



YEAR 9 INFORMATION EVENING

Parents Supporting Learning Beginning Key Stage 4 – The Bridging Year

12 September 2019

Please switch mobile phones off

Year 9 Curriculum



English (Language and Literature)	
Maths	
Lifeskills and RE <i>(AQA Short Course in Years 9 & 10)</i>	
PE <i>(Cambridge National – Sport Science/Sport Studies)</i>	
Combined Science (trilogy)	Triple Science
GCSE Preference	
GCSE Preference eg Language	
GCSE Preference eg Geography or History	
GCSE Preference	

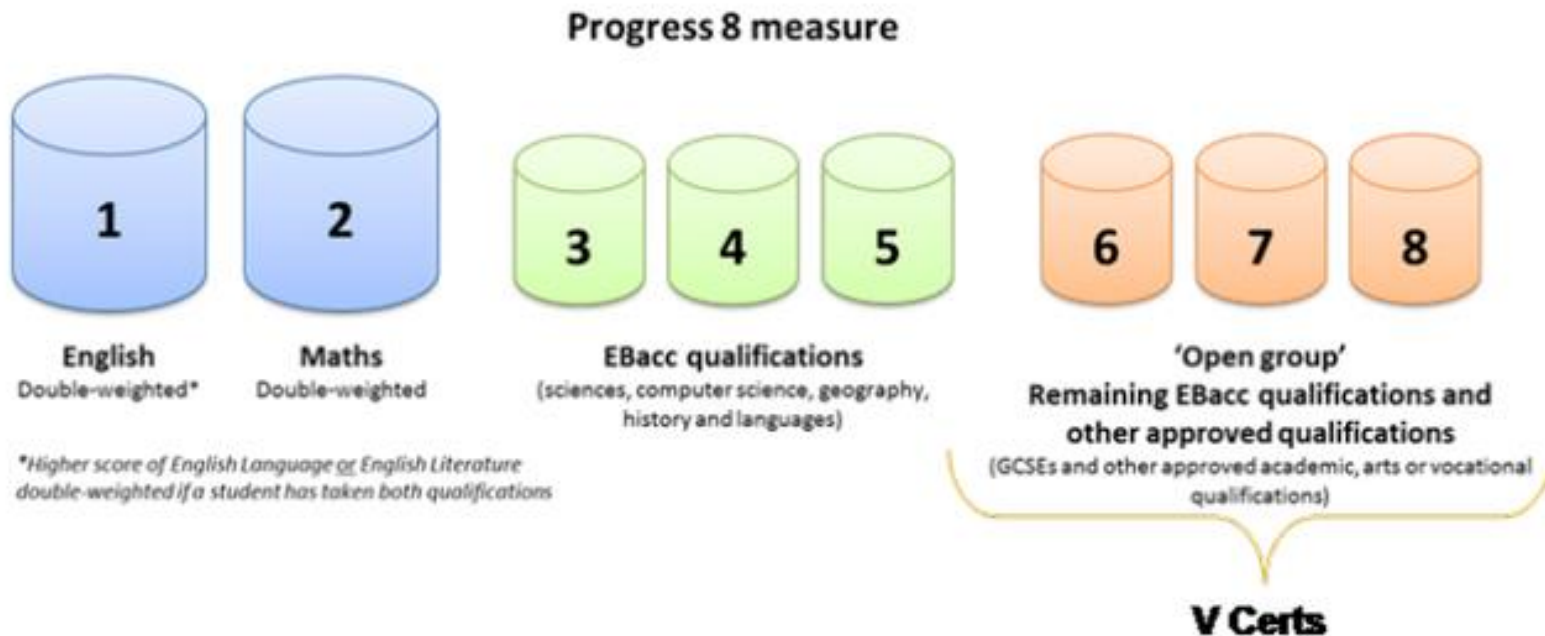


EBacc

- “English Baccalaureate”
- Not a separate qualification
- Heading for any student who successfully completes at grade 5 or above:
 - English (Language or Literature)
 - Maths
 - Science
 - The double/combined GCSE – “Trilogy”
 - Two separate subjects (having studied at least 3 from “Triple” and computing)
 - A foreign language
 - Geography or History

Progress 8, Attainment 8 etc

- The Government use various measures to score students' progress
- The “8” measures uses English, maths, three of the other EBacc subjects and three “open” subjects



