

# Welcome to Partnership Evening

Year 9

26<sup>th</sup> September 2022



# Outline of the evening

1. Introductions
2. The Pastoral team and curriculum
3. Faith
4. Vision for the Year
5. The Options process
6. Citizenship
7. Homework
8. Mastery Learning
9. Assessments and reports
10. Setting
11. Online Safety
12. Attendance
13. Safeguarding
14. Importance of Reading
15. Equality, Diversity and Inclusion
16. Trips
17. Parental partnership
19. Top tips for success
20. Key dates



# Welcome and Introductions



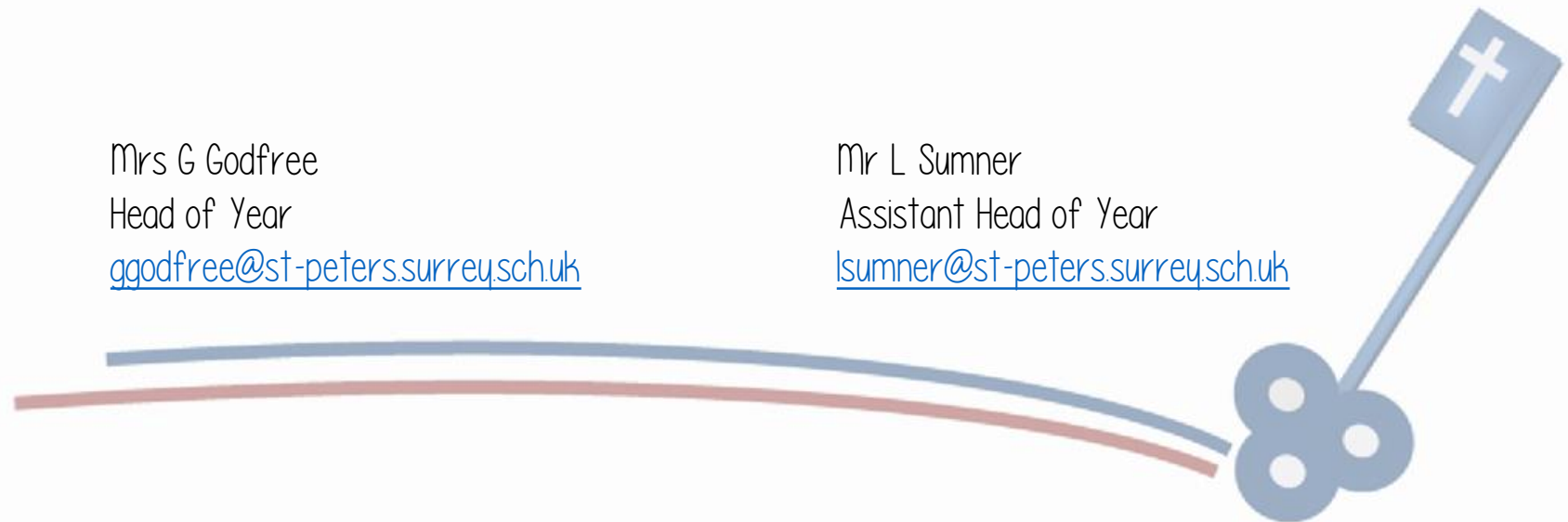
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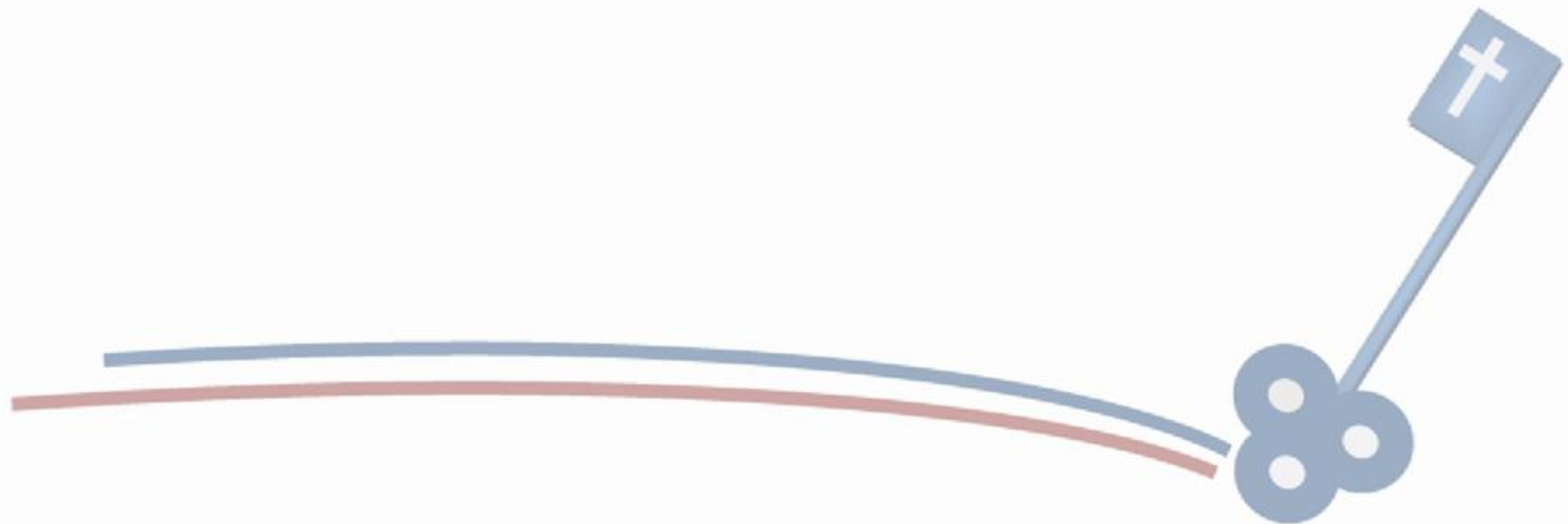
9TE

Mrs Hartley

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# Wider pastoral system

- Support from the tutor, Head of Year and Assistant Head of Year.
- Wellbeing strategies taught in form time
- Counselling
- ELSA
- Chaplaincy



# Developing Faith

- Student led prayer every day at 9 o'clock
- Mass and mass prep
- Reflection day
- Liturgies
- Feast Day
- Friday mass — open invitation
- Chapel
- Our chaplain Tom
- Priests visiting school

[tsellars@st-peters.surrey.sch.uk](mailto:tsellars@st-peters.surrey.sch.uk)



# Vision for Year 9

Embracing  
Change



# The Options process



TOP TIP: Check the career-o-meter on our school website with your child

- Get your family talking about their careers — aunts, uncles and grandparents.
- Tell them about your proudest moments in your career. Pride is infectious.
- Encourage your child, as we will, to speak to the Careers Champions among the staff (there is one per department). They will find out who these people are soon.
- If they really don't know what they want to do, ask them what they definitely DON'T want to do!
- The message from us has been to give your best shot at every subject to secure a place on the GCSEs you want — this may not always be guaranteed.

# Options process

- In Year 11, students may sit 9 or 10 GCSE subjects (depending on whether they do Combined Science, which gives them 2 GCSE grades, or separate Sciences, which would give them 3 GCSE grades in Physics, Biology and Chemistry)
- Over the course of Year 9, we work with all students to help guide them toward making 3 subject choices so they can specialise in their favoured subjects
- Students should choose the subject — NOT the teacher!



