

# Welcome to Y9 Parents and Carers' Information Evening Thursday 22 September 2022



# Learning Beyond the Curriculum

Suzy Offord  
Head of Year 9



# Learning Beyond the Curriculum

## Starter Task:

Discuss the answers to the following with the person next to you:

1. What 5 letter word becomes shorter when you add 2 letters?
2. In the dark they are found without being fetched, in the light they are lost without being stolen – what are they?
3. I have streets but no pavement, I have cities but not buildings, I have forests but no trees, I have rivers but no water. What am I?

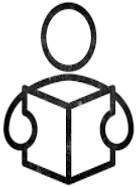




**Be Ready to Learn**



**Be Respectful**



**Learning in Lesson**



**Be Safe (Routines)**





Yea  
r  
9



# DR ICE at home

<b>Deepening Thinking</b>	<b>Role Modelling Learning</b>	<b>Impact on Progress</b>	<b>Challenge</b>	<b>Engagement</b>
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# Deepening Thinking

- **Delegating responsibility: planning journeys etc...**
- **Asking questions about experiences**
- **Discussing news items**
- **Brain teasers**



# Role Modeling Learning

5 jobs that didn't exist 10 years ago:

- **Offshore windfarm engineer**
- **Zumba teacher**
- **App designer**
- **Green deal assessor**
- **Social media manager**

**What will exist in 10 years time when our year 9s graduate from university (depending on whether they do a Masters or gap year etc...)?**





# Impact on Progress

- Refer to target sheets
- Refer to level ladders
- GAT assessment documents
- Alternative questions to ‘what did you learn today?’



# Challenge



- Asking further and deeper questions.
- Making links with what they see at home and what they've studied in school. For example, asking questions about Dr Who time travelling.
- Not just intellectual challenges – physical and mental challenges



# Engagement

**GROUPON**

**TimeOut**  
London

- Timeout APP or website for ideas about free activities in London
- Groupon vouchers for cheap activities
- Exploring activities close to home or when on holiday
- Involvement in extra-curricular activities



# Beyond the Classroom

- Range of clubs: Extra Curricular Clubs
- Teams
- Choirs, swing band, rock bands bands & an orchestra
- Ilex Theatre
- The LRC
- Inter-house events
- CAS Days and Activities Days



