



## Year 9 - Year Ahead Evening 2025

# Welcome back



**Mr Willmott**

**Assistant  
Headteacher  
for Year 9**



**Mr Stanton**

**Head of Year 9**

## Our Tutor Team



**9A  
Mrs Kohli**



**9D  
Mr Munroe**



**9L  
Mr Dittmar**



**9O  
Mrs Pilcher**



**9V  
Miss Yusuf**



**9E  
Ms Margetts**



**9C  
Ms Meakin**



# Welcome back

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<b>Curie</b>	hmeakin@adalovelace.org.uk

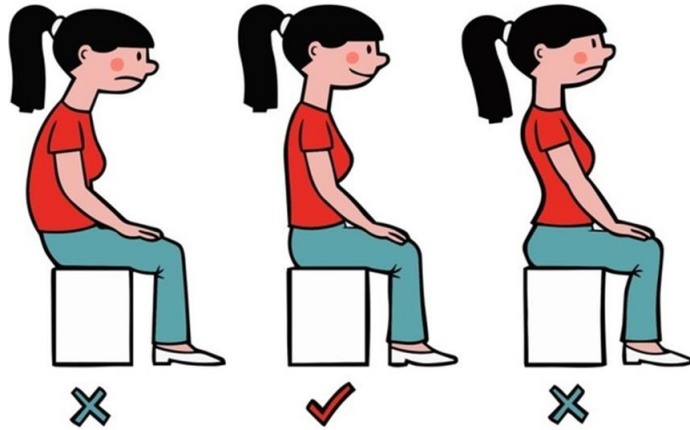


**Aim :** To enable parents to be able to support their child to flourish at school

**Outcomes:**

- Celebrate headline successes from last year and introduce the theme for the year ahead.
- Explore how we can support students in building strong habits for learning and wellbeing.
- Provide an insight on the Year 9 learning journey and the process for GCSE options
- Share key reminders around safeguarding and how we work together to keep students safe.

## Twyford Trust Sitting Posture



**DO** put your feet flat on the floor

**Why?** It keeps you stable and supported

**DO** keep your back straight and your head tall

**Why?** It lets you breathe deeply

**DO** relax your shoulders

**Why?** It lets you breathe freely

**Don't** lean against the back of the chair

**Why?** It stops your core being engaged





## Opening responses

### Opening Responses

Surrounded by a cloud of witnesses

**Let us run the race set before us**

Following in the footsteps of the pioneers

**who have inspired us to do great things**

Therefore let us be courageous

**Running with confidence and hope.**

*Hebrews 12:1*

## Reading

*Therefore, since we are surrounded by so great a cloud of witnesses, let us also lay aside every weight and the sin that clings so closely, and let us run with perseverance the race that is set before us, <sup>2</sup> looking to Jesus the pioneer and perfecter of our faith, who for the sake of the joy that was set before him endured the cross, disregarding its shame, and has taken his seat at the right hand of the throne of God.*

**Hebrews 12: 1-2**



# 2025-2026 Theme for the Year

## **Mr Smith Headteacher**

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High School

# Theme for the Year – Run with Perseverance

Therefore, since we are surrounded by so great a cloud of witnesses, let us also lay aside every weight and the sin that clings so closely, and let us **run with perseverance** the race that is set before us, <sup>2</sup> looking to Jesus the pioneer and perfecter of our faith, who for the sake of the joy that was set before him endured the cross, disregarding its shame, and has taken his seat at the right hand of the throne of God.

Hebrews 12: 1-2



*"Run the race set before us"*  
**Having a clear goal and finding joy in the journey**



*...With perseverance...*  
**Overcoming hurdles**



*...Together*  
**Teams that work together**



# A timeless handbook

Therefore, since we are surrounded by so great a cloud of witnesses, let us also lay aside every weight and the sin that clings so closely, and let us **run with perseverance** the race that is set before us, <sup>2</sup>looking to Jesus the pioneer and perfecter of our faith, who for the sake of the joy that was set before him endured the cross, disregarding its shame, and has taken his seat at the right hand of the throne of God.