# The Options process

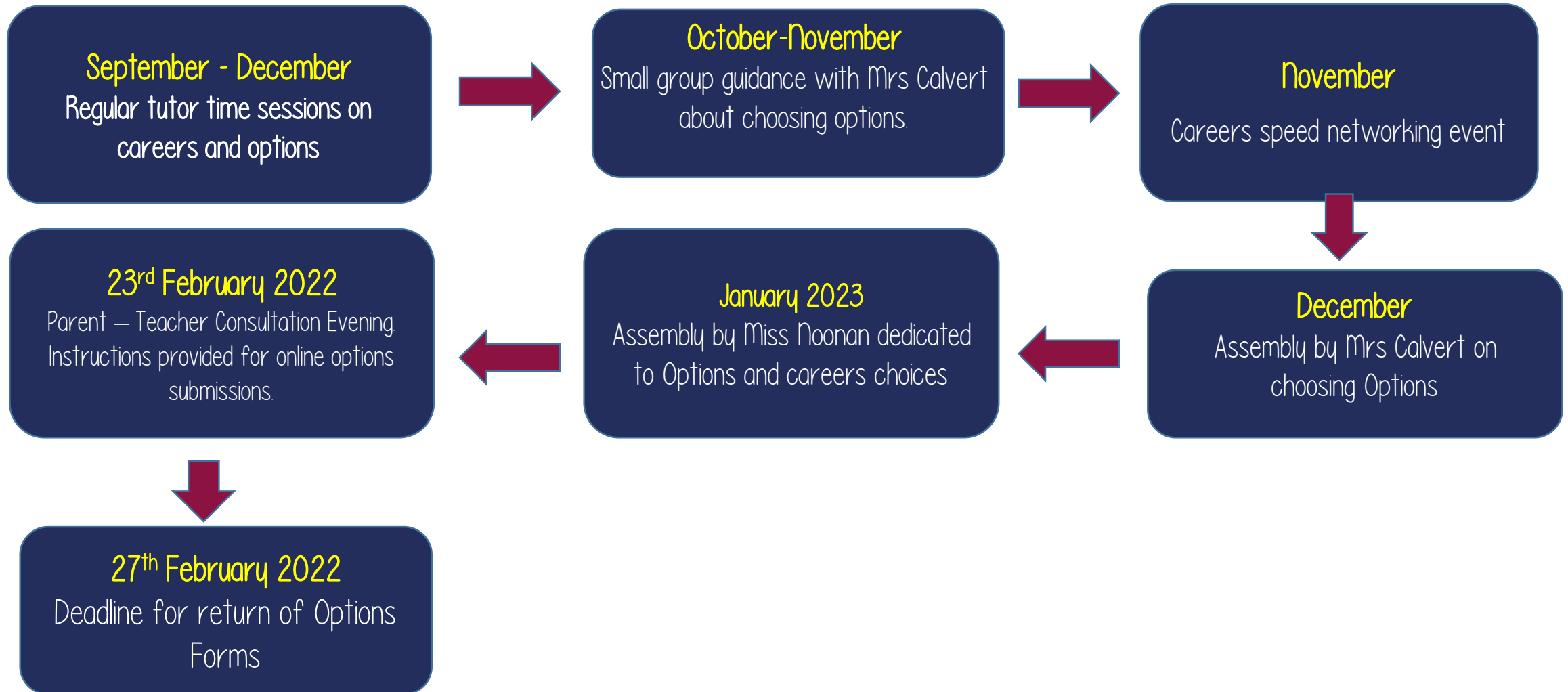
## Core subjects that everybody studies:

- English Language
- English Literature
- Mathematics
- Combined Science/Separate Science (on ability)
- Religious Education
- Core PE (no qualification)

## Students then pick 3 from this list plus a reserve:

- History
- Geography
- French
- Spanish
- Physical Education
- Design Technology (4 choices)
- Computer Science
- Information Technologies (Cambridge Nationals)
- Art
- Drama
- Music
- Business Studies
- BTECs — Health & Social Care, Business Enterprise

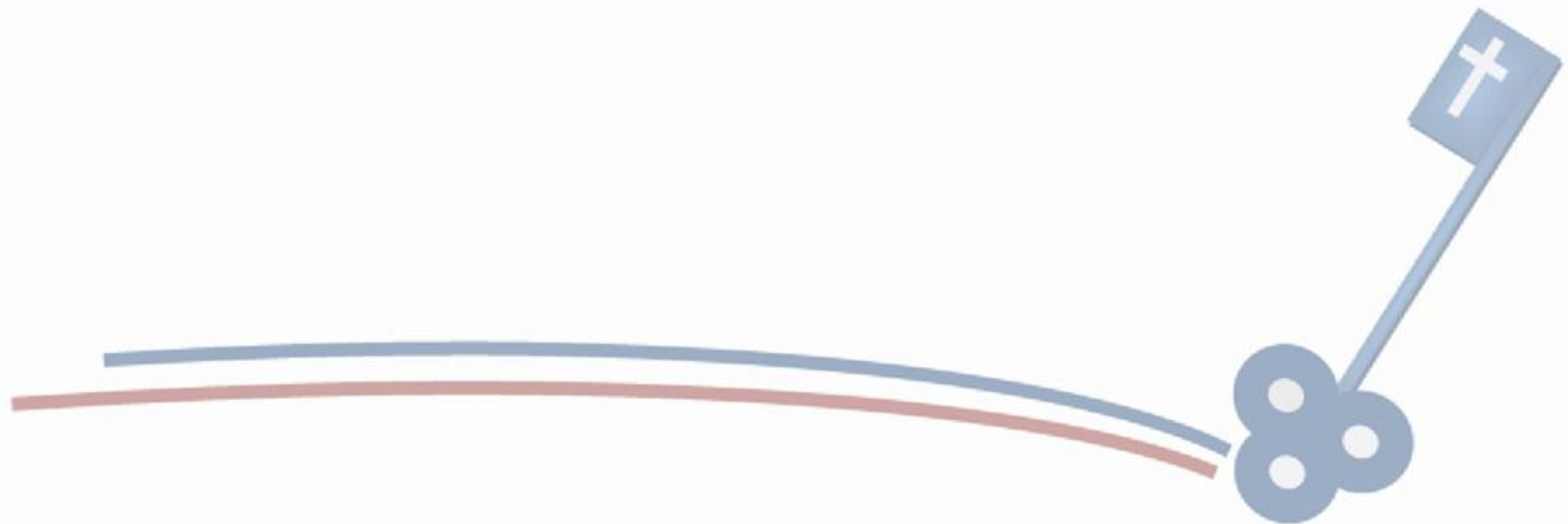
# The Options Process



# Citizenship

As part of the Year 9 Citizenship curriculum, the students will be covering a range of topics under the banner of “Positive Lifestyles” until Christmas. The topics will include the following:

- Alcohol
- Drugs
- Smoking/Vaping
- Eating Disorders
- Mental Health
- Depression and Anxiety
- Self Harm
- Stress
- Resilience