# Trips

**Organising a two night residential trip at the end of April**

**Focus on: team building, resilience, leadership, challenge and adventure**

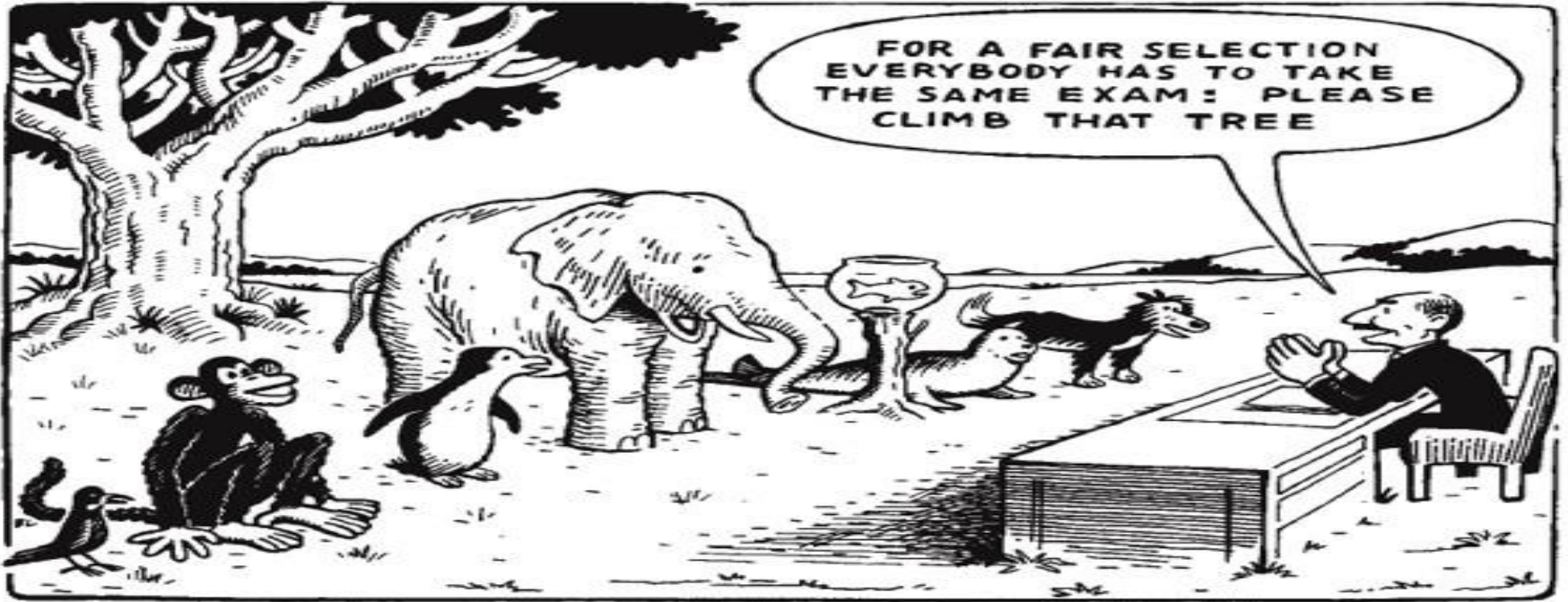


# Teaching, Learning, Assessment and Reporting

Marianne O'Shea  
Deputy Head Teacher



# Quality First Teaching



# The Hollyfield 5

Planning

Learning environment

Engagement

Assessment for Learning

Progress





# Assessment in Year 9

Assessment in Year 9 for most subject will follow a **Primary School Model**.

Students will receive one of **three grades** for their subjects:

- **Greater Depth**
- **Working at**
- **Working towards**

Within each level there are **3 sublevels**. These are:

- +
- =
- -

**Maths, English and Science** will not follow a primary model, they will be assessed with **GCSE grades**

Departments have produced a **GAT document for each term/half term**. This contains **how your child will be assessed and what the criteria for each level is**. This will be uploaded to the school website and send to parents in the next few days.



# KNOWLEDGE AND UNDERSTANDING

# GEOGRAPHICAL SKILLS (LITERACY AND NUMERACY)

Working at Greater Depth

- You can explain, in detail, the structure of the Earth.
- You have a detailed understanding of the tectonic plates, can name them and explain how and why they move.
- You can explain how destructive, constructive and conservative boundaries work and add accompanying labelled diagrams.
- You can explain the different types of crust and evaluate the evidence for continental drift.
- You can explain in detail the features of an earthquake, how they are measured and evaluate the factors that worsen the impact of earthquakes.
- You can explain and use the two scales; Mercalli and Richter.
- You can give a detailed account of the methods used to plan, predict and prepare for earthquakes
- You can effectively evaluate the impacts of two contrasting earthquakes in different areas of the world. You can apply this knowledge to answer GCSE-style questions.
- You often go above and beyond with classwork or homework

- Evidence of the use of appropriate secondary sources gained from independent learning.
- Use of a wide range of specialised terms to enhance explanations.
- Clear understanding shown through the application of knowledge to unseen scenarios.
- Ideas expressed clearly, logically and fluently with accurate use of SPaG.
- Location skills and terminology are precise.
- Use of an atlas is accurate

Working at the Expected standard

- You can describe, in detail, the structure of the Earth.
- You have a good understanding of the tectonic plates, can name them and describe how and why they move.
- You can describe how destructive, constructive and conservative boundaries work and add accompanying diagrams.
- You can describe the different types of crust and explain the evidence for continental drift.
- You can explain the features of an earthquake, how they are measured and explain the factors that worsen the impact of earthquakes.
- You can describe and use the two scales; Mercalli and Richter.
- You can give an account of the methods used to plan, predict and prepare for earthquakes
- You can evaluate the impacts of two contrasting earthquakes in different areas of the world. You can apply this knowledge to attempt GCSE-style questions.
- You usually complete your work to a good standard.

- Evidence of independent learning to research and extend learning.
- Appropriate specialised terms have been used correctly.
- Ideas expressed clearly, logically and fluently with a good use of SPaG
- Location skills and descriptions are useful.
- Use of an atlas is good

Working towards the expected standard

- You can describe the basic structure of the Earth. You have a basic understanding of the tectonic plates, can name them and begin describe why they move.
- You can recognise destructive, constructive and conservative boundaries and add basic diagrams.
- You can name the different types of crust and describe some evidence for continental drift.
- You can describe the features of an earthquake, how they are measured and describe some of the factors that worsen the impact of earthquakes.
- You can name some of the methods used to plan, predict and prepare for earthquakes
- You can describe the impacts of two contrasting earthquakes in different areas of the world.
- You usually complete your work to a good standard.

- Some researching of the topic to find information using independent learning.
- Application of Information is correct.
- Simplistic geographical terminology is used to describe a place .
- Some accuracy in the use of spelling, punctuation and grammar but there are many errors.
- Use of an atlas is basic

# Reporting

Parents will receive **3 data drops** over the course of the academic year.

- **2 of these will be short reports**, which include their working at level, predicted end of year grade, attitude to learning and homework grades
- **1 report will be a longer report** which contain more detailed information. This will be at the end of the academic year.



