



Welcome to Y9 Parents' and Carers' Information Evening

Thursday 21 September 2023

#WeAreHollyfield



Be Ready



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Headteacher's Welcome

Ms A Jackson



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Welcome

While you settle, do you think the following statements about Hollyfield are true or false?

1. Students keep the same form tutor throughout their time at Hollyfield
2. The last day of term is always a non-uniform day
3. Now it's (slightly) colder, the pupils must wear the winter uniform
4. Y9 have their own quiet space at lunchtime
5. The outgoing Y11 pupils received Hollyfield's best ever results



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Site upgrades

- Sharman fully decorated
- Hollywood landscaped and ready for students
- New screens in maths (English and VPA to follow)
- Basketball hoops on the top playground
- Brand new IT network (£250k investment)
- IT1 upgraded
- New devices in DT classrooms, library and sixth form
- Move to LED lighting (better for the environment)
- New front entrance



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Learning Beyond the Curriculum



Sophie Jenkins
Head of Year 9



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Year 9



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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?



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Life beyond the classroom



Not flat but round thinkers



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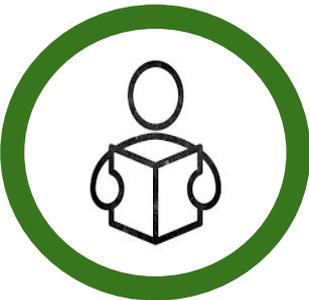
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Be Ready to Learn



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Learning in Lesson



Be Safe (Routines)



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- Embedding a structured character curriculum into the weekly routines
- Showing real world application
- Life skill based
- Transitional skills



Sending upstanding citizens into the wider community



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DR ICE at home

Deepening Thinking	Role Modelling Learning	Impact on Progress	Challenge	Engagement
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Deepening Thinking

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



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Role Modeling Learning

5 jobs that didn't exist 10 years ago:

- Offshore windfarm engineer
- Zumba teacher
- App designer
- Social media manager
- Professional Gamer

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...)?



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Impact on Progress

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



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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



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Engagement

- 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



GROUPON



TimeOut
London



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Beyond the Classroom



- Range of clubs and teams
- Choirs, swing band, rock bands and an orchestra
- Hollyfield Live, Hollyfest and our Christmas Concert
- Ilex Theatre
- The LRC
- Inter-house events
- Activities Days, trips and PGL
- [Beyond The Classroom 2023-4](#)



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Teaching, Learning, Assessment and Reporting

Marianne O'Shea
Deputy Headteacher



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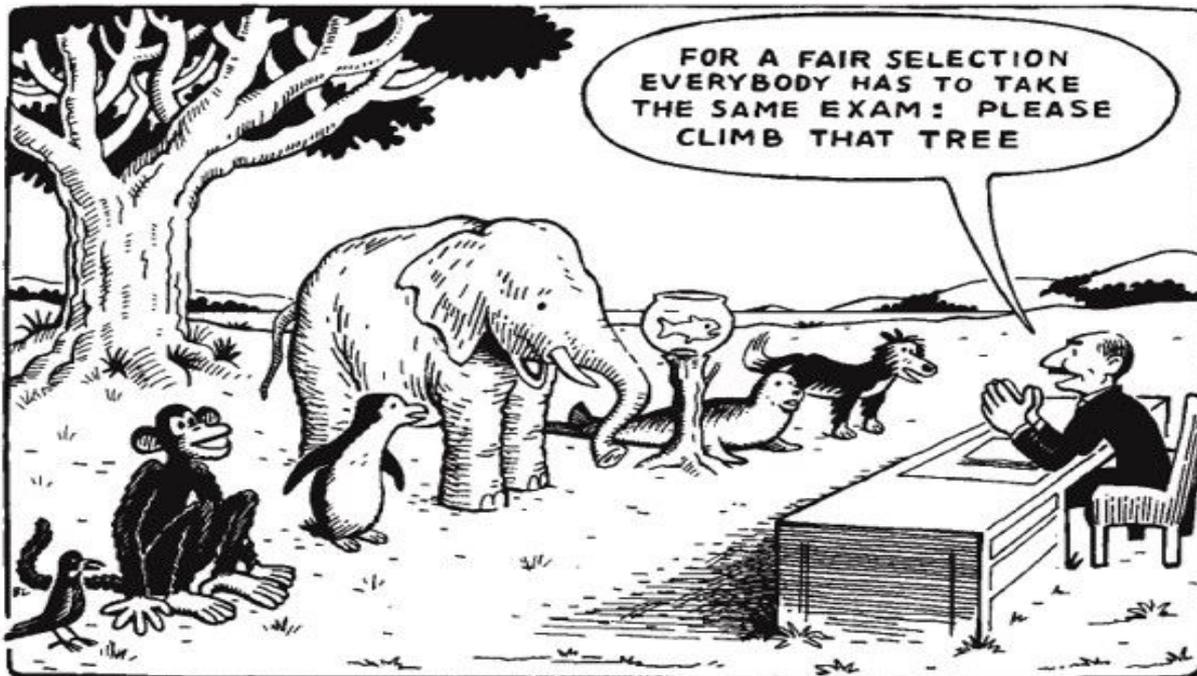


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Quality First Teaching



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The Hollyfield 5

Planning

Learning environment

Engagement

Assessment for Learning

Progress



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Assessment in Year 9

Assessment in Year 9 will follow our GATs model.

