

Parent Information Evening

Year 9



HECKMONDWIKE
GRAMMAR SCHOOL

Headteacher Address – Mr Roberts



HECKMONDWIKE
GRAMMAR SCHOOL

Head of Year 9 Introduction – Mrs C Hellewell

Overview of role:

- Dual focus on pastoral care and academic achievement
- Removing barriers to learning
- Liaising with all stakeholders to support your child
- Leading on rewards and behaviour
- Supporting students with attendance and punctuality

chellewell@heckgrammar.co.uk



Pastoral Care



Pastoral Assistant
Mrs A Brooke

abrooke@heckgrammar.co.uk



Student Welfare Officer
Mrs N Goulding

ngoulding@heckgrammar.co.uk



SENDCo

Mrs J Illingworth

sendco@heckgrammar.co.uk



Year 9 Team – Form Tutors



9B1 - Mr
Z Basser



9B2 - Mrs N Swann



9H1 - Mr J Godoy



9H2 - Mrs J Bailey and Mr P Gilroy



9C1 - Mr D Walker



9C2 - Mr J Tennant



9P1 - Mrs H Edwards



9P2 - Mrs J Bell

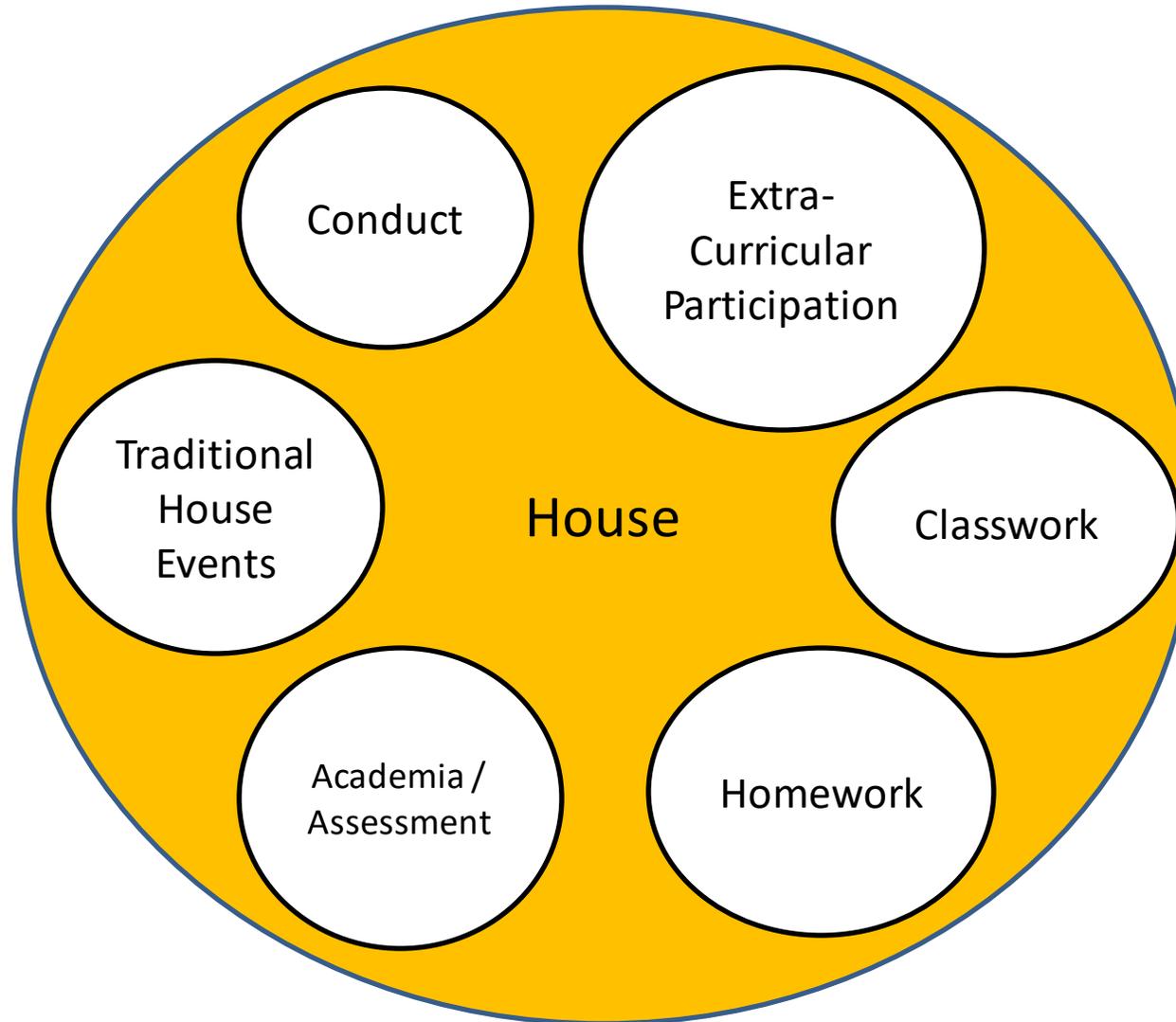


Aims of the evening

- **To encourage a positive start to GCSE study by:**
- Providing a reminder of school systems and processes
- Answering FAQs
- Encouraging healthy study habits
- Sharing effective revision strategies



House Reward System & Assessment



House Reward System & Assessment

We **REWARD EXCELLENCE**

+

Lesson Points

-

Will be awarded for;

Can be revoked for;



