

Welcome to our Year 9 Information Evening



Miss Sarah Bowen
Head of Year 9

Mrs Emma Tandy
Assistant Head of Year 9



First Point of Contact

- First point of contact is the tutor
- Write in Planner
- Subject specific – email the teacher or Head of Department
- Urgent matters – telephone school
- Email (48 hours)
- Absence - Ring Attendance: 229516/229524
- Use ParentFrog



HOMework

Homework time allocation per fortnight:

Year 9 = 8 hours

- * Science - set homework fortnightly.
- * MFL, English and Maths - set homework weekly.

30 minutes to an hour per subject.

Other subjects will set project homework. 1 project homework per week which should take a minimum of 2 hours.



Options

Key milestones to aim for:

- Information Evening – 5th January 2017
- Parents Evening – 2nd February 2017
- Choices Deadline – 24th February 2017

Good habits at school this year will help make the transition to GCSEs smoother.



Bournside Pride - Uniform

- Mostly smart at the moment!
- Label everything please

Key issues in Year 9:

- Skirt lengths and tightness of fit
- Trousers – not of a jeans style or tapered legs
- Footwear – not trainers or canvas pumps



Attendance & Punctuality

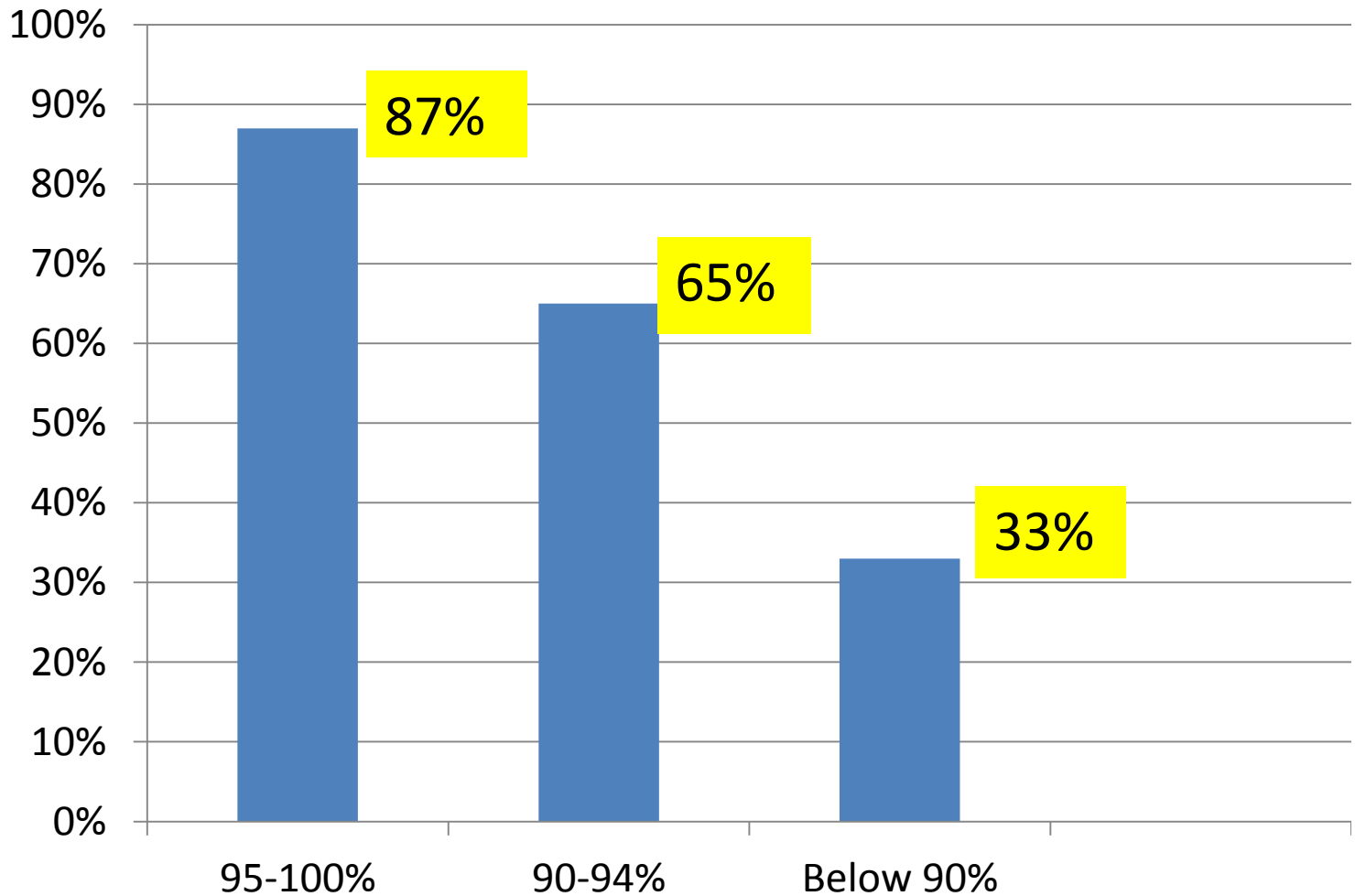


- Aim for 95%
- If attendance is maintained at 90%, by the end of Year 11 a student will have missed **6 months** of schooling
- If attendance is maintained at 80%, by the end of Year 11 a student will have missed **one year** of schooling



Year 11 Attendance for Achievement 2015-16

% 5 A*-C at GCSE (Inc. E&M)



How can we work together on attendance?



- Contact:
 - Use ParentFrog for illness/medical appointments on the day
- Holidays etc – fill out request forms in advance
- Medical appointments
 - letters ahead of the time
- Recurring illness
 - must ring every day
- Unauthorised absences
 - could lead to fines and/or prosecution
- Joy Henderson, Attendance Officer
- Julie Wales, Attendance Support Adviser



Mobile Technology



Go the Extra Mile.....GEMs

