
Year 9 Year Ahead Evening



Welcome

Miss James
Head of Year 9



Aim for the evening:

Help you understand how to support your child to be successful this year



Opening Responses

Be patterns, be examples
in all countries, islands, nations

that your life might speak God's word.
For then you will walk cheerfully,

Touching that of God in everyone
and be a blessing to all peoples.



A psalm of David

The LORD is my shepherd, I lack nothing
He makes me lie down in green pastures,
He leads me beside quiet waters,
He refreshes my soul.
He guides me along the right path for his name's sake.
Even though I walk through the darkest valley,
I will fear no evil, for you are with me;
Your rod and your staff, they comfort me.
You prepare a table before me in the presence of my enemies.
You anoint my head with oil; my cup overflows.
Surely your goodness and love will follow me all the days of my life,
And I will dwell in the house of the Lord forever.



I have all the good that I need

Ms J Trewin
Associate Headteacher



The Theme for the Year

A psalm of David.

The LORD is my shepherd, I lack nothing.

He makes me lie down in green pastures,
he leads me beside quiet waters,
he refreshes my soul.

He guides me along the right paths
for his name's sake.

Even though I walk
through the darkest valley,
I will fear no evil,
for you are with me;
your rod and your staff,
they comfort me.

⁵You prepare a table before me
in the presence of my enemies.

You anoint my head with oil;
my cup overflows.

Surely your goodness and love will follow me
all the days of my life,
and I will dwell in the house of the LORD
forever.



Leading with courage and compassion



The Theme for the Year

All the good that we need

Developing robust habits for resilient self-shepherding!



**Achieving this harmoniously
in community**



Leading with courage and compassion



Our ethos has always supported self-regulation

Our Moral Purpose



Our Systems



Leading with courage and compassion



GCSE Successes - Progress

	Progress 8	Maths	English	EBacc	Open
ADA	+1.4	+1.4	+1.3	+1.6	+1.2
EFH	+1.2	+0.8	+1.5	+1.4	+1.2
TWY	+1.0	+0.7	+1.1	+1.1	+1.1
WPN	+0.8	+0.5	+1.0	+1.0	+0.7

67% met or exceeded FFT5 target

Gender	Progress 8
Female	+1.25
Male	+1.18

Ethnicity Main-category	Progress 8
White	+1.23
Mixed/Dual background	+1.39
Asian or Asian British	+1.96
Black or Black British	+1.15



- 53% of grades 7-9 – up from last year (despite the return to pre-pandemic grading)
- 15 students 5 or more grade 9s (5 more than last year)
- Student A - 11 grade 9s
- Student B - 10 grade 9s
- Student C - 9 grade 9s



How will you make the most of Year 9?



Leading with courage and compassion



Curriculum, Assessment and Literacy 2024-25

Ms Edwards

Assistant Headteacher Years 7-9



Built on a strong core of facilitating subjects

Music

Art

Computing

Drama

PE

French

History

Geography

Spanish

RE

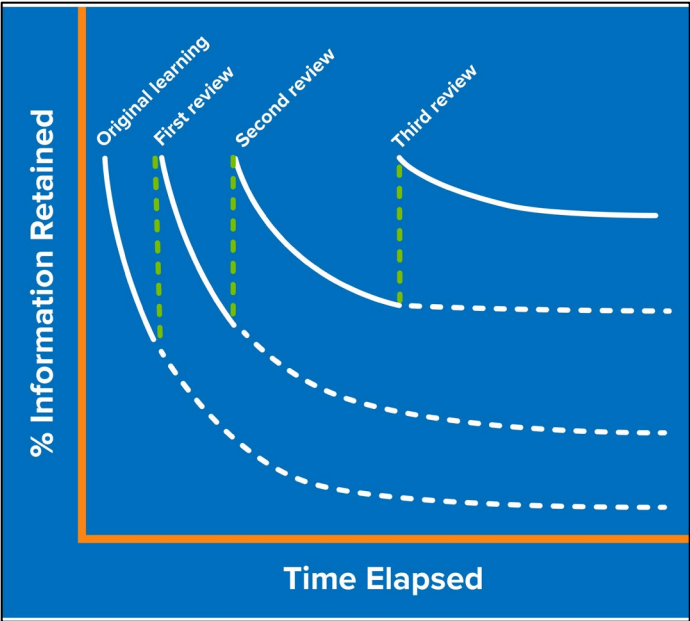
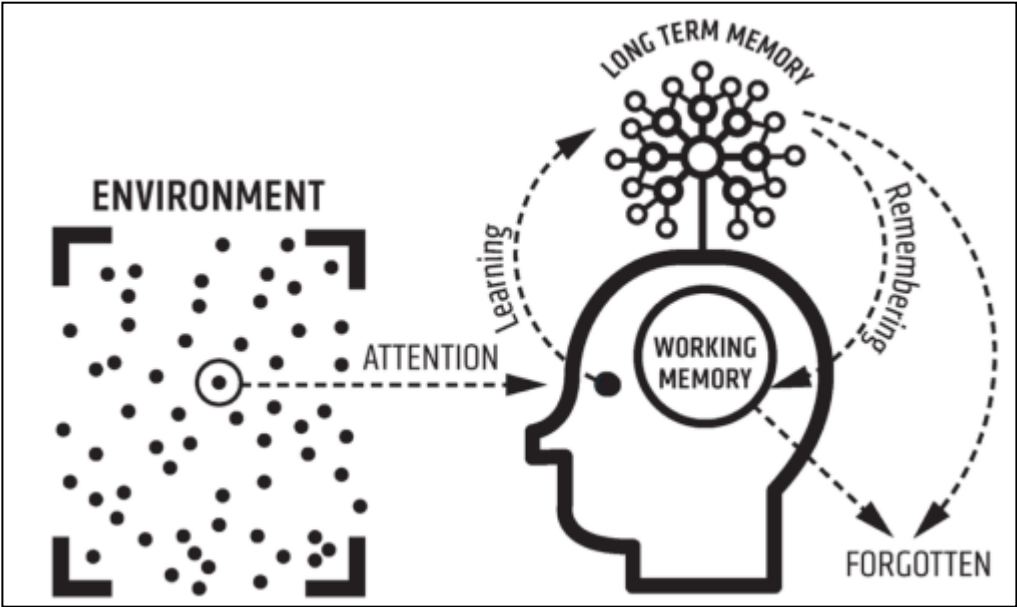
English