“Old” GCSEs

“New” GCSEs



A*

9

A

8

7

B

6

C

5

4

D

3

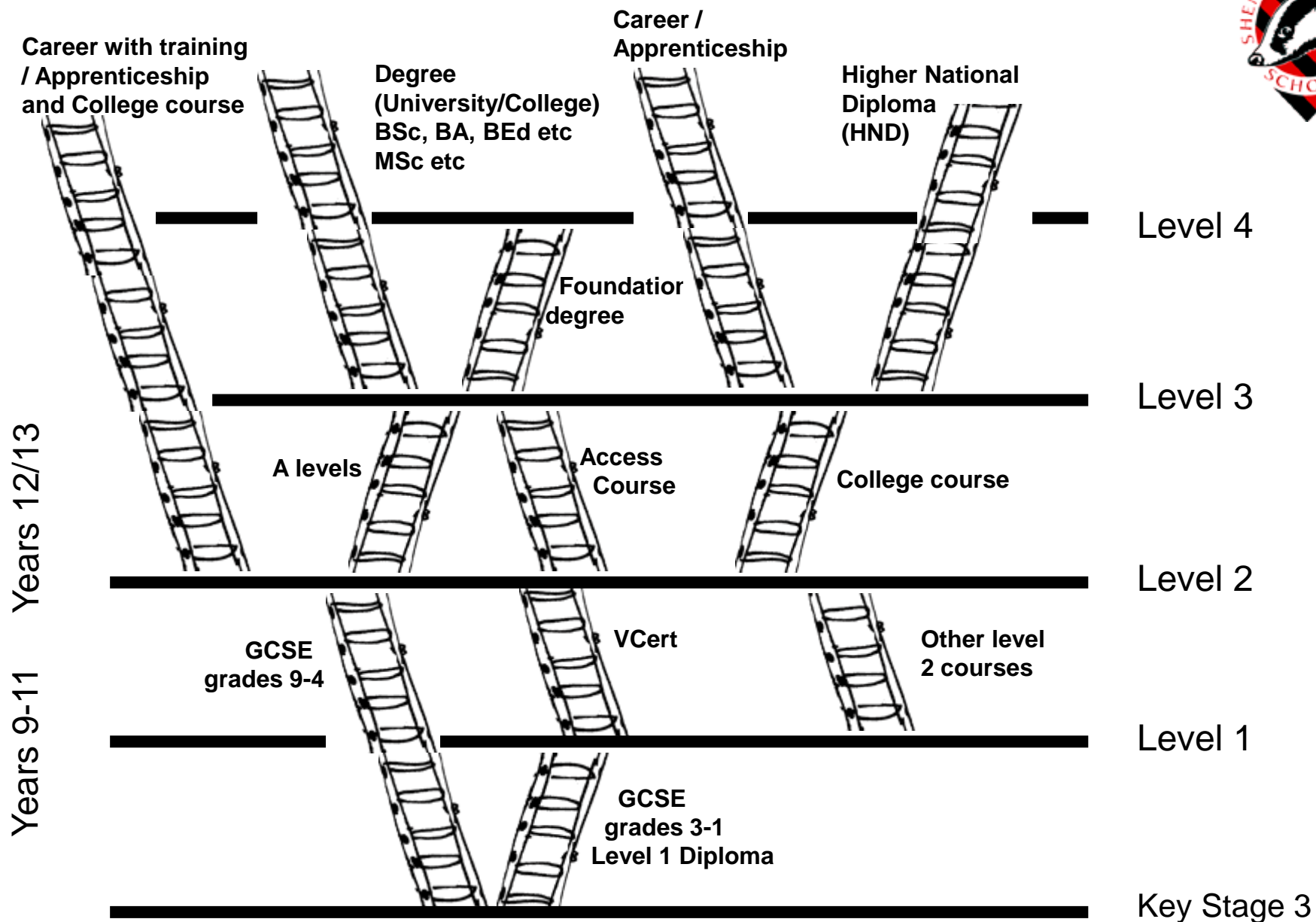
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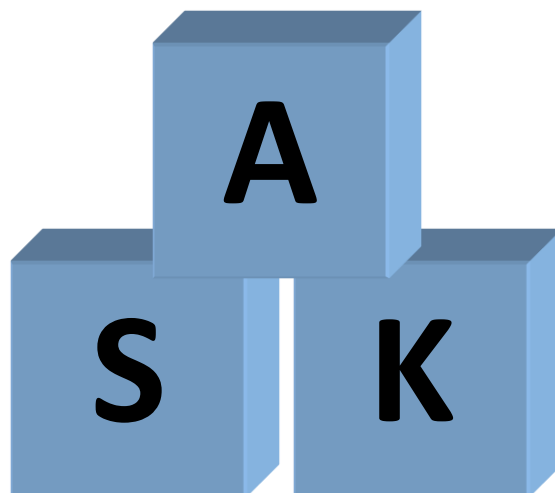
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F

1

G





Building blocks for life



	Launching 4	Developing 3	Progressing 2	Mastering 1
A ttitudes				
Curiosity	I need to show an interest in my learning.	I am interested in my learning.	I am interested in my learning and ask questions in class.	I explore my learning, both inside and outside of school.
Creativity	I need to come up with my own ideas.	I can come up with my own ideas.	I can come up with ideas and explore different ways of doing things.	I successfully use a range of ideas, both my own and others.
Cooperation	I need to work well with others.	I only want to work with friends in order to complete a task.	I can work in different groups in order to complete a task.	I enjoy working in different groups to complete a task successfully.
Commitment	I need to commit to activities.	I ask for help when things get difficult and then will have another go.	I will continue to have a go when I find things difficult.	I am confident in trying different approaches until I succeed.
Consistency	I need to meet classwork and homework deadlines.	I meet classwork and homework deadlines most of the time.	I always meet classwork and homework deadlines.	I always meet classwork and homework deadlines working to the best of my ability.



TENSILE

Tensile /ten-syl/ **adjective** **1** capable of being stretched.





Skills	Bronze (Launching)	Silver (Developing)	Gold (Progressing)	Platinum (Mastering)
Teamwork				
Expression				
Numeracy				
Solving Problems				
Independence				
Literacy				
Enquiry				

Attitudes



Attitudes	Launching (4)	Developing (3)	Progressing (2)	Mastering (1)
Curiosity				
Creativity				
Cooperation				
Commitment				
Consistency				

ASK Yourself! Attitudes Tracker


	Launching 1-2	Developing 3-4	Progressing 5-6	Mastering 7-9
 Attitudes				
Curiosity	I need to show an interest in my learning.	I am interested in my learning.	I am interested in my learning and ask questions in class.	I explore my learning, both inside and outside of school.
Creativity	I need to come up with my own ideas.	I can come up with my own ideas.	I can come up with ideas and explore different ways of doing things.	I successfully use a range of ideas, both my own and others.
Cooperation	I need to work well with others.	I only want to work with friends in order to complete a task.	I can work in different groups in order to complete a task.	I enjoy working in different groups to complete a task successfully.

Skills



TENSILE	Launching (4)	Developing (3)	Progressing (2)	Mastering (1)
Teamwork				
Expression				
Numeracy				
Solving Problems				
Independence				
Literacy				
Enquiry				

Knowledge

 knowledge				
	I need to know the key concepts for criminal psychology.	I understand the theories of criminal psychology: *The Social Learning Theory *Eysenck's Criminal Personality Theory	I confidently know the studies: *Cooper and Mackie (1986) *Heaven (1996)	I understand and can apply this to the topic of: *The changing nature of punishment



SBE is launching a new rewards system for its students in Key Stages 3 and 4. There will now be rewards of 'Golden Time' every half term; breakfast with Mr Holmwood, pizza lunch or Nandos vouchers every half term; the opportunity to be invited on a school trip at the end of the year for years 7-10 and packages to the Prom for year 11. These will all be based on the students achieving flight miles and not accruing negative points or consequences. Good luck to everyone with achieving these rewards!!!



- 'Golden Time' will go to the four students in each year group who have the most flight miles that half term. They will be given the opportunity to spend an afternoon in the library or at a specially arranged events. At the end of every term there will be a raffle for prizes where pupils will have one raffle ticket for every ten flight miles they have earned – the more flight miles, the greater the chance of winning! To be invited to the end of year trip you need to exceed the average number of flight miles for the year whilst not going over the negative points allowance.

