
Year 9 - Year Ahead Evening 2026

Welcome back



Mr Willmott

**Assistant
Headteacher
for Year 9**



Ms Wigney

Head of Year 9

Our Tutor Team



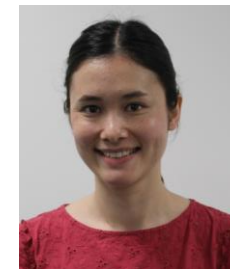
**9A
Ms Burn**



**9D
Mr Ali**



**9L
Ms Desai**



**9O
Ms Ng**



**9V
Ms Higgins**



**9E
Mr McCreeth**



**9C
Mr McQuaid**



Welcome back

Assistant Headteacher	jwillmott@adalovelace.org.uk
Head of Year	bwigney@adalovelace.org.uk
Archimedes	gburn@adalovelace.org.uk
Descartes	aali@adalovelace.org.uk
Lorenz	sdesai@adalovelace.org.uk
Omar Khayyam	myng@adalovelace.org.uk
Vaughan	rhiggins@adalovelace.org.uk
Euler	smccreeth@adalovelace.org.uk
Curie	kmcquaid@adalovelace.org.uk

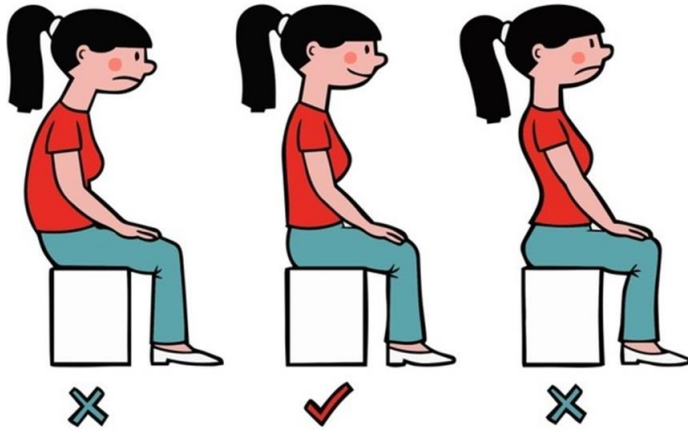


Aim : To enable parents to be able to support their child to flourish at school

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 your breathe freely

Don't lean against the back of the chair

Why? It stops your core being engaged





Opening responses

Unless the Lord builds the House
Those who labour, Labour in vain

Unless the Lord protects the city
Those who watch over it watch in vain

All our hope on God is founded
God our hope and foundation stone

Reading

²⁴ 'Everyone then who hears these words of mine and acts on them will be like a wise man who built his house on rock. ²⁵ The rain fell, the floods came, and the winds blew and beat on that house, but it did not fall, because it had been founded on rock. ²⁶ And everyone who hears these words of mine and does not act on them will be like a foolish man who built his house on sand. ²⁷ The rain fell, and the floods came, and the winds blew and beat against that house, and it fell—and great was its fall!'



Matthew 7: 24-27

2026-2027 Theme for the Year

Mr Smith Headteacher



Ada Lovelace
C of E
High School

²⁴ **‘Everyone then who hears these words of mine and acts on them will be like a wise man** who built his house on rock. ²⁵ The rain fell, the floods came, and the winds blew and beat on that house, but it did not fall, because it had been founded on rock. ²⁶ **And everyone who hears these words of mine and does not act on them will be like a foolish man** who built his house on sand. ²⁷ The rain fell, and the floods came, and the winds blew and beat against that house, and it fell—and great was its fall!’



Believe in...



Buy in...

Make the leap



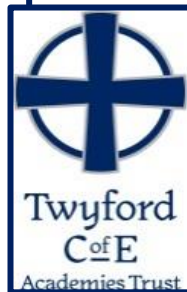
Live out.



The foundations across the trust are strong

Student Successes across 4 schools

- Avg. progress for the Trust: + 1.1
- All schools in top 3% or above nationally
- Identical A-Level progress for both WP & Twyford (87/90% A*-C pass rate)
- Yr 13 Extension programme successful at both schools e.g. **lots** of students going on to medicine, dentistry, engineering and Oxbridge
- T-Levels 100% pass rate



Staff training

- Teacher training programme graduated 111 trainees across 55 schools
- 23 trainees hosted by 4 Trust Schools – all successfully gaining QTS
- Ofsted TWL gains **exceptional feedback**
- Over 900 new teachers supported
- 219 experienced teachers supported on senior leadership training across W. London



Make the leap



The foundations built here at Ada are working

Student A – Lab Science

Target – Distinction (AAA)

Y13 Result - Distinction (AAA)

Destination – University of Plymouth – Ocean Science & Marine Conservation

Student B - Digital

Target – Merit (BBB)

Y13 Result - Distinction (AAA)

Destination – Amazon – Degree Apprenticeship – Cyber Security



The foundations built here at Ada are working

- Our GCSE rolling average places us in top 1% of all schools for progress – exceptional
- On average students at AL achieved more than 1 grade higher than students in other schools
- 50% of all exams sat are graded 7-9
- More than 75% of students achieved a 5 in both English and Maths
- More than 50% of students achieved the prestigious Ebacc (academic curriculum offer)



Year 11 – class of 2024... where are they now?