# Homework expectations

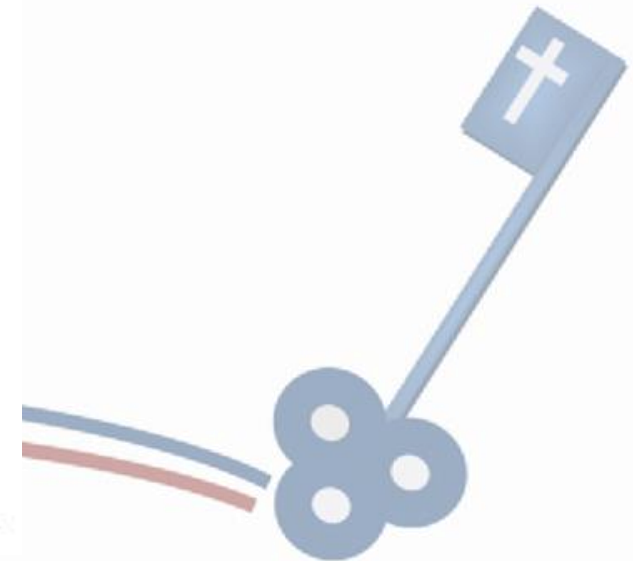


Per fortnight	Year 9
English	4 x 30 minutes
Maths	4 x 30 minutes
Science	3 x 30 mins
RE	2 x 30 mins
DT	30 mins
Art	30 mins
Music	30 mins
Drama	30 mins
Computer Science	30 mins
Geography	2 x 30 mins
History	2 x 30 mins
French/ Spanish	2 x 30 mins
PE	30 mins
Citizenship	30 mins
Reading	30 mins

# Academic Study, Progress and Success



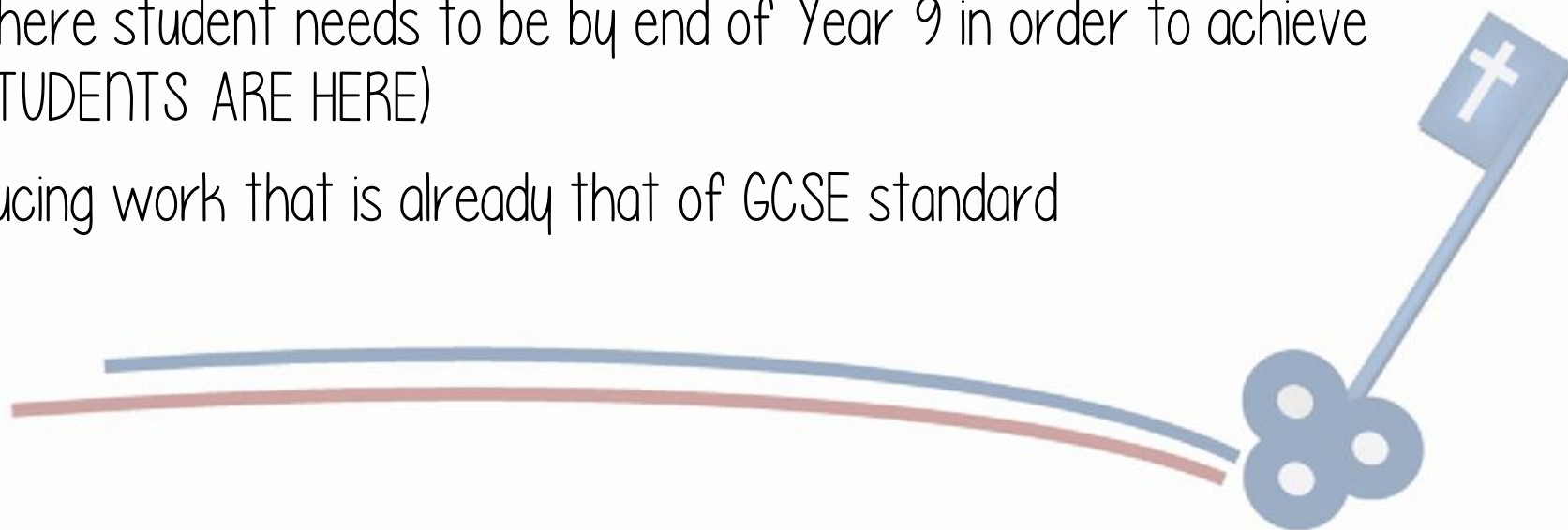
Feedback




# Mastery Learning

In Year 9, we are still assessing student work using the Mastery model, so work is rated as either:

- Aspiring — some good work here but not yet to full standard required by end of Year 9 to be on path to gaining a GCSE pass grade
- Expected — on track to be where student needs to be by end of Year 9 in order to achieve GCSE grade success (MOST STUDENTS ARE HERE)
- Exceptional — student is producing work that is already that of GCSE standard



# Mastery grid – English department example

<div> <div>  <p>St. Peter's Catholic School</p> </div> <div> <p>ENGLISH WRITING</p> <p>ALSO use some using range of vocabulary, sentence types and punctuation</p> </div> <div> <p>YEAR 9</p> <p>A05 Write imaginatively</p> </div> </div>		MASTERY ASSESSMENT FRAMEWORK		
		ASPIRING	EXPECTED	EXCEPTIONAL
		<ul style="list-style-type: none"> <li>Dystopian features evident.</li> <li>Clear plot organisation.</li> <li>Purpose of the story is clear.</li> <li>Ideas on setting, character and events are developing.</li> <li>Paragraphs connect.</li> <li>Paragraphs are used consistently and mostly controlled throughout.</li> <li>Commonly used words and homophones are spelt correctly.</li> <li>Use of past, present or future tense is mostly accurate.</li> <li>Evidence that work has been proofread (edited improvements).</li> </ul>	<ul style="list-style-type: none"> <li>A wide variety of dystopian features.</li> <li>Thoughtful plot development which sustains the reader's interest.</li> <li>Some challenging ideas are evident.</li> <li>Developed descriptions of character, setting and events.</li> <li>Some creative structuring of paragraphs for each narrative stage of the story.</li> <li>Spelling of ambitious words are mostly correct.</li> <li>Use of past, present or future tense is accurate.</li> <li>Evidence that work has been proofread (edited improvements).</li> </ul>	<ul style="list-style-type: none"> <li>An extensive variety of dystopian features.</li> <li>A variety of complex ideas which challenge and manipulate the reader's perception of society.</li> <li>Creatively ambitious plot and sequencing of events.</li> <li>There is a development of ideas which are explored in detail and maintain the interest of the reader.</li> <li>Creative structuring of paragraphs to engage and control reader and reaction.</li> <li>All spelling is correct, including complex words.</li> <li>Use of past, present or future tense is crafted for effect.</li> <li>Evidence that work has been proofread (edited improvements).</li> </ul>
		<ul style="list-style-type: none"> <li>Some vocabulary and ACOASTMAP variety for effect.</li> <li>Simple, compound and complex sentences are used for effect.</li> <li>Some sentence opening variation.</li> <li>Capital letters are correct and a variety of end sentence punctuation, commas and speech marks are used accurately.</li> <li>Some nouns, verbs, adjectives and adverbs are purposely used to describe the characters, action and setting of the story.</li> </ul>	<ul style="list-style-type: none"> <li>A wide range of well-chosen vocabulary and ACOASTMAP devices are used for effect.</li> <li>A range of sentence types, mid and end sentence punctuation are positioned for thoughtful effects.</li> <li>Varied sentence openers.</li> <li>Most nouns, verbs, adjectives, adverbs and prepositional phrases are deliberately used to engage the reader and describe character, setting and event.</li> <li>Speech punctuation is accurate and well placed.</li> </ul>	<ul style="list-style-type: none"> <li>An extensive range of complex vocabulary and ACOASTMAP devices are used for effect.</li> <li>Confident variety of sentences types, sentence openers, mid and end sentence punctuation for effects.</li> <li>Effective variety of adjectives, adverbs and prepositional phrases to create an effective impression about character, setting and events.</li> <li>Speech punctuation is convincingly used to shape character and events.</li> </ul>