- Asking students to challenge themselves
- In the classroom
- Extra-curricular
- Beyond school
- At least 1 GEM per term



Some of the clubs available at certain points throughout the year:-

- Junior Christian Union
- String Band
- Orchestra
- Youth choir
- Library
- Painting and drawing
- Chess
- Robotics Club
- Environmental Club
- D of E
- Drama
- Girls' Hockey/ Netball/ Rugby...
- Boys' Rugby/ Football/ Basketball...

House competitions in:
computer games, drama, cross-country, netball, hockey, rugby, football, athletics, cricket, rounders & karaoke.



Miss Karen Hanley
Deputy Headteacher

Curriculum, Target Setting,
Assessment and Reporting



Change

- Changes to GCSE specifications
- Changes to GCSE grading
- No more KS3 levels

+ Complete freedom for schools on how we set targets, design assessment and measure progress (all schools will have a different system)



What will my child be learning about this year?

New GCSEs in most subjects – all our curriculum and assessment from Year 7-11 is based on what will be tested in the new GCSEs

Q: How can I find out what they are studying each term?

A: Look on the website at the Content Maps



On the Main Bournside Website – click on School Life, then Curriculum and you will see the tab below:

SCHOOL LIFE

INFORMATION

PARENTS

NEWS & EVENTS

SIXTH FORM

SPORT

Curriculum

A broad and balanced curriculum full of opportunities.

[Detailed subject curriculum and assessment maps](#)

[Programmes of study in the Sixth Form](#)



On the Main Bournside Website – click on School Life, then Curriculum, and then click on the tab “Detailed subject curriculum and assessment maps” and and you will see a full list of all of our subjects; this is a snapshot of what you are looking for – the maps are all listed alphabetically:

Subject Information

The Word/Excel files below outline our curriculum and assessment model for each subject. As some of the documents are quite large, they are presented in their original file format so you can edit them to fit your purpose.

