



The
Bulmershe
School
INSPIRING POTENTIAL
ACHIEVING TOGETHER



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**Welcome to the
Year 9 Curriculum Evening**



This Evening's Speeches

Meet the Team

What will my child be studying?

Doddle (homework platform)

Understanding the new tracking reports

Supporting your child at the start of GCSE

Tracy Edward (Head of Year 9)

**Robert McAlaney
(Deputy Head Teacher)**

Tracy Edwards (Head of Year 9)



Meet the Year 9 Tutor Team

9S3: Mrs Gill / Mrs Clifford

9E2: Miss Roberts

9T4: Miss Hurst

9Mu2: Miss Wiltshire

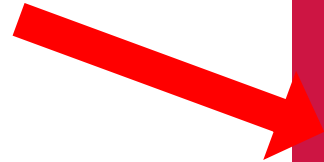
9B6: Mr Norris

9S10: Mrs Nath / Ms Whitmarsh

9H4: Mrs Boyer

9E7: Miss Wray / Miss Churchill

STUDENTS	CALENDAR
	Collection of Exam certificates
	Year 7 Information
	Year 8 Information
	Year 9 Information
	Year 10 Information
	Year 11 Information





Assistant Head of Years

- ❖ **Mr Norris** – *focus on Upper students and academic engagement*
- ❖ **Mr Saini** – focus on rewards/achievement and behaviour points



Achievement Points

Variety of different reasons

Resilience
Respect
Safety
Responsibility
Effort
Contribution
Helpful
Achievement



Key Dates

Thursday 9th May 2019 – Year 9 Parents Evening

Week beginning 24th June – Y9 exams



The Curriculum

We study the GCSE Curriculum over three years (year 9, 10 and 11), working in either set or mixed ability groups as appropriate and studying the following as discrete subjects:

Subject	Hours per Fortnight
English	8 hours
Maths	8 hours
Science (Biology, Chemistry and Physics)	8 hours
PE	3 hours
PD	1 hour
Leadership and Challenge	2 hours



The Curriculum

Subject	Hours per Fortnight
Block A French, Spanish, Geography, History, PE	5 hours
Block B Art, GCSE Business, Geography, History, Spanish, Media Studies, RS	5 hours
Block C Drama, Geography, Music, PE, Photography, Business Enterprise, Media Studies, Statistics	5 hours
Block D Child Development, History, Computing, Drama, ICT, Technology, Photography	5 hours



The Curriculum

Personal Development (PD) (1 hour per fortnight) - covers Careers, Social, Moral, Spiritual and Cultural Education (SMSC). (Citizenship, Personal, Social, Health and Economic (PSHE) and Sex and Relationship Education (SRE).

Leadership and Challenge (LC) – Gives students the opportunity to take part in the Duke of Edinburgh programme. Some students chose to focus on Food skills or Independent Study.



Formative Assessment

A variety of student work is assessed using a range of self, peer, group, class and teacher assessment. This applies to classwork, homework, display work, practical work, etc.

All student books are marked every half term using teacher, self and peer assessment. This should be formative assessment.



What do we want to achieve?

A system that:

- Is based on developing the key knowledge and skills required for success at KS3 and KS4
- Is based on our high expected standards of students
- Is based heavily on formative feedback and allows all students to succeed
- Incorporates periodic summative assessment to support this ongoing formative feedback
- Is simple and easy to understand – for staff, parents and students
- Has consistent principles, to be used across subjects, but the flexibility to be suitable for all subjects



Bulmershe Assessment

Students are given a target grade based on their key stage 2 data. This target grade is used as a comparison with all major work carried out. For example, a student identified as target grade 6 should be achieving this target grade in that subject no matter their year group.

The Grades that can Be Awarded in the Year Group	9	9	9	9	9
	8	8	8	8	8
	7	7	7	7	7
	6	6	6	6	6
	5	5	5	5	5
	4	4	4	4	4
	3	3	3	3	3
	2	2	2	2	2
	1	1	1	1	1
	Year 7	Year 8	Year 9	Year 10	Year 11

Obviously, a grade nine piece of work in year seven will not be of the same standard of complexity as a grade nine in year eleven; the skills being assessed and grade descriptors will allow students to achieve their target grade.