Ethos



Classwork
Excellence

1898



Extra-Curricular
Participation Points



Poor Behaviour
in Lesson



Poor Behaviour
out of Lesson



Homework



Participation
Excellence

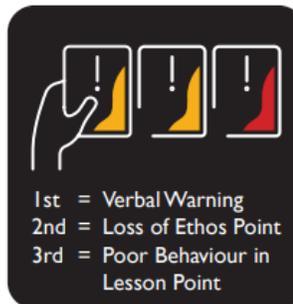


Homework
Excellence

Academic



Academic
Achievement Points



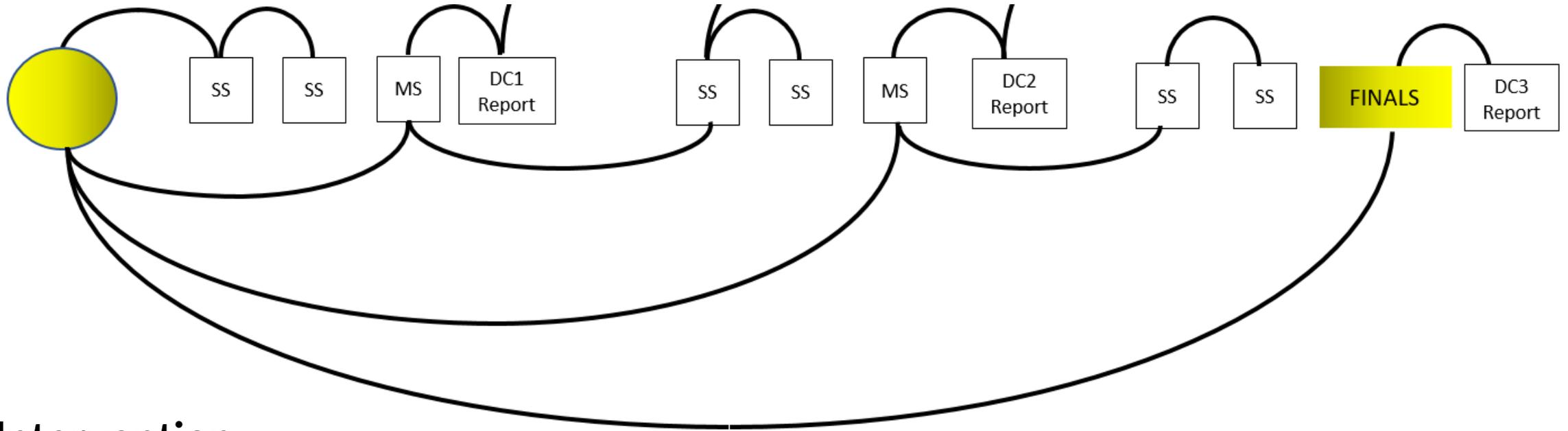
Late



Misuse of Uniform
or Equipment



Assessment Model



Intervention:

Alongside subject specific intervention offered by departments during GCSE study, at each milestone, the HoY will select 20 students for additional targeted teacher support and each class teacher will select 5 students for focused intervention.



Form Time

Planner Checks and Score Card

Quiet Reading and Attendance Improvement Monitoring

Assembly

Discussion Point

House Assembly

Quiz



Communication

ClassCharts is our primary communication platform with parents:

Lesson Points

Teacher or Form Tutor notes

Homework tasks and deadlines

School letters



Key Dates

- 22nd December 2023: MS1 report sent home
- 15th March 2024: MS2 report sent home
- **2nd May 2024: Year 9 Parents' Evening**
- **3rd June: Year 9 Finals Begin (classroom based)**
- 19th July: MS3 report sent home



Some FAQs

3-year Key Stage 4



Some FAQs

Target grades



Some FAQs

How we will report to you

- Current grade
- Target grade
- Attendance information
- Rewards information
- Behaviour information

| Summer Term | | | | | | |
|-------------------|--------------------|--------------|--------------|------------------|----------------------|-------------------------|
| Subject | Teacher | Target Grade | Attainment % | Attainment Grade | Attitude to Learning | Areas for Development |
| Art | Mrs J. Illingworth | 8 | 70.00 | 7 | 1 | |
| Biology | Mrs K. Fitzgerald | 8 | 80.00 | 9 | 1 | |
| Chemistry | Miss E. Gledhill | 8 | 86.00 | 9 | 1 | |
| Computing | Mr A. Stone | 8 | 82.00 | 9 | 1 | |
| Drama | Miss K. Rattigan | 8 | 80.00 | 8 | 1 | |
| DT | Mrs J. Robinson | 8 | 76.00 | 8 | 11 | |
| English | Miss J. Wilkinson | 8 | 80.00 | 8 | 1 | |
| French | Miss I. Bowyer | 8 | 93.00 | 9 | 1 | |
| Geography | Mrs J. Bell | 8 | 67.00 | 7 | 1 | Exam Technique |
| History | Miss A. Briggs | 8 | 80.00 | 8 | 1 | |
| Maths | Mr W. Robinson | 8 | 67.07 | 7 | 1 | Ind Study |
| Music | Miss L. Sutcliffe | 8 | 96.00 | 9 | 1 | |
| PE | Mrs S. Green | 8 | 50.00 | 5 | 2 | |
| Physics | Miss E. Gledhill | 8 | 76.00 | 9 | 1 | Participation Ind Study |
| Religious Studies | Miss D. Almond | 8 | 74.00 | 9 | 2 | |
| PSHE | Mr N. Smith | - | - | - | 1 | - |

| House Reward Points | |
|---------------------------------|------|
| Ethos Points | 802 |
| Classwork Excellence Points | 50 |
| Participation Excellence Points | 192 |
| Homework Excellence Points | 15 |
| 1898 Points | 565 |
| Academic Achievement Points | 850 |
| Negative Points | 3 |
| Net Number of Points | 2471 |

| Awards Achieved | |
|---------------------|------------------|
| Bronze Award | 23 November 2022 |
| Silver Award | 19 January 2023 |
| Gold Award | 28 March 2023 |
| Headteacher's Award | 16 June 2023 |
| 1898 Award | Yes |
| Academic Award | Yes |
| Attendance | 95.8% |

| Extra-curricular Engagement |
|--|
| Junior Choir, Musical Theatre Club, Priestley Creative Writing, Wednesday open evening volunteers. |



Some FAQs

Homework

Year 9 students should receive regular homework in all subjects. They need to plan their time effectively to ensure time is given to complete this.

Approximately 45 minutes per subject.

All homework is set in ClassCharts



Some FAQs

Attendance Improvement Monitoring

Picture of impact of attendance on attainment?