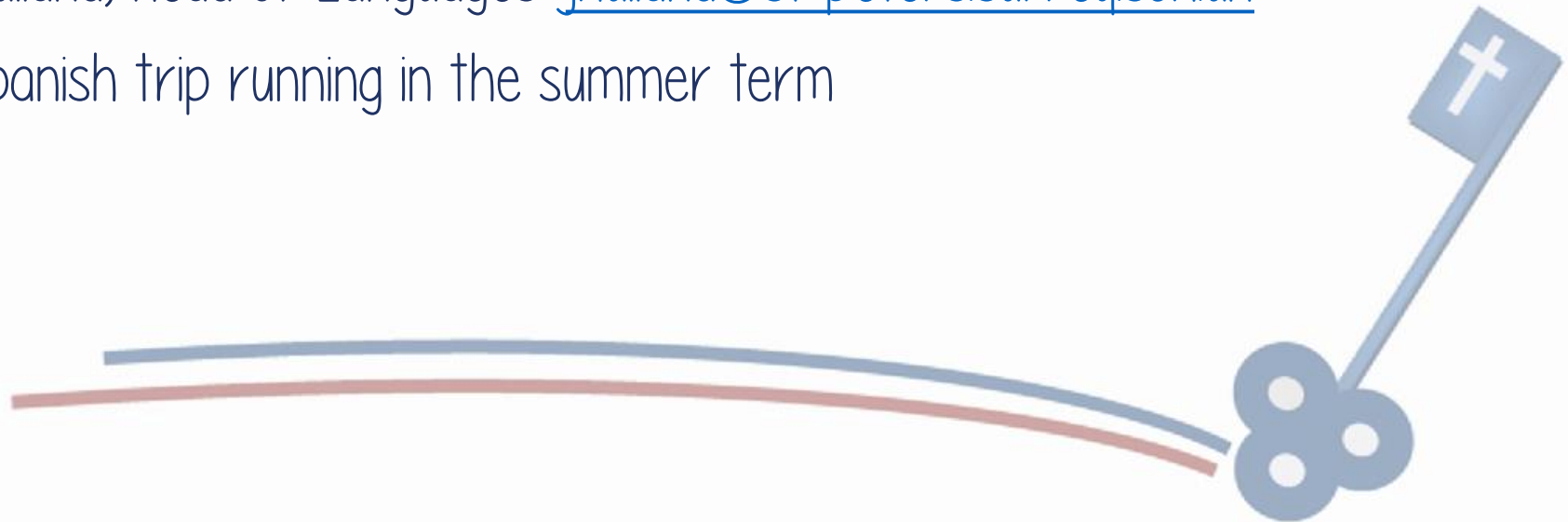
# Science and Mastery Learning

- Things work slightly differently in Science
- We use the Mastery model until January, then we switch to using the GCSE grades of 1-9
- Those in the two top sets will be entered for 3 Separate Sciences in Year 11
- Those in other sets will be entered for Combined Science which is 2 GCSE grades
- REMEMBER: employers and colleges look at **grades**. Better to get 2 x Grade 8s or 9s then 3 x 6s or 7s. TRUST US on this one!



# Languages

- Students are already in either a French or a Spanish class
- Students can choose a language as a GCSE option — all should be prepared enough to do this IF they work hard throughout Year 9
- If students wish to take an additional Language GCSE, for example in Polish, Portugese or Italian, please e mail Mr Hulland, Head of Languages: [jhulland@st-peters.surrey.sch.uk](mailto:jhulland@st-peters.surrey.sch.uk)
- We have a French and Spanish trip running in the summer term



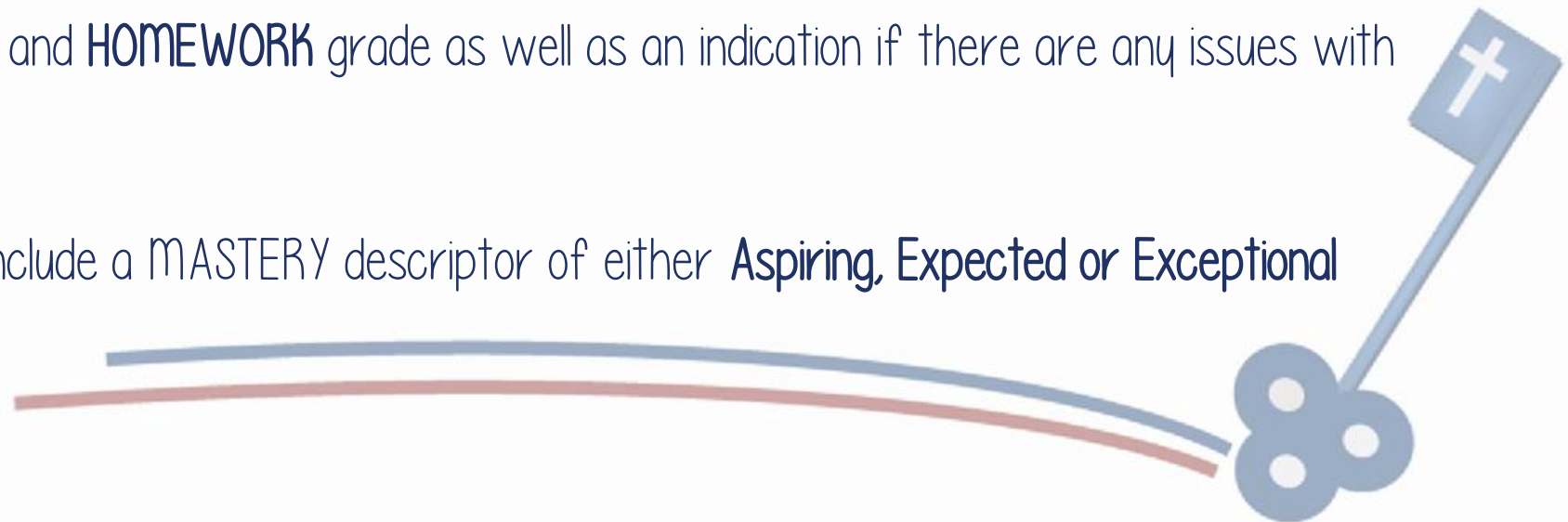
# School Reports/Progress tracking

We continue to use Go 4 Schools which you can view in real time to see house points, cautions and assessment marks (many teachers now use this as their live mark book)

Additionally, we use it to show you 4 progress reports, in : **October, December, April and July.**