Hebrews 12: 1-2



## Aptitude

Keep noticing what you are good at

*Good Gifts Used in Service*



## Attitude

Build your learning habits through positive routines

*Don't stay in a bad place*



## Good Choices

Engage fully in a wide range of learning opportunities

*Unique Value in Community*



Our 10:10 ethic



## Personal Goals

Challenge yourself with a resilient Plan A/B/C approach

*Life in All its Fullness*

Make the leap

## Trust progress outcomes

All 4 Trust schools in top percentile at GCSE Progress of +1 grade above national

All 4 Trust schools graduating Yr 13 students for the first time from 3 full 6<sup>th</sup> forms, to a wider range of pathways



# School progress outcomes – Year 11

77% 5+ in English and Maths  
(National Average 45%)

51% of grades  
awarded were 7 - 9

5 Students  
achieving 10  
Grade 9s

Pupil Premium Gap 3%

Attainment 8  
score of 6.4

40% of students achieved a  
Grade 7 in English **and** Maths



# School progress outcomes – Year 13

100% of students  
successfully passed T-  
Levels

3 students accepted onto  
Degree Apprenticeships at  
Amazon

University Pathways include:

- Bio-Medical Science
- Vetenary Nursing
- Psychology and Cognitive Neuroscience



# Theme for the Year – Run with Perseverance







## Aptitude

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How is the school supporting my child academically?  
What can I do to support this?

**Miss Lyon – Assistant Headteacher**



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## Aptitude

# Prep

- Shorter school day: Prep more important than ever
- 6<sup>th</sup> form study: 50% of learning takes place at home
- 1 piece of prep ( 15 mins) per subject
- Home planner routine ( Mr Stanton)
- Online prep ( sparx, quizlet)



**SENECA**  
Free interactive content to  
keep students engaged



**Sparx Maths**



**Quizlet**



**Aptitude**

# Quarterly assessments

## Year 9 Assessment Dates

<b>Q1</b>	w/c 13 <sup>th</sup> October
<b>Q2</b>	Starting Thursday 4 <sup>th</sup> December
<b>Q3</b>	w/c 2 <sup>nd</sup> March
<b>Q4</b>	w/c 15 <sup>th</sup> June

## Q2 and Q4 Assessments

Students off timetable  
sitting formal exams





# Sets and classes

## Aptitude

- Band A + B equal, with 4 sets in each
- Different classes for each subject ( humanities, options)
- Set changes primarily in January and July





# Supporting with revision

## Aptitude

- Revision checklists and revision materials
- Quiz your child using knowledge organisers
- Revision timetable ( sent with assessment week timetable)



## The Importance of Literacy

"The average reading age required to access GCSE level texts and examination papers is 15 years and 8 months."

**National Literacy Trust**

Student "A"  
reads **20 minutes**  
each day

3600 minutes in  
a school year

Student "B"  
reads **5 minutes**  
each day

900 minutes in  
a school year

Student "C"  
reads **1 minute**  
each day

180 minutes in  
a school year

1,800,000 words



90<sup>th</sup> percentile

282,000 words



50<sup>th</sup> percentile

8,000 words



10<sup>th</sup> percentile





### **Attitude**

Build your learning habits  
through positive routines

What habits will help your child to achieve their goals this year?

How can we work together in the development of these habits?