1. A*A*A* - Maths at Warwick
2. AAAA - Infection and Immunity at UCL
3. A*A*AA- Biomedical engineering at UCL
4. A*A*A* - German and Czech at **Oxford**
5. A*A*AA – German and Philosophy at **Oxford**
6. A*A*A* – English at **Cambridge**
7. A*A*A - Psychology at **Cambridge**
8. A*A*A*A* Biomed Sciences at **Oxford**
9. A*A*A* - Engineering at **Oxford**
10. A*A*A – Chemistry at **Oxford**



What's next?

Top Future Skills for 2025

To inform and guide the University-wide Future Skills, Kingston University conducted an annual survey conducted in partnership with YouGov.

Over 2,000 leading UK businesses of varying sizes and sectors have responded to the research directly informs how we shape our curriculum to ensure graduates are equipped with the skills and knowledge relevant for the rapidly evolving job market. The survey also provides a snapshot of the evolving skills landscape across the country. Conducting this annual survey allows us to identify key areas of change, such as the attitude to learning and the impact on the wider job market.

2025 League Table

- 1 Problem solving/ process skills
- 2 Communication skills
- 3 Digital skills
- 4 Critical thinking
- 5 Analytical skills
- 6 Adaptability Financial literacy
- 7 Initiative Resilience Creativity
- 8 Ability to build relationships



6%

56 per cent of businesses are likely to consider a more skills-based approach as an optimal way to modify their hiring practices.

Make the Leap

Ada Lovelace CofE High School

Twyford Trust Learning Culture

Outward Looking

I am respectful, polite and thankful

I look smart wherever I am in the community

I do my prep & homework carefully

I listen attentively & follow instructions

I engage in wider learning



Positive and Purposeful

I walk silently to lessons

I come to lessons fully equipped and on time

I have excellent posture

I take care with speaking, reading & writing

I use memorisation skills to help new learning stick

Committed to Improvement

I take pride in my books, keeping work neat & clear

I persevere when solving problems

I participate fully in activities to check my understanding

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I act on feedback



Ada Lovelace CofE High School

Our shared goals

PROGRESS

Do you do well in all of your subject grades?

PROGRESSION

Do you go onto the best pathway you can?

Do you have the habits to be successful?

Do you make good choices?





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Standing Firm
for Ourselves
and Others