Maths

Science



Why do we do assessment?



Regular low stakes assessments help knowledge stick

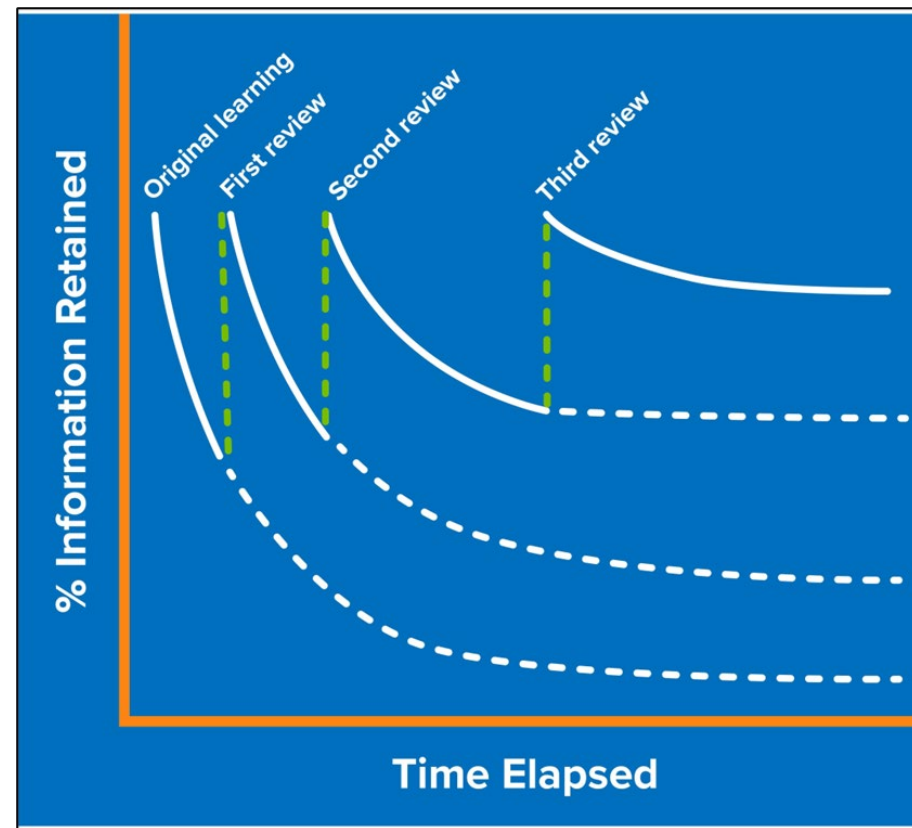
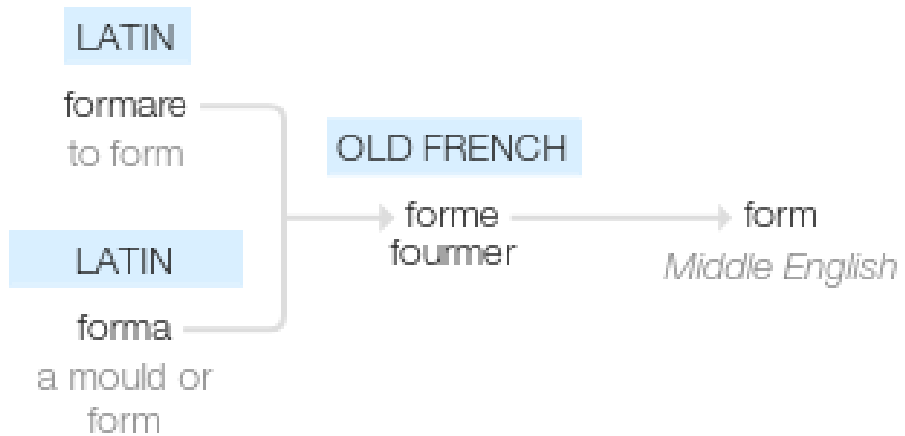
↑
Low pressure



formative

summative

The final GCSE exams



Leading with courage and compassion



How to help your child with their learning

- Finding resources on Copia
- Check your child's planner to make sure that they are staying up to date with their prep
- Help them quiz themselves (knowledge organisers can help with this)
- Get them to explain their homework
- Make their books, your interest
- Ask them how they did and **celebrate** success



Assessment

Q1	14 th – 18 th October
Q2	5 th – 11 th December
Q3	10 th – 14 th March
Q4	16 th – 20 th June

- **English/Maths/Science** – in class assessment with a **grade** given
- **Languages/Geography/History/RE** – a formal assessment, but may be a homework or electronic task with **marks only** recorded
- **Art/Computing/Drama/Music** – no formal assessment

- **All subjects assess and grade, but perhaps on a restricted range of content**



Reading matters



In school we will....