Some FAQs

Catching up on missed work



Some FAQs

Common obstacles to progress

- Over-confidence and under-preparing
- Poor time management
- Ostrich syndrome
- Perfectionism
- Lack of resilience
- Stress
- Loss of motivation
- Distractions such as unhealthy social media use
- Lack of sleep



Some FAQs

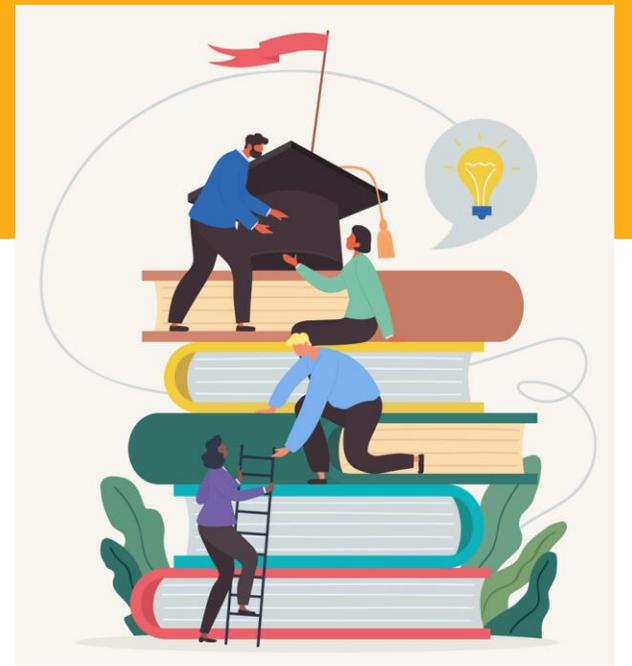
Providing Support

Support independence and encourage communication

Normalise healthy stress and use the pastoral support system if needed

Encourage balance between academic expectations and extra-curricular enjoyment

Build partnerships between school and home



Revision (n): the study of information that has been studied before

- The prefix '**re**' means '**again**' and '**vision**' is '**to see**' so literally '***seeing again***' as in looking back at learning to help remember and understand it.



Curriculum Overviews

Subject:

Chemistry



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KS 4 Year 9 Curriculum Overview

Topics being taught

What you will be assessed on

How you can support at home

Autumn Term

C1 Atomic structure and the periodic table-

States of matter, atoms and ions
Formulae and balancing equations
The periodic table and its history
Groups 1,7 and 0 and the transition metals

C2 Structure and bonding-

Ionic and covalent bonding
Properties of ionic lattices, simple molecules, giant covalent and metallic structures

Term 1

Term 2

Describing structures of atoms and ions in terms of sub-atomic particles
Writing simple formulae and balancing equations

Reactivity of the elements in groups 1,7, 0 and transition metals.
Explaining the properties of materials based on their structures and bonding

Be familiar with the [specification](#) and the [units](#) covered!

[Bitesize revision on atomic structure Videos](#) on the whole of unit 1 to review the key ideas

[Bitesize revision on structure and bonding](#)

[Self directed Educake](#) quizzes on C1 Atomic structure

CHRISTMAS HOLIDAYS - CHRISTMAS HOLIDAYS - CHRISTMAS HOLIDAYS - CHRISTMAS HOLIDAYS

On the school website there are curriculum and revision overviews for every subject.

[Website](#)



Revision Overviews

Revision Overview



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Key Stage 4

| Subject | Revision Guides | Revision Websites |
|----------------|---|--|
| Art and Design | Students to speak with class teacher for further direction. | Students to speak with class teacher for further direction. |
| Biology | CGP GCSE Edexcel Biology Revision Guide | Educake BBC Bitesize - Biology Edexcel Specification |
| Business | CGP GCSE Edexcel Business Revision Guide | BBC Bitesize Seneca |
| Chemistry | CGP GCSE AQA Chemistry Revision Guide | Educake BBC Bitesize - Chemistry AQA Specification |

Recommended revision guides

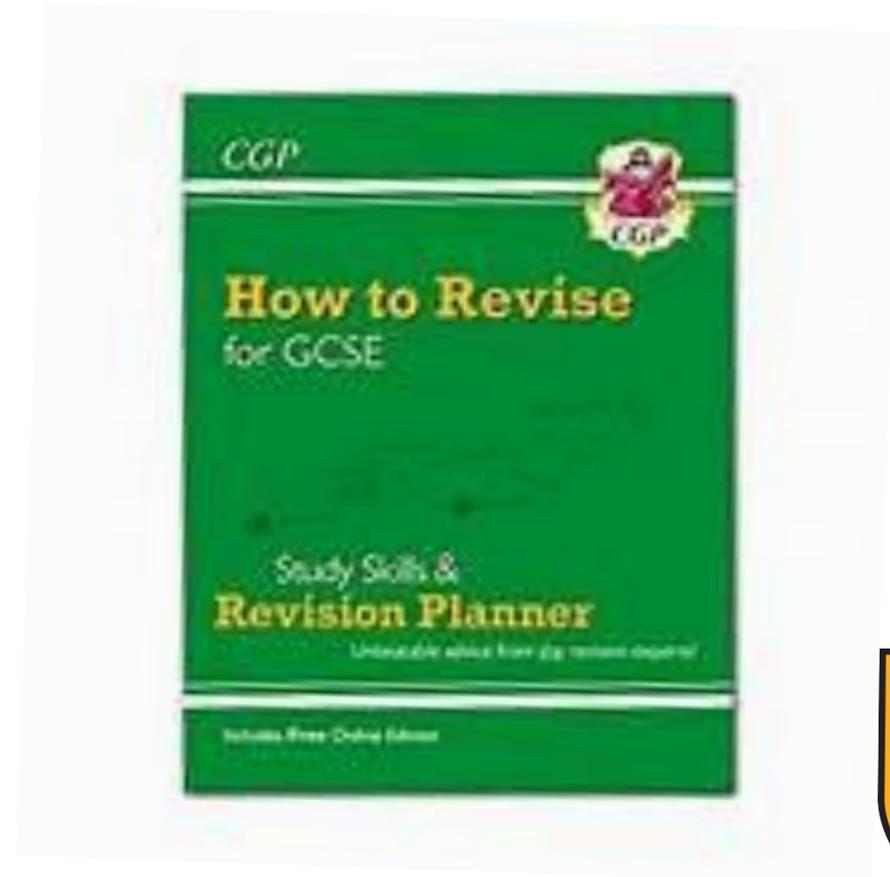
Links to revision resources E.g., Educake Science, Hegarty Maths, Geography Revision Tutor.

