

Year 9 Information Evening September



THE JOHN FISHER SCHOOL

*"Nurturing young Catholic gentlemen.
Aspiring for Academic, Cultural & Sporting Excellence."*



Key contacts for year 9

Mr R Briggs (Year 9 Director of Learning)

Mr D Mawer (Assistant Head & Year 9 Link SLT)

Mrs H Maynard (KS3 Administrator)



Who you will hear from

- Science – Mrs Woolcock
- Maths – Miss McNeela
- English – Mrs Johnston



What remains

- Attitudes
- Relationships
- Commitment
- Values (ASPIRES)
- Parental engagement



Tutor team for year 9 2024 – 25

- Beckett – Mr O'Connor
- Bede – Mr Hall
- Challoner – Mrs Woolcock / Mr Keh (Thursday)
- Newman – Miss Johnston
- More – Mrs Winkleman
- Teresa – Mrs Crampton / Mr Keh (Tuesday)



Games & Extra Curricular

- Everyone who wants to be involved with rugby Thursday after school
- Tuesday is their games afternoon.
- Wednesday (sportshall) and Thursday (Chapel Fields) are after school practices for rugby.
- On a games day you must wear your school uniform, this has obviously changed from last year. Make sure you still bring your books and games kit.
- Up until half term all boys will be playing rugby, after then the boys not involved in a team will get various options.
- Other extra curricular activities details to follow.



Uniform

- Blazer
 - Black shoes
 - Black trousers
 - Dark socks
 - Grey shirts
-
- If they do not have any of the following please provide a note. Also email myself or Mrs Maynard when you will be able to replace them.



Healthy Living

Nutrition



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Vaping



- Myth #1: "Vaping isn't Bad For You"
- Myth #2: "Vaping is Safer Than Smoking Cigarettes"
- Myth #3: "Vaping Will Help Me Quit Smoking"
- Myth #4: "Vaping isn't Addictive"
- Myth #5: "Vaping isn't Expensive"
- Myth #6: "Everyone is Vaping"
- Myth #7: "Vaping is Just Harmless Water Vapour"



Key Messages

- Vaping is not safer than smoking – no long term research
- Impact on numerous body functions – respiratory/heart
- Brain development
- Mental health and Anxiety
- Leads to smoking



Academic Success

v

Wellbeing?



Mental Health

Wellbeing

- Mental Health and Wellbeing First aiders (19 staff fully trained)
- Form Tutors
- DoL
- Mrs Highfield
- Student Office
- School Nurse



Home learning and mental health

- Check SMH/Edulink
- Discuss their work
- Communicate with school
- Create a work space
- Be definite about work patterns at home
- Communicate with school
- Understand that students learn in different ways
- Self esteem
- Diet
- Balance



At John Fisher, we care about you.

- If you see something or have a bad experience - Tell a teacher.
- There is not only your classroom teacher, but staff on duty at break and lunch.
- John Fisher students are respectful.
- We do not tolerate racism, sexism, or bullying of any kind.



Safeguarding at the John Fisher School



The John Fisher School is committed to safeguarding and promoting the welfare of all students and staff. We expect all students and staff to share this commitment

Our Designated Safeguarding and Prevent Leads are:



Mr D Mawer
Designated
Safeguarding Lead
Assistant Head teacher



Mrs A Highfield
Deputy Designated
Safeguarding Lead
Inclusion Coordinator



Miss S. Carquez
Deputy Designated
Safeguarding Lead
Raising Standards Leader



Mr D. Fell
Assistant Designated
Safeguarding Lead
Head of Year 7



Mrs C. Butcher
Assistant Designated
Safeguarding Lead
Head of Year 8



Mr R. Briggs
Assistant Designated
Safeguarding Lead
Head of Year 9



Mrs S. Sayers
Assistant Designated
Safeguarding Lead
Head of Year 10



Mr K. Tomlinson
Assistant Designated
Safeguarding Lead
Head of Year 11



Mr D. Jackson
Assistant Designated
Safeguarding Lead
Head of Sixth Form



The John Fisher School Social Media Policy for Parents/Carers



Social Media

- The school recognises that many parents and other family members will have personal social networking accounts which they might use to discuss/share views about school issues with friends and acquaintances.
- However, it is not the way to raise concerns or complaints as the school will not respond to issues raised on a social networking site.
- If there are serious allegations being made/concerns being raised, social media or internet sites should not be used to name individuals and make abusive comments.
- Please contact the school to discuss any concerns you may have.