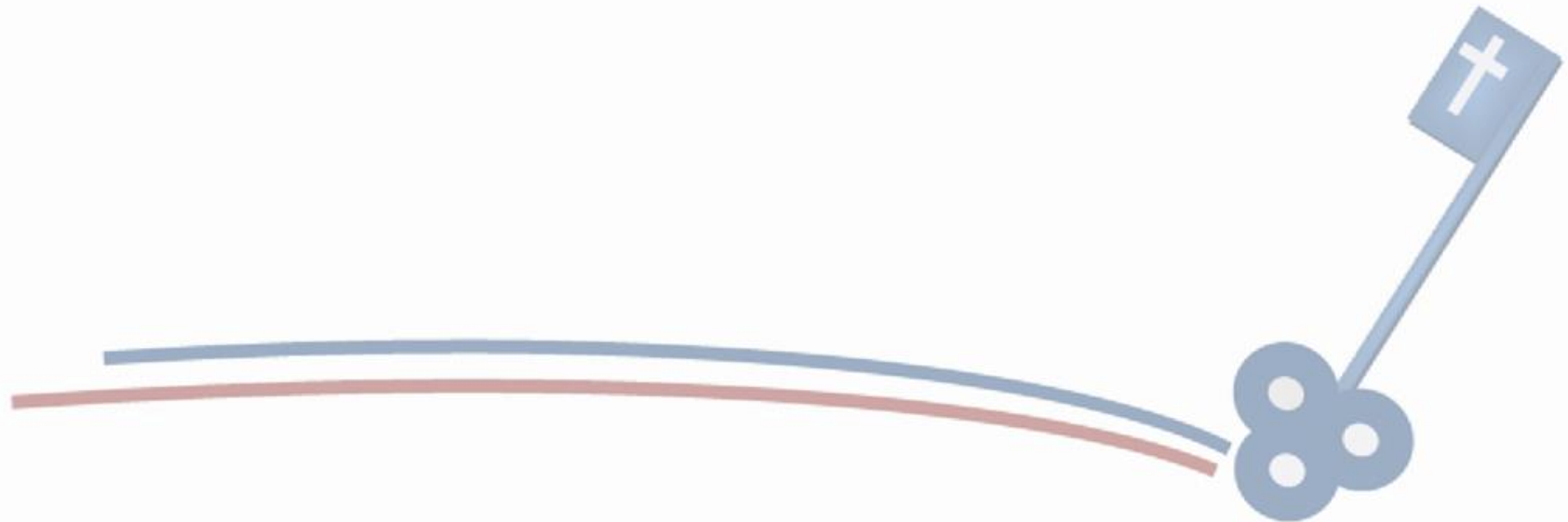
Each report will contain an **EFFORT** and **HOMEWORK** grade as well as an indication if there are any issues with handwriting.

Each report (except October) will include a MASTERY descriptor of either **Aspiring, Expected or Exceptional**



# Setting

- There are sets for English, Maths and Science in Year 9
- PE groups
- Whichever set students are in, they can still achieve great grades
- Pace of learning
- Trust us!

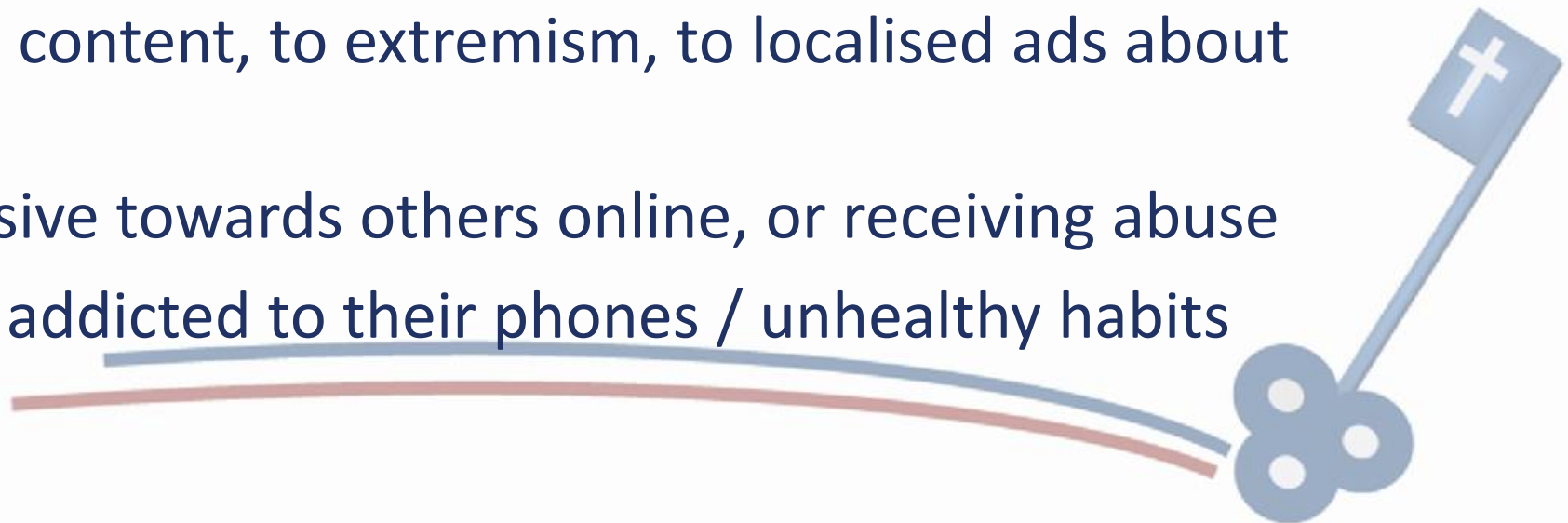


# Online Safety

Our aim is simple: “We must ensure that children are given the same protection online as they are offline” Peter Wanless NSPCC

Some of the issues we face as parents and educators:

- Students being exposed to inappropriate or illegal content online, ranging from sexual content, to extremism, to localised ads about buying drugs.
- Students being abusive towards others online, or receiving abuse
- Students becoming addicted to their phones / unhealthy habits



# Social media: top tips

- Check privacy/location settings of social media — particularly Snapchat and any apps you are unfamiliar with.
- Can you ask your child to explain what each app on their phone is? Are you aware of their ages of consent for these apps?
- Do they only accept their true friends on social media? This is the most powerful tool in avoiding content your child doesn't want to see.
- Social media is the most difficult battle to fight in schools as we have no control over this until it is too late. As a family, decide on some ground rules with social media about what is being posted and when.
- If you tell us at school about inappropriate behaviour or bullying online, we will advise parents to go directly to the police



# Online Safety

A few measures we can put in place:

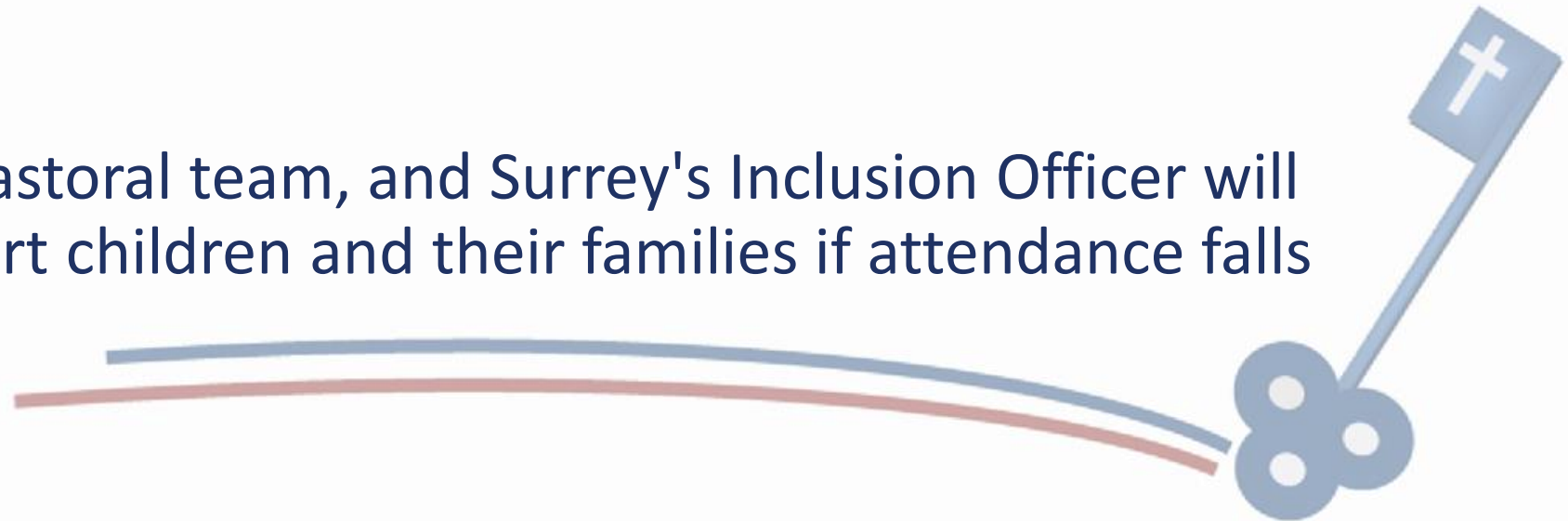
- The school's no phone policy is vital and we ask you to support us when we confiscate phones
- Adhere to age ratings for websites / apps – e.g. Whatsapp is 16, most others are 13
- Have boundaries with phone use at home, e.g. time, location
- School and home can and will educate children about the law, risks, and consequences of certain online behaviours
- Keep up a dialogue with them so we help them in partnership
- Model healthy phone / app use ourselves