- Make sure reading happens in every subject
- Help students with decoding (sounds and roots) as well as cognition
- Explicitly teach new words
- Use research-led approaches to reading
- Ensure a well stocked library for students to enjoy



Reading matters

You can help by....

- Make sure reading happens at home
- Ensure students always have a reading book in school
- Ask your child about what they have just read
- Make time for family talk (mealtimes without devices are good)

	Core: I can...	Higher: I can...	Advanced: I can...
Increasing in complexity...	Understand what makes a complete sentence Subject / verb / object	All core +	All core and higher +
	Understand fragment sentences A group of words that looks like a sentence, but actually isn't a complete sentence. Sentence fragments are usually missing a subject or verb e.g. Because of the rain.	Use sentence combining – compound and complex ...and... / ...which...	Express duality using correlative conjunctions Both... and... Neither... nor... Not only... but also...
	Use subordinate clauses The part of a sentence that adds additional detail - it could be removed but still leave a sentence that makes sense e.g. The girl, <u>feeling tired</u> , went home.	Use noun appositives An additional phrase to extend the reader's understanding of a particular noun (but without which the sentence would still be valid) e.g. William Perkin, <u>the Victorian scientist who discovered mauveine</u> , lived in the 1800s.	Indicate modality / use tentative language Verbs: could / may / might Adverbs: perhaps / maybe / arguably / clearly / undeniably
	Know the four basic sentence types Declarative, Imperative, Interrogative, Exclamatory	Paraphrase In other words... In brief... In short... In summary...	Use comparisons Whereas X is..., Y is ... Whilst X is..., Y is ... Despite X being..., Y is... Contrastingly, ... Similarly, ... However, ... Nonetheless, ... On the other hand, ...
	Use conjunctions for sentence expansion ...because ...but ...so	Develop ideas More specifically... More precisely... It is as if... In particular...	Use opinion conjunctions Fortunately... Unfortunately... Luckily... Regrettably... Happily... Sadly...
	Use subordinating conjunctions at the start of sentences Although... Whilst... Despite...	Use participle phrases A phrase, including a participle (present or past) + other words, that gives extra information about the main action or noun e.g. <u>Removing his coat</u> , Jack rushed to the river. <u>Interested in promoting peace</u> , the UN holds an annual peace conference.	Use superlatives the most X / the least X / the X-est
Use time conjunctions Firstly / Secondly / Thirdly / Lastly Initially / Following that / Then / Finally	Use embedded subordinate clauses An embedded clause usually begins using the words which, who or where and relates to the noun or pronoun in the main clause e.g. The coat, <u>which was old</u> , had a hole in the pocket.	Nominalise a sentence Changing a verb into a noun is called nominalisation. This is often used in academic writing e.g. 'Student numbers are increasing rapidly and the University is becoming concerned' becomes 'The rapid increase in student numbers is causing concern at the University'	



Preparing for the next step

Ealing Fields High School

Your options post-16



Plan A
Aspirational !
Progress : High Targets exceeded
Progression : Super responsible conduct & Leadership capacity

Plan B
Better Case Scenario (if not !!)
Progress : High Targets largely met focussing on areas of improvement
Progression : Enjoying playing to strengths

Plan C
Consolidation Position
Progress : Resilient in chasing targets
Progression : Re-thinking strengths

Leading with courage and compassion

Aim high
(for the right reasons)

Be Ready
With a potentially better option

Climb back up
Maybe a different way

Leading with courage and compassion



Pastoral & Wider Learning 2024-25

Miss James





Year 9	Monday	Tuesday	Wednesday	Thursday	Friday
Morning (7:30 to 8:15am)			<ul style="list-style-type: none"> Squad Trampoline (Sports hall) 	<ul style="list-style-type: none"> Table tennis (Sports hall) 	
Morning (8:15 to 9am)	<ul style="list-style-type: none"> Chamber Choir – audition required (Library) 	<ul style="list-style-type: none"> Wind Band (Library) 			<ul style="list-style-type: none"> String Orchestra (Library)
Lunch	<ul style="list-style-type: none"> Football & Basketball (Sports hall) Creative Writing Club (L102) Debate Club (L101) 	<ul style="list-style-type: none"> Trampoline (Sports hall) Jazz Guitar ensemble (PC) 	<ul style="list-style-type: none"> Trampoline (Sports hall) GCSE Music / Grade 5 theory drop in (L114) History Scholars (LG04) 	<ul style="list-style-type: none"> Table tennis and Trampoline (Sports hall) Journalism Club (L112) Careers Club (LG02) 	<ul style="list-style-type: none"> Film Studies Club (L102)
The Library is open every Lunchtime.					
After school	<ul style="list-style-type: none"> Girls Football (On site) Girls Rugby with Ealing Trailfinders Rugby Club (Blondin Park) School Production (PC) Ealing Fields Orchestra (Library) Chinese Culture Club (L206) 	<ul style="list-style-type: none"> Trampoline (Sports Hall) KS4 Netball (on site) KS4 Fitness Club with SUPA (on site) DJing Club (L114) Ealing Fields Choir (PC) NFL Training with Ealing Fruit Bats (Mount Carmel) 	<ul style="list-style-type: none"> Trampoline (Sports Hall) Squad Netball- invite only (On site) School production (Drama Studio) Boys Rugby (Blondin Park) 	<ul style="list-style-type: none"> Chess and Board Game Club (L101) Boys football (Blondin Park) 	<ul style="list-style-type: none"> Paddle sports at Team Keane Water Sports School– Sign up required. Rowing at Team Keane rowing club – Sign up required.
The Library is open Until 5pm on Monday to Thursday. You can borrow books and enjoy a quiet space to read.					