Social Media

- Although social networking sites may appear to be the quickest and easiest way to express frustrations or concerns about the school and those associated with it, it is rarely appropriate to do so.
- Other channels such as a private and confidential discussion with school staff are much better suited to this.
- Social media is a brilliant tool when used correctly, but the inappropriate use of it can be devastating for all parties involved.



Mobile phones

- Studies that they can cause mental health issues.
- They also distract.
- They take away from the students interpersonal skills.
- We will be looking to ban android mobile phones in the future.
- Further information will follow.



Detentions

- Daily reports run to identify required consequences
- No Teacher detentions
- Daily central detentions held in hall
- 20, 40 or 60 minutes
- Reflection or literacy activity completed in detention (Detention time reduced for good effort in this task).

Demerits	Consequence
Two demerits in one day	20-minute central detention
Three demerits in one day	40-minute central detention
Four demerits in one day	1-hour central detention
Five or more demerits in one day	1-hour central detention + ASPIRE 2 the following morning

Streaming Year 9

- There is one streamed class in each side of the year group (X AND Y)
- The data that was included to determine if the student was put into the streamed set or not –
- Was their end of Key Stage Level determined by SATs.
- The students performance (ARE) in English, Geography, History, MFL, RE and Science. These subjects were chosen as they the academic subjects that are affected by the streaming.
- Of these 6 AREs, only the best 4 were considered for each individual student to rule out issues with cover, etc.
- These groupings will be looked at termly with the students moving up and down based on their performance.
- The Streaming of classes allow the teacher to cater for the students ability with more accuracy.



Tutor Time Programme

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Well being Activity	Literacy Programme	Morning Prayer (Chapel)	Team Meeting (SH)	Achiever of the Week

Entry Point: Front Gate

Break time space: Main Playground

Dismissal time: 3:25pm

Lining up: Main Playground



Attendance



School Attendance - The Law

- The law entitles **every child of compulsory school age to an efficient, full-time education** suitable to their age, aptitude, and any special educational need they may have. It is the **legal responsibility of every parent/carer** to make sure their child receives that education by attendance at a school.
- Parent/carers have **an additional legal duty to ensure their child attends that school regularly**. This means their **child must attend every day** that the school is open, except in allowable circumstances such as illness, absence of a member of the family, or a change of address.



Persistent Absence [PA]

Below **94%** attendance – stage 1 letter

Below **90%** attendance – stage 2 letter and meeting with student and parents/carers led by the Form Tutor and Director Of Learning (DOL)

Below **87%** attendance – stage 3 letter requesting medical evidence and meeting with Inclusion co-ordinator and Assistant Headteacher (Mr Evans)

Below **85%** attendance – stage 4 letter and meeting with Mr Evans and the Senior Borough Attendance Officer at The London Borough of Sutton.

NB: Persistent absence will be closely monitored from 90% and any student whose attendance level falls below 85% will be subject to an action plan to support their return to full attendance and a possible fixed penalty notice issued to parent/carers.



Persistent Lateness to school

Morning registration will take place at the start of the school day at 8.45am. The registers will remain open for 20 minutes. Any student arriving after this time will be marked as having an unauthorised absence. Where the absence at registration was for attending an early morning medical appointment, the appropriate authorised absence code will be entered.



How can parent/carers support their child's attendance?