# Homework

Guiding principles can be found on our website  
and here:

## Homework at Hollyfield: Guiding Principles



## Year 9 Homework timetable

Subject	Frequency	B Band	R Band
English	Once a week + 20 minutes reading per night.	Friday	Friday
Maths	Once a week	Tuesday	Wednesday
Science	Once a week	Wednesday	Thursday
Geography	Every 2 weeks	Wednesday or Thursday*	Monday or Thursday*
History	Every 2 weeks	Wednesday or Thursday*	Tuesday or Monday*
Design and Technology	Every 3 weeks.	On day of lesson.	On day of lesson.
French	Weekly	9B1: Thursday 9B2 & 9B3: Friday	9R1, 9R2 & 9R3: Wednesday 9R4: Thursday
Spanish	Weekly	Thursday or Friday*	Wednesday or Thursday
Art	Every 2 weeks	On day of lesson	On day of lesson
Music	Every 3 weeks	On day of lesson	On day of lesson
Drama	Every 3 weeks	On day of lesson	On day of lesson
Computing	Project per half term	N/A	N/A
Games	No formal H/W - stay active and take part in extra curricular	N/A	N/A
RE	Every 3 weeks	On day of lesson	On day of lesson

\*Dependent on day of lesson

# Follow us on Twitter: @hf\_phoenix



**Hollyfield School @hf\_p...** · 18/08/2022 ...  
 A Level Results day and the school is abuzz with the excitement of students receiving their grades. Pictured below are Sam and Tommy, who each achieved A\*A\*A\* and are heading to Oxford to study Biochemistry. We are so proud!



**Hollyfield School @hf\_p...** · 25/08/2022 ...  
 Kassia and Ivie, who achieved fabulous results - and who opened each other's envelopes so that it would be less scary. Friendship goals right there! ❤️  
 #GCSEResultsDay2022 #proud



**Hollyfield School @hf\_p...** · 14/07/2022 ...  
 It's a beautiful day for a stroll around Whipsnade Zoo with Y7. Excited for our giraffe workshop later!  
 #ActivitiesDay you @ZSLWhipsnadeZoo



**Hollyfield School @hf\_p...** · 27/06/2022 ...  
 Thanks to Mr Blakley for being our official photographer today. 📸 Look at those smiles! Look at this wonderful work! Well done, Year 7! #PrideInLearning 🙌👩🎨👨🎨



**Hollyfield School @hf\_ph...** · 17/07/2022 ...  
 A few pics from yesterday's amazing musical performances at \*THE\* festival of the summer: Hollyfest 2022.  
 @HollyfieldMusic @Hollyfieldpta  
 #Hollyfest2022



# Options Process and Key Dates

Jason Kynes  
Assistant Head Teacher



# The options process



# More information = better choice



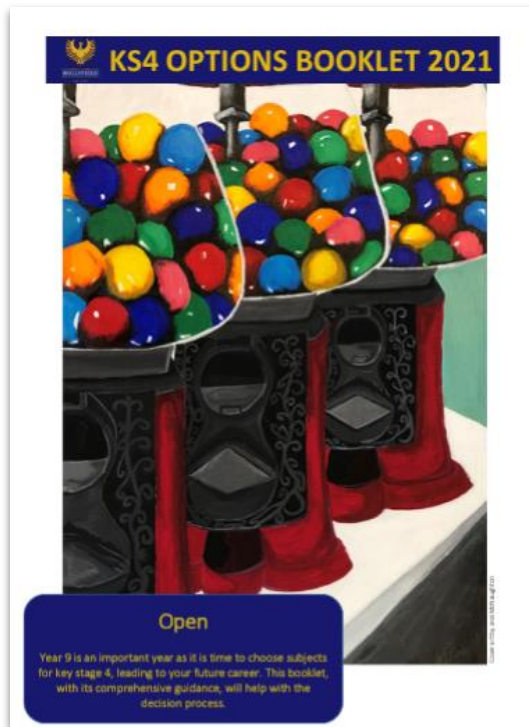


# Key dates

2nd February	Options evening (booklets sent out via parent mail)
February	Senior Staff options interviews and guidance
8th February	Taster sessions for new courses not studied at GCSE
20th February	Options submission deadline
June 2023	Options decision sent out



# Options booklet



# Three pathways

- **MFL & Humanities (EBACC)**
  - **Humanities**
  - **Open**
- 
- **No student is limited by the pathways. All of the options are available to all students.**





# People who can help



- **Mr Kynes - Assistant Head Teacher**
- **Mr Poole - Careers co-ordinator**
- **Ms Offord - Head of Year 9**
- **Year 9 Tutors - see year 9 every day**
- **The SEN department**
- **Heads of Department and teachers**
- **ANY MEMBER OF STAFF**



# Next steps

- Ask questions
- Students will have interviews with senior members of staff
- All Heads of Department/Subject have made information videos which will be available from tomorrow
  - We will also show these in form time



# Next steps

- Taster sessions in February
- Options forms open as google form online.
- Decisions will be sent out June 2023.