Curriculum Maps and Homework



Shenley Brook End School

Success through learning

HOME | ABOUT SBE SCHOOL | CURRICULUM | 'ASK' FRAMEWORK FORM | JOIN US | EXTENDED LEARNING | PARENTS & COMMUNITY | SIXTH

HOME ▶ CURRICULUM ▶ CURRICULUM MAPS

SECTION MENU

INTRODUCTION

CURRICULUM MAPS

HOMEWORK

ART

BUSINESS STUDIES

COMPUTING & ICT

DESIGN & TECHNOLOGY

DRAMA

CURRICULUM MAPS

Shenley Brook End Curriculum Maps link together the key skills and knowledge from ASK (see ASK section of the website), assessments and reporting. These maps will support the learning of each student and facilitate meaningful conversations between students and parents, form tutors and class teachers.

Please find below links to our Curriculum Maps and a diagram explaining the different sections of the Curriculum Maps.

For Year 7 Curriculum Maps [please click here](#)

Year 8 Curriculum Maps [please click here](#)

For Year 9 Curriculum Maps [please click here](#)

Year 10 Curriculum Maps [please click here](#)

Year 11 Curriculum Maps [please click here](#)

www.sbeschool.org.uk

Homework – Shenley Brook End School

All students are expected to do homework in accordance with the published timetable gradually increasing during a student's time in school. Not all homework is written; it may involve reading, watching a TV programme, learning, individual research and/or revision, making a model or attending an extra-curricular sports club. The task selected by the subject teacher will be appropriate to the ability of the students. Below is a table illustrating the types and common methods used to assess homework, which are frequently used:



Types of homework	Examples of homework set
1. Practise the skills from the lesson to reinforce knowledge.	Modern Foreign Languages – Write a short story using the grammar learnt in the lesson. History – Complete exam question on prohibition. Business Studies – Complete pricing homework sheet
2. Preparation for a future topic/lesson.	Science – Visit www.edpuzzle.com and watch the video assigned. Answer questions as you go through the video. Design and Technology – Complete page 2 of the homework booklet. Drama – Learn your lines for your short scene.
3. Extend / deepen understanding of the work set in class.	Maths – Reflection book H/W – create a revision page of the work they did that week. Psychology – Find out the names of 5 interesting or unusual phobias and what they mean. Music – Learn rhythm and pitch notation.
4. Continuation of classwork / coursework for assessment.	English – Write PEE paragraph on writers' methods. Geography – Revise Natural Hazards and Economic development topics ready for in-class test. PE – Complete P6 for unit 2 (practical sport) Life skills – Complete CV which was started in class.
5. Encourage independent study, to improve self-motivation, eg exam questions, revision etc.	English – Do practice exam questions found on Moodle. ICT – Complete assignment set on Moodle. Art – Complete task 4 of the homework sheet found on Moodle. Religious Studies – Complete 3 tasks of your choice from the 9 square grid.

Nine different methods used to assess homework

Written feedback from the teacher:

- with targets for improvement
- with an extension-type question

Peer/self assessment within class, using the school's 'green pen' approach:

- accompanied by a mark scheme to help understand the assessment procedure
- accompanied by a comment from the teacher
- completion acknowledged by the teacher by signing the work or using a stamp

Discussions:

- Discussions in class, supported by verbal feedback and question and answer from the teacher

Presentations:

- Presentation to small groups/class on information collected. Teacher will acknowledge completion in their mark books.

Reflection:

- Self assessment using mark scheme and recording reflection points using a green pen.

Verbal feedback:

- Verbal feedback to individual students about their progress.

HOME LEARNING

SHENLEY BROOK END SCHOOL

SUBJECT: - Year 9 iMedia

- Design a range of logos for a travel agent and decide which one looks most professional
- Produce a storyboard for your own short film on a theme of your choice. Produce the script for the film to accompany the storyboard
- Design your own website on a theme of your choice. Think

All students have access to emails through RMUnify

The image shows a screenshot of the RM Unify login interface overlaid on a background photograph of a green school field with a large tree. The login interface is a dark grey box with the "RM Unify" logo at the top left, which includes the tagline "Your Launch Pad to the Cloud". In the top right corner of the interface is a blue circular icon with a white 'X' and a monitor symbol. The main section is titled "Sign In" and contains two input fields: "Username or Email Address" (with "@sbeschool" entered) and "Password" (with an eye icon for toggling visibility). Below these is a checkbox labeled "Remember my username" and a large blue "Sign in" button. At the bottom of the login box is a white button labeled "Sign in from my network" and two links: "Forgotten your password?" and "Find out about RM Unify". To the right of the login box is a white panel titled "@RMEducation Tweets" containing three tweets from "RM Education @RMEducation". Each tweet includes the RM Education logo, the text of the tweet, a timestamp, and an "Expand" link with share, retweet, and star icons.

RM Unify™
Your Launch Pad to the Cloud

Sign In

Username or Email Address @sbeschool

Password

☐ Remember my username

Sign in

Sign in from my network

[Forgotten your password?](#) - [Find out about RM Unify](#)

@RMEducation Tweets

RM Education @RMEducation · 28 Aug, 05:11 pm
We like to think of our [#RMIntegr8](#) users as part of a whole school [#community](#) and we see real [#Value](#) in putting yo... <https://t.co/u2mExl1Ytt>
[Expand](#)

RM Education @RMEducation · 23 Aug, 12:08 pm
Is your [#school](#) internet provider the most secure in the UK? If you're not with RM Connectivity the answer is offic... <https://t.co/qt6RuXy4zk>
[Expand](#)

RM Education @RMEducation · 23 Aug, 12:07 pm
[#costsaying](#) is at the heart of every decision within [#education](#) at the moment. Have a look at our Cost Saving Calcu... <https://t.co/tUYMkHeM3B>
[Expand](#)

Email address is
their IT username@sbeschool.org.uk



e.g mccluskeyg.12@sbeschool.org.uk

RM Unify™
Your Launch Pad to the Cloud

Sign In

Username or Email Address: @sbeschool

Password: [eye icon]

☐ Remember my username

Sign in

Sign in from my network

[Forgotten your password?](#) - [Find out about RM Unify](#)