- ☐ Proactive engagement and support of all parent/carers
- ☐ Talk/communicate with your child to determine barriers to attending school
- ☐ Consistent message to your child re: daily attendance and punctuality to school
- ☐ Triangulation of message between the school, child and parent/carer
- ☐ Regular communication with KS Administrators (Mrs Maynard KS3, Mrs Cody KS4, Mrs Cooney KS5) and Form Tutors
- ☐ Inform the school immediately if your child is absent from school. Any absence not communicated on each day of absence will be classed as unauthorised
- ☐ Provide appropriate medical evidence, where possible
- ☐ Ask the school for further support/ intervention if needed



Thank you!



THE JOHN FISHER SCHOOL





English



KS3 English – Year 9 Programme of Study

Miss E Johnstone
Key Stage 3 Co-ordinator for English

Mrs L. Crampton
Key Stage 4 Co-ordinator for English

Our spiral curriculum is influenced by the strong comprehension focused curriculum in Key Stage 2, enabling students to utilise these skills in a more independent manner in Key Stage 3.

Year 9

Collective Responsibility

‘Learn to do good; see justice, correct oppression, bring justice’

Isaiah 1:17



KS3 English – Year 9 Programme of Study

Autumn Term

Novel Study – Steinbeck: *Of Mice and Men*

Continue the novel

NF reading – American Dream, Great Depression, Harvest Gypsy's, African-American experience, Film in the 1940s.
NF writing: Leaflet - life in 1940s America

Spring Term

Poetry – Pre-20th Century poetry

Poetry - Renaissance, Romantic, Victorian

NF reading – contextual information of the poets

Drama Unit: Tragedy

including Greek Tragedy, Shakespeare's *King Lear* and *Othello*

NF – reading: linked to the context of the excerpts, from Greek Theatre to modern day

NF Writing – writing a review

Summer Term

Transition Unit 1 –

Non-Fiction Reading and Writing – Crime and Punishment (AQA Paper 2)

NF reading – Articles on Crime and Punishment from the Victorian era, America in the 1940s, etc
NF writing – speech or debate

Transition Unit 2-

Reading and Writing – Our Diverse World

NF reading – relevant contextual information



Class Readers

One lesson a fortnight is dedicated to our class reader, each class reader is chosen to compliment our scheme of work and demonstrate how wider reading can influence our understanding of texts and instil a 'thirst' for reading.

When deciding upon our class readers, we wanted to satisfy two primary aims: to reflect upon issues that our students may encounter and offer a safe space for discussion. We have therefore chosen texts that both engage and challenge students' perspectives of the world around them, but also texts that we as teachers love to teach which will instil that LOVE of reading!

	<u>Year 6</u>	<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>
<u>HT1</u>		Cool	The Secrets Act	Welcome to Nowhere
<u>HT2</u>				
<u>HT3</u>		Monster Calls	Cronaton Knights	The Upper World
<u>HT4</u>				
<u>HT5</u>		The Boy in the Tower	A Kind of Spark	
<u>HT6</u>	Kick			



Why is reading so important?

Academically

- Reading for pleasure is more important for children's cognitive development than their parents' level of education. (Dr Alice Sullivan and Matt Brown, IOE, 2013)
- Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment. (Clark 2011; Clark and Douglas 2011).

Socially

- Evidence suggests that reading for pleasure is an activity that has emotional and social consequences as it crucially provides you with the vocabulary to verbalise their complex feelings. (Clark and Rumbold, 2006).



What can I do to help my son?

Discuss with your son the history around topics to link ideas together through visits to museums, galleries and even local areas. For example – the Imperial War Museum is free and would underpin and make our war fiction this year both relevant and relatable.

We cannot underestimate the power of ‘modelling’ good practices...let your son see and hear you reading little and often.

Make time to sit down and eat together once a week, all electronic devices off and talk! It makes a huge difference to the verbal skills of students. Watching the news is a great way to discuss wider cultural issues which is knowledge that can be applied to curriculum.




Home learning

- Home learning 'take away' menus with differentiated tasks and expectations will be provided by each subject and shared with students early on in each term.
- As home learning 'take away' menus feature a range of differentiated tasks to be completed during the course of a term, which is in line with the 'Assessment, Recording and Reporting' policy.
- All homework will be given an Engagement and Ownership grade 1-5 (5 being outstanding) this is in line with their Age Related Expectations.