Make the Leap

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

Miss Lyon – Assistant Headteacher



Ada Lovelace
C of E
High School

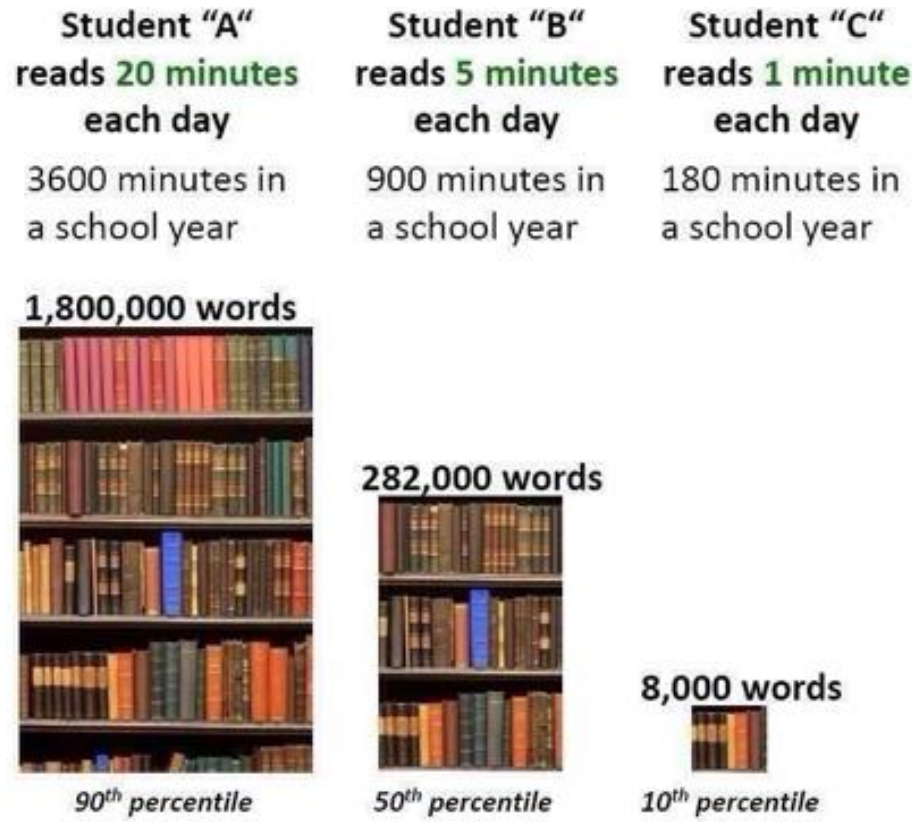
The Importance of Literacy

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

National Literacy Trust

"The single biggest barrier to preparation for academic success is your ability to read complex texts. [...] If kids never read a challenging book and they don't know how to struggle with challenging texts and how to make meaning when meaning is difficult they are not prepared for academic success."

Doug Lemov, *The Science of Reading* 2025



The Importance of Literacy



Personal Reading time



Have your planner open for your tutor to check

Expectations:

You have a reading book with you as part of your equipment check, which you should aim to finish and change every 6 – 8 weeks.

Read silently for 15 minutes



Fiction

My opinion of the main character in this section of the story was...

Non-fiction

I agree / disagree with the writer's ideas because...

CHALLENGE

Set yourself a challenge to read a specific number of pages in this tutor time.

Can you read **ten pages?** Or **two more pages** than the number you read last week?



"Reading for pleasure is the single most important indicator of a child's future success."

OECD, 2002

Quarterly assessments

Year 9 Assessment Dates	
Q1	5 th October -16 th October
Q2	Thu 3 Dec 2026 – Wed 9 Dec 2026
Q3	Mon 1 Mar 2027 – Fri 5 Mar 2027
Q4	Thurs 17 Jun 2027 – Wed 23 Jun 2027

Supporting with revision

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

Careers Education, Information, Advice and Guidance (CEIAG)

Preparing students for future success in education, employment and training

At Ada Lovelace, CEIAG helps students to:

- Understand the routes available after Year 11 and the qualifications each route requires
- Meet employers and gain experience of the world of work
- Develop the skills and habits needed to keep their future options open and make informed choices.



CIAG: 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?

How will this help me in my future pathways?

History or Geography

MFL (German or French)

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

Thursday 4th February
Year 9 Options Evening

Start of March
Options form opens

End of April
Options form deadline

Start of July
GCSE Options confirmed



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.



Which habits will help your child to achieve their goals this year?
How can we work together in the development of these habits?

Mr Willmott – Assistant Headteacher for Lower School



Ada Lovelace
C of E
High School

Ada Lovelace Learning Culture

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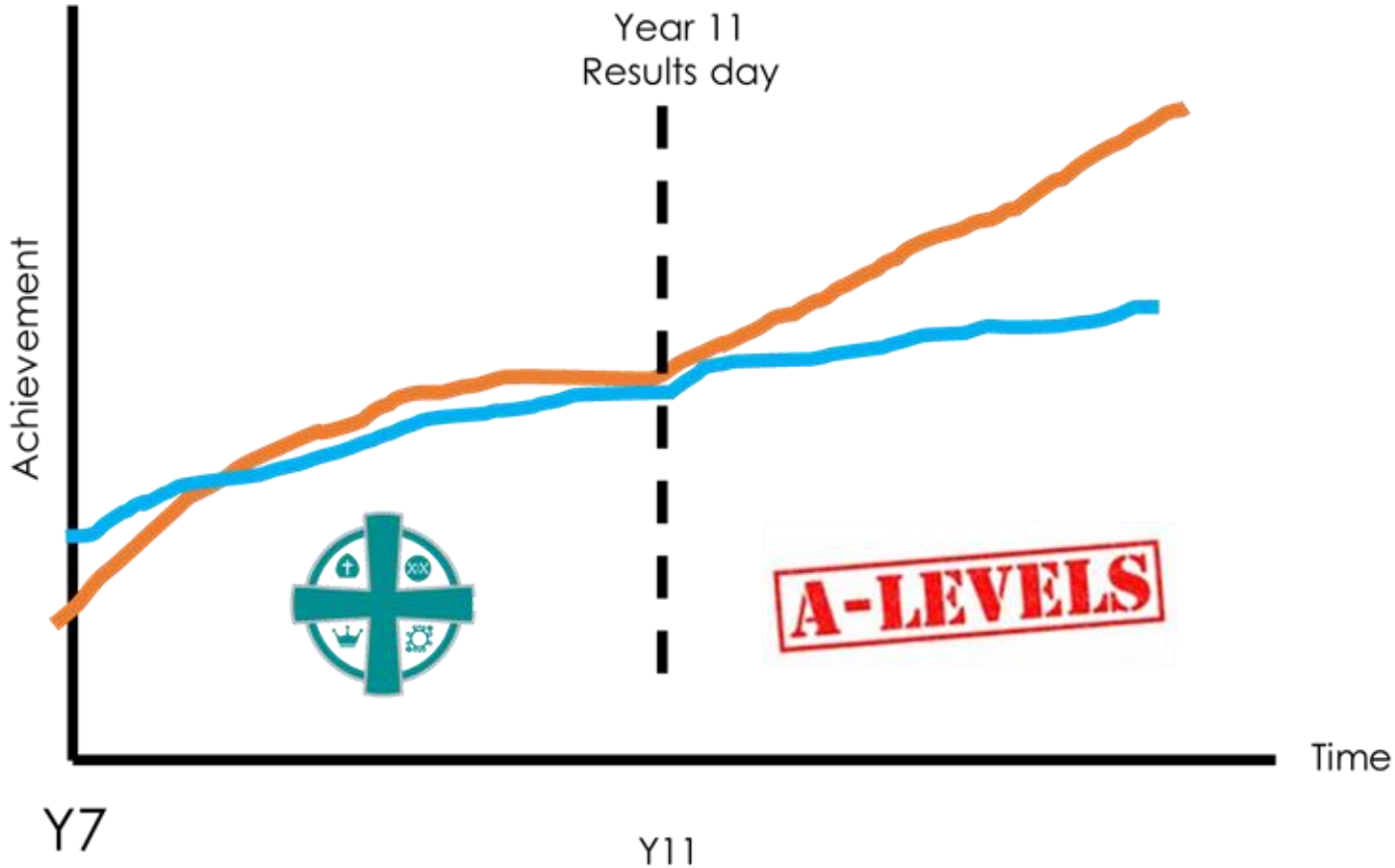
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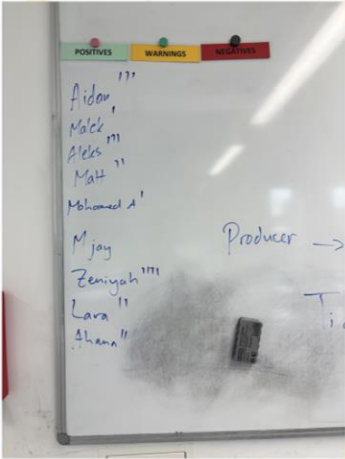
Attitude