@RMEducation Tweets

RM Education @RMEducation · 28 Aug, 05:11 pm
We like to think of our [#RMIntegr8](#) users as part of a whole school [#community](#) and we see real [#Value](#) in putting yo... <https://t.co/u2mExl1Ytt>
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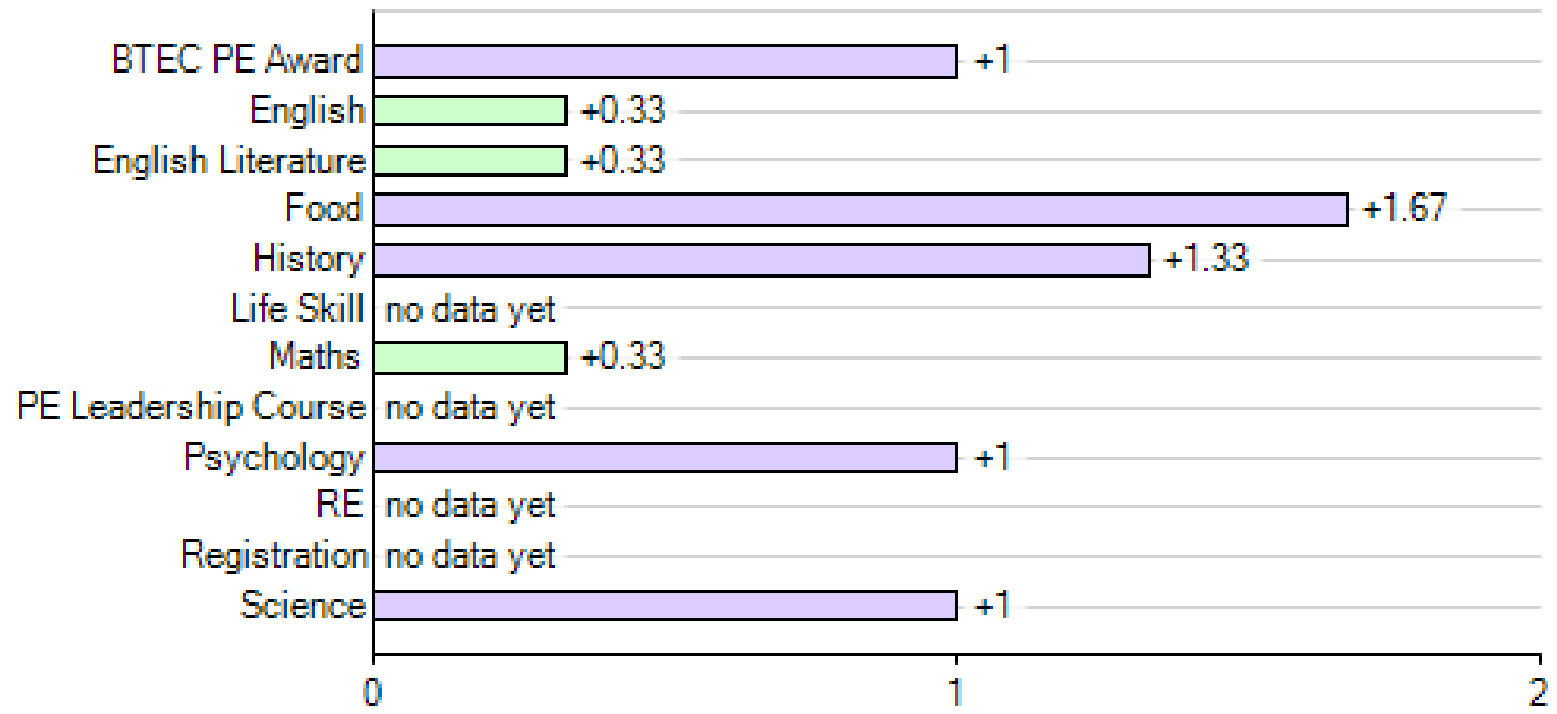
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[Expand](#)



Progress towards Minimum Destination Grades

At a glance?

Residuals: Grade



Well below target Below target On target Above target



Timetable and Reports

Tu	09:00 09:50 Psychology 10B/Py2 Mrs L Hutchinson	09:55 10:45 English 10BCX/En Ms K McDermott		11:05 11:55 Drama 10C/Dr1 Mrs F Chandler	12:00 12:50 Maths 10BCY/Ma Mrs K Bevan		13:40 14:30 History 10A/Hi2 Mrs C Baker	14:35 15:25 History 10A/Hi2 Mrs C Baker	
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[View full timetable](#)

Detailed progress

Subject	MDG	Forecast Grade	Previous...	Breakdown								
Art Mr C Hall	4	6+	6	<table><tr><td>Forecast Grade</td><td>6+</td></tr><tr><td>Attitudes</td><td>Mastering (Highest level)</td></tr><tr><td>Skills</td><td>Progressing</td></tr><tr><td>Knowledge</td><td>Mastering (Highest level)</td></tr></table>	Forecast Grade	6+	Attitudes	Mastering (Highest level)	Skills	Progressing	Knowledge	Mastering (Highest level)
Forecast Grade	6+											
Attitudes	Mastering (Highest level)											
Skills	Progressing											
Knowledge	Mastering (Highest level)											



Attendance and behaviour – this will detail any BBB behaviour or Flight Miles.

Attendance

Attendance	75.00%		
Authorised absences	0		
Unauthorised absences	0		
Unknown marks	2		
Possible sessions	8		

Behaviour

[View full behaviour record](#)

Most recent events

All events in 2018, Sep 2017

When	Event
<i>No behaviour events recorded.</i>	

Please check Go4schools regularly to note any changes in behaviour.

Please go to Go4schools when a report is issued to see assessments that have taken place.

www.go4schools.com any problems please email steer@sbeschool.org.uk.