**Please come to our Parents Online Safety Forum on Tuesday 11th October at 6.30pm**



# Attendance

- As a school, we are responsible for ensuring that students attend every day of the school year
- Research shows that high attendance leads to increased attainment and contentment at school
- Head of Year, the pastoral team, and Surrey's Inclusion Officer will work hard to support children and their families if attendance falls below 95%.





Miss Noonan, Deputy  
Headteacher, Designated  
Safeguarding Lead (DSL)



Mr Crome,  
Deputy Headteacher,  
Deputy DSL



Mr Ebenezer Assistant  
Headteacher, Deputy DSL



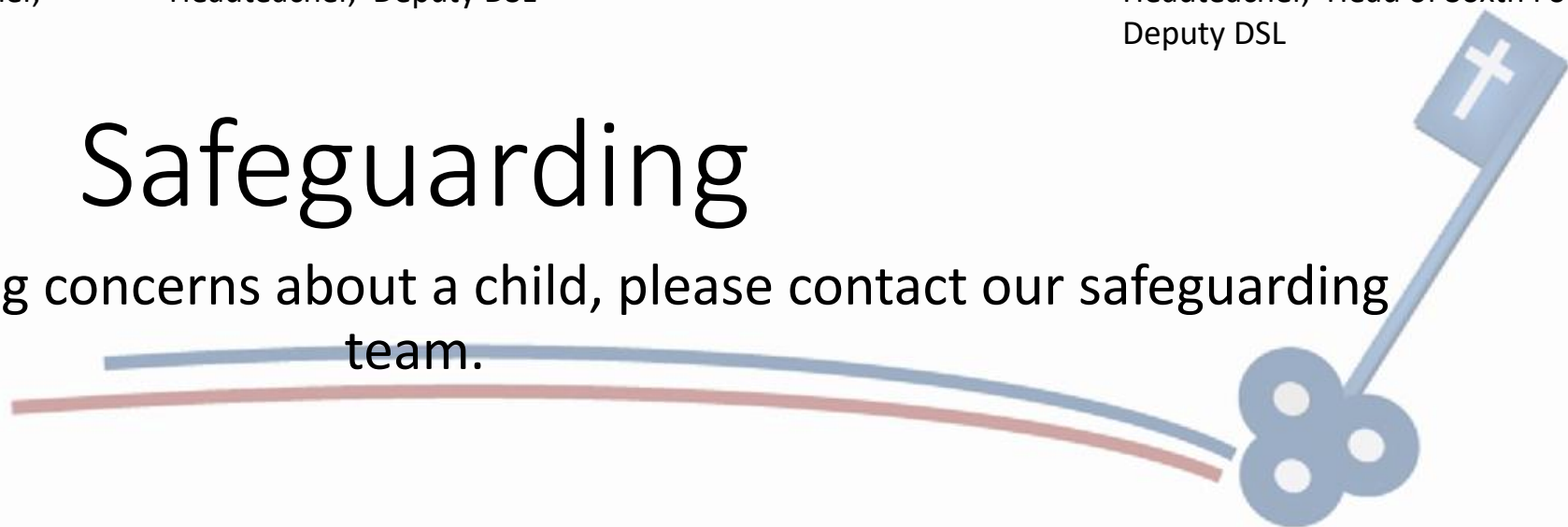
Mrs McMillan, Deputy DSL



Mrs Rana-Brown Assistant  
Headteacher, Head of Sixth Form,  
Deputy DSL

# Safeguarding

If you have safeguarding concerns about a child, please contact our safeguarding team.



# Importance of Reading

- Children who read for 1 minute a day encounter 8000 words a year.
- Children who read for 20 minutes a day encounter 2,000,000 words a year.

*"The limits of my language means the limits of my world." Wittgenstein*



# Reading Suggestions

- Aim for 30 minutes of reading per day
- Encourage a wide variety of reading, e.g. Books (fiction and non-fiction), magazines, newspapers
- Ask questions and show an interest in what they are reading
- Model good reading habits
- Help them choose age-appropriate texts
- Check subject reading recommendations
- Emphasise the importance of reading



# Equality, Diversity and Inclusion at St Peter's

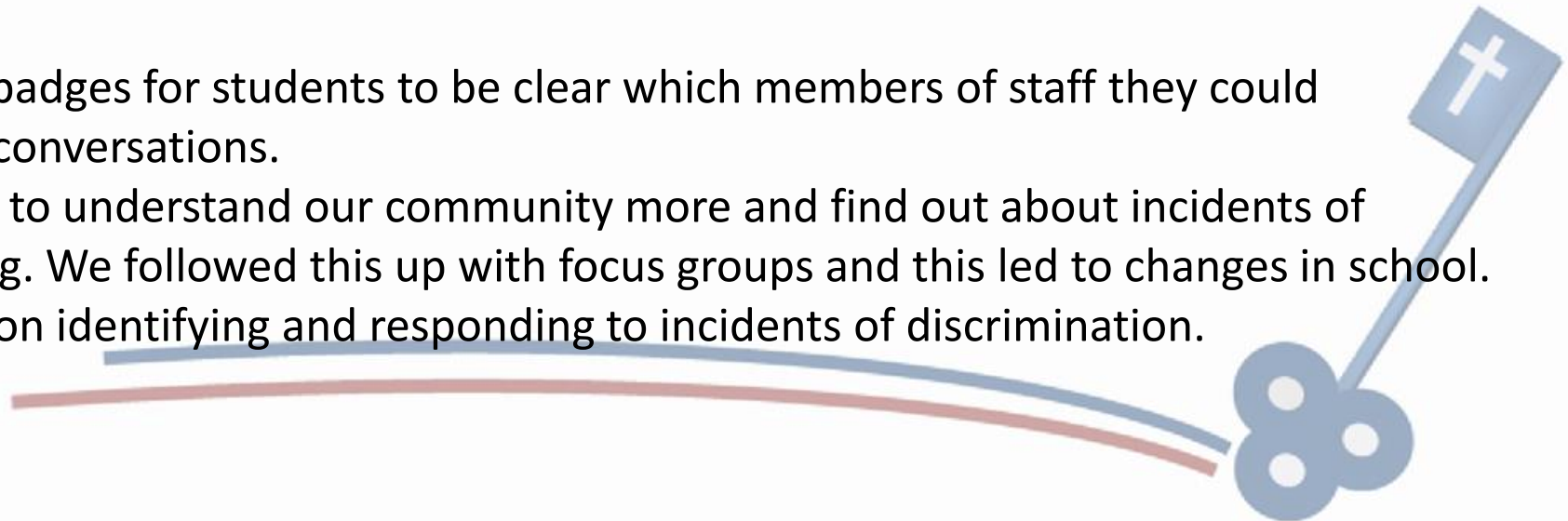


At St Peter's we are committed to all students feeling equally included and loved within our community. We are opposed to all forms of discrimination based on any protected characteristics outlined in the Equality Act of 2010.