PSHE workshops

Cover a range of issues including:

Online safety and media awareness

Conflict and loss

Healthy relationships

Addiction

Careers



Leading with courage and compassion



W Historical and social context 3 14/11/2
LO: TO explain why many victorians feared violent crime

- 1) What word describes someone or something that has lost its former good or morality?
 Degenerate ✓
- 2) Darwin's theory of evolution described the progress of organisms from primitive ancestors to new complex life forms. natural selection
- 3) The right or good way to behave:
 moral ✓
- 4) Typically, middle class victorians were obsessed with maintaining what?
 Reputation ✓ (good)

Many Victorian Londoners feared the use of violent crime for a number of reasons. Firstly, newspapers sensationalizing stories meant that when people exaggerated a crime that they witnessed to gain attention. This made victorians fear crime as they didn't know whether the story was true or not. Secondly, the growing population created fears as more and more people had a different mindset and as social Darwinism grew, people may have felt outcasted so they were more likely to commit crime. Thirdly, slums and 'bonded classes' created fear among upper classes as

Seventy of crimes (although this wasn't reflected)
 Jack the Ripper, a garrotting
 lower class and
 more women became criminals



Lesson	Preparation	Due date	Done
27	H 10 interesting faces/English Civil War	Wed	✓
	S update homework < book	Fri	✓
	F Reply to marking, more corrections	Fri	✓
	M Revise for exam/guide	Fri	✓
	E Who are the 'unruffled beaks' and why?	Fri	✓
	E IT - none see		
28	Q → carry on with Assessment	Mon	✓
	M complete sheet	Mon	✓
	S prepare flashcards revision	Mon	✓
	F speaking exam/revision	Fri	✓
	E → complete pee para in RB	Mon	✓
	MU none see		

Comments:
 Monday 27th - keyboard - 10/10 MBS
 27th November 2015
 Mis en role - history books - 23/11/14
 French books - 23/11/14
 Geography HW
 → complete survey → email revision
 English books - 23/11/14
 Positive Conduct: 3
 Negative Conduct: 0
 School Signature: [Signature]
 Home Signature: [Signature]





Leading with courage and compassion



Refinements for the year



Remember to check their learning habit grades

- Classwork
- Homework
- Memorisation

- 1= fantastic, good study habits
- 2= habits need refining to achieve potential
- 3= not working hard enough in the right way

Subject	Target Grade	Current Grade	On Track?	CW Effort	HW Effort	Listening Effort
Applied Science	-	-	-	3	1	2
Art	-	4+	-	3	1	2
English	4	4+	On	3	3	3
French	4+	5-	On	3	3	3
Games	-	4-	-	3	3	3
Geography	4	5	On	3	3	3
German	3	3	On	3	3	3
History	5-	4+	On	3	3	3
Latin	-	100	-	3	3	2
Mathematics	6-	6-	On	3	3	3
Music	-	4	-	3	3	3
Religious Education	4+	3	Off	3	2	2
Science	5-	6	On	3	3	3

If your child receives a grade 3 for any subject this is very concerning and we would recommend you contact the subject teacher / HOY.

Ealing Fields High School

Classwork

Homework/Lesson prep

Memorisation

Consistently engaged (1)

I lead myself and am an example to others

- ✓ I always have all of my equipment
- ✓ I wear my uniform with pride
- ✓ I sit up straight in my Twyford posture
- ✓ I know how important it is to be silent in class and I always listen intently
- ✓ I often achieve positive points for my conduct



Leading with courage and compassion



- Purposeful attitude to learning
- Correct equipment
- Excellent listening habits
- Responsible team/practical work
- Effective use of mini whiteboard
- Excellent speaking habits

New positive conduct points:

Purposeful attitude to learning
MFL Greeting
Showing community etiquette
Responsible team/practical work
Accurate memorisation
Correct equipment
Effective use of MWB
Excellent listening habits
Excellent speaking habits
Excellent reading habits
Excellent writing habits
Excellent book etiquette
Accurate peer/self-assessment
Active response to feedback
Excellent reading log
Resilience in engagement (2)
Excellent lesson prep/HWK (2)
Excellent planner use (2)
Active participation in singing (2)
Star of the lesson (3)



ourage and compassion



Refinements for the year



Ealing Fields High School

Subjective Cognitive Load Scale

1 - I can focus
get things done
and still have
time to learn



5 - I feel soooo
overloaded,
tired, cannot
focus

Simple routines
practiced consistently
will reduce their
cognitive load



Leading with courage and compassion



Leading with courage and compassion

Simple, clear and consistent routines

START OF LESSON:

1. Starter on board and standing on door threshold to monitor corridor and classroom.
2. Students lined up (facing forward in single file) silently or arriving silently.
3. Greeting students (insisting on eye contact and checking uniform).
4. Insist students enter in silence and maintain it: walk to seat, equipment out, title, LO, date, starter.
5. Monitor starter task and take register.