Build your learning habits
through positive routines





Well done



A huge well done to Mr Ali's
for their hard work and focus
on Monday. Particular shout out
- well done!

Star of the week...

Ethan Denye



9,959



"I have come that you may have life and live it to the full" – John 10 v 10

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- A non-negotiable at Ada Lovelace
- Silent corridors = safe corridors
- Silent corridors = quick transitions
- Silent corridors = maximising learning opportunities
- Parental support with upholding importance of silent corridors is **invaluable**



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- Negatives related to prep, equipment and punctuality account for over ½ of total negatives for Year 8
- Developing a no-excuse culture
- Preparing students for the world of work
- The night before is key...



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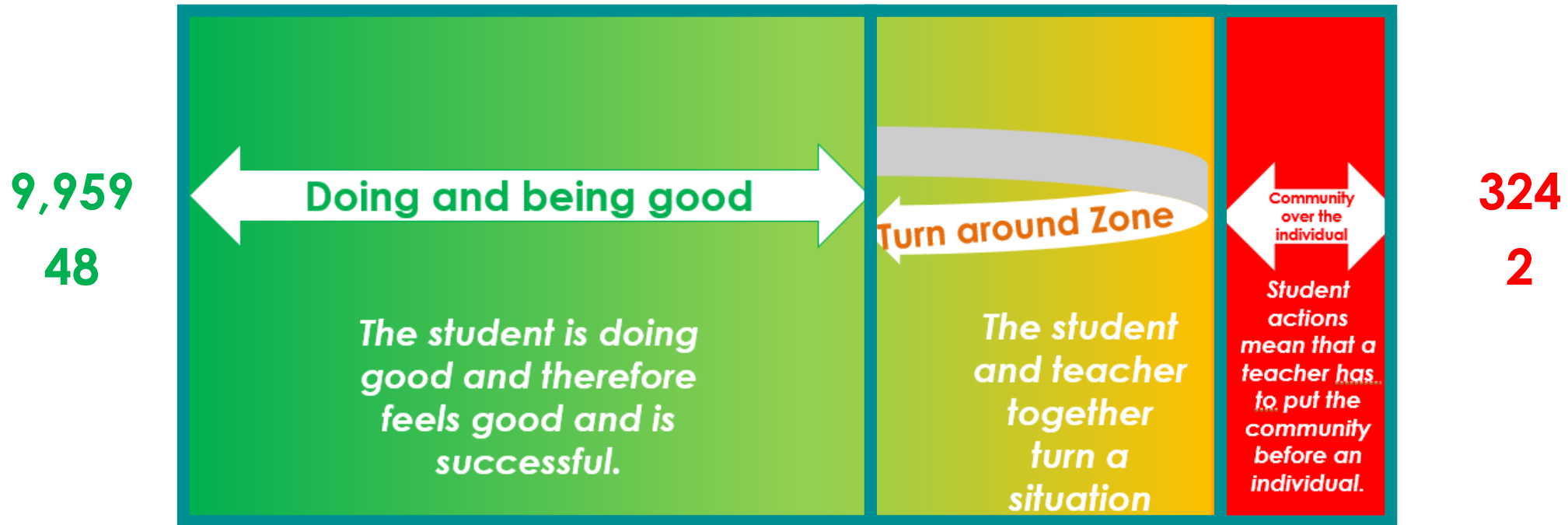
I act on feedback