**Mr Stanton – Head of Year 9**

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High School

# Run with Perseverance



## Aptitude



## Attitude



## Good Choices



## Personal Goals



Keep noticing what you are good at

Build your learning habits through positive routines

Engage fully in a wide range of learning opportunities

Challenge yourself with a resilient Plan A/B/C approach

*Good Gifts Used in Service*

*Don't stay in a bad place*

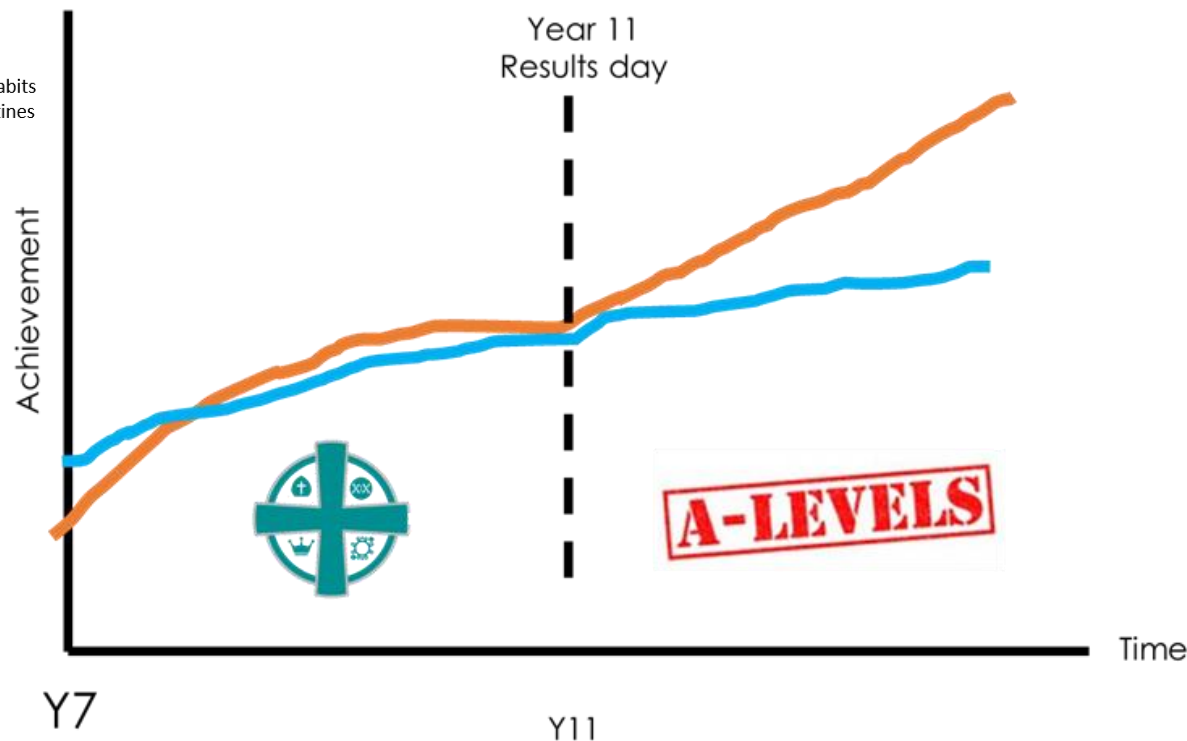
*Unique Value in Community*

*Life in All its Fullness*



## Attitude

Build your learning habits through positive routines



## Attitude

Build your learning habits through positive routines

*Don't stay in a bad place*







## Attitude

Build your learning habits  
through positive routines

### What does excellence look like?

I come fully equipped

I am polite and helpful

I wear my  
uniform perfectly

I walk to my lessons  
with purpose

I complete lesson  
prep for every lesson,  
every day



I engage with the wider  
school and community

I am focused  
at all times

I care about the  
quality of work in  
my book

I am reflective  
about myself and  
my learning





## Attitude

Build your learning habits through positive routines

*I complete lesson prep every day*

I complete lesson prep for every lesson, every day

All **subjects** written in for the week in Review & Literacy on Mondays

All **prep tasks** recorded neatly including the detail needed to complete it

All **due dates** recorded accurately

Week Beginning: 9th May 2022					
Week 2	Lesson Preparation			Due date	Done
9	1 Math	Finish double sided sheet.		10/06	✓
	2 Art	Finish the artwork.		10/06	✓
	3 Science	How does pollution directly affect you?		10/06	✓
	4 German	Write email and do all six questions very carefully. Reread second set of questions + complete annotations.		10/06	✓
Monday	5 English	no clubs		✓	✓
	Enrichment			✓	✓
10	1 Science	Finish sheet from lesson on 9th. How does atmospheric pollution affect you?		11/06	✓
	2 RE	Do 0.1 and 0.2 in lessons and finishing -S.		11/06	✓
	3 Math	Do the big shape sheet.		11/06	✓
	4 German	Do vocabulary pages. There will be a test. Do block one and seven block. Have test.		15/06	✓
Tuesday	5 English	← Games No prep - have physical education.		✓	✓
	Enrichment	Have Rounders		✓	✓
11	1 Math	My maths - Enlarging shapes		15/06	✓
	2 Geography	Clear and the books, textbooks, and finish the A2 evaluation. Filled.		12/06	✓
	3 History	Do BBC bite size and do prep 5.		9/06	✓
	4 Science	Do sheet and go on extra review lesson.		12/06	✓
	5 English	Finish the book. The book.		15/06	✓
	Enrichment			✓	✓

Planner reviewed and signed by parents/carers **every weekend**

School Signature:

Home Signature:

Behaviour data copied in **every week**

My Data

Attendance:

Positive Points:

Negative Points:




# Home Planner Routine

## Every Weekend:

1. Check all prep has been completed for week ahead
2. Check behaviour data
3. Sign planner

My Data		
Attendance:	Positive Points:	Negative Points:

School Signature:   
Home Signature: 

## Throughout the Week:

1. Check your child has completed prep tasks for following day.
2. Encourage them to attend study club Monday - Thursday
3. Check they are recording accurate due dates and ticking off prep as they go along.