We are what we repeatedly do.
Excellence, then, is not an act, but a
habit.

— *Will Durant* —



Simple, clear and consistent routines

END OF LESSON:

1. Check prep is recorded
2. Ask and ensure students pack up in silence and stand behind their chairs.
3. Final checks: key learning points, uniform, tidy classroom
4. Thank the class and ensure students say thank you back
5. Dismissal at door (row by row) and ensure silence in corridor

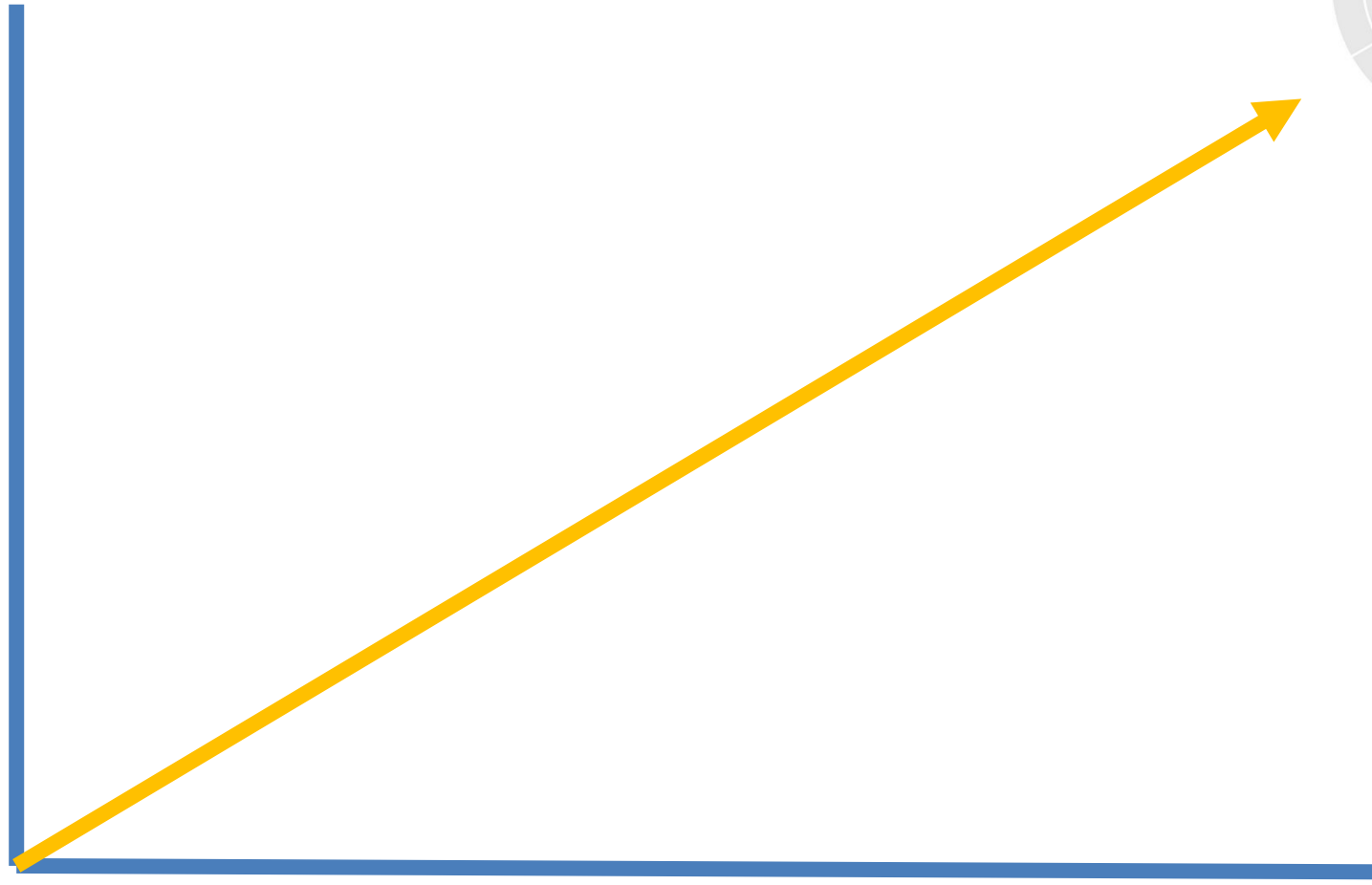
We are what we repeatedly do.
Excellence, then, is not an act, but a
habit.