We have a team of staff, known as the Identity Team, who work on EDI initiatives at school.

Last year was the first year the team existed, some of their initiatives included:

- We created a logo (above) and badges for students to be clear which members of staff they could approach about identity based conversations.
- We conducted a student survey to understand our community more and find out about incidents of discrimination that are occurring. We followed this up with focus groups and this led to changes in school.
- Organised training for our staff on identifying and responding to incidents of discrimination.



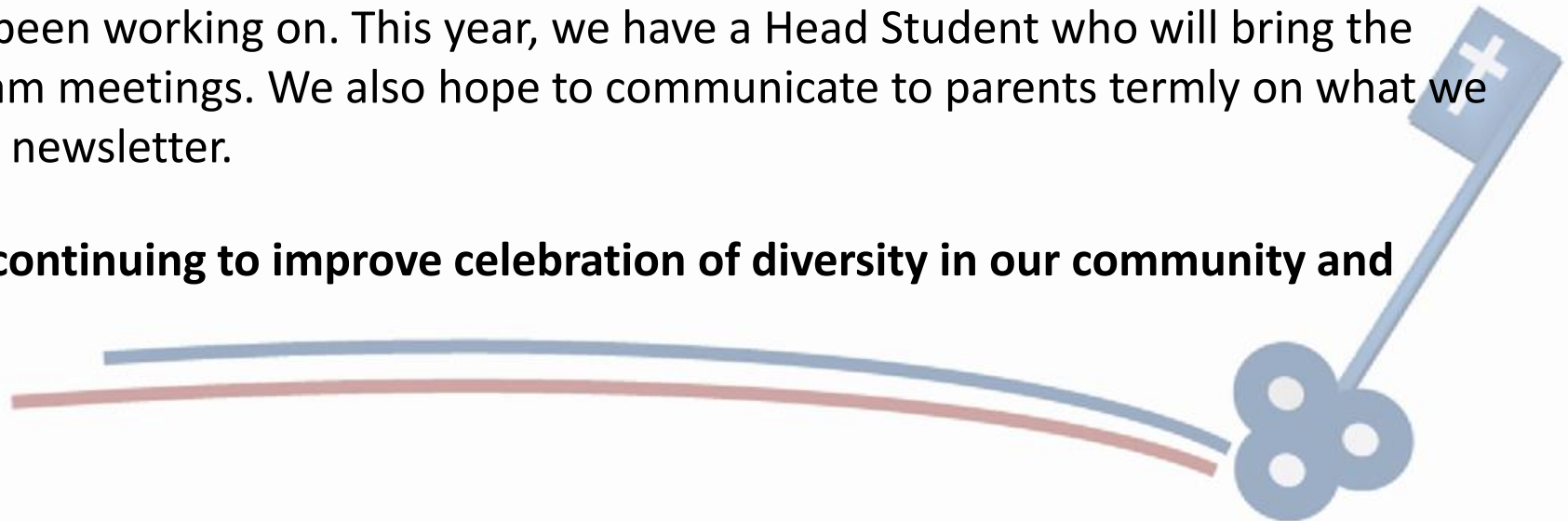
# Equality, Diversity and Inclusion at St Peter's



- We have monthly bulletin slides that celebrate a different diversity day. We also started half termly diversity assemblies last term with different themes – this year these will be based on our school rocks.
- Our behaviour policy now clearly states what the response will be when a student has experienced discriminatory or prejudicial behaviour.
- Clearer reporting process communicated weekly to students about what to do if they experience the above.

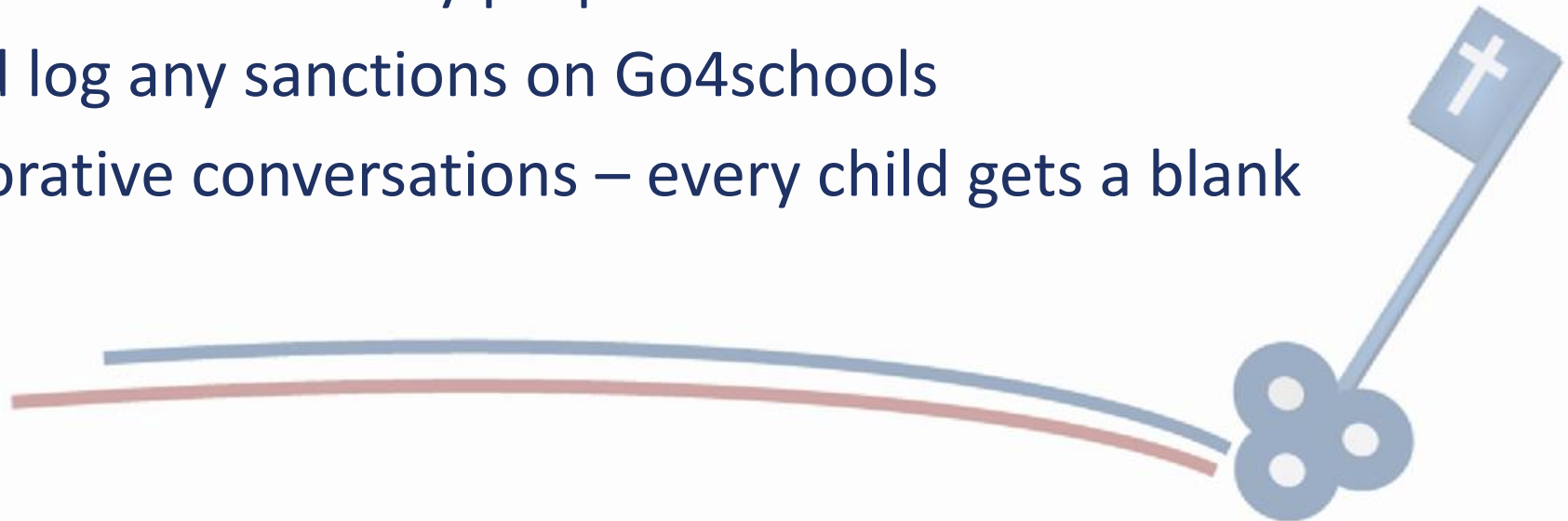
This is just some of what we have been working on. This year, we have a Head Student who will bring the student perspective to Identity Team meetings. We also hope to communicate to parents termly on what we have been up to in our new school newsletter.