I complete lesson  
prep for every lesson,  
every day

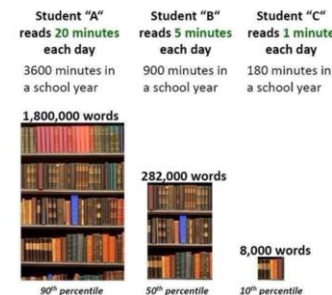
170  
48

1. Create a **regular planner check time** each week (e.g. Sunday afternoon).
2. Keep a **quiet space for prep** at **home**.
3. **Praise effort** and **completion** of **prep**
4. **Plan time for reading**

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### The Importance of Literacy

"The average reading age required to access GCSE level texts and examination papers is 15 years and 8 months."  
**National Literacy Trust**





## Attitude

Build your learning habits  
through positive routines

I care about the  
quality of work in  
my book

1. **title** is underlined in **red**

Title goes here  
and is underlined red

Today's  
date

3. Notes are **tidy**  
and **neat** any  
sheets are **trimmed**  
down and **stuck in**

Lesson aim: is written here

- 1) All work should be written neatly
- 2) Students need to write in blue or black ink
- 3) Sheets should be stuck in neatly

2. **Date** and **CW**  
(**classwork**) written in  
the margin-  
underlined in **red**

4. Notes are **tidy**  
and **neat** any  
sheets are **trimmed**  
down and **stuck in**

Key terminology:  
Make sure that important words  
stand out

When an answer is wrong, that's fine -  
but make sure you ~~don't~~ correct your  
notes. This is important.

5. All self  
assessment is done  
in green pen

Prep Prep will be completed  
in your rough book or  
exercise book

6. If prep needs to be completed in your exercise book, **prep**  
needs to be written in the **margin**  
(Note: Some work will go into your purple 'rough book' -  
your teachers will tell you when to use this book.)







## Attitude

Build your learning habits  
through positive routines

05.09.2022

Who were the Jews of Europe?

LO: To understand where and how Jewish people lived in Europe

Persecution: mistreatment of a group of people sustained over a period of time especially on the basis of ethnicity or religion

**Jews of Europe**

- Educated families
- Lived normal lives
- Some were wealthy
- Some were businessmen
- Partook in normal activities
- Participated in sports
- Lived in cities and the countryside
- Observed religious occasions

Life for Jewish people in Eastern Europe was separated from the other non-Jewish members of society. For example, many Jews lived in separate communities called ghettos.

In Western Europe, Jews were more integrated in society, resulting in a less traditional lifestyle. For example, most Jews lived alongside non-Jews in cities. Therefore they are

229  
13

Factors that led to the Nazi rise to power	
1. How many unemployed people were there in Germany?	6 million ✓
2. What effect did hearing Hitler speak have?	They thought he had Germany's best interests at heart so they became very loyal ✓
3. What do people look for when they are in trouble?	Someone to blame (scapegoat) ✓
4. The Nazis promised to help with 'Arbeit und Brot'; what did this mean?	work and bread ✓
5. How much money did businessman Fritz Thyssen donate to the Nazi party?	1 million marks ✓
6. What did the Nazis spend this money on?	a propaganda campaign ✓

Elements, compounds and mixtures

LO: To recall the difference between elements, compounds and mixtures

compound sheet

A **element** is made up of only **one type** of atoms. All known elements are in the **periodic table**.

A **compound** is made up of **two or more different elements** that are **chemically bonded** together. Compounds have **properties** that are **not** chemically combined.

I care about the  
quality of work in  
my book

The need to engage,  
not just behave.

Eukaryotic cells #2

LO: To learn about plant cells

prep

cytoplasm, ribosome, nucleus, mitochondria, cell membrane, vacuole, cell wall, chloroplast

plant cell power

Eukaryotic cells - contain membrane ~~best~~ bound organelles e.g. nucleus.

- mitochondria
- chloroplasts

Prokaryotic cells

LO: To learn about bacterial cells

cytoplasm, chromosomal DNA, cell membrane, cell wall, Ribosomes, Plasmid DNA, flagella