[Website](#)

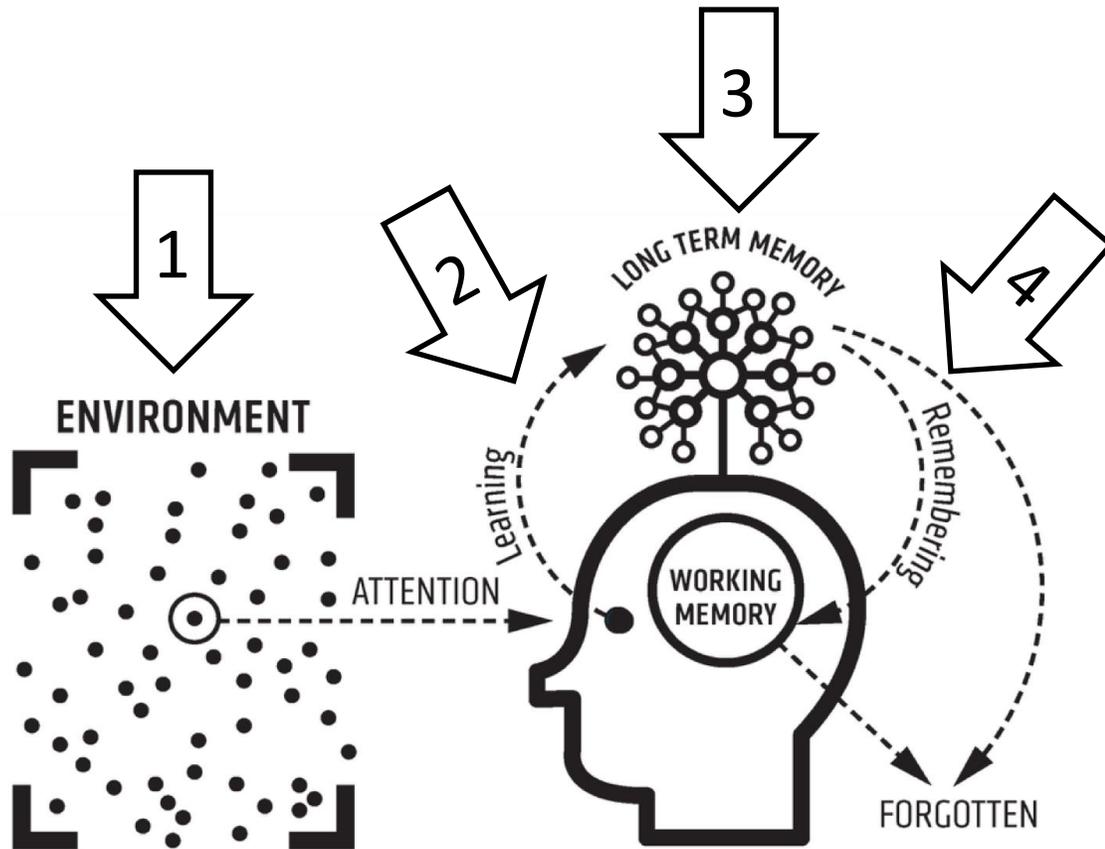


Revision Guide

- All Y9-11 Students will receive a CGP revision guide
- Guidance on general revision techniques
- Sections on each subject
- Templates for revision timetables

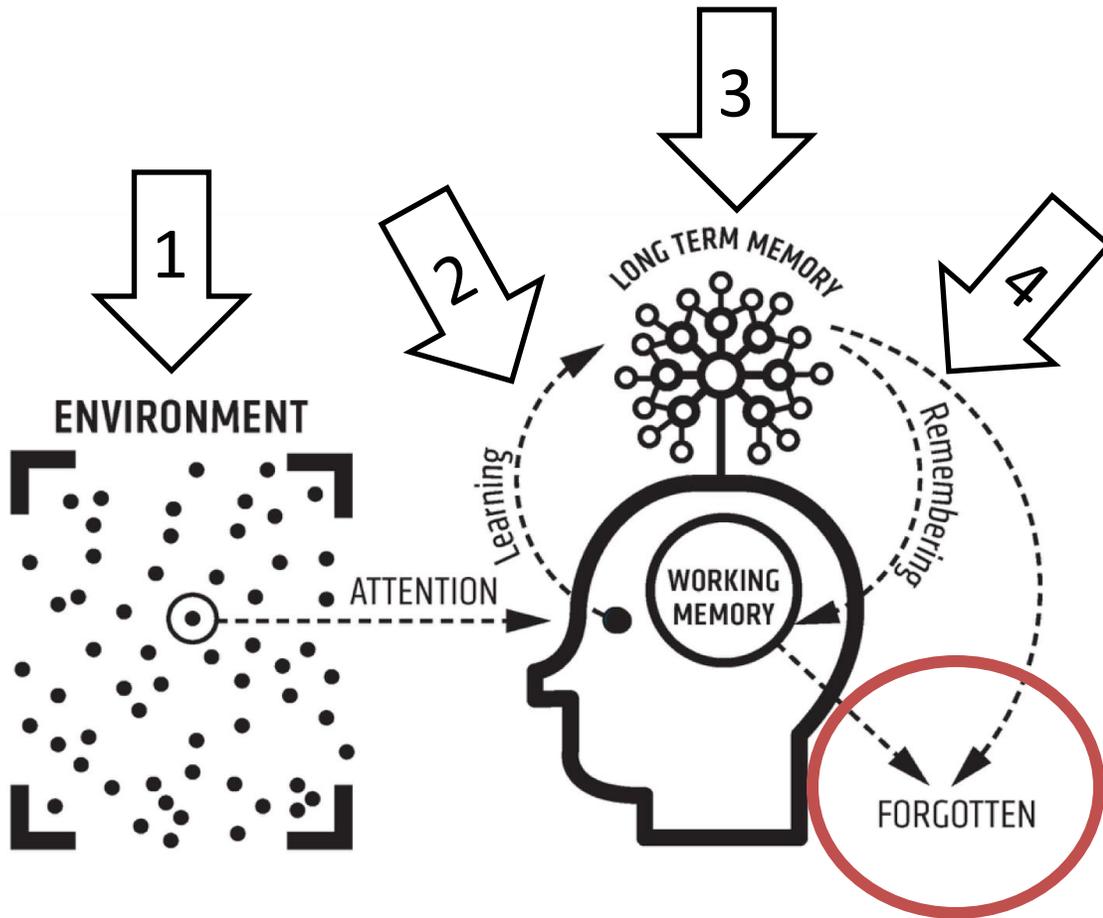


How do we learn? A simple view...



1. We **pay attention** to our environment
2. Our working memory processes **small amounts of information** at a time
3. Information is encoded into long term memory by **connecting** it to things we already know
4. **Regularly remembering** learned information helps to prevent long term memory decay

How do we learn?