Example of Home Learning




Term: HT1
Year group: Year 9
Subject: English
Topic: Of Mice and Men

Take Away 'Home Learning'

The Peri-ometer 4 task menu shows the level of challenge of each task ranging from extra mild to extra hot. All tasks should be completed during the term. 



Imagine you are taking part in the 1932 American Presidential Election. Create a party political broadcast to persuade people to vote for you.	Design a board game based upon the novel, its themes, events and ideas.	During the Presidential election campaign of November 1932 Franklin D Roosevelt promised, "A new deal for the American people." What did he mean?
One of the themes of the novel is loneliness. Using http://www.mind.org.uk/information-support/tips-for-everyday-living/loneliness/ What advice would you give to someone feeling lonely?	Using the character of Curley's wife, examine what life was like for women in the 1930s compared to today?	Research poverty in the USA & world today. What judgements can you make as to how times and attitudes now compare with the era of the 1930s
Research the 'Great Depression' in America 1) Why did it begin? 2) What connections are there between this and the novel?	Create a newspaper front page about the events on the ranch.	Create a 5 to 10 question quiz based upon the events, themes and ideas from the novel.
Design your own front cover of the novel. Think about any changes and improvements you could make.	In your opinion what conclusions can you form about the relationship between Lenny and George?	Create a new character to be included in the novel. Explain why they are important and what is their influence on the plot.



Maths Year 9

Focus: Focus on becoming more independent and resilient in their learning



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Meet the Team

- 9x1 Ms Clifton
- 9x2 Ms Bibi
- 9x3 Mr Johnson
- 9x4 Mr Palmer & Ms McNeela
- 9y1 Mr Johnson
- 9y2 Ms McNeela
- 9y3 Mr Palmer
- 9y4 Ms Bibi and Ms Clifton
- KS3 Coordinator is Ms McNeela
- Head of Department is Mr Stanton



Classwork

- Year 9 are set and each set follows a differentiated scheme of work.
- Regular formal assessments
- Sets remain fluid and changes will be reviewed every formal “in class” test.
- Retrieval and interlinking prior learning becomes more frequent.



Year 9 Overview



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MATHEMATICS DEPARTMENT

Year 9	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Reasoning with Algebra						Constructing in 2 and 3 Dimensions					
	1. Straight line graphs		2. Forming and solving equations		3. Testing conjectures		4. Three-dimensional shapes			5. Constructions and congruency		
Spring	Reasoning with Number						Reasoning with Geometry					
	6. Numbers		7. Using percentages		8. Maths and money		8. Deduction		9. Rotation and translation		10. Pythagoras' Theorem	
Summer	Reasoning with Proportion						Application of knowledge					
	11. Enlargement and similarity		12. Solving ratio and proportion problems		13. Rates		14. Probability		15. Algebraic representation		Revision	



Homework Set	Topics	Homework Due
11 September	Setting Up	18 September
18 September	Three introduction steps	25 September
25 September	Straight line graphs; plotting	02 October
02 October	Equations of straight lines	09 October
09 October	Solving equations	16 October
16 October	Solving inequalities	23 October
23 October	Algebra: substitution and changing the subject	06 November
30 October	Half Term	
06 November	Brackets; expanding single and double brackets	13 November
13 November	3D shapes; properties, nets, plans and elevations	20 November
20 November	Surface area; cubes, cuboids and prisms	27 November
27 November	Cylinders; surface area and volume	04 December
04 December	Scale diagrams and constructions	11 December
11 December	Angle bisector and perpendicular bisectors	18 December
18 December	Mixed problems and consolidation	08 January
25 December	Christmas Holidays	



Assessments

Mini Quiz

- Informal short quiz
- At the end of a topic
- Completed in lesson
- Self assessed / Peer assessed
- WWW and EBI