genetic material which controls the cells activities

cell membrane

On bacteria, there is a 3<sup>rd</sup> layer of called slime capsule

→ A whip-like structure for movement



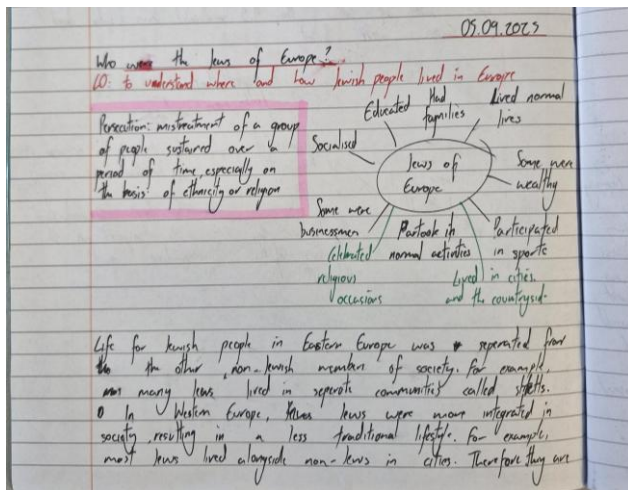


## Attitude

Build your learning habits  
through positive routines

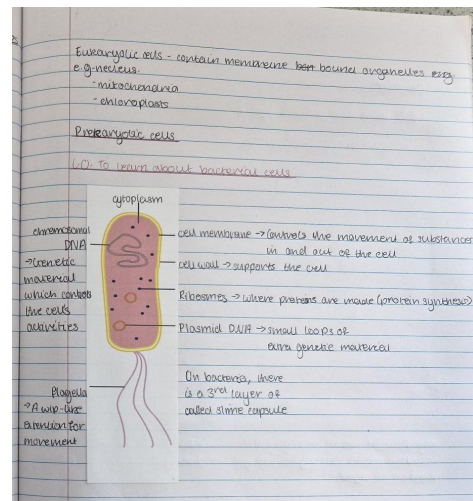
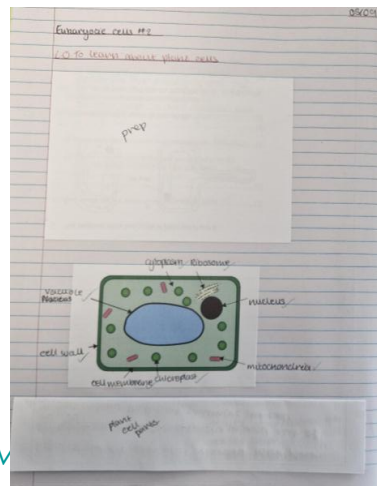
# The need to engage, not just behave.

I care about the  
quality of work in  
my book



1. When checking the **planner**, have a look in a couple of **books** as well.
2. If it looks like they are taking real care with their work, praise them.
3. If it doesn't, ask them why not and how they plan to put it right.

Factors which appeared in the Nazi rise to power	
1. How many unemployed people were there in Germany?	6 million ✓
2. What effect did hearing Hitler speak have?	They thought he had Germany's best interests at heart so they became very loyal ✓
3. What do people look for when they are in trouble?	Someone to blame (scapegoat) ✓
4. The Nazis promised to help with 'Arbeit und Brot'; what did this mean?	work and bread ✓
5. How much money did businessman Fritz Thyssen donate to the Nazi party?	1 million marks ✓
6. What did the Nazis spend this money on?	a propaganda campaign ✓





### Attitude

Build your learning habits  
through positive routines

# I Wear My Uniform Perfectly

- Simple, **S**mart, **S**ame as everyone
- All uniform should be bought from the school suppliers
- Skirts must be on the **knee**
- Coats/scarfs/hats must be plain **black**
- Shoes **must** be **shoes** (not trainer like)!
- Boys socks: black/grey
- Girls socks: white

I wear my  
uniform perfectly

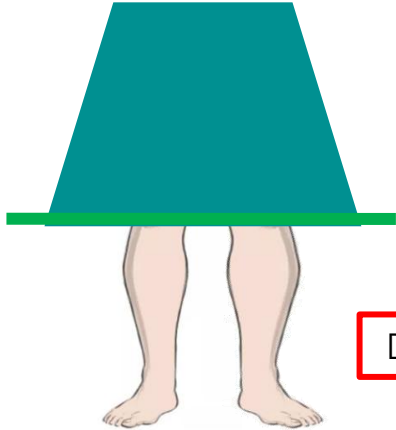
Shirts tucked  
in at all times



No jewellery  
or make up



No shorts  
under  
trousers



On the knee or longer ✓

Don't go above the knee



1. Do they look smart when they leave in the morning?
2. Do they look smart when they get home?
3. If they've grown, they probably need some new uniform.

