

Welcome Class of 2029

Year 9 information evening



This evening's agenda

- ROAs, Curriculum, Homework, Revision – Mr Kidman, Assistant Principal
 - Personal Development – Ms Jupe, Assistant Principal
 - Attendance – Mr Gorvin, Assistant Principal
 - Behaviour and Culture – Mr Wood, Assistant Principal
 - Head of Year – Mr Taylor
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- Members of the leadership team will be around at the end to answer any questions you may have
 - These slides will be emailed out to you tomorrow morning

Rank Order Assessment Summer 2024

- The year group made excellent progress last year. Very highly performing on the United Learning national leaderboards.
- Revision was clearly happening for all subjects
- Developed fantastic understanding of 'exam ready' and 'JCQ regulations'
- A joyous afternoon of celebrations and results
- Reducing 'envelope moment' anxiety

Thank you to all parents/carers for their continued support and working in partnership with us.

Rank Order Assessment key reminders

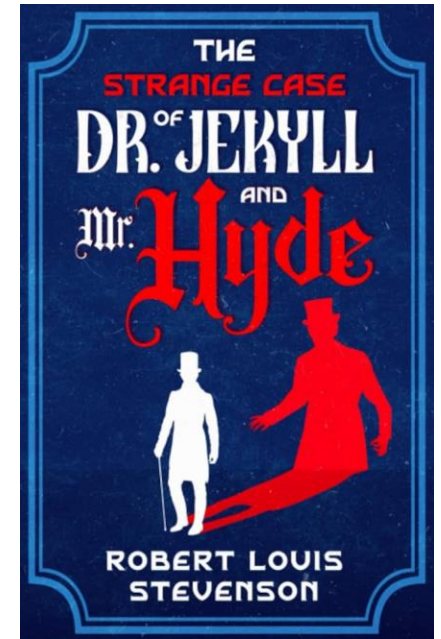
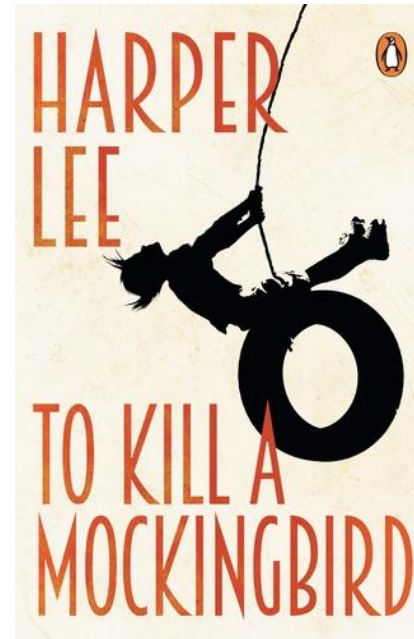
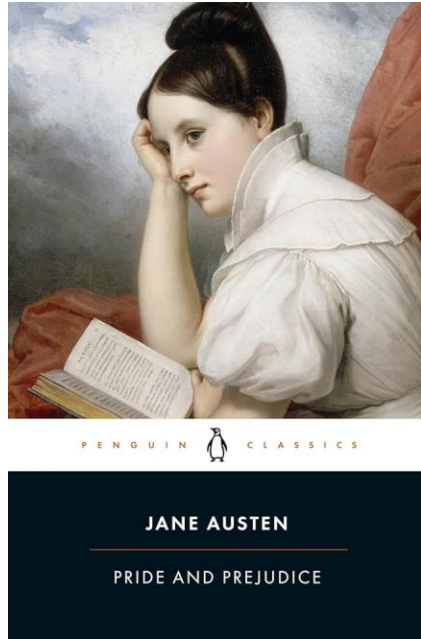
- Students should focus on personal progress – climbing overall rank or ranks for specific subjects
- Students should use the ROA data – a clear understanding of what subjects to really focus on.
- If students are doing their best, that is all we can ever ask. We are proud of every student who works really hard, regardless of their rank. We will always support students who are disappointed and help them to rise up ranks.
- Streams are temporary – they show current attainment, not ability. Children can progress at different rates. Never that far from the next ROA and opportunity to move.
- There will be successes and disappointments along the way – building resilience and humility.
- Big opportunities – motivation, motivation, motivation!

Curriculum

- DEAR
- English
- Maths
- Science
- History
- Geography
- Music
- Drama
- Dance (AGA)
- Design & Technology (food, graphics, textiles)
- Art
- Computer Science
- MFL (Languages)
- PE (Physical Education)
- RE (Religious Education)
- PSHE (Personal Social Health Economic)



Year 9 DEAR texts



English

Autumn 1	Poetry: relationships
Autumn 2	Drama: The Crucible
Spring 1	Non-fiction: relationships
Spring 2	Prose: A Scandal in Bohemia
Summer 1	Prose: A Scandal in Bohemia
Summer 2	Shakespeare: King Lear

How can parents help?

