

Year 9

Parents' Information Evening

2022-2023



5th October 2022

Aims of the evening

Aims:

- Provide information about the curriculum, assessment and the year ahead
- Help you support your child in staying safe and healthy

1. **Intro and Welcome**
2. **Curriculum and assessment**
3. **Information from core subjects**
4. **Extracurricular Activities**
5. **Student Wellbeing**
6. **Online Safety**
7. **Key dates**



Key staff



Ms Marriott
Headteacher



Mrs Careless-Pye
Year 9 Student
Progress Leader



Ms Warren
Assistant Head
linked to year 9



Ms Dominique
Learning Mentor
KS3



9W
Ms Zahid



9G
Ms
Robinson



9F
Ms Rahman
/ Ms Ali



9C
Ms
Woodhouse



9S
Ms Wallace



9H
Mr Betts

SAFEGUARDING TEAM

WHO DO I TALK TO ?

If you have concerns about your safety (at school or at home).
Please talk to one of our school's Designated Child Protection Officers
who are specially trained to support you.

OUR SAFEGUARDING TEAM:



Designated Child Protection Officer

Ms K Pratt
Assistant Headteacher
Room G44 / X435



Deputy CPO
Mr N O'Brien
Deputy Headteacher
Room G45 / X436



Deputy CPO
Ms S Wallis
Associate Assistant Headteacher
Room G66 / X425



Deputy CPO
Ms J King
Pastoral Manager
Room G43 / X444



Curriculum

- Departments have been developing their department curriculum to ensure all students can **access and make progress** in their subject areas
- **Departments are working on learning journeys** – an overview for each topic to help students and parents understand the main learning points in a topic
- **Key assessments** will be detailed on learning journeys to help students and parents know important pieces of work that will help everyone understand the progress that has been made
- Students get will get **home learning** set by departments and this will get written in their planners



Reporting

Skills and knowledge descriptors

Skills and knowledge descriptor	Description	What it means:
Extending	Your child is successfully extending the skills and knowledge being developed in this subject	Working well above age expectation
Advancing	Your child is able to build on and advance the skills and knowledge being developed in this subject	Working above age expectation
On track	Your child is demonstrating skills and knowledge in this subject in line with their peers.	Working at age expectation
Working towards	Your child is developing the skills and knowledge needed in this subject	Working below age expectation
Acquiring	Your child is beginning to acquire the skills and knowledge needed for this subject	Working significantly below age expectation

Attitude to Learning & Home Learning:

- outstanding
- good
- satisfactory
- requires improvement



Curriculum and assessment – How can I help my child?

- **Look at your child's books** and talk through their work with them
- Make sure they use and **make reference to any guidance** they are given by their teachers when completing assessments
- **Use the feedback** in their books to help them make improvements or use this when completing later assessments.
- **Inform the teacher/school of any concerns** or queries early on so these can be dealt with quickly.



Info from core subjects: English

Topics Studied in Year 9 English

- A View from the Bridge'
- Non-Fiction (The Role of Women)
- Diverse Cultures Poetry
- 'Macbeth'
- Up for Debate
/ Oracy & Persuasive writing skills
- 'Of Mice and Men'

What Can I Do To Support My Child?

- Encourage reading – and widely! A variety of genres, text type, and level of challenge.
- Encourage your child to discuss what they're reading, both in and out of lessons.
- Encourage revision skills. Help develop a revision timetable for upcoming assessments and KS3 exams. Discuss revision strategies to use. Revise a little and often.
- Look through your child's assessments and encourage them to explain what they've done well and what they can do to improve



Info from core subjects: Maths

Examinations

Half termly assessments based on currently learning

Mock GCSE Exams in December and at the end of year Numeracy Assessments

In year 9 students begin the KS4 GCSE

curriculum by completing topics that support their GCSE learning. They will be aware of their

9-1 current working Grade but assessments

and reports will still be based on the KS3

standards.

Topics Studied in Mathematics in Year 9

Autumn Term 1 – Factors, Multiples, Roots, Indices and Pythagoras' Theorem

Autumn Term 2 – Expressions, Equations, Formulae, Perimeters and Areas

Spring Term 1 – Fractions, Decimals, Percentages, Data Collection

Spring Term 2 – Accuracy and Calculations and Compound Measures

Summer Term 1 – Quadratics

Summer Term 2 – Angles, Polygons and Standard Form



Info from core subjects: Maths

What can my child practise and revise?

- Use vle.mathswatch.com
- Use DrFrostMaths.com
- Use <https://corbettmaths.com/>
- Use Kerboodle.com
- Use White Rose Maths
- Use MyMaths.co.uk
- Use Revision Guide and Workbook
- Use textbook and practice book

What Can I Do To Support My Child?

Remind your children **to attend maths support** on Tuesdays.

Discuss their **successes**, for example a good homework or result in a test. Our LRC has some books for parents explaining how they can help their children with Maths.

Ask your **children to explain** maths questions to you as this reinforces their learning of the topic.



Topics studies in Y9 Science

P3 Particle model of matter

B1 Cells

C1 Atomic structure

P4 Radioactivity

B2 Photosynthesis

C2 Structure and bonding

What can I do to support my child?