# 21

Make the Leap







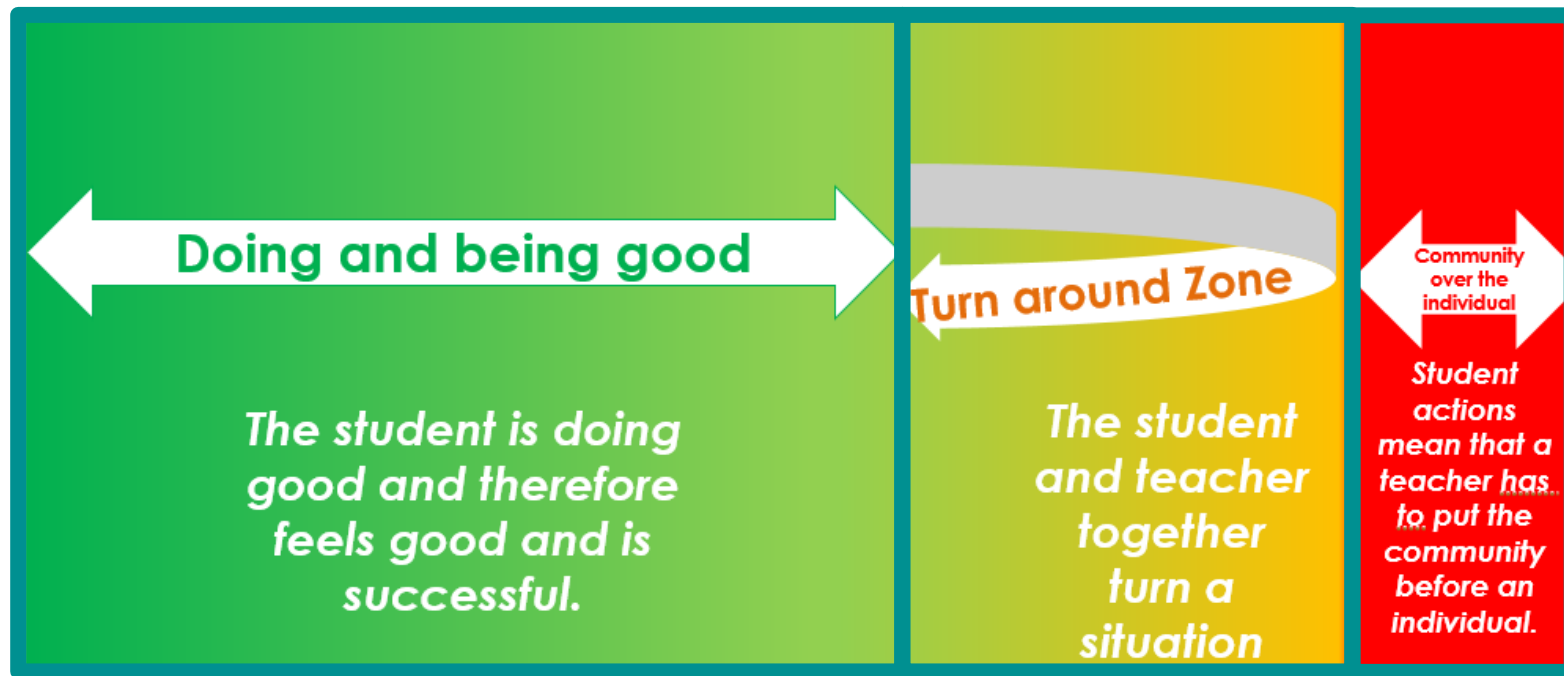
### Attitude

Build your learning habits  
through positive routines

I am reflective  
about myself and  
my learning

*Our conduct points support good day-to-day decision making...  
to prevent students from developing less successful habits*

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53

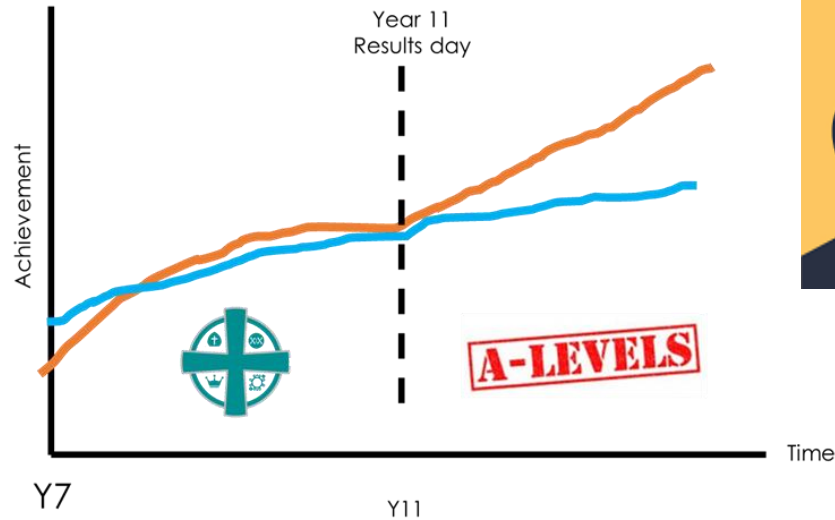


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3





# Supporting with conduct



1. Do have a conversation with your child when they receive a negative.
2. Help us to support your child by encouraging them to genuinely think about what habit they got wrong.
3. Remind them that negatives are part of our normal system that helps them to build good habits.
4. Are they able to tell you what they will do differently next time.





