ensure accuracy Include your own sketch of repetitive pattern
<b>Artists research on William Morris and/or Islamic Art</b>	I have presented some imagery and facts about William Morris or Islamic Art	I have presented a range of images and information in a creative way demonstrating my understanding of layout and presentation. I have attempted a sketch by my chosen artist I have learnt about the characteristics of William Morris	I have in with accu proportic I can exp artwork I can exp similarities between		
<b>Final drawing of natural objects</b>	I have drawn the outline of a natural form.	I have drawn an outline of a natural form with some elements of proportion and started to apply tone	I have dri objects a shading t tone.		

## YEAR 8 SKILLS AND KNOWLEDGE MAP ENGLISH

Unit / topic	Working towards the skills and knowledge needed	Acquiring the skills and knowledge needed	On track with the skills and knowledge needed	Advancing the skills and knowledge needed	Extending the skills and knowledge needed
<b>Animal Farm</b>	I can make simple comments about the main ideas in the text. I can use the text to support my ideas.	I understand the main ideas in the text, and I can explain them, sometimes using quotes as evidence.  I can make basic comments on how the writer uses language.	I have a secure understanding of the main ideas in the text, and I can clearly explain them making reference to the text and including quotations.  I am beginning to analyse how the writer uses language and I can make basic comments about the meanings and the effects.	I can confidently demonstrate that I understand key ideas in the text, and I can justify my points by using well-chosen references from the text, including relevant quotations. I can confidently analyse and explain the writer's use of language using some subject terminology. I show some understanding of social and historical context where relevant.	I can demonstrate an assured understanding of key ideas in the text, and I can use sustained embedded quotes to support my explanations. I can thoughtfully analyse, evaluate and explain the writer's use of language using subject terminology confidently I can demonstrate an understanding of social and historical context where relevant.
<b>3. World War I Poetry</b>	I can read the poems.  I can make basic comments on the content.	I can identify the main points of the poem.  I can show that I have learnt about the writer's viewpoint and their use of language.	I can begin to explain and use evidence to support my ideas.  I can understand some language choices and their effect.	I can make clear comments and pick relevant quotations to support points.  I can explain the effect of language choices on the reader. I can use some subject terminology.	I can analyse how the writer uses language for effect and I can select relevant quotes as evidence. I can confidently analyse and explain the writer's use of language, form and structure, using some subject terminology. I can show that I understand the <u>writer's</u> viewpoint.
<b>Non-fiction Writing</b>	I can write some simple sentences.  I show some awareness of audience.  I can use some punctuation in my writing.	I can organise my ideas into a basic structure.  I can write in a style that is appropriate for the purpose, showing an awareness of the audience.	I can clearly organise and link my ideas.  I can adapt my writing to suit style and purpose, showing a clear awareness of audience.	I can write in a convincing, and appropriate style, to suit audience and purpose.  I can use structural and language devices for effect. I can use a range of well- chosen vocabulary and spell most words,	I can confidently use a range of devices, structural and grammatical features to sustain the reader's interest.  I can use a range of ambitious vocabulary and spell virtually all words, including more complex

# Attainment

Extending	Working well above age expectation
Advancing	Working above age expectation
On track	Working at age expectation
Working towards	Working below age expectation
Acquiring	Working significantly below age expectation

# Progress

Exceeding the expected progress

Making good progress

Not making the expected progress



# SQUID

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- The schools e-payment facility for lunch, trips and purchasing resources
- School on the journey to becoming cashless, so all trips will be managed through sQuid
- If not already done so please register via our school website or directly at:
- <https://portal.squidcard.com/LoginPortal/>
- Once your registration is complete you need to activate your account via the email sent to you and use the 16 digit code on your registration letter and 3 digit security code sent to you by the school. If you need a new letter please contact: info@wsfg.waltham.sch.uk
- There is a handy App can be downloaded from App (iphone) and Play (Android) stores
- Once logged in you can pay for “offers” related to trips and top up lunch accounts
- For some useful guides please go to the “Parents” section of the school website



**OFFICE 365**

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WALTHAMSTOW SCHOOL FOR GIRLS



HOME

ABOUT US

WHAT'S HAPPENING

STUDY WITH US

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WF GREEN TSA



WALTHAMSTOW SCHOOL

Parents / Carers

Students

Staff

Governors

Alumnae



## Students

WSFG Fronter/MLE



Office 365 & e-mail

Office 365

Search



Good morning

Install Office



Start new



Outlook



OneDrive



Word



Excel



PowerPoint



OneNote



SharePoint



Teams



Class  
Notebook



Sway



Forms



All apps





# START PROFILE

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Careers



## Start Profile

- *Start* is an online platform that helps you to explore careers – this will help you learn more and support your child in their careers education and future options.
- *Start* includes information on post 16 & post 18 education, industries, companies and employment skills.
- ALL students have a login to *Start* and their login will last them forever (or as long as the company lasts).
- At WSfG we will be using *Start* in some of our PSHE lessons to support our careers education.

**YOU WILL RECEIVE AN EMAIL WITH THE FOLLOWING LINK ALLOWING YOU TO SET UP YOUR OWN START PROFILE AS A PARENT / CARER**

<https://sway.office.com/ug7OOWGBat4Ww6eB?ref=Link>



# KEY DATES

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<https://www.wsfg.waltham.sch.uk/years>

# Trips and Costs 2019/20

- GREEN Trip in Summer Term - £10
- Globe Theatre "Macbeth" - £8 travel cost
- Career Insight Trips – cost of travel only
- St Paul's & ELM (GCSE RS)- £3
- Apollo "Wicked" - £10
- Barge Haybay - £100
- National Theatre "Master Harold & the boys" - £7



## *WSFG Alumnae is expanding - and you could be a part of it!*

### **WSFG Alumnae is Looking for Parents and Carers to establish an 'WSFG Friends & Carers Alumnae Group'**

- WSFG Alumnae is made up of a small committee of alumnae and school staff with an active interest in the school. In the past years, we have held monthly meetings in our bid to keep alumnae updated on each other and the school's development and its activities.
- We produce a termly newsletter, have a dedicated web area, hold a regular quiz night, run the Open House at the school every year and support the school with events and initiatives. We would like to continue doing so and would welcome the contribution of parents and carers of students to establish a wider community of friends and alumnae and to reinvigorate the group to do more.
- If you are interested in joining or would like to be kept updated on the next steps, please get in touch with Lesley Winter: [lwinter@wsfg.waltham.sch.uk](mailto:lwinter@wsfg.waltham.sch.uk) or [wsfgalumnae@gmail.com](mailto:wsfgalumnae@gmail.com)
- *For more information visit our website: <https://www.wsfg.waltham.sch.uk/alumnae/whoarewe>*

### **Alumnae Mission Statement**

- To maintain a supportive community amongst students, parents and staff, past and present, and celebrate Walthamstow School for Girls' achievements.