— Will Durant —

CHALLENGE



LIFE IN ALL ITS FULLNESS



Getting all the small things right



Refinements for the year



New negative conduct points:

Poor use of planner
Poor classroom entry/exit
Poor listening habits (1)
Not following an instruction from staff (1)
Not silent when instructed (classroom) (1)
Poor engagement in classwork (1)
Incorrect equipment
Poor book etiquette
Incorrect uniform
Late to lesson
Unsatisfactory lesson prep/homework (2)
No prep/homework (2)
Not being silent in the building (2)
Missed intervention (2)
Missing essential PE kit (2)
Late to school (2)
Misuse of ICT facilities (2)



Poor use of planner (1)
Poor classroom entry/exit (1)
Unsatisfactory lesson prep/homework (2)
No prep/homework (2)



We have high standards because we **care**



HOD/HOY detention (4 points) → now called an 'MLT detention' and there are 5 categories:

- **Disruptive behaviour** (e.g. talking in AM or lunch time lineup / or repeatedly disrupting in a lesson)
- **Dangerous behaviour** (e.g. could be physical behaviour / specific misuse of lab equipment)
- **Reckless behaviour** (e.g. throwing water)
- **Unkind behaviour** (e.g. unkind actions or language towards another student)
- **Disrespect for school environment** (e.g. littering, misusing school bathrooms)

**SLT detentions still remain the same on
Fridays for serious incidents**

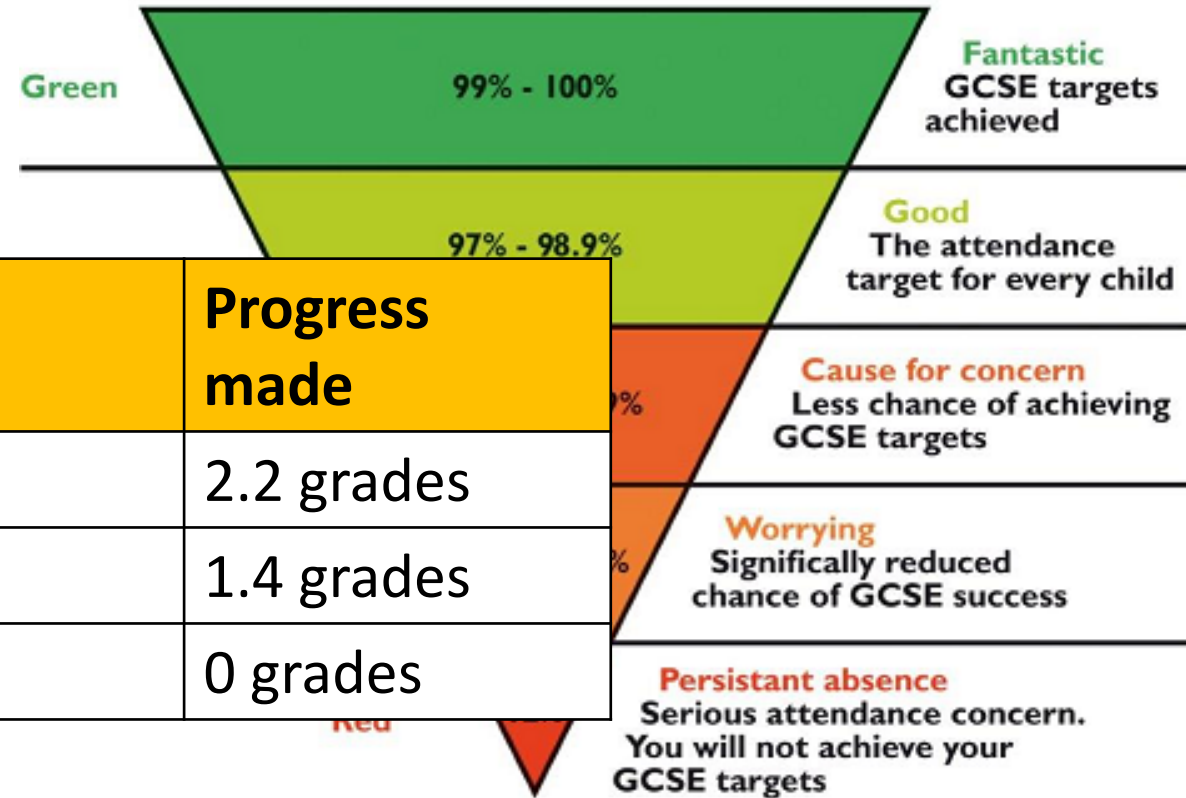


Other changes to the Detention System

- 1 negative = 10 minute detention
- Maximum detention is 60 minutes (unless a student is removed from detention – they will have to sit 90 minutes with on-call SLT)
- 4 or more incidents will remain on a Thursday (40 minutes)
- Lesson removal – still 4 negatives (40 minute detention)
- SLT detentions will remain 90 minutes on a Friday



Attendance



- Minimum attendance is 96%, including illness
- Attendance and Punctuality are key factors in on pupil progress
- Parents must inform the school of any absence
- Attendance of less than 90% is considered Persistent Absenteeism

Attendance	Average Grade	Progress made
Above 95%	7.2	2.2 grades
Below 90%	6.2	1.4 grades
Below 80%	4.8	0 grades



Key dates for the term ahead

Date	Event
Thursday 19 th September	Awards Evening
Friday 20 th September	Meet the Tutor day
Thursday 3 rd October	Early Closure – Open Evening
Friday 4 th October	Staff Training Day



Your child's form tutor is your first point of contact:
Please contact them in the first instance for any queries

Form	Tutor
9 Byron	Mr Reci
9 Chambers	Ms Edwards
9 McQueen	Ms Lam & Ms Ellatif
9 Perceval	Ms Knopp
9 Springfield	Mr Shepheard
9 Yeats	Ms Gelderblom



Community Notices

Ms Trewin





Press release

Government launches crackdown on mobile phones in schools

Schools will receive new guidance on prohibiting mobile phone use during the school day.