[↓ Art Design Assessment Map.docx](#)

[↓ Art Design Content Map.xlsx](#)



	Year 9
Term 1	CONFLICT: explore social conflict through the novel "OF Mice and Men"
Term 2	CONFLICT: investigate writer's presentation of war in modern poetry
Term 3	READ ALL ABOUT IT: students craft their journalistic skills
Term 4	SHAKESPEAREAN TRAGEDY: explore a classic tragedy - "Macbeth"

This is just a snap shot of one small section of the English content map.

Each map will tell you for each term and across each year, what your child will be studying at school in each of their subject areas

We hope that you will be able to use this information to talk to them about what they are learning!

I would encourage you to go on and look at what they will be learning in all their subjects this academic year



Setting

- Students in Year 9 are set in English, Maths, Science, Art & Design and PE.
- All other groups are mixed ability, for the most part in tutor groups.
- Design Technology has smaller groups to accommodate activities.



How will my child be assessed?

New GCSEs – all of our assessment design & thinking is based upon what will be tested in 3 years time for your son/daughter(s) when they sit their GCSEs

Q: How can I find out how they are assessed?

A: Look on the website at the Assessment Maps



On the Main Bournside Website – click on School Life, then Curriculum, and then click on the “Detailed subject curriculum and assessment maps” and you will see a full list of all of our subjects; this is a snapshot of what you are looking for – the maps are all listed alphabetically:

Subject Information

The Word/Excel files below outline our curriculum and assessment model for each subject. As some of the documents are quite large, they are presented in their original file format so you can edit them to fit your purpose.

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	R1 Explore Meanings
GCSE 3	clear ability to summarise; clear understanding of explicit and implicit ideas
GCSE 4	appropriate summary drawn from different sections of whole text
GCSE 5	summarises and evaluates full range of meanings across whole texts effectively
GCSE 6	Shows perceptive evaluation of meanings. Able to prioritise / categorise ideas
GCSE 7	successful and concise summaries of range of ideas in complex texts

This is just a snap shot of one small section of the English assessment map. Each subject has a different number of strands – these are shown across the top – the first one for English is to Explore Meanings. English has 10 strands for assessment.

Each map will tell you for each GCSE grade and across each strand what your child needs to be able to demonstrate in order that they are awarded this grade at an assessment point

We hope that you will be able to use this information to talk to them about what their current progress is and more importantly, how they might make more progress and more up the grades.....



How often will my child be assessed?

2 formal assessment points each year –
November and June for Year 9

For a full list of key dates, look at the
Assessment Pattern 2016-17 document on
the website



On the Main Bournside Website – click on School Life, then Curriculum, and then click on the tab below and you will find a number of useful documents.

Curriculum

A broad and balanced curriculum full of opportunities.

[Detailed subject curriculum and assessment maps](#)

[Assessment, Homework and Reports Information 2016-17](#)

[Programmes of study in the Sixth Form](#)



Assessment, Homework and Reports Information 2016-17

[↓ Assessment pattern 2016-17.pdf](#)

[↓ Frog homework parent guide.pdf](#)

[↓ Homework timetable.pdf](#)

[↓ New GCSE grading structure.pdf](#)

[↓ Parent slides - Frog homework.pdf](#)

[↓ Progress ladder.pdf](#)

[↓ Report key 2016-17.pdf](#)



ATL grades only Data in 10/10/16 Published 14/10/16	ATL/Attainment grades Data in 28/11/16 Published 2/12/16	ATL grades only Data in 27/3/17 Published 31/3/17	ATL/Attainment grades/Tutor Report Data in/Tutor Report deadline 26/6/17 Published 30/6/17
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Key Report Dates

Assessment Cycle (2 weeks) w/c 31/10/16 Assessment Cycle (2 weeks) w/c 5/6/17	2/2/17
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Assessment Periods and PTC (Parent-Teacher Consultation Evenings)



How will I find out how my child is performing?