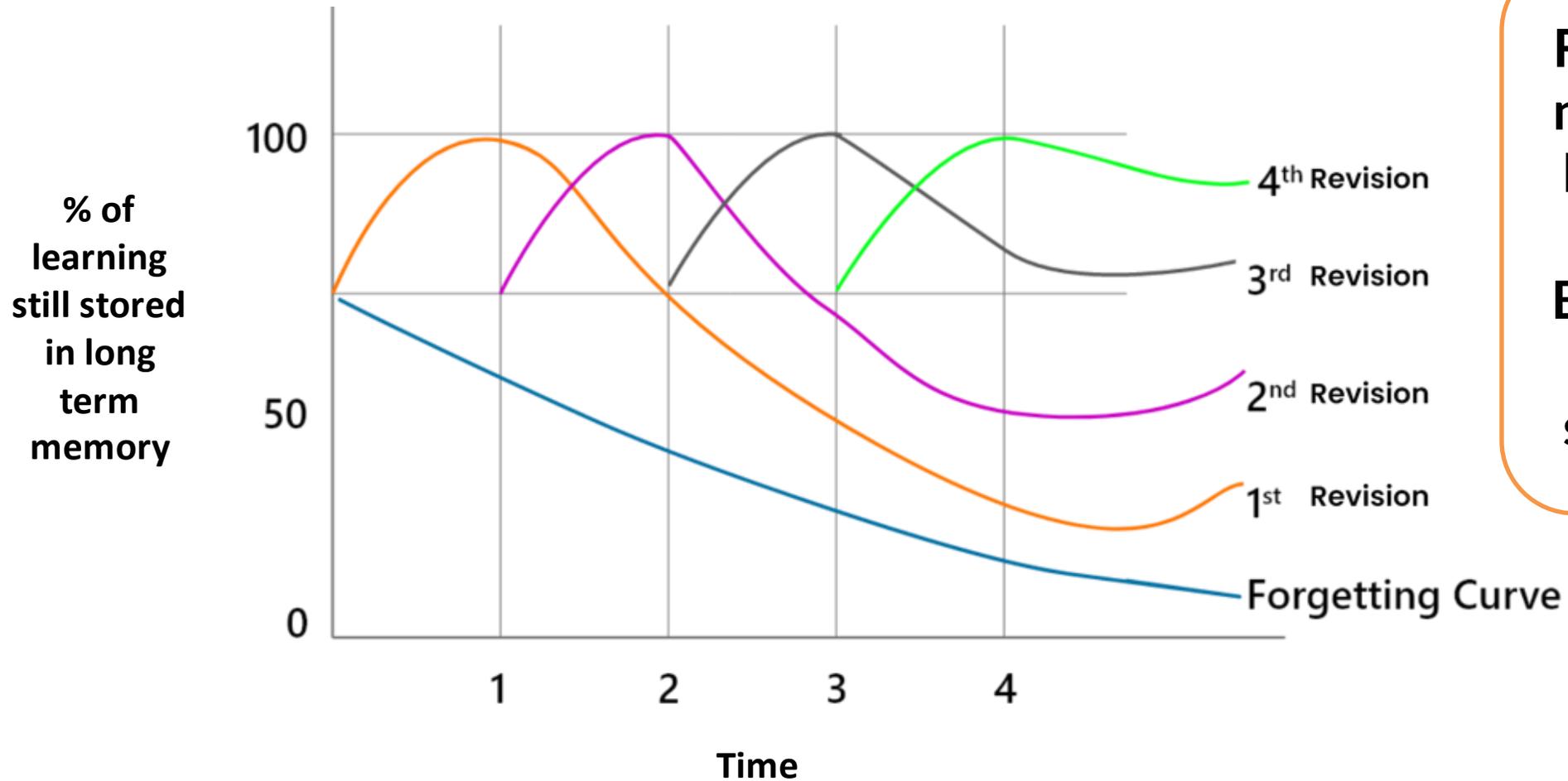


Forgetting can happen at any stage of the learning process:

- If our working memory is distracted
- If our working memory is overloaded and we try to do too much at once
- If we do not regularly remember what we have learned

So, how do we avoid forgetting?

We revise!



Forgetting is a natural part of being human.

But! There are ways we can slow it down.

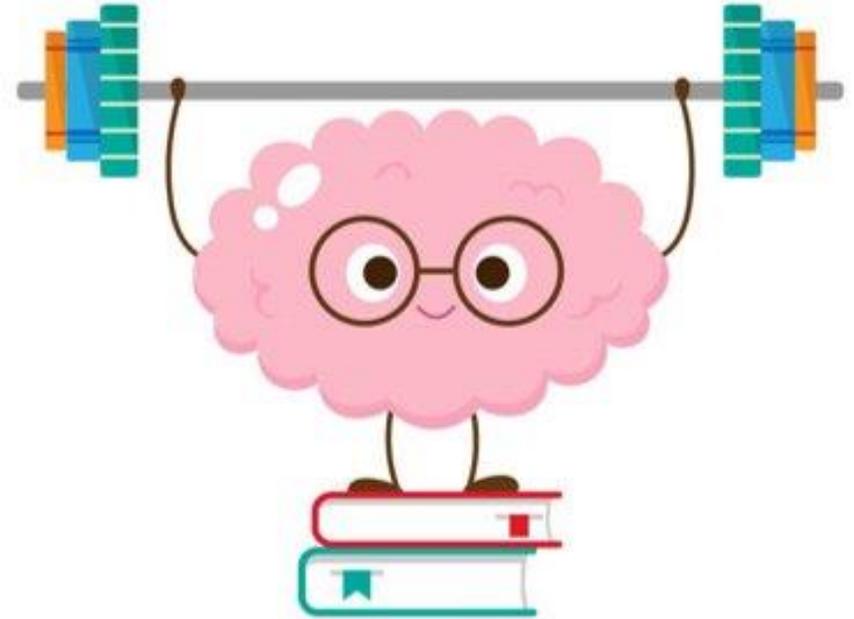


Train your brain!

Your brain is like a muscle, the more you train it the stronger it gets.