Banning smartphones helps learning, say educators



Leading with courage and compassion



Safeguarding

You must be aware that the school will permanently exclude a pupil for the following:

- Having an offensive weapon in school
- Possession of any illegal drugs in any form illegal drugs in school
- Supply or intent to supply illegal drugs in or out of school
- Assaulting a member of staff



Safeguarding

As a school, our first priority is your child's welfare and therefore there may be occasions when our concern for your child means that we have to consult other agencies even before we contact you. The procedures we follow have been laid down by the Ealing Area Child Protection Committee.



Department
for Education

**Keeping children
safe in education**



SAFEGUARDING/CHILD PROTECTION

Safeguarding officers:



Mr Santos – Designated
Safeguarding Lead



Ms Edwards – Deputy
Designated Safeguarding



Mr Salter – Head of
Inclusion

The above are the staff responsible for child protection/safeguarding issues across the school.

**If you have any concerns about the safety of any students in your classroom
please contact the team above by using CPOMs or if this is unavailable then please send a message to
cp@ealingfields.org.uk.**

Please give brief details of your concerns or an account of what happened. One of the team will act as soon as they see it. If there is a delay, please report to a member of office staff using the email
office@ealingfields.org.uk.

The following staff below will also play a direct role in safeguarding matters relating to students in their year groups:



Head of year 7
Ms Dunford
Jones



Head of year 8
Ms Belfield



Head of year 9
Ms James



Head of year
10
Mr Coussins



Head of year
11
Ms Finnegan

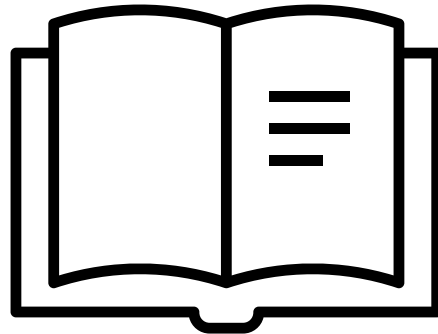
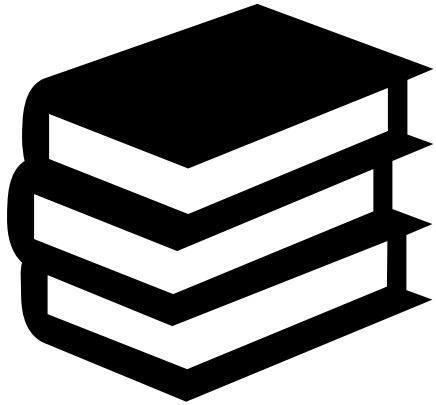


Ealing Fields School Fund

Tiered seating



Mary Shelley Library

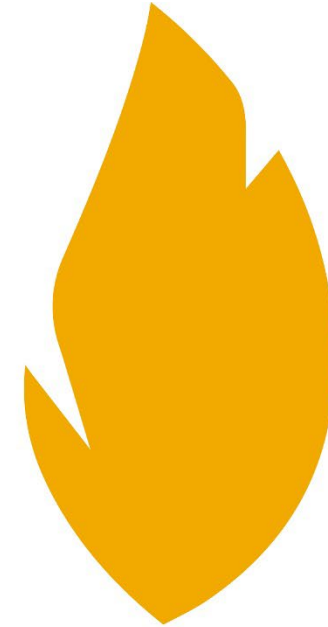


Leading with courage and compassion



Ealing Fields High School

PTSA



Parent, Teacher & Student Association

Registered Charity Number 1178730



Major Projects Funded

- £7,500 for the Performance Centre Sound System
- £5,000 towards the Wellness Centre Gym
- £5,000 towards Books for the School Library
- £5,000 for the School Mini Bus
- £1,600 for the Outdoor Giant Chess Sets
- £500 for a 3D Printer



Leading with courage and compassion



PTSA Events 2024-25

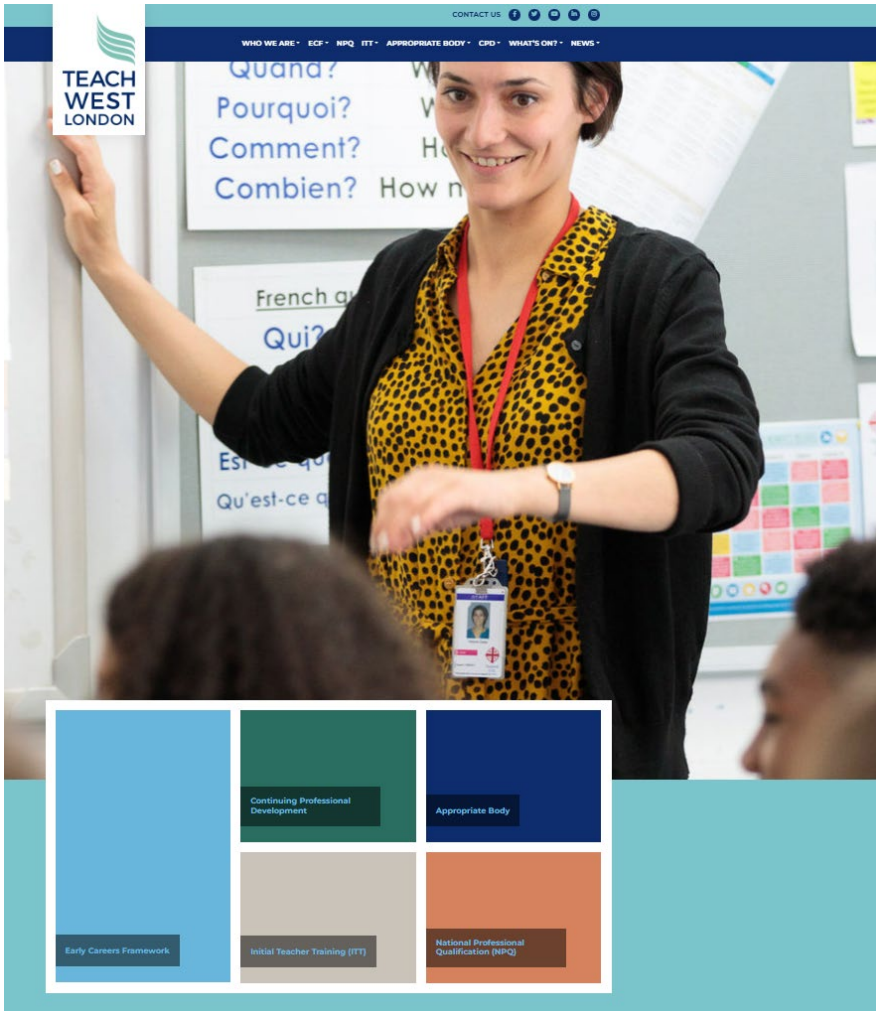
Years 7 Night - Friday 27th September, 5.30 – 9.00 pm