Assessment

- Will be published on SMHW with topic list
- Completed in lesson
- Teacher assessed
- QLA feedback with Sparx Codes to help progress student

Summer / EOY

- Same criteria as formal assessments
- Help to set them for Year 10



Year 10

- In Year 10 students are set across the whole year and put into 8 sets.
- Bands are decided in a “core subject panel”. Upper contains approx. 115 pupils.
- Higher Tier is still available to pupils in the lower band
- The end of year exams for Year 9 are very important to show their capabilities at GCSE with emphasis on each student being placed in the set that is right for them



GCSE expectations talk

Science



Teaching Staff

- **Biology Specialists:**

- Ms Mozammel (SL for Biology)
- Mrs Thaker
- Ms Bryant

- **Chemistry Specialists:**

- Mrs Woolcock (SL for Science)
- Mr Hall (SL for Chemistry)
- Miss Green

- **Physics Specialists:**

- Mr Harwood (SL for Physics)
- Dr Ekanayake
- Ms Bryant
- Mr Hassan

Each Class Has 3 Specialist Teachers



Year 9				
	BIO	CHEM	PHYS	
XA	Ms Mozammel	Mr Hall	Mr Harwood	
XS	Ms Bryant	Mrs Thaker	Dr Ekanayake	
XP	Mr Hassan	Mrs Thaker	Dr Ekanayake	
YI	Mrs Thaker	Miss Green	Mr Hassan	
YR	Ms Mozammel	Mrs Woolcock	Mr Harwood	
YE	Ms Bryant	Mr Hall	Dr Ekanayake	

Assessment

- Topic checklist issued with specific information and knowledge for that particular topic
- Mid-point of a topic low stakes assessment/quiz are set and feedback issued to students
- End of topic- end of topic assessment, marked by the teachers and personalised feedback and DIRT task produced.



End of Topic Assessment

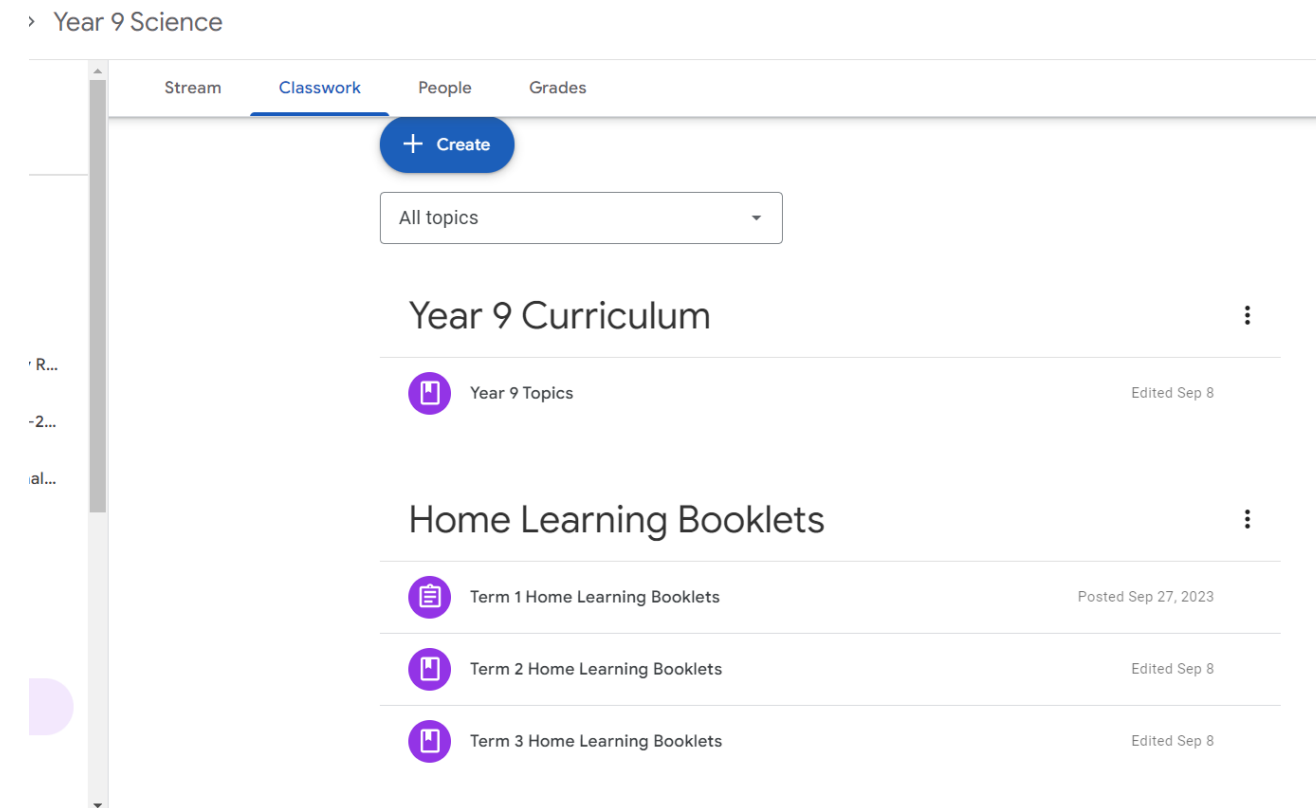
- He will be given a feedback sheet that will be stuck at the back of the book and that we ask you to sign.
- He will also be given an improvement task to complete