4 reports a year – two with attainment data (December and June) which will give you the present GCSE grade they are performing at and whether this is in-line/above/below expected progress (the other two are published in October and March)

Reports are sent to you via SchoolComms i.e. pushed out to you rather than you having to access them yourselves; copies are not posted home



What else will reports tell me about?

- Attendance
- Attitude to Learning
- Home/Independent Learning
- Organisation

For more look at the Reporting Key document on the website



Grade	Attitude to Learning	Independent/Home Learning	Organisation
Outstanding	The student makes a consistently positive contribution through their behaviour, effort and attitude in lessons, significantly enhancing both their own learning experience and that of the group. All expectations relating to classwork have been met.	The breadth, depth and quality of work produced independently/at home has exceeded expectation, greatly enhancing the understanding in the subject and the work produced displays evidence of student-led learning. All homework has been completed.	The student is fully prepared for all lessons, arriving with the correct equipment, books and kit as appropriate. All deadlines have been met since the last report.
Good	The student's behaviour, effort and attitude in lessons is as expected and is consistently good leading to them having a positive learning experience within the group. All expectations relating to classwork have been met.	The breadth, depth and quality of work produced independently/at home is of the expected standard, enhancing the understanding in the subject. All homework has been completed.	The student is usually prepared for all lessons, arriving with the correct equipment, books and kit as appropriate. One deadline may have been missed since the last report.
Requires Improvement	The student's behaviour, effort and attitude in lessons has been of concern on a number of occasions which has negatively affected their learning experience within the group. Some expectations relating to classwork have not been met.	The breadth, depth and quality of work produced independently is below the expected standard, reducing the understanding in the subject. Some homework may not have been produced even after an extension being given.	The student can arrive unprepared for some lessons, often arriving without the correct equipment, books and kit as appropriate. Some deadlines may have been missed since the last report.
Unacceptable	The student's behaviour, effort and attitude in lessons is of significant concern, seriously affecting their learning experience and causing disruption within the group. Expectations relating to classwork are regularly not met.	The breadth, depth and quality of work produced independently is well below expectation, seriously affecting the level of understanding in the subject. Homework is regularly not completed.	The student often arrives unprepared for lessons, often arriving without the correct equipment, books and kit as appropriate. Deadlines have been frequently missed since the last report.





Grade	Attitude to Learning
Outstanding	The student makes a consistently positive contribution through their behaviour, effort and attitude in lessons, significantly enhancing both their own learning experience and that of the group. All expectations relating to classwork have been met.
Good	The student's behaviour, effort and attitude in lessons is as expected and is consistently good leading to them having a positive learning experience within the group. All expectations relating to classwork have been met.
Requires Improvement	The student's behaviour, effort and attitude in lessons has been of concern on a number of occasions which has negatively affected their learning experience within the group. Some expectations relating to classwork have not been met.

This is just a snap shot of one small section of the Attitude to Learning report descriptor.

Your child will receive a separate grade for each of 3 aspects about their learning.

Each aspect will receive one of four grades:

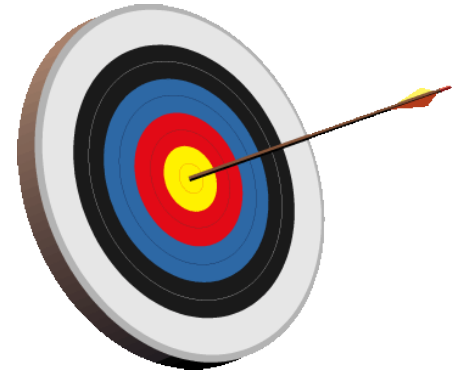
- Outstanding
- Good
- Requires Improvement
- Unacceptable

The report key explains what each means.