Adults v Students Quiz Night- Friday 15th November

Secret PTSA event! - Friday 21st March

Ealing Fields Festival - Saturday 5th July, 5.00 – 9.00 pm

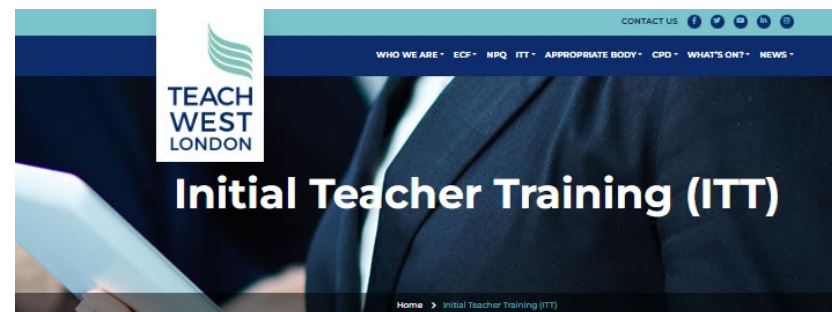




Professional Development for Teachers & Leaders

- Ealing
- Harrow
- Hillingdon
- Hounslow

Supporting over 1000 Early Career teachers and 450+ Leaders in their professional development



115 Trainee teachers enrolled

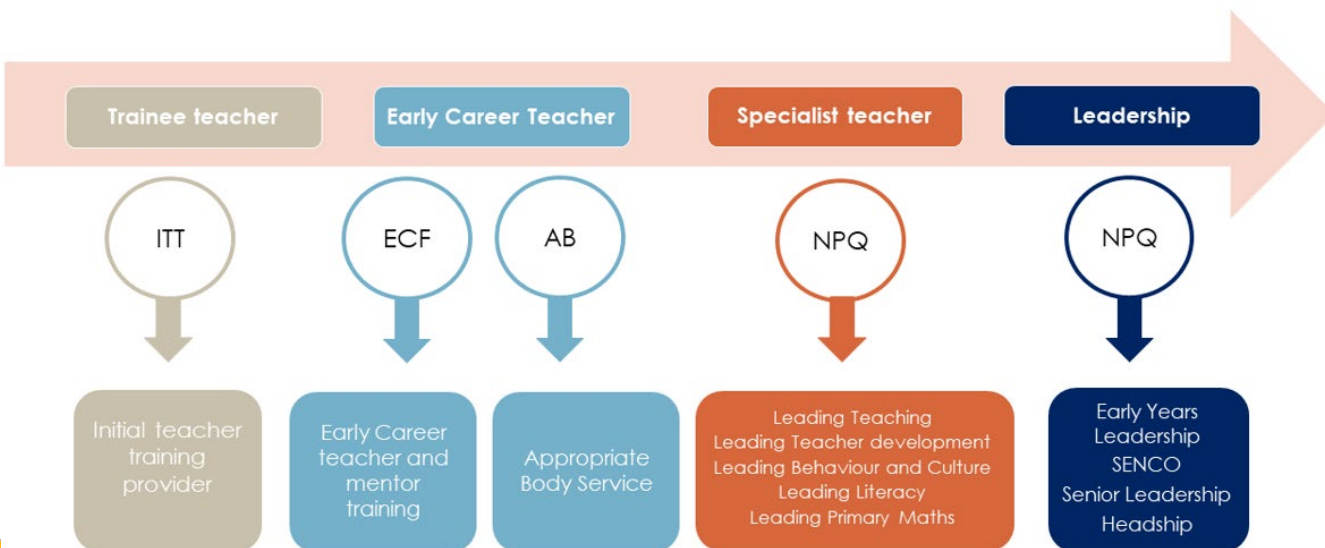
Teachers are a scarce and precious resource

Leading with courage and compassion





**Make a difference.
Train to teach in
West London.**



Train to teach with us



 **Choose where you teach**



Immersive school-based training 



 **Train at the top-performing academy Trust in the country**

Support to succeed 

Get in touch today



Contact us today - ITT@teachwestlondon.org.uk

ana.com

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.