*“I am **reflective** about **my self** and **my learning**”*

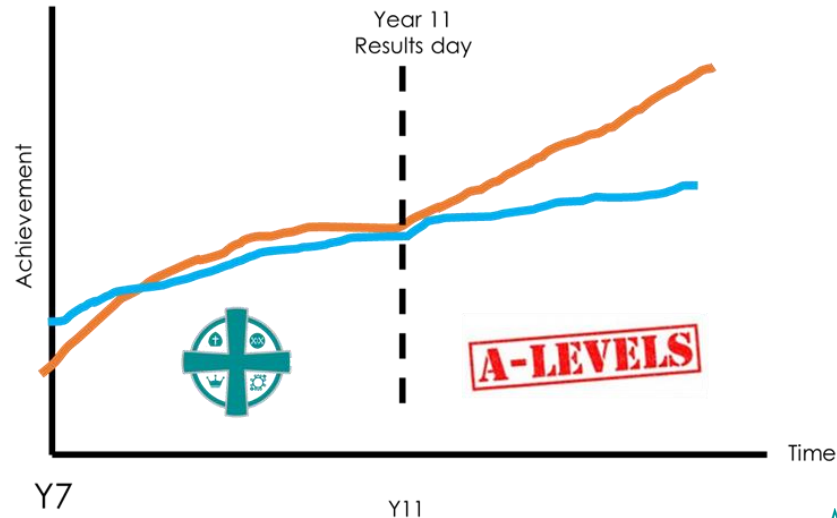
Self-regulation is **the ability to make good choices**
independently



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



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. Check that they are able to tell you what they will do differently next time.



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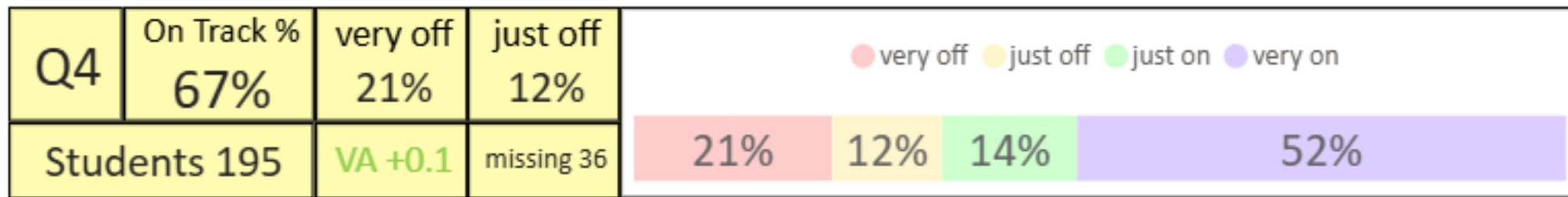
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The need to engage, not just behave.



The image shows a sample of handwritten student work on lined paper. The work is organized into sections with annotations explaining the school's standards. The annotations are as follows:

- 1. title is underlined in red**: Points to the title "Title goes here and is underlined red" written in red ink.
- 2. Date and CW (classwork) written in the margin- underlined in red**: Points to the "Today's date" and "CW" written in red ink in the top margin.
- 3. Notes are tidy and neat any sheets are trimmed down and stuck in**: Points to the list of three points about writing standards.
- 4. Notes are tidy and neat any sheets are trimmed down and stuck in**: Points to the "Key terminology" section, which is highlighted with a green box.
- 5. All self assessment is done in green pen**: Points to the self-assessment section, which includes a green checkmark and the text "When an answer is wrong, that's fine - but make sure you don't correct your notes. This is important."
- 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.)**: Points to the "Prep" section, which is written in the bottom margin.

The handwritten work includes the following text:

CW Today's date

Title goes here and is underlined red

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

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.