- Encourage them to review their Science classwork, learning as they go along
- Encourage them to explain to you what they have learnt in Science in their own words
- Test them on their recall of content/ knowledge using their exercise book
- Encourage them to check through the unit overview so they can see what they have learnt so far as well as make links within the unit
- Practice exam questions from the AQA website and look at mark schemes so they get used to applying their knowledge to new situations

Attendance and punctuality

- **It is vital that students have excellent Attendance.**
- Below 95% attendance will mean the school will be closely monitoring.
 - Below 90% may lead to prosecution.
- Holidays are NOT permitted during term time and may lead to fines.

Punctuality is also vital to success...

5 minutes late each day – **3 days of learning lost**
10 minutes late each day – **6.5 days of learning lost**
15 minutes late each day – **10 days of learning lost**
20 minutes late each day – **13 days of learning lost**
30 minutes late each day – **19 days of learning lost**



Attendance and uniform – How can I help my child?

- Encourage your child to **attend school every day** to ensure they do not miss out on their education.
- Ask your child if everything is okay if they say they don't want to go to school and you suspect it is not because they feel unwell.
- **Inform us if you have concerns** about your child's attendance.
- **Carefully read our uniform policy** so you can ensure your child is wearing the correct uniform and has everything they need for their school day.
- **Carefully read our rules regarding jewellery** to ensure we do not have to confiscate items from your child.
- **Contact us if you have any questions.**



Extra-curricular and Educational Activities

Educational visits and extra-curricular activities are a vital part of our students' school experience. They:

- Provide a rich and diverse educational experience
- Support the curriculum
- Set learning in context
- Are motivational and inspiring

Please see our website for a programme of extra-curricular activities.

You will be notified of educational visits via email for permission.

To run educational visits, we trust our students to:

- Behave in an exemplary manner
- Be punctual and in uniform (unless not appropriate for a specific trip)
- Follow all instructions immediately



Extracurricular: How can I help my child?

- Ensure that you **sign sQuid permission** as soon as possible and pay any fee associated with the trip (please speak to us if this is difficult for you)
- Have a **positive conversation** with your child about the trip and the opportunity for a learning experience
- Support them in **being prepared** with anything that they need (uniform, packed lunch)
- Ask them about it following the trip – **what did they enjoy? What learning took place?** What will they do with that learning?



Careers

- Unifrog
- Assemblies
- Living in the Wider World – PSHE
- One to one interviews/conversations
- 'What's my Line' IWD activity



- Have conversations about likes, dislikes, passions, subjects
- Talk about what your child's strengths are e.g. good with people, business minded, strategic thinker
- Look at unifrog together and separately and explore different options
- Ask questions but try not to be judgmental (options, work experience, colleges) e.g. what are you thinking about for options this year? Ok tell me some more about your choice?
- Notice and look for opportunities that would help develop a skill set

Parents' Association

- Huge differences between Primary and Secondary.
- Improve communication with parents and carers.
- Work together on our School Improvement Plan.
- Discuss a range of issues related to your child's education.
- Opportunity to feedback on current school practice and policies and suggest improvements.
- Help parents/carers feel more involved in the life of the school.



Wellbeing

- **Your child's wellbeing is very important.**
- If they are not supported with this aspect, they may find school a difficult place to be.
- We have an extensive support network.
- Interventions Team meet every 2 weeks to determine need.
- Wellbeing Hub bringing together our wellbeing support for students including:- Learning Mentors, Counsellor, Tier 1 CAMHS, School Nurse.
- Groupwork, individual 1:1 support, friendship issues, attendance concerns, settling in / key stage transition, self care, young carers.
- External referral for support of families and children:- Early Help, disordered eating, young carers, bereavement support, behaviour and attendance team, children's social care.
- Specific support for children's emotional health:- Kooth, Young Minds, CAMHS.



Wellbeing – how can I help my child

- **Have regular conversations with your child about how they feeling.**
- Be alert to your child not wanting to come to school or having frequent headaches, stomach aches etc.
- These MAY be an indicator that they are experiencing emotional difficulties.
- If you are concerned about your child's wellbeing speak with their Tutor or Student Progress Leader as soon as possible.
- Please feel able to speak with school if you as a parent or members of your family are experiencing wellbeing concerns.
- We will be able to signpost you for support and monitor your child's wellbeing more closely if necessary.



Online safety

- Microsoft Office 365 Account for all students
- School: Supervision in class, Key word filters, ICT suite supervision program
- Website blocking – London Grid for Learning
- Programs used store data in the UK or EU
- Removal of access as a sanction
- **Home supervision**
 - **Social Media, Online Gaming, GPS location, Permissions on Apps**
- **Remember: Personal data on your child is a commodity**



Online safety: How can I help my child?

- Monitoring of social media
- Gaming – online purchases, collecting data
- Devices in rooms – moderate screen time
- Check privacy settings on devices
- Discuss online threats
- Research games and apps
- Child Exploitation Online Protection Unit

ceop.police.uk



Key dates

Key Dates for Year 9 in 2022/23

31st October - Early closure for INSET 1.40pm

24th January - Options Evening 6.00pm-8.00pm

9th February - Year 9 Parent/Carer Evening 4.30pm-7.00pm

10th March - International Women's Day Celebrations - All day

20th March - Child Booster Vaccinations

8th May - 19th May - KS3 Exams begin



Thank you for coming...



WALTHAMSTOW SCHOOL FOR GIRLS



HOME

ABOUT US

WHAT'S HAPPENING

YEAR 6 TRANSITION 2022

STUDY WITH US

PARENTS/CARERS

WORK FOR US

NELTSH CONTACT US



Further queries:

info@wsfg.waltham.sch.uk