New Homework Module

Ongoing and recent homework tasks

Showing 1 homework task due within the next 7 days or the last 7 days | 2 tasks in total | [View full list](#)

Due	Subject	Title	Guidance time	See
Fri, 13 Sep 2019	Life Skill	Borrowing Monday	10-20 min.	Fri, 06 Sep

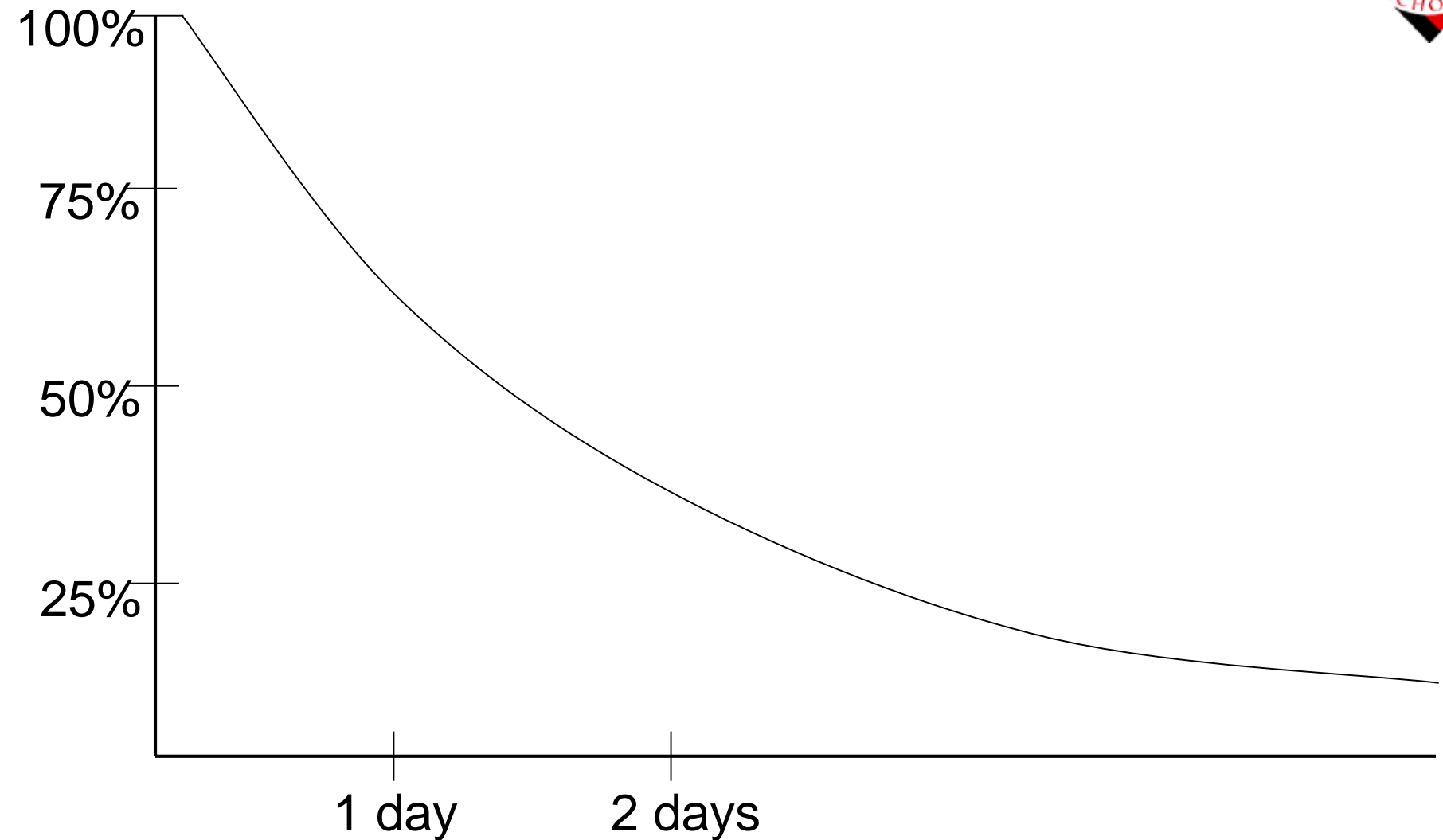
Allows you to track homework from when it is set until when it is marked and completed.

Allows students to see what homework they have and tick it off when they have done it.

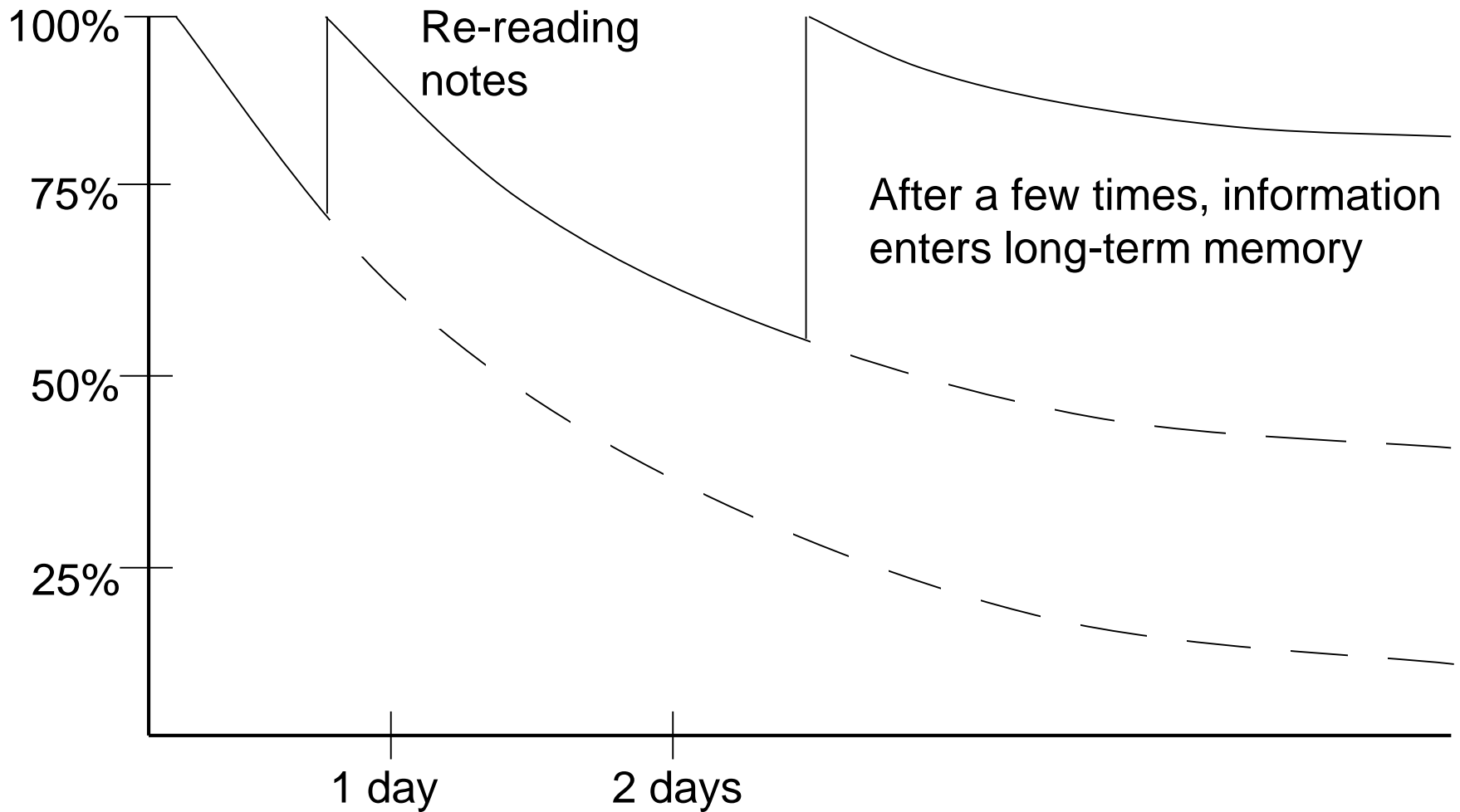
Students or parents can download some tasks if the sheet or learning passport is lost.