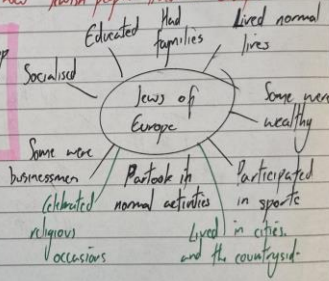
Prep Prep will be completed in your rough book or exercise book



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



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 shtetls. 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

Elements, compounds and mixtures

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

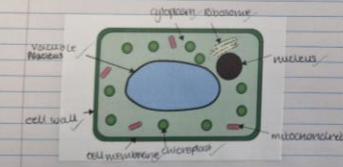
compound sheet

A element is made up of only one type of atom. 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 their own properties.
A mixture is made up of two or more different elements or compounds that are not chemically combined/bonded.

Eukaryotic cells #2

LO: To identify major plant cells

prep

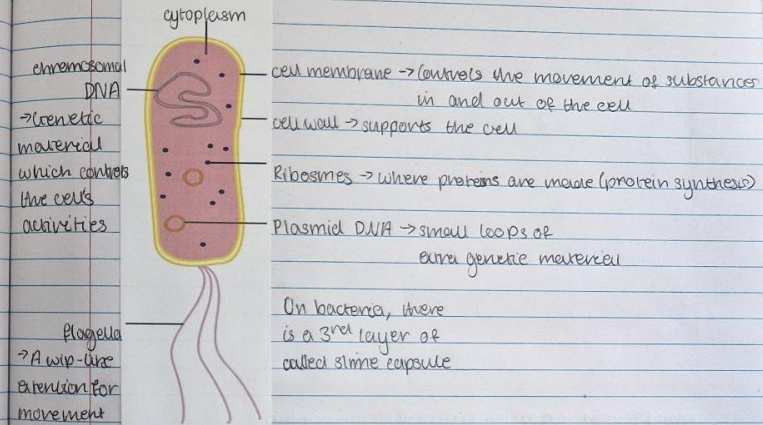


Eukaryotic cells - contain membrane bound organelles e.g. nucleus.

- mitochondria
- chloroplasts

Prokaryotic cells

LO: To learn about bacterial cells



On bacteria, there is a 3rd layer of called slime capsule

Factors involved in the Nazi rise to power

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



Ada Lovelace Learning Culture

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How can we support our students to be outward looking?

Ms Wigney– HOY 9



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C of E
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*I look smart wherever I am
in the community*

- Simple, Smart, Same as everyone
- Skirts must be on the **knee**
- Coats/scarfs/hats must be plain **black or navy**
- Boys socks: black/grey
- Girls socks: white
- No make up



Outward Looking

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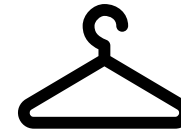
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Change at home



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I do my prep carefully



I do my prep carefully

Home Planner Routine

Each day

1. Check your child's planer ask them how they will prioritise their prep – encourage them to complete prep **set that day**
2. Encourage them to complete their prep in a calm place free of distractions
3. Check they are ticking off prep as they go along.

Prep Routine Example

Time	
15:30	Return home – Down time/snack
15:45	Prep Task 1
16:00	Prep Task 2
16:15	Prep Task 3
16:30	Break
16:45	Prep Task 4
17:00	Prep Task 4
17:15	Prep Task 6



I do my prep carefully

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.	10/6	✓	
	2. Art: Finish the artwork.	10/6	✓	
	3. Science: How does pollution directly affect you?	10/6	✓	
	4. German: Quick email and do all six questions over challenge!	10/6	✓	
	5. English: Read second story log + complete annotations.	10/6	✓	
Monday	Enrichment: no clubs		✓	
10	1. Science: Finish short story about the world. How does automation affect the world? (write a paragraph) Do 6.1 and 6.2 in books and teaching.	10/6	✓	
	2. RE: Do the big stripe sheet.	10/6	✓	
	3. Math: Do vocabo press where will be a test.	10/6	✓	
	4. German: Do vocabo press where will be a test.	10/6	✓	
	5. English: No prep - have physical education.		✓	
Tuesday	Enrichment: Have a run		✓	
11	1. Math: My maths - Engaging shapes	15/6	✓	
	2. Science: Create a poster about the world and the world's education. (write a paragraph) Do BBC bitesize and prep b.	10/6	✓	
	3. History: Do sheet and go on recap revision session.	10/6	✓	
	4. Science: Animate the next two slides.	10/6	✓	
Wednesday	Enrichment:		✓	

Word of the Week: [extract]				
Week 2	Lesson Preparation	Due date	Done	
12	1. English: no lesson we had PSHE.	✓	✓	
	2. French: Do the sheet on book.	10/6	✓	
	3. Geography: Add pictures. Complete the hurricane song.	10/6	✓	
	4. Music: Learn key words for Harmony and formalist.	10/6	✓	
Thursday	5. Music: no prep - have singing.	✓	✓	
	Enrichment: have a visit to the library go to rep.		✓	
13	1. Science: Do assessed homework.	25/6	✓	
	2. Math: Do mathswatch.	10/6	✓	
	3. French: Do vocab express.	10/6	✓	
	4. English: Homework: quotes, portland and about the world. (write a paragraph) Do the sheet on book.	10/6	✓	
	5. Drama: Watch a video about the world. (write a paragraph) Do the sheet on book.	10/6	✓	
Friday	Enrichment: have a visit to the library go to rep.		✓	

Teacher/Parent Comments:

AD 173767

158

Go to shopping / supermarket

Go to shop on Thursday

Go to school / work to go book

Have a visit to the library go to rep.