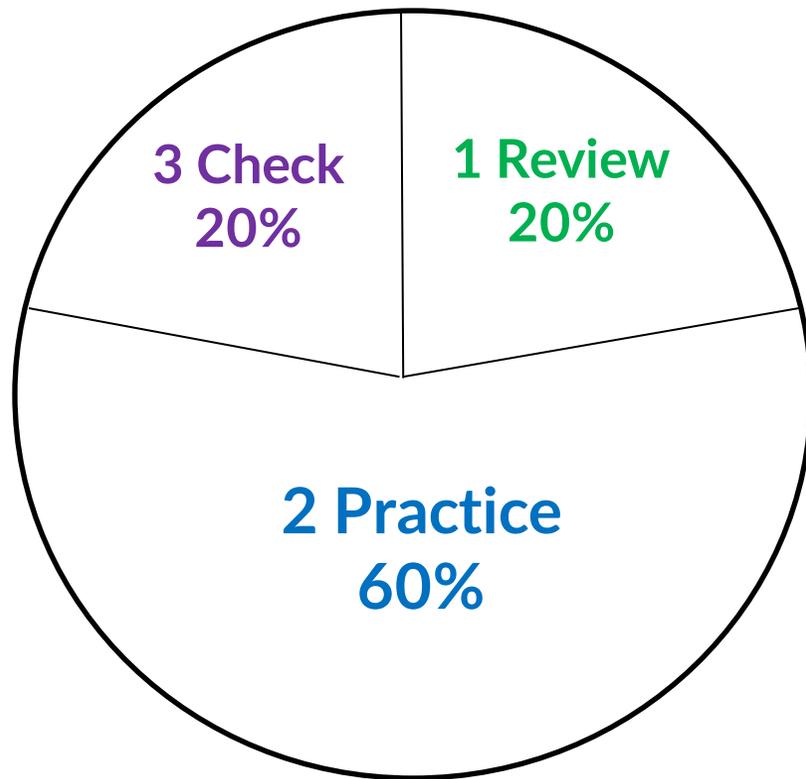
Retrieval practice boosts learning by pulling information out of your long-term memory, rather than trying to cram information in.

After pulling out what you know, you can focus on the things that were forgotten.



What does a good revision session look like?

You need to see each revision session in 3 parts:



1. Review – plan the topic you are going to revise. Prioritise the content you find most challenging.

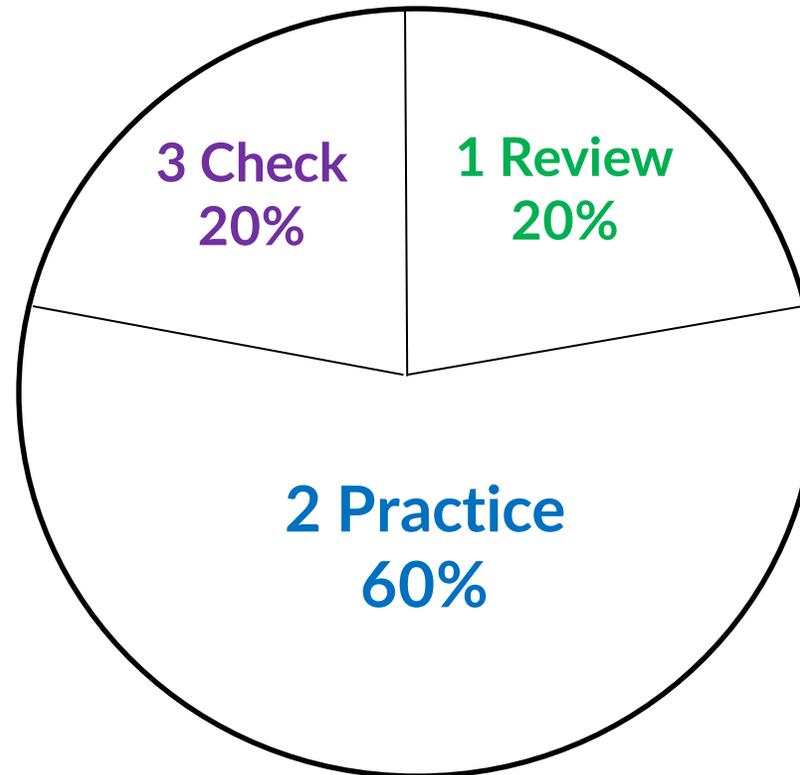
2. Practice – engage in a revision activity that tests your knowledge and/or that gives you opportunities to apply your knowledge to practice questions.

3. Check – compare your work to the right answers. You may need a teacher to support you.

Geography Example

3 Check

Ask someone to test you on your flashcards to check you have remembered the key information.



1 Review

Use a topic checklist on Weather and Climate to highlight content you find most challenging. Choose an area to focus on e.g. anticyclones.

2 Practice

Spend time creating some flashcards on the area of content you are focusing on, using accurate notes to support you e.g. a revision guide. Avoid creating too many flashcards and keep them brief.



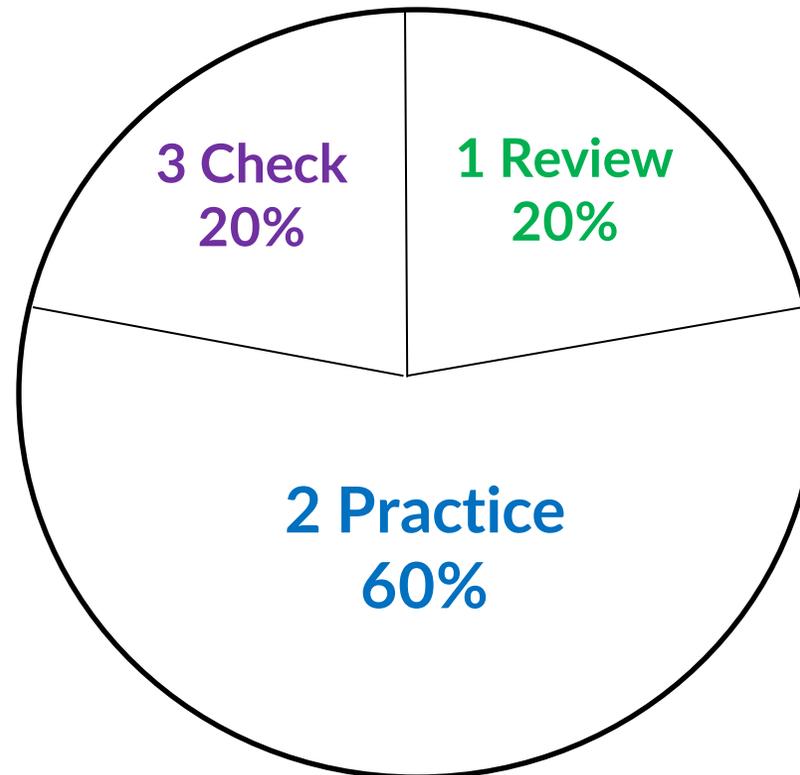
Science Example

3 Check

Use the past paper mark scheme to check whether your exam question has been answered correctly.