Students will receive one of three grades for their subjects:

- Working towards
- Working at
- Working in greater depth

Within each level there are 3 sublevels. These are:

- -
- =
- +

Departments have produced a GAT document for each unit of work. This contains information on how your child will be assessed and what the criteria for each level is.

[Drama GAT Y9 Autumn 1](#)



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KNOWLEDGE AND UNDERSTANDING

GEOGRAPHICAL SKILLS (LITERACY AND NUMERACY)

Working at Greater Depth	<ul style="list-style-type: none"> 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
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<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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.
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<ul style="list-style-type: none"> 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
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Working towards the expected standard	<ul style="list-style-type: none"> 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.
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<ul style="list-style-type: none"> 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
--



Homework

Guiding principles can be found on our website:

[Homework at Hollyfield: Guiding Principles](#)

- Teachers will set homework on **ClassCharts**.
- You will be able to see this and help your child(ren) to stay on track.
- Students also have a planner to record homework and other reminders, achievement points and communication.



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Preparing for GCSE and BTECs

- Knowledge, skills and level of challenge
- Making links
- Key vocabulary
- Exam style questions
- Models and examples
- Capturing interest
- Careers ideas
- Keep working - even (or especially) if KS3 is the end



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Follow us on Twitter: @hf_phoenix



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 🙌👩🎓👨🎓



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🔄 You reposted



Emma Francis @RealEmmaFrancis · 1d ...
 Amazing music at @hf_phoenix Hollyfield school today - my fave was the ukulele orchestra!



🗨️ 1 ↻️ 2 ❤️ 9 📊 266 ↗️

🔄 You reposted



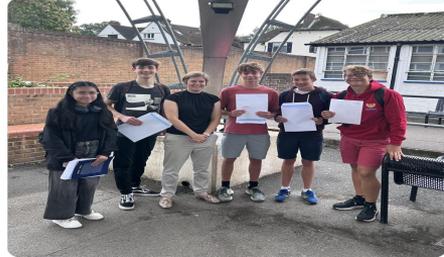
Hollyfield Science @Hollyfi... · 14/07/2023 ...
 Our final science club session went off with a bang! Well done to all our fantastic year 7s that attended every week this year. We hope you enjoyed it! @hf_phoenix



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Hollyfield School @hf_pho... · 24/08/2023 ...
 Miss Jackson and some very happy Year 11 students celebrating a great set of results. In her words: Congratulations, Year 11. You have absolutely smashed it! 🎉



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Options Process and Key Dates

Jason Kynes
Assistant Head Teacher



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The options process



More information = better choice



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Key dates

12 th December	Options evening (booklets sent out via parent mail)
December	Senior Staff options interviews and guidance
w/c 11 th December (until deadline)	Taster sessions for new courses not studied at GCSE
19 th January	Options submission deadline
June 2024	Options decision sent out



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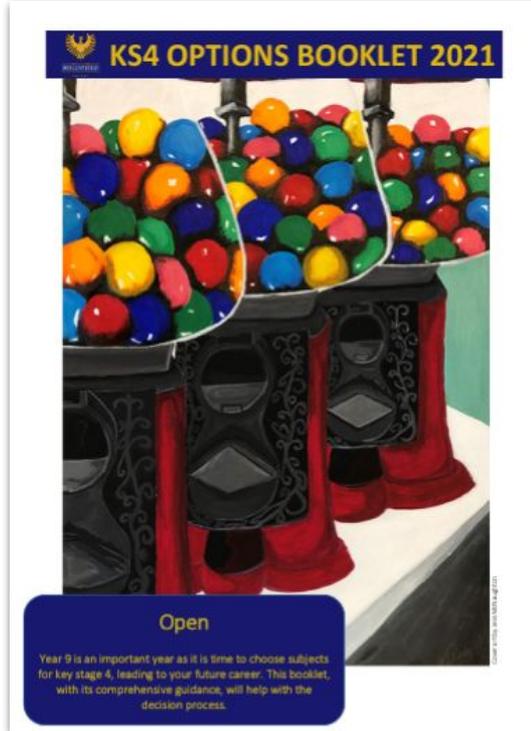
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Options booklet



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Three pathways



- MFL & Humanities (EBACC)
- Humanities
- Open

- No student is limited by the pathways.
- All of the options are available to all students.



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People who can help



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



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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 later in the year (we are making new ones).
 - We will also show these in form time



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Next steps



- Faster sessions in December
- Options forms open as google form online in December/January.
- Decisions will be sent out June 2023.



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