Have a visit to the library go to rep.

Lates Previous Week: 0

Positive Conduct: (54/25)

Negative Conduct: 0

School Signature: [Signature]

Home Signature: [Signature]

Completed preps **ticked** when finished

Pastoral data copied in **every week** during Review & Literacy

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



I do my prep carefully



Study club

Study club runs each day until 4pm it is a great place for students to get all there prep done before they get home.

Sparx club

Sparx club runs each week on a Monday, specifically to support students with their prep



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I engage in wider learning

- Communicate
- Work with other people
- Solve Problems
- Show Initiative
- Confidence to try something new
- Resilience to commit to something

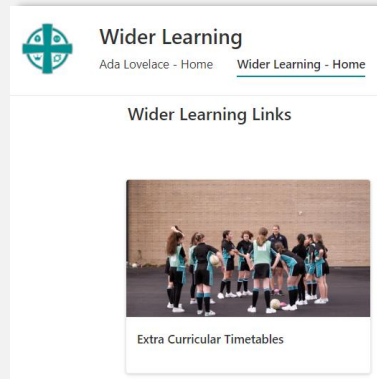


I engage in wider learning

All students are expected to attend **at least two** extended electives each week

Key points

- Extended elective timetable is available on Copia:



I engage in wider learning

When?

12 - 15th July 2027

What?

- An exciting week of activities which enhance learning beyond the classroom
- Fun trips and cultural experiences in and around London linked to the curriculum
- Opportunities for students to develop teamwork, independence, confidence and curiosity

Key info

- There is a cost for some trips
- Pre-paid oyster cards are needed get onto the tube/bus.



Our 10:10 ethic



Make the Leap



I engage in wider learning

CEIAG: Careers Day – Summer Term

- During Enrichment Week in the Summer Term
- All of the year group take part
- An opportunity to speak to employers & learn about different jobs and careers
- An opportunity to meet post-16 education providers & discuss options available for further education

*Meeting employers and post-16 education providers, like sixth forms or colleges, allows pupils to **make good choices that are right for them.***



I engage in wider learning



- Activities Week
- **Mendip** in Somerset
- 3 nights – 4 days
- ≈ £520 (concessionary rate £416)
- Email later this term



Students that reach pastoral
stages 4/5 will have any trips
reviewed by SLT

Make the Leap



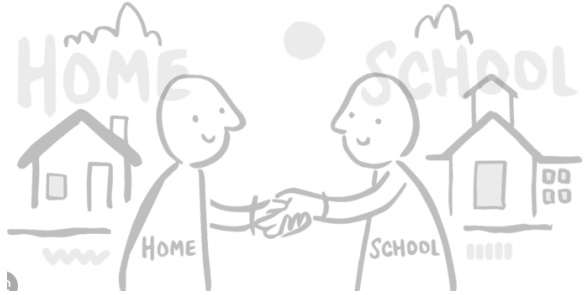


**What is the school doing to keep my child safe?
How can you support the school with this?**

Ms Marr – Assistant Headteacher & DSL



Ada Lovelace
C of E
High School



Believe in...

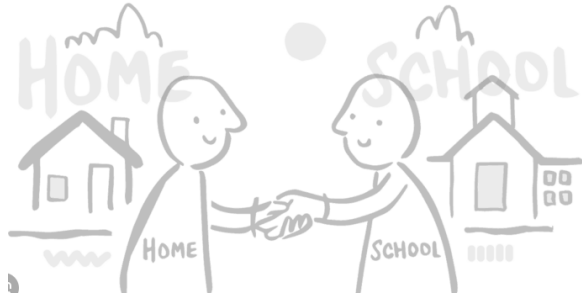


Buy in...



Live out.

THE AGE OF AI



Often worries or concerns can be sorted out over a quick phone call.

When in doubt ask for a quick call back!