- Support wide variety of reading
- Provide time/place for homework
- Test key knowledge (Knowledge Organiser)

Maths

Autumn 1	Decimal manipulation, estimation and limits of accuracy, related calculations, highest common factor & lowest common multiple of large numbers, fraction calculations
Autumn 2	Algebraic manipulation, index laws, standard form, expanding & factorising
Spring 1	Forming expressions & substitution, direct and inverse proportion, probability
Spring 2	Solving equations, inequalities, sequences
Summer 1	Pythagoras, interior and exterior angles, vectors, transformations
Summer 2	Plans and elevations, arcs and sectors, surface area

How can parents help?

- Equipment- calculator, compass, protractor
- Encourage positive attitude to Maths
- Don't help with homework! (but signpost where help is available)

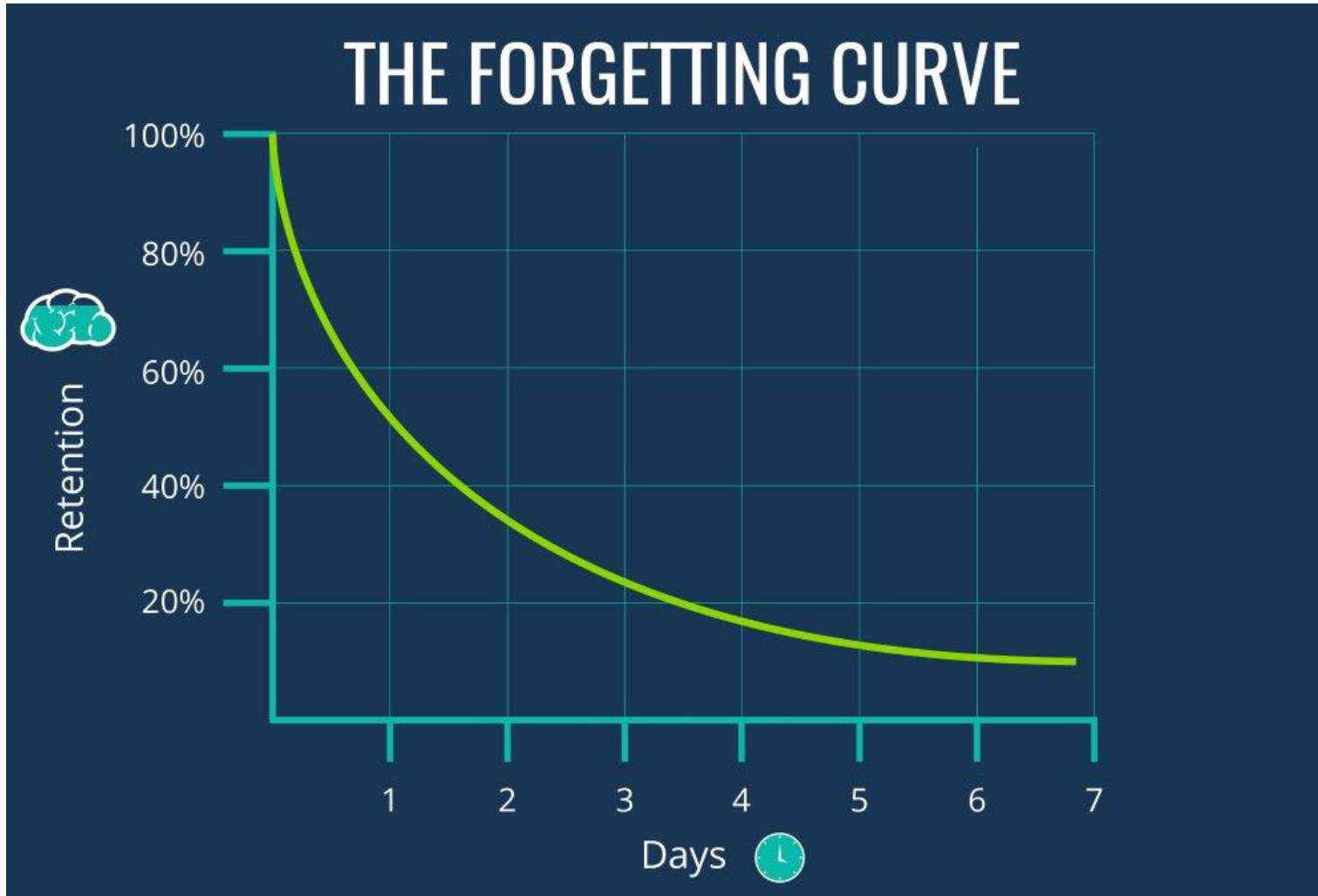
Curriculum – on the website

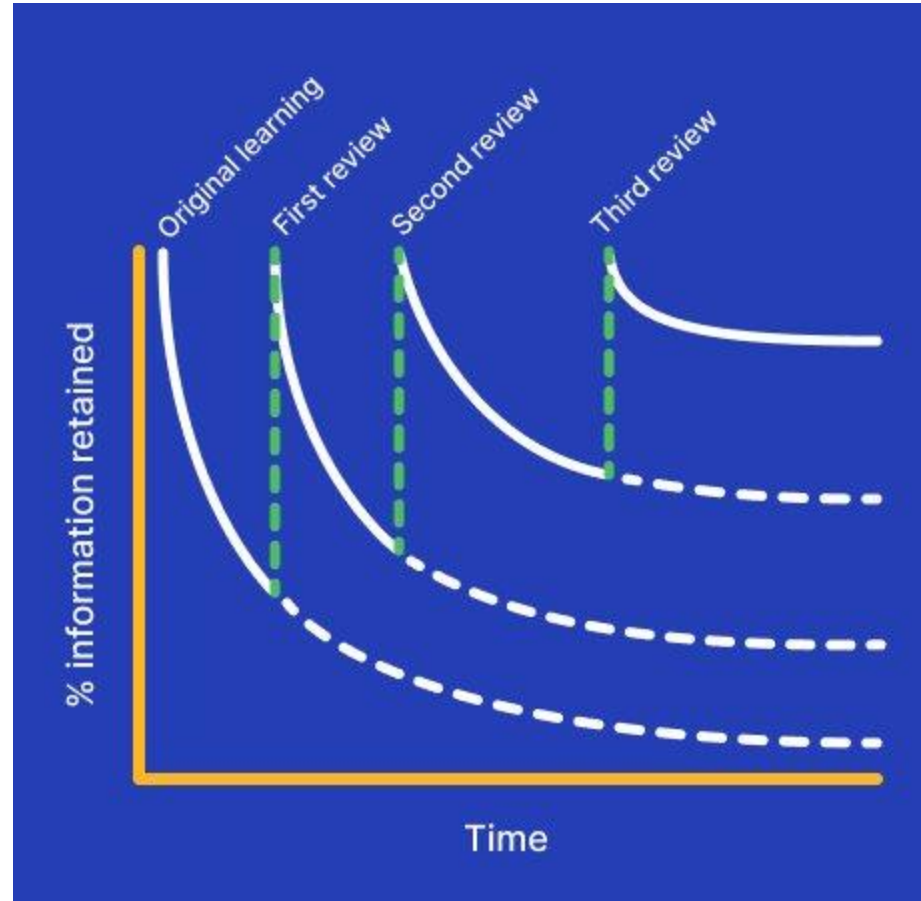
Year 8																																																
Term	Autumn 1								Autumn 2								Spring 1								Spring 2								Summer 1								Summer 2							
Date	Week 1.1	Week 1.2	Week 1.3	Week 1.4	Week 1.5	Week 1.6	Week 1.7	Week 1.8	Week 1.1	Week 1.2	Week 1.3	Week 1.4	Week 1.5	Week 1.6	Week 1.7	Week 1.1	Week 1.2	Week 1.3	Week 1.4	Week 1.5	Week 1.6	Week 1.1	Week 1.2	Week 1.3	Week 1.4	Week 1.5	Week 1.6	Week 1.1	Week 1.2	Week 1.3	Week 1.4	Week 1.5	Week 1.1	Week 1.2	Week 1.3	Week 1.4	Week 1.5	Week 1.1	Week 1.2	Week 1.3	Week 1.4	Week 1.5	Week 1.6	Week 1.7				