**Good Choices**

**What are the 'good choices' that your child must make this year?**

**How can you support them in these choices?**

**Mr Willmott – Acting Assistant Headteacher**

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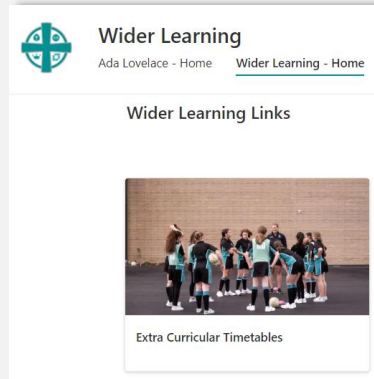
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**C of E**  
High School



All students are expected to attend **at least one** extended elective each week

## Key points

- Extended elective timetable is available on Copia:



- Sports trials are taking place **this week**  
– Football, Netball, Rugby
- All extended electives will be running from Monday 15<sup>th</sup> September





Good Choices

# GCSE Options Process

Do I have the relevant experience for my chosen subject(s)?

Am I showing the right attitude and making the right choices?

Does my wider learning commitment support my case?

History or Geography

MFL (German or French)

Options Subject: Music, Drama, PE, Computing, Graphics, Dual Humanities, Dual MFL

Thursday 5<sup>th</sup> February  
**Year 9 Options Evening**

w/c Monday 9<sup>th</sup> March  
**Options form opens**

End of April  
**Options form deadline**

Start of July  
**GCSE Options confirmed**





Good Choices

# GCSE Options Process

Students who have reached pastoral stages 4 or 5 will have their option choices reviewed by SLT.

They may be changed or removed in order to support progress for all students.

**Learning habit grades will also be considered when reviewing option courses.**





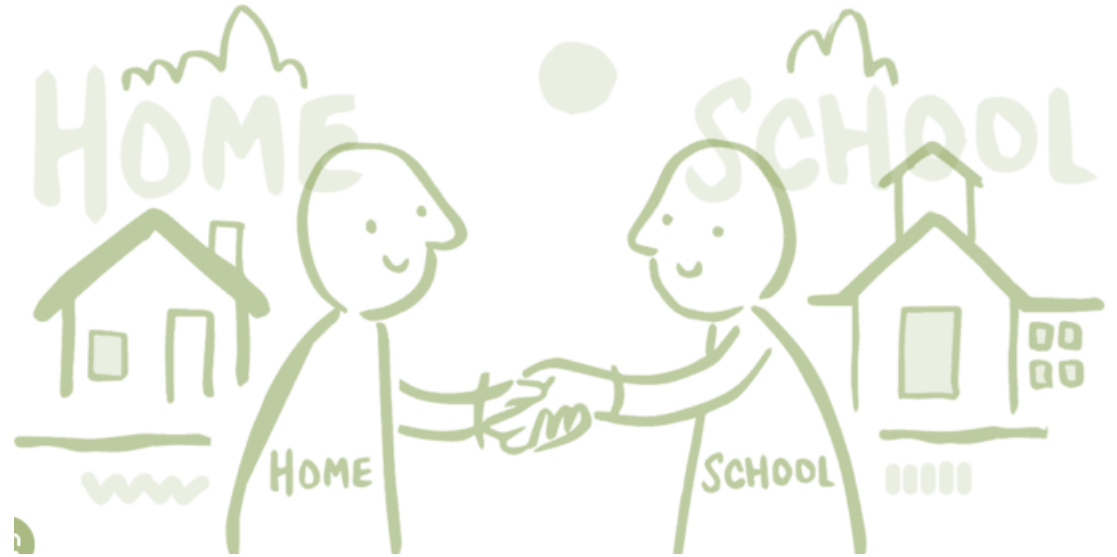
**What is the school doing to keep my child safe?  
How can you support the school with this?**

**Ms Marr – Deputy Designated Safeguarding Lead**

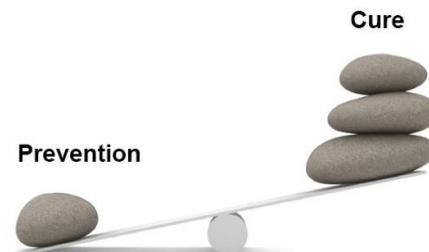
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High School



# Keeping Safe: Safeguarding



**PSHE Workshops** to inform and encourage good decision making

**Wider Learning** to give students opportunity to engage in wholesome activity to grow as people

**Pastoral Curriculum** to tackle moral questions and develop students' principles

**Conduct System** to develop strong habits

## PSHE Workshops

### PSHE Workshops

- To support students through the challenges faced as a teenager
- Provide PSHE guidance to help students keep themselves safe