**As a school we are committed to continuing to improve celebration of diversity in our community and support for students.**



# How we investigate incidents to make St Peter's a safe, fair place

- Gather evidence and listen
- Try to understand context
- Apply behaviour policy (if necessary) in a consistent way
- Offer support to any victims and any perpetrators
- Contact parents and log any sanctions on Go4schools
- Follow up with restorative conversations – every child gets a blank slate



# Year 9

## Trips/extra curricular experiences

### All

Careers networking event  
English – Inspector Calls theatre trip  
Geography – West Wittering  
Maths – Junior Maths Challenge  
RE – Mosque visit  
Reflection day

### Opportunity

Flame  
Maths – Inspiration Talk  
SATROFest  
Theatre Trip – tbc  
Thorpe Park rewards trip

**European Ski Trip**  
**French – Normandy**  
**Music Tour**  
**Spanish – Malaga**  
**USA Ski Trip**

## Clubs

Book club  
Chess club  
Creative writing club  
Debate club  
Enterprise club  
Food club  
Public Speaking club  
School Show  
Warhammer

Athletics  
Basketball  
Cricket  
Football  
Martial Arts  
Netball  
Rounders  
Rugby – tbc

Boys Choir  
Girls Choir  
Guitars and Ukeleles  
Orchestra  
Show Choir  
Strings



# The school/parent partnership

Issues we are typically working on together in Year 9:

- Uniform
- Homework
- Academic issues
- Options process
- Behaviour
- Relationships
- Identity
- Family changes
- Anything else that is a concern



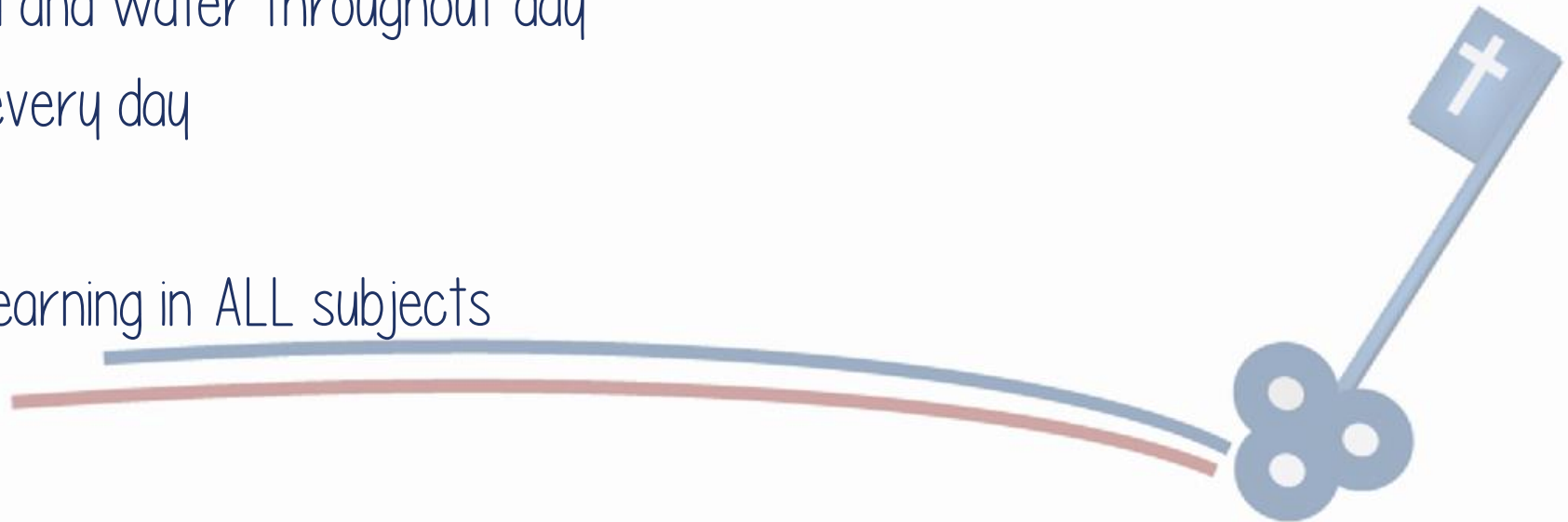
# The school/parent partnership

- Shared values
- Shared setting of rules and boundaries
- Agreement on standards for uniform, homework and behaviour
- Collaboration to solve problems
- Communication when things are changing
- The planner is a key communication tool between school and home so please do check and sign it weekly (tutors check planners every Tuesday)
- Parent Communications — please read school e mails



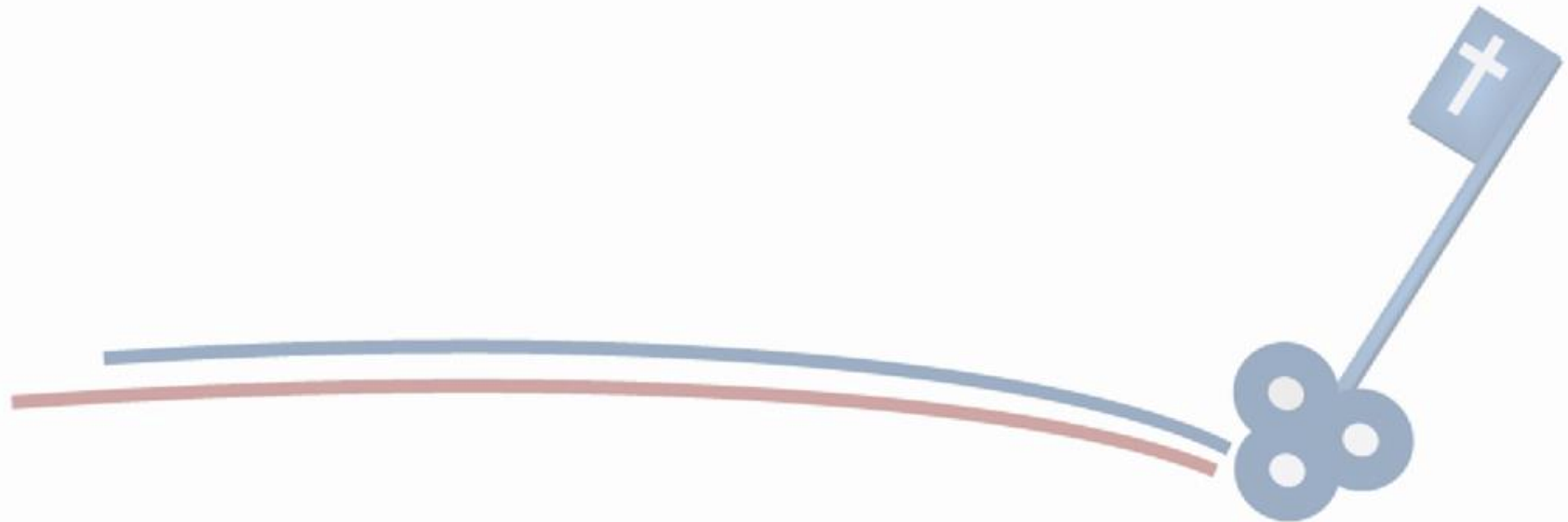
# What are top tips for a successful Year 9?

- An excellent sleep routine
- A good skin care and hygiene routine!
- Technology and boundaries at home (no phones in bedrooms at night; be aware of what your children are doing online)
- Breakfast, plenty of food and water throughout day
- Prompt arrival at school every day
- Excellent attendance
- Positive attitude toward learning in ALL subjects



And if a parent wanted one piece of advice?

- Be relentlessly positive with your child, using the ratio of 4:1



# Key dates

- 6th October Mosque Trip
- 11th October Online Safety Evening
- 12th October Welcome Mass
- 4th November Careers Speed Networking event
- 24th November English Trip —An Inspector Calls
- 9th December Citizenship Day
- 21st December Progress Reports
- 23rd February Parents Evening/Careers/Options Information
- 27th February Options Deadline

23rd March

31st March

June

16th June

19th June

16-28th June

29th June

30th June

July

Lent Mass

Progress Reports

Spanish Trip to Malaga

Reflection Day

Reflection Day

TEST WEEK

Sports Day

Feast Day

French Trip to Normandy