Child Protection Team

Ada Lovelace CofE High School
CHILD PROTECTION
Child Protection Officers:



Ms H Marr
Designated
Safeguarding Lead



Mr R Halton
Deputy Designated
Safeguarding Lead



Ms K Brewer
Senior Deputy
Headteacher



Ms J Adler
SENco



Mr E Fahy
Assistant
Headteacher



Ms M Bryant
Assistant
Headteacher



Mr G Green
Head of Year 7



Ms M Powell
Head of Year 8



Mr G Stanton
Head of Year 10



Ms H Khan
Head of Year 11



Mr M Dusting
KS5 Pastoral Lead

The Pastoral Curriculum



Autumn Term 1	Clues to who I am Identity
Autumn Term 2	Putting my gifts to good use Making the most of your gifts Facing 'giants'
Spring Term 1	Becoming a responsible adult Subject choices Self-discipline
Spring Term 2	Good programmes Your potential and your options
Summer Term 1	Being confident in my own identity and accepting others Different identities Mental Health Relationships
Summer Term 2	Being inspired Standing up for what we believe in, including our identity

Make the Leap

The Pastoral Curriculum

Year 9	Online Safety and Media Awareness	A. Media and relationships B. Pornography C. Gaming
	Conflict and Loss	A. Knife and gun crime B. Domestic violence C. Loss
	Healthy Relationships	A. Dangerous influences online B. Trust and mistrust online C. Personal safety
	Safety and awareness	A. Successful families B. The law around marriage C. Managing online relationships
	Dangers of Addiction	A. Emergency first aid B. Alcohol C. Drugs
	Careers	A. Changing patterns of employment B. Workplace discrimination C. Understanding different post-16 pathways

William Perkin C of E High School
Year 7
PSHE Workshop: Respectful relationships
Breakout session 2: Cyberbullying

Is there anything you find surprising? Do you have questions about anything?

34% OF STUDENTS have been cyberbullied

7X MORE RISK FOR CHILDREN to be bullied by friends

Girls are TWICE as likely to be bullied

70% of young people using technology BULLYING ONLINE

9X MORE RISK of being bullied if IDENTITY FRAUD

High risk of DEPRESSION from bullying

CHALLENGE According to research, cyberbullying is becoming increasingly common... why do you think is this the case?

Understand what cyberbullying is and how you can avoid being part of it
Understand the impact of cyberbullying
Evaluate the effectiveness of anti-cyberbullying campaigns

WORKSHOP

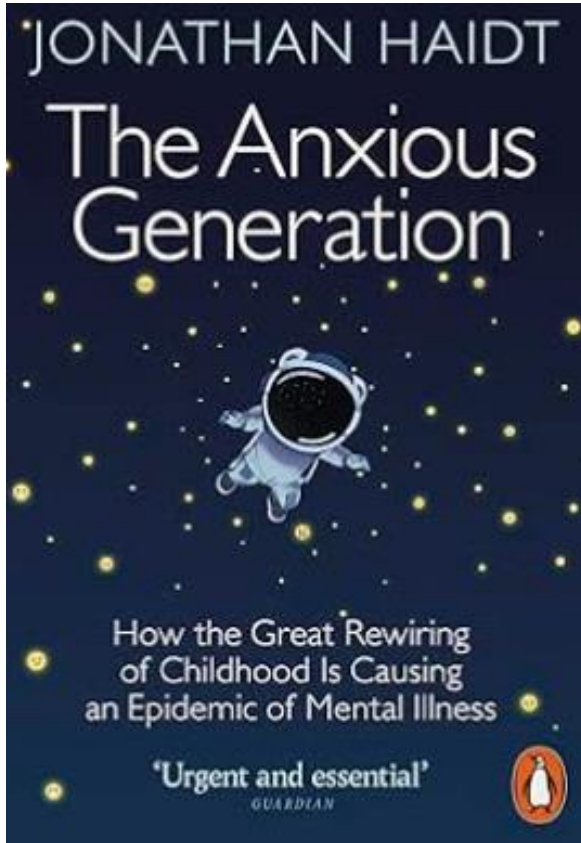
William Perkin C of E High School
Year 07: Self Care
Breakout session 3: Global Health Challenges

Although this country, it is still being practised on young girls, mainly by parents taking their daughters back to their country of origin for the procedure. It is a criminal offence in this country to practise FGM or to take a UK citizen abroad for the purpose of FGM, whether or not it is lawful in the country the girl is taken to.

Know what FGM is
Understand the impact of FGM
Explore campaigns to prevent FGM

WORKSHOP





Smart Phones



[Home](#) > [Society and culture](#) > [Online safety](#)

Press release

Social media to be banned for under-16s in landmark government move to give kids their childhood back

Social media platforms to be blocked from offering services to under-16s, marking a line in the sand and setting a new normal for future generations.







Be polite to our staff if they ask you to move your car



Attempting 3 point turns on Park View Rd.

Parking over driveways

Letting your child out of your car in the middle of the road



Park View Rd.



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 medication with them, they **will not** be allowed to participate in the trip (parents are not permitted to bring the medication in in the moment).

We judge by the information on our system – if your child no longer requires medication such as an asthma pump or auto-injector, you must update us. Doing so on the day of the trip will be too late.



Please double check that the medication has not expired!



Allergy Aware

Ada Lovealce is an **allergy aware** school. As such, do not allow your child to bring any products containing nuts onto the school site.



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