Student Targets

FFT 20 CP	FFT 5 CP	Minimum target CP
6+	7	7
5-	6-	5-
5+	6+	6+
6	7-	7-
5+	6+	6+
8+	9	9
8	9	9
3	4	3
7+	8	8
5-	6-	5-
6+	7+	7+
6-	6+	6+
5	6	5

Student targets based on Fisher Family Trust data (FFT):

- FFT 20 = top 20% in country
 - Baseline target
- FFT5 = top 5% in country
 - HPA students



Report Structure

Students will be issued a Report at the end of every half term:

- ❖ Three Academic Progress Reports
- ❖ Three Academic Engagement Reports



Academic Progress Report

- ✓ Completed by staff at At2, Sp2 and Su2
- ✓ Staff enter topics covered, current grade, predicted grade and Behaviour for Learning (BfL) score
- ✓ All assessed work used to reach current grade must be moderated by Departments



Academic Progress Report

Achievement Points: **50**

Behaviour Points: **397**

Attendance: 100% = perfect 98-99% = excellent 96-97% = good 95% = satisfactory 92-94% = unsatisfactory 90-91% = at risk of becoming a student with persistent absence (PA) below 90% = student identified with persistent absence (PA) Education Welfare Officer involvement

Late: Regular lateness has a significant impact on student progress and will lead to formal sanctions in school

Achievement Points: Average whole year group achievement points: 79

Behaviour Points: Any behaviour points are a concern but a number greater than 10 is evidence of regular disruption in lessons

Subject	Teacher	Target Grade	BfL	Current Attainment	Predicted Grade	Topics Covered
Biology	Mr G Burrows	7	Outstanding	8-	7+	Examination assessment based on the topics covered in Year 9 and 10 to date
Chemistry	Mr R Staton	7	Good	7+	6+	Examination assessment based on the topics covered in Year 9 and 10 to date
Design Technology	Mr A Hulley	6	Good	7	7-	Assessment based on wire sculptures
English Language	Mrs Cousins	7	Requires Improvement	7+	6-	Paper 1: 19th-Century Fiction
History	Miss H Arif	7	Major Concern	5-	6-	Explaining consequences of events
Information Technology	Mr R McAlaney	8	Good	7	7	DA201 Developing web products
Mathematics	Mr J Mistry	8	Requires Improvement	6-	6-	Edexcel GCSE Mathematics Practice Tests: Set 2 Paper 3F (Calculator)
Physics	Mr P Sharland	7	Major Concern	4-	5-	Examination assessment based on the topics covered in Year 9 and 10 to date
Spanish	Mrs K Potter	6	Good	5-	6+	General Conversation on Family, Free Time and Town



Grade Definitions

Current Grade

The formally assessed grade achieved by the student in their most recent major piece of work. It may be based on one major piece of assessed work or be a combined average of several smaller pieces of work. This grade will fluctuate each term depending on work covered as different skills and knowledge are assessed.

Predicted Grade

The teacher prediction of the most likely grade the student will achieve by the end of year 11 based on all contributing factors including KS2 results, current working grade and Behaviour for Learning.

Use of Fine (or 'sub') grades

A fine (or 'sub') grade is awarded by use of + or -

5+ means a student has a strong 5 grade and could potentially achieve a grade 6

5 means a student has a secure grade 5

5- means a student has a weak grade 5 and could potentially slip down to a grade 4+



Academic Engagement Report

- ✓ Completed by staff at At1, Sp1 and Su1

- ✓ Remainder of report will be pre-populated to include Attendance, Punctuality (No. of lates), Achievement and Behaviour points compared to year average.



Academic Engagement Report

	Target	Actual	Comment
Attendance	97%	94%	Requires improvement
Sessions absent*	0	8	Requires improvement
Late	0	12	Requires improvement
Behaviour Points	0	397	Major concern
Achievement Points	79**	50	Below average

*There are 2 sessions per school day (am & pm). Absences from a full day of school is recorded as 2 sessions.
**Based on year group average

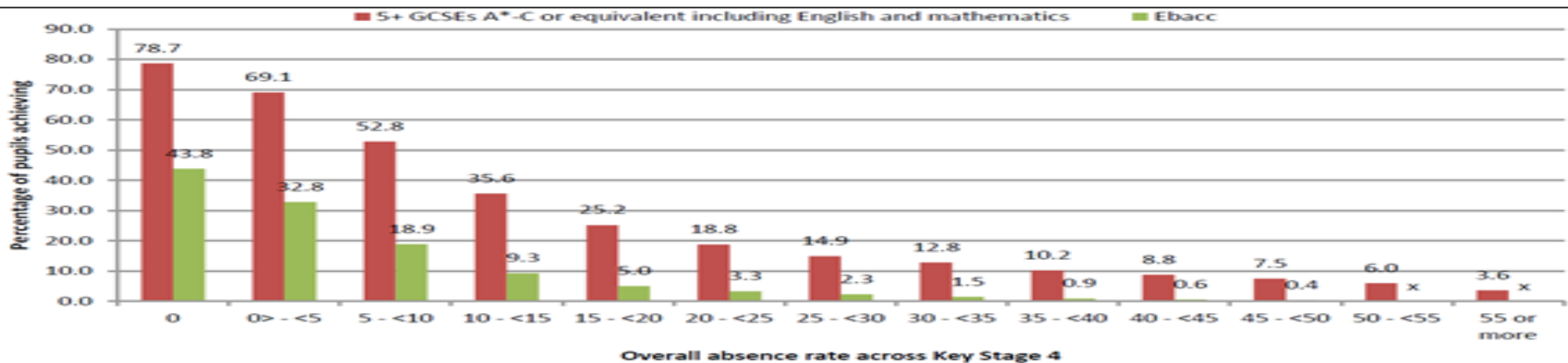


Chart above shows the impact of poor attendance on a student's ability to achieve 5 good GCSEs. One week's absence reduces your child's chances by up to 9.5% whilst 2 weeks sees a reduction of up to 15%. This clearly highlights the link between attendance and academic success.