Chemistry		
Topic X		
Student A		10Ty Mrs Woolcock)
Questions		
1	6 mk compare Structure & bonding	3 / 8
a,b	Energy, moles and gas volume calc	6 / 4
2d	Energy, moles and gas volume calc	2 / 4
3a	Energy, moles and gas volume calc	1 / 4
b,c	Energy, moles and gas volume calc	1 / 4
b,c	Energy, moles and gas volume calc	6 / 4
le	Energy, moles and gas volume calc	0 / 4
ia	Energy, moles and gas volume calc	0 / 4
2d	Energy, moles and gas volume calc	7 / 4
a,b	Energy, moles and gas volume calc	6 / 4
d,e	Energy, moles and gas volume calc	7 / 4
7	Analysis of data and graph work	1 / 7
8	History of structure of the atom	2 / 5
9	Electrolysis	5 / 8
10a	Definition activation energy	0 / 1
10b	Calc: reacting masses and limiting	1 / 4
10c	OILRIG ionic equaitons	4 / 4
11a	Energy profile diagrams	2 / 2
b, c	Hydrogen fuel cells	2 / 4
11f	Energy, moles and gas volume calc	0 / 4
21		0 / 0
22		0 / 0
23		0 / 0
24		0 / 0
25		0 / 0
Total:		54 / 87
Skill		
1	State	0 / 0
2	Describe	0 / 0
3	Explain	0 / 0
4	Analyse	0 / 0
5	Suggest	0 / 0
Parent Signature		
<div style="border: 1px solid black; height: 100px; width: 100%;"></div>		
Improvement Task Assigned		
Please complete a mindmap on the properties of covalent bonds		