Our reports build as the year progresses so you will see how their grades change as the year progresses



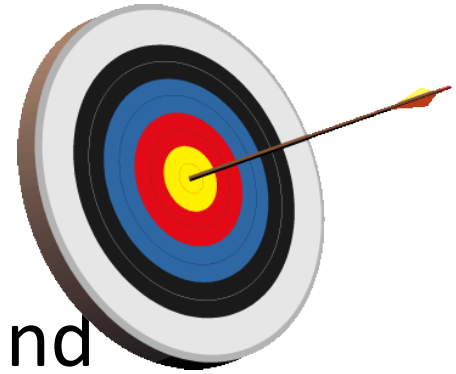
Setting Targets



- Set using a range of data sets
- Individual target for each subject
- Set to be challenging and aspirational for the student
- Subject teachers will monitor how students are progressing towards these targets, throughout the time with us



How do we track progress?



- Students are placed in an ability band based on their prior attainment at KS2
- This determines what we will set as a KS4 target (i.e. what we hope they will achieve at GCSE)
- Our Progress Ladder shows how this can be achieved on a year by year basis (a copy of this can be found on the website)



This is a flight path model that says for a student whose prior attainment suggest they are an upper ability (band 4) student, we would expect them to achieve at least a Grade 6 at GCSE and thus by the end of Year 9 should be achieving a Grade 4

Prior Ability Band	Year Group	Emerging	Developing	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9
1 (Support)	7	Emerging	Developing	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9
	8	Emerging	Developing	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9
	9	Emerging	Developing	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9
	10	Emerging	Developing	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9
	11	Emerging	Developing	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9
2 (LA)	7	Emerging	Developing	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9
	8	Emerging	Developing	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9
	9	Emerging	Developing	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9
	10	Emerging	Developing	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9
	11	Emerging	Developing	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9
3 (MA)	7	Emerging	Developing	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9
	8	Emerging	Developing	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9
	9	Emerging	Developing	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9
	10	Emerging	Developing	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9
	11	Emerging	Developing	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9
4 (UA)	7	Emerging	Developing	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9
	8	Emerging	Developing	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9
	9	Emerging	Developing	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9
	10	Emerging	Developing	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9
	11	Emerging	Developing	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9
5 (UA+)	7	Emerging	Developing	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9
	8	Emerging	Developing	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9
	9	Emerging	Developing	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9
	10	Emerging	Developing	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9
	11	Emerging	Developing	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9
			Above Expected	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9
			Expected	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9
			Below Expected	GCSE 1	GCSE 2	GCSE 3	GCSE 4	GCSE 5	GCSE 6	GCSE 7	GCSE 8	GCSE 9



Is it one target grade for all subjects?



- This depends on what band they are placed in
- We place students in a band for:
 - Maths – based on KS2 maths performance
 - English – based on KS2 English performance
 - All other subjects – based on the average of the two



Where is all this heading?

NEW GCSE GRADING STRUCTURE		CURRENT GCSE GRADING STRUCTURE
9		A*
8		
7		A
6	GOOD PASS (DfE) 5 and above = top of C and above	B
5		
4	AWARDING 4 and above = bottom of C and above	C
3		D
		E
2		F
		G
1		
U		U

We want all of our students to achieve as well as they can, given their different starting points

We will work with you to ensure that this happens for each and every student at Bournside

A good pass will be a new GCSE Grade 5

A set of these are a passport to the next step – school sixth form, college, apprenticeship, employment, etc.



Who can I contact if I have any queries?



**Cheltenham Bournside School
and Sixth Form Centre**

 vacancies  01242 2

HOME

SCHOOL LIFE

INFORMATION

PARENTS

NEWS & EVENTS

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Contacting Staff

Effective communication between you as parents/carers and the school, is a key factor in your child's progress. Whilst there are set dates in the school calendar for your child's teachers, there will also be instances outside of these times, when you can contact an individual member of staff or a department within the school. To su