This is a trial – we would value your feedback.

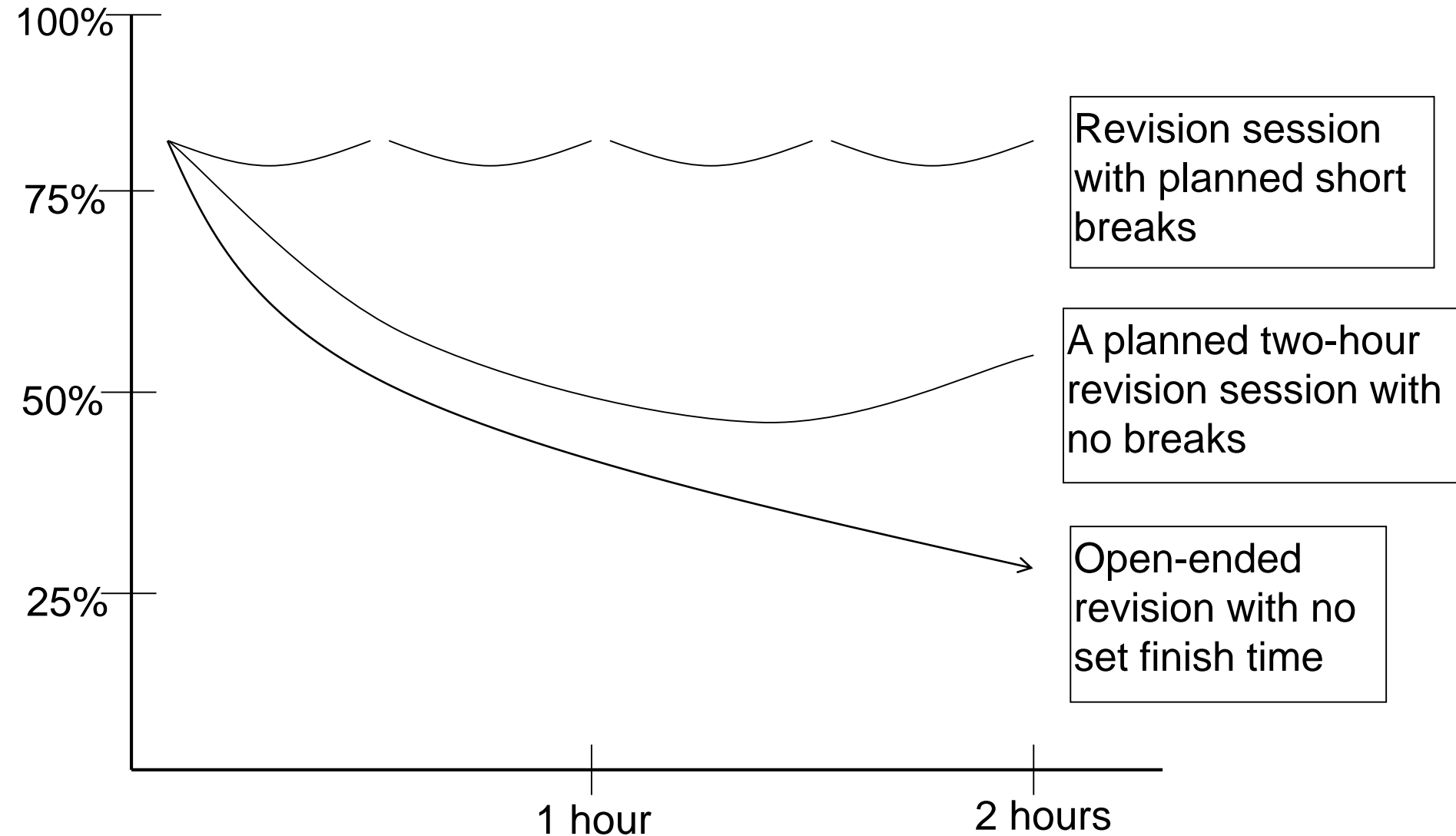
Sorry, I've forgotten



I can remember



I can revise





Summary

- Support your child in getting into a daily routine, working at set times.
- Make sure your child has a good place to work.
- Talk about work, ask specific questions – not “what did you do today”.
- Get involved with the work, ask to see notes or the textbook when a homework is finished, or after a re-read. Get your child to explain parts to you (it doesn't matter if you don't understand the details).



- Find out if there are any issues or problems with a subject.
- Have your own copy of the scheme of work/syllabus and use some of the language from it.
- Ensure attendance is as high as possible.
- Show you are interested in education. Your child will take the lead from you – if you don't show interest s/he will assume it's not important.