Google Classroom

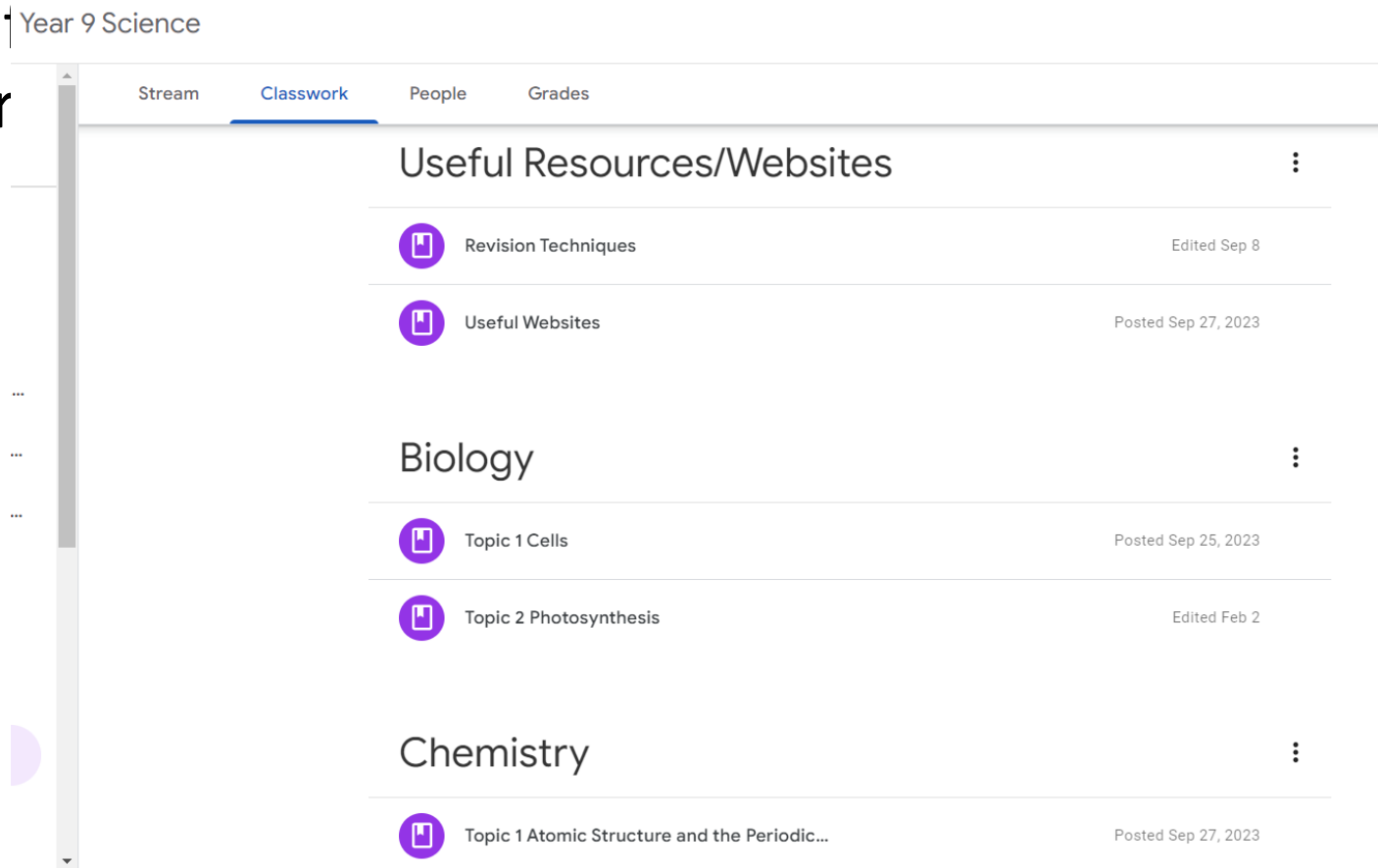
- Class Code: jgqofr2
- An invite was sent via SMHW w/c 9th September

home learning booklets



Google Classroom

- Class Code: jgqofr2
- On here are checklist materials, and answer



- Each topic has a Home Learning Booklet
- Your son will be set homework from this
- The Home Learning Booklets will be posted onto Satchel One and into the Google Classroom for Year 9.

Our Health and the Effect of Drugs

Home Learning Booklet



Name:

Science Set:

Item 1 Contents

Item 2 Checklist for Topic	1-2
----------------------------	-----

Literacy Tasks

Item 3 Key Vocabulary for Topic	3-5
Item 4 Key Vocabulary for Practical Skills	6-7
Item 5 Summary Sheet and Comprehension Questions	8-11
Item 6 Effect of Drugs	12
Item 7 Illegal Drugs Comprehension Task	13-18

Mid Topic Assessment Collins Quizzes

Item 8 Collins Connect User Guide	19-24
Item 9 Collins Quiz Tracker (to be filled in by Student and stuck in their book)	25-26