2 Practice

Spend time looking back at original notes or a revision guide. Add to your 'brain dump' in a different colour anything you missed on particle theory. Practice applying your knowledge to a past paper exam question on this area of study.



1 Review

Write down everything you can remember about particle theory. Don't use anything to help you at this stage. This is a 'brain dump'.



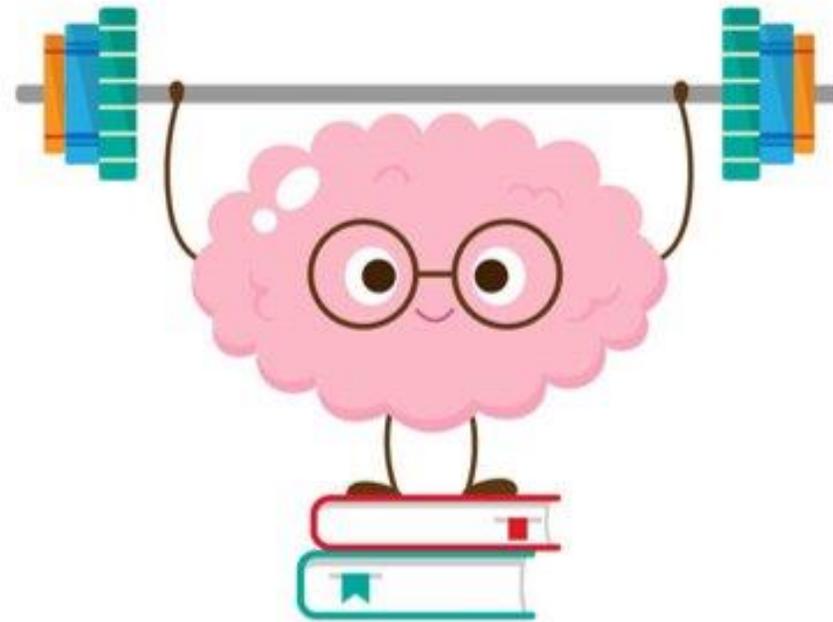
Revision Practice and Check

Once you have reviewed **what** you want to revise, **retrieval practice is the number one** way to do it:

1. Answer quiz questions from memory. Check your answers.
2. Answer multiple choice quiz questions from memory. Check your answers.
3. Write down everything you know about a topic. Check against your notes/revision guide or textbook.

Let's look at some examples!

This is supported by over 100 years of research and evidence!



Retrieval Practice Strategy 1 – E.g. Flashcards

1. Answer quiz questions from memory. Check your answers.

Flashcards are a great way to do this! They work well for:

- Retrieving key terms
- Retrieving key facts/processes
- Retrieving examples/case studies



Flashcards – Example 1

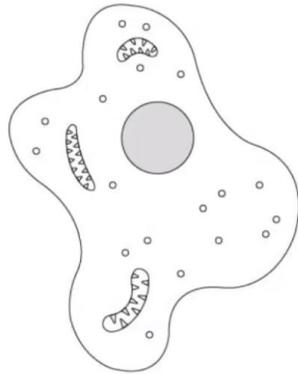
| | |
|--|--|
| <p>Example 1 – Front</p> <p>Key Term</p> | <p>Example 1 – Back (Hidden)</p> <p>Definition</p> |
|--|--|



Flashcards – Example 2

Example 2 – Front

Describe the sub-cellular structure of an animal cell



Example 2 – Back (Hidden)

Nucleus – contains genetic information (DNA) and controls cell activities

Cytoplasm – jelly like structure where chemical reactions take place

Cell membrane – surrounds the cell and controls what enters/exits

Mitochondria – where aerobic respiration occurs and energy is released

Ribosome – where protein synthesis takes place



Flashcards – Example

Example 3 – Front

**Why did the Romans
want to invade Britain?**

Example 3 – Back (Hidden)

- To grow the Roman Empire
- Wealth – taxes and silver
- Improve lives – build towns and provide fresh water supplies
- Farmland – grow and send food back to Rome
- Strong army – they could bring law and order
- Fame and fortune for those in charge
- Supply more slaves for rich Romans



Quizlet

- Can create your own flashcards or use ready made one.
- Great for when you don't have resources with you.

NB: Would recommend making your own as they're personalised to your knowledge gaps.

AQA - Cell Biology

↗ 13 studiers today ★ 4.8 (13 reviews)

In-class activity

☰ Classic Live

🗨️ Checkpoint

Self-study activity

📄 Flashcards

🔄 Learn

📄 Test

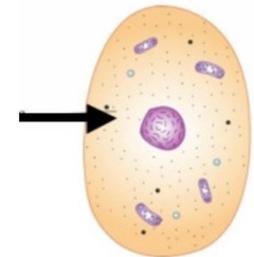
🗨️ Match

🔧 Q-Chat

🔍 Explain this

🔊 ★

Where most of the chemical reactions take place in a cell.