Encourage your child/children
to do the following:

- Read and act on feedback from teachers
- Balance work and relaxation
- Develop their own opinions
- Write deadlines in their planner
- Know where and when they work best
- Do reading without being told to
- Work with other students
- Prioritise tasks

Supporting Learning



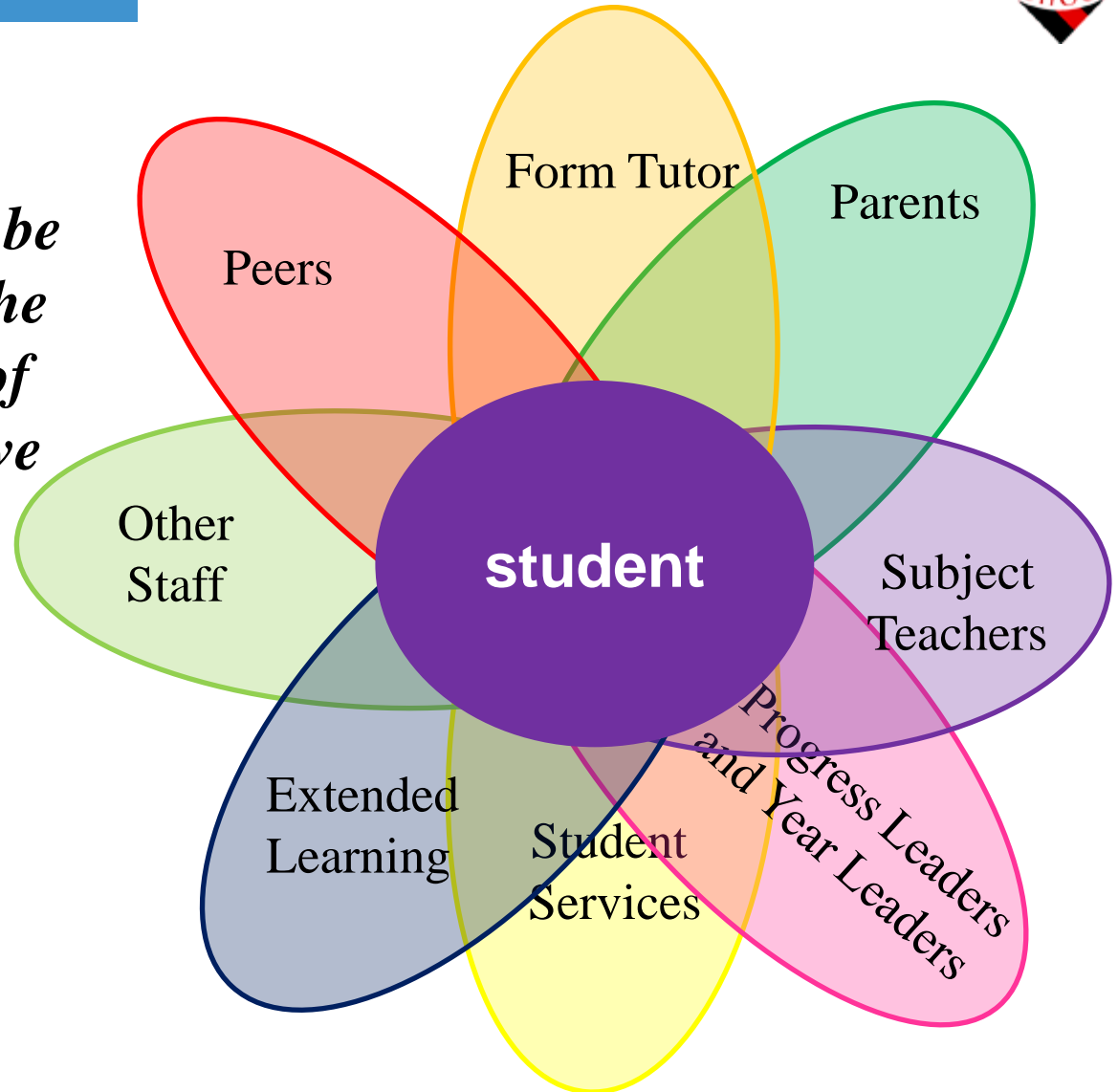
- Place to work
- Times to work – home timetable
 - Flexible
 - “Repay”
- Working conditions
 - Distractions
 - Computers
 - Messaging access
- How to work
 - Review
 - Homework

GCSE results and
behaviour

Support Structure



We want our students to be at the centre and have the support and guidance of staff and peers to achieve