Subject	Teacher	Behaviour for Learning	Academic Engagement comment
Biology	Mr G Burrows	Outstanding	Excellent attitude to studies
Chemistry	Mr R Staton	Good	Always prepared and ready to learn
Design Technology	Mr A Hulley	Good	Always prepared and ready to learn
English Language	Mrs Cousins	Requires Improvement	Often late to lessons
History	Miss H Arif	Major Concern	Often looks to disrupt lessons
Information Technology	Mr R McAlaney	Good	Keen to do well
Mathematics	Mr J Mistry	Requires Improvement	Poor attendance
Physics	Mr P Sharland	Major Concern	Lacks motivation to learn
Spanish	Mrs K Potter	Good	Willing to support others



Behaviour for Learning

1 = Outstanding The student displays a thirst and a love for learning and contributes very strongly to the progress he/she is making. He/she never disrupts lessons. He/she takes pride in their work; manners are impeccable and they are always punctual to the lesson. Their behaviour and uniform is impeccable.

2 = Good The student displays a consistently positive attitude to learning and can work effectively in a group, individual and in a whole class activity. He/she brings the right equipment and is eager to learn. He/she responds very quickly to staff instructions and requests. Low level disruption is rare. He/she is punctual to lessons and takes pride in his/her work and appearance.

3 = Requires Improvement The student is mostly positive in his/her attitude to learning and can mostly work well in a group and as an individual. He/she usually has the right equipment and usually wants to learn. He/she mostly responds to staff instructions. He/she can sometimes cause low level disruption and/or is sometimes late to lesson. His/her uniform is not always worn with pride.

4 = Major Concern The student lacks engagement and shows a lack of respect and tolerance for staff or other students. There is a lack of self-discipline. He/she has poor attitudes to learning and does not value good manners. Punctuality or attendance is an issue.



Homework

DODDLE



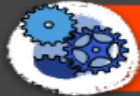
Art



Business



Citizenship



D & T



Drama



English



Food and
Nutrition



French



Geography



German



History



ICT &
Computing



Maths



Music



PE



PSHEE



RS



Science



Spanish



Child Development



KS4 Psychology



Media Studies



Sociology



Travel
& Tourism



Homework Policy

- ❖ All Homework tasks must be set on the Doodle platform
- ❖ Core subjects should set one piece a week and non-core one piece a fortnight
- ❖ Homework tasks should typically take about one hour to complete
- ❖ The 6th form students should receive a homework task every lesson
- ❖ Setting of homework on Doodle will be monitored





How can parents make a difference?

- Parental support is 8 times more important in determining a child's academic success than other contributing factors.
- The good news is that you don't need to be an expert in any of the subjects your child chooses to make a real difference. You also don't need to give up your life and other responsibilities – you just need to know how best to spend the time you do have.
- One of the hardest demands on students is that of understanding the long-term importance of doing the best they can, and learning to shelve short-term fun, at times, in the interest of long-term benefits (not easy even for adults).
- Children will also differ in their levels of maturity, their ability to take responsibility for their learning, organisational skills and levels of motivation.



This is where YOU come in

- Your support, encouragement and interest can make a spectacular difference to your child's motivation and ability to cope with the academic and organisational demands of GCSEs and it starts now.
- Agree the balance between work and social life and stick to the agreement – this will need to be revisited at different times of the year. Again, flexibility is the key – if a special night comes up, agree that they can make up the work at a specified time
- Be flexible – use the 80/20 rule. If your child is sticking to what they are supposed to be doing 80% of the time, they will be doing alright!
- If your child asks for your support, encourage them by helping them to see the difficulties in perspective. Teenagers often take an all or nothing 'catastrophic' approach to difficulties – "I've messed up this essay, I might as well give up."



Being realistic

- All students fall behind, feel demotivated or overwhelmed, or struggle with the balance of social, work and school demands at times.
- When your child feels like this, berating them will have a negative effect. Talk to them about the issues, acknowledge their feelings and adopt a sensible attitude in wanting to find a solution.
- Don't expect too much too soon. They will get there but at this stage it's about encouraging good study habits.



How does my child study/revise

- The students always ask this but there is no simple answer as it is different for everyone.
- Be organised! Help them with folders, a work space at home, somewhere to work and keep resources safe.
- Planning time at home and ensuring at least an hour a day is spent on homework - those good study habits.
- Supporting them with their homework – ensure it is completed!
- Study skills is something we will be working on in Year 9.
- Remind them why they are doing this – future goals/career ideas. Give them something to aim for.



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Any Questions



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