Retrieval Practice Strategy – E.g. Brain dump

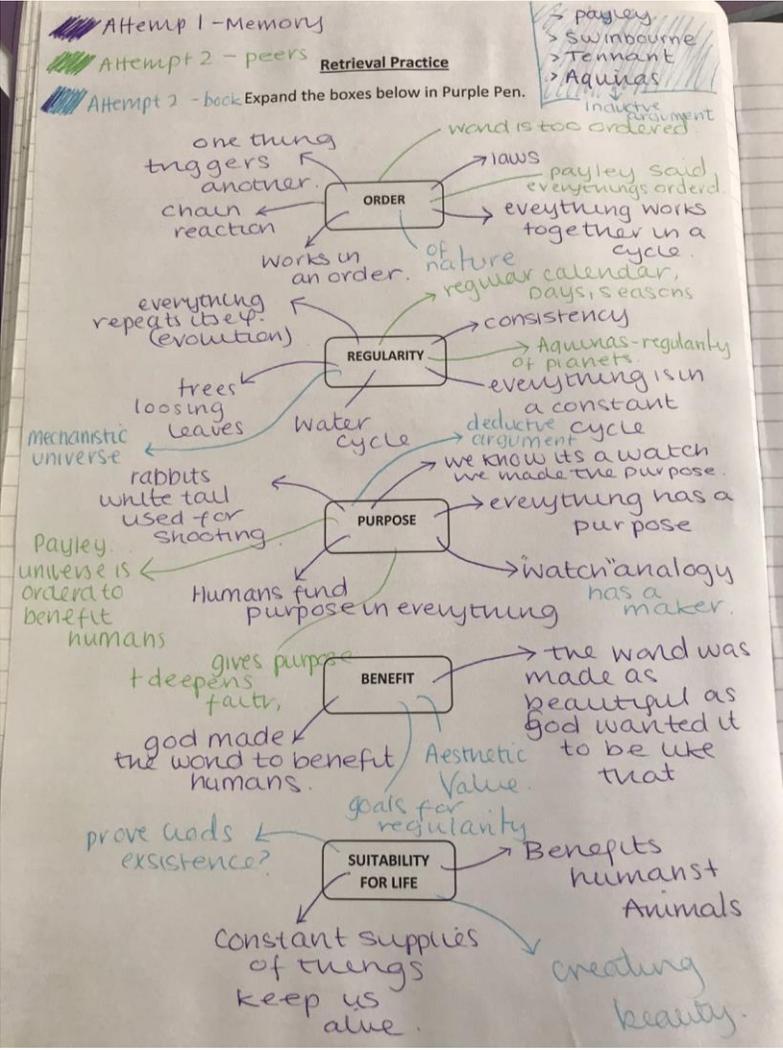
3. Write down everything you know about a topic. Check against your notes/revision guide or textbook.

'Brain dumps' are a great way to do this! They work well for:

- Reviewing what you know
- Helping you target what you have forgotten
- Applying to practice questions



Brain Dump - Example 2



Brain Dump – Example 3

Topic 1 — Cell Biology

Cells.....
Microscopy.....
More on Microscopy.....
Cell Differentiation and Specialisation.....
Chromosomes and Mitosis.....
Binary Fission.....
Culturing Microorganisms.....
Stem Cells.....
Diffusion.....
Osmosis.....
Active Transport.....
Exchange Surfaces.....
Exchanging Substances.....
More on Exchanging Substances.....
Revision Questions for Topic 1.....

If unsure where to start with a brain dump, **review** a topic list (remember that 'review' is always the first step in a good revision session) such as this one and highlight where your areas of strength and development are. Here I have used green, amber and red to colour code.

I will focus on the red areas first where I need the most revision. I will start by brain dumping everything I remember on 'Binary Fission' then add anything I missed using the revision guide. This is a great way to combine '**practice**' and '**check**'.

I could then attempt a practice question or two on 'Binary Fission' to make sure I know how to apply the learning.

Exam Questions

AQA

Please write clearly in black capitals.

Centre number: Candidate number:

Surname: _____
Forename(s): _____
Candidate signature: _____

GCSE **H**
SPANISH

Higher Tier Paper 3 Reading

Wednesday 6 June 2018 Morning Time allowed: 1 hour

Materials
You will need to bring materials:

| For Examiners Use | |
|-------------------|------|
| Question | Mark |
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |
| 11 | |
| 12 | |
| 13 | |
| 14 | |
| 15 | |
| 16 | |
| 17 | |
| 18 | |
| 19 | |
| 20 | |
| TOTAL | |

Instructions

- Use black ink in black ballpoint pen.
- Fill in the boxes at the top of the page.
- Answer all questions.
- You must answer the questions in the spaces provided. Do not write outside the spaces around each page or on blank pages.
- In Section A, answer the questions in English.
- In Section B, answer the questions in Spanish.
- In Section C, translate the passage into English.
- Do all rough work in this answer book. Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 60.
- You must not use a dictionary.

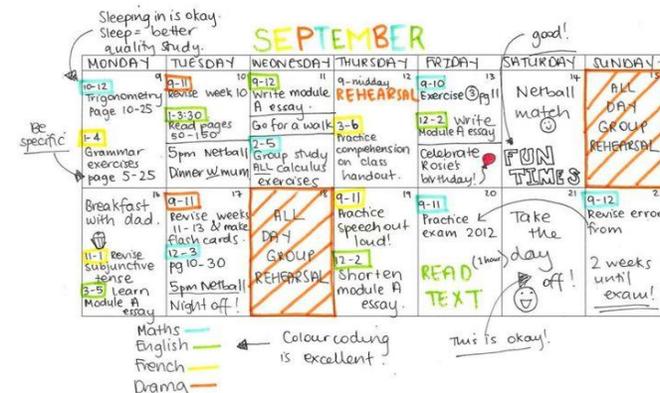
 6696/RH

- Practice applying your knowledge in exam questions.
- Read the mark scheme and check your answers
- Read the examiners reports.
- Ask your teachers for additional questions.
- **Don't do this in isolation.**



Weekly Repeating Schedule

- This is the **best** way to plan your time
- It supports you to develop an **efficient** study routine
- If you have a clash, then you can plan how you will be **flexible** in reassigning study hours elsewhere
- There are lots of downloadable templates and smart phone apps to support you to plan a weekly repeating schedule
- **Have you already got one?**



Weekly Repeating Schedule - Example

| | MON | TUE | WED | THU | FRI | SAT | SUN |
|--------|----------|-----------------|-------------------|-----------------|---------------------|----------------|---------------------|
| 9 A M | | | | | | | |
| 10 A M | Maths | | Biology | Economics | | | Video Games |
| 11 A M | | Fiscal Policy | | | Photosynthesis | Football Match | |
| 12 P M | Mitosis | Economics | Maths | Trigonometry | Biology | | |
| 1 P M | | | | Integration | | | |
| 2 P M | | | | | | | Labour Market |
| 3 P M | Biology | Monetary Policy | | Maths | Economics | | |
| 4 P M | | | | | | | |
| 5 P M | | | Football Training | | School Easter Party | Public Goods | Histograms |
| 6 P M | Proteins | Antigens | | Differentiation | | Inflation | Algebra |
| 7 P M | Supply | Antibodies | | Probability | | Free Market | Functions |
| 8 P M | | | | | | | |
| 9 P M | | | | Gym | | | |
| 10 P M | Demand | Lipids | | | Seeing friends | Gym | Plan following week |

Key

- Lessons
- Sports
- Social
- Revision



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

Aristotle

quote fancy



October 2023



| SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|--------|--------|---------|-----------|----------|--------|----------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

Students need to plan revision into their schedules.

Little and often, it becomes habit