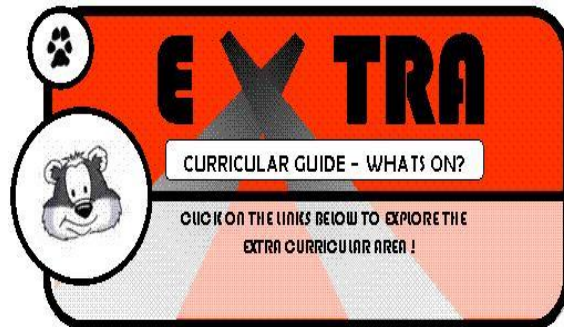


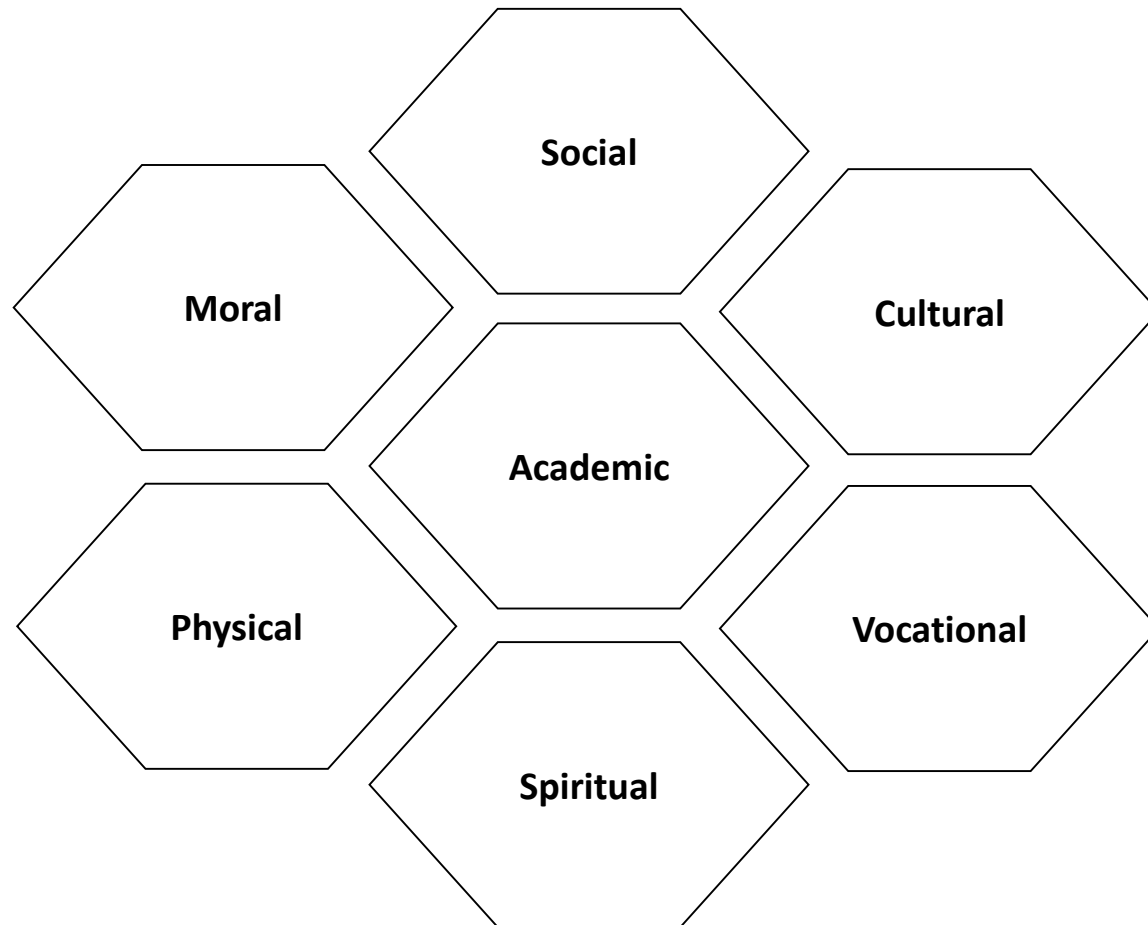


Balance

- BBB Behaviour
 - Planner, Learning Passport
 - Flight Miles
 - Instant feedback
 - Able to discuss about learning
 - Learning behaviours
 - Not just in class
 - Read and enjoy
 - Children – students – success

Student Involvement

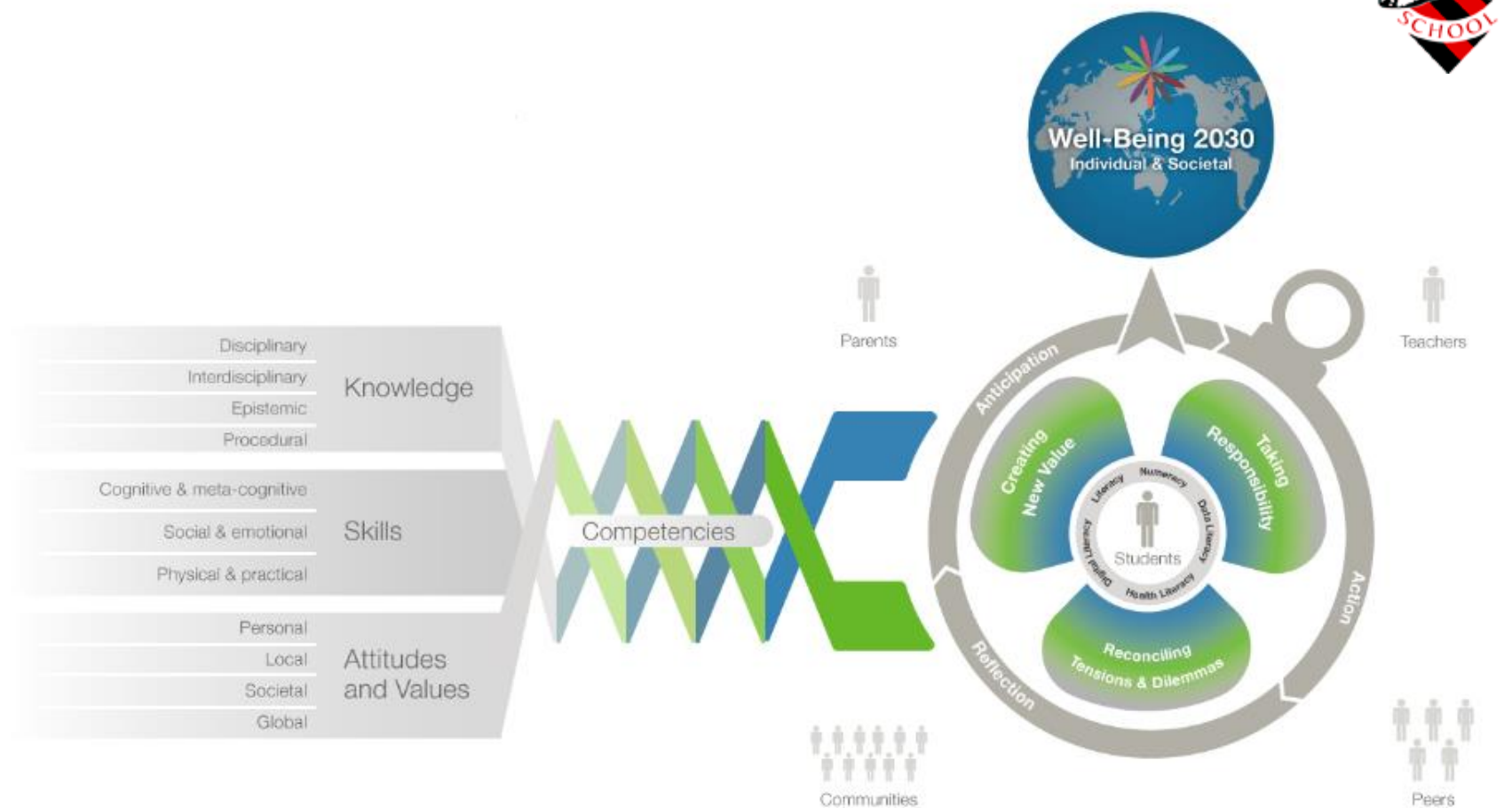






Qualities and Qualifications

- Strong self image
- Authenticity of experience
- Positive social networks
- Articulate
- Resilient
- Social etiquette
- Integrity





5 Dimensions

- The provision of a holistic education
- The rigour of academic challenge
- The creation of a positive and high performing environment for staff
- A supportive partnership with parents, carers and families
- A creative relationship with our wider community



Year 9 Calendar

- Progress Check – 23 October
- Progress Check – 13 February
- Parents' Evening – 13 February
- Year 9 Exams – WB 30 March
- Progress Check – 29 June



belong • believe • become