Revision Skills

Item 10 Flash Cards	27-29
Item 11 Mind Maps	30-35

Questions

Item 12 How to answer Questions	36
Item 13 Practice Exam Style Questions	37-43
Item 13 Practice Exam Style Mark Scheme	44-47
Item 14 Revision Broadsheet	48

Final Task- Revise for End of Topic Test using all of the above

Feedback will be a QLA (question level analysis) and a DIRT task assigned from this

End of Year Exam

- At the end of year 9 students will sit an end of year exam
- This will be the starting point to 'band' students into an upper and lower band. Maths, English and Science collectively use assessment data to place students into the upper band (currently 4 sets) or the lower band (currently 4 sets).
- Within each band the subjects will the set students eg an upper band student may be in set 1 for Science, set 2 for maths and set 3 for English.
- End of Topic assessments taken this year and teacher feedback will also be taken into account before finalising banding and sets for year 10.






KS4 Science- we start in year 9

Specifications:

- AQA Combined Science Trilogy (formally known as dual award) at foundation and higher tier
- AQA Separate Sciences (formally known as triple science)
 - **Three sets in the upper band are covering higher tier separate science**
 - **One upper band set and one lower band set are covering higher tier combined science**
 - **Three lower band sets are covering foundation tier combined science**
- The **final exam entry decision** will be made after the PPEs in year 11.
- Your son's route is reviewed based on academic performance throughout years 9 and 10.

Every year 9 Class starts on the Separate Science Route

Combined Trilogy Route	Separate Science Route
Your Son will be taught in specialist lessons, ie he will have biology, chemistry and physics lessons	Your Son will be taught in specialist lessons, ie he will have biology, chemistry and physics lessons
Your son will sit 6 GCSE papers that are 1 hour 15 minutes long each. 2x chemistry, 2x biology, 2 x physics	Your son will sit 6 GCSE papers that are 1 hour 45 minutes long each. 2x chemistry, 2x biology, 2 x physics
Your son will receive 2 GCSEs in science, the double grade is an average of all 6 papers	Your son will receive 3 GCSEs one in each science, the grade is an average of the 2 papers sat per subject
Your son can do A-level sciences if he gets the entry criteria grades 	Your son can do A-level sciences if he gets the entry criteria grades

HIGHER TIER

FOUNDATION TIER

60%
of marks cover
grades 6–9

40% of marks
cover grades
4–5
30% common marks
(standard demand)



- 9
- 8
- 7
- 6
- 5
- 4
- 3
- 2
- 1
- U

40% of marks
cover grades
4–5
30% common marks
(standard demand)

60%
of marks cover
grades 1–3

of grade 1-3 questions.

- Higher tier papers are mostly grade 6-9 level questions, it is more difficult and if the grade 4 is not obtained a student will get a U.

Combined
science grades
are:

Higher Tier Grades	Foundation Tier Grades
9-9	5-5
9-8	5-4
8-8	4-4
8-7	4-3
7-7	3-3
7-6	3-2
6-6	2-2
6-5	2-1
5-5	1-1
5-4	U
4-4	
U	

Tiers

For higher tier papers the highest grade is a grade 9, the lowest is a grade 4 after this is a U.

For foundation tier the highest grade is a 5 the lowest is 1, then a U.

Legacy GCSE science		Current GCSE science	
Foundation	Higher	Foundation	Higher
			9
	A*		8
	A		7
			6
		5	5
C	C	4	4
D	D	3	(3)
E	(E)	2	
F		1	
G			
U	U	U	U

KS4 Science

- Revision Guides: I recommend CGP, they have a vast array of supporting materials www.worldofbooks.com have second hand versions which are cheaper!



Additional Support

**Your son is welcome to see his teacher
for help at anytime**

Revision

- Sparx Maths
- <https://www.mathsgenie.co.uk/>
- <https://corbettmaths.com/>
- <https://www.bbc.co.uk/bitesize/subjects/z38pycw>
- <https://www.mrbartonmaths.com/topics/>