	HT1	HT2	HT3	HT4	HT5	HT6
Year 7	Respectful Relationships	Effective Learning	Online Safety	Self-Care	Responsible Citizens	Considering my Future
Year 8	Sexting and Social Media	Mental Health	Drugs, Alcohol, Gambling	Sexual harassment, relationships and keeping healthy (EF, Ada)	Global Citizenship and Democracy	Self Esteem
Year 9	Online Safety and Media Awareness	Conflict and Loss	Healthy Relationships	Addiction	Prejudice and Discrimination	Careers
Year 10	Mental Health: Self Image	Youth Speaks Out	Safer Sex	Prevent assembly on extremism + radicalisation	Finance: Budgeting and bank accounts	Work Experience Prep
Year 11	Safer Sex	Effective independent learning and revision		Finance: preparing for my future		

*'Make the Leap'*

*Make the leap*





# Mobile Phones

- **MUST not be a smart phone** or be capable of taking photos or connecting to the internet.
- The phone **should be switched off before the student enters the school site and placed in their school bag.**
- The phone **should not be brought out at any point** during the school day
- It should only be used before or after school when students are well out of sight of the school entrances
- **Smart devices including mobile phones are not allowed on any school trips or residential.**



## Mobile Phones

Parents who wish their child to carry a mobile phone to school should do so only according to the following:

- The phone must not have internet access and must not have a camera
- The phone should be one of the following types – Alcatel 1016G, Nokia 105, Samsung E1200
- It should be clearly marked with the student's name
- The phone should be switched off before the student enters the school site and placed in their school bag
- The phone should not be brought out at any point during the school day and should only be used after school when they are out of sight of the school entrances
- A school brand mobile phone remains the responsibility of the student at all times and the school will not take action if it is lost or stolen
- If a student is allowed to take a mobile phone on a school visit/residential trip it must be a school approved mobile phone.

There may be occasions where a member of staff is required to search a student's bag to look for a mobile phone (this will be done in accordance with the DfE guidance on searching and screening):

- If during a search a 'school phone' is found it will not be confiscated provided it does not contain any evidence relating to an investigation AND when it is found it is switched off
- All non-school recommended phones and 'school phones' that are not switched off will automatically be confiscated as part of a search
- Phones that are visible during the school day will automatically be confiscated
- Any phone that is seen or heard during the school day (school issue or otherwise) will automatically be confiscated
- If it is a school-approved mobile phone and does not contain information pertaining to an investigation, it may be collected by a parent at the end of the school day. It will not be returned to the student.
- If it is a non-approved phone, it will not be returned until the end of the full school term in which it is confiscated, and the student will receive a Senior Leadership Team detention. No exceptions will be made to this rule so you must ensure your child does not bring a non-approved mobile phone onto the school premises under any circumstances.



Alcatel 1016G



Nokia 105



Samsung E1200

# Safeguarding (including trips)



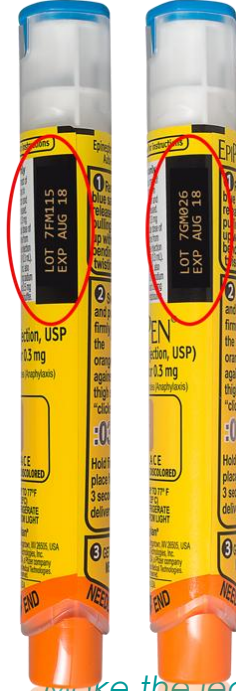
Just like in all four schools in the Trust, smartphones are not allowed on school trips.

If a smart phone is found during the trip, it will be confiscated



# Safeguarding (Medication)

All Students with a recorded medical condition that requires medication must bring **in date medication** with them on all school trips, both day and residential. If students do not have in date; they **will not** be allowed to participate in the trip.



# Online safety

## Monitor their online activity:

- ✓ There are legal consequences for sharing indecent pictures or making insulting remarks
- ✓ 95% of problems in school stem from online behaviour in your homes – it then disturbs their learning at school

**Report!t**  
**Don't support it.**  
Investigate  
Safeguard  
Educate



# Permanent Exclusion

It is important you are aware that the school **will always permanently exclude** a pupil for the following:

- Having an offensive weapon in school

*Offensive weapon in the school context includes knives of any description or size – pocket knives, craft knives etc*

- Possession of any illegal drugs in school – ‘in any form’
- Supply or intent to supply illegal drugs in or out of school
- Assaulting a member of staff
- Serious misuse of social media that affects the health and well-being of a member of the school community or brings the schools name into disrepute
- The school will also permanently exclude students for a persistent failure to comply with the school’s behaviour policy.

## **Prayer**

Lord God,  
You have created us to be and do good.  
You provide us with times of rest,  
And with opportunities to flourish,  
Help us to walk in the right paths,  
And to access all the good that we need

**Amen.**

## Closing responses

All shall be well

**And all shall be well**

And all manner of things shall be well.

**All life is a precious thing**

Held in the palm of God's hand.

**Amen.**

From Julian of Norwich