Art	Portraiture and anatomy reference to Italian Renaissance and make links with anatomy and the Vitruvian Man.								Portraiture and anatomy reference to Italian Renaissance and make links with anatomy and the Vitruvian Man.								Art Portraits and Masks Developing knowledge and understanding of Fish Masks, Totem poles, this will include painting, tints and tones, colour theory and design elements.								Art Portraits and Masks Developing knowledge and understanding of Fish Masks, Totem poles, this will include painting, tints and tones, colour theory and design elements.								Art Portraits and Masks Developing knowledge and understanding of Fish Masks, Totem poles, this will include painting, tints and tones, colour theory and design elements.															
Computer Science	Data Representation								Data Representation								Computer Systems								Python Programming								Python Programming															
Dance	Introduction to Physical Skills (The Greatest Showman)								Introduction to Expressive Skills (Contemporary Choreography)								Physical Skills (Dance Through the Decades)								Physical Skills (Dance Through the Decades continued)								Expressive Skills (The Nutcracker)								Choreography Skills (Stimuli Exploration)							
Drama	Scripted Performance – Room 13								Scripted Performance – Room 13								Devising								Devising								Physical Theatre/Stagecraft								Physical Theatre/Stagecraft							
English	Poetry: Social Justice								Shakespeare: Richard III								Prose: Animal Farm								Prose: Animal Farm								Creative/Narrative Writing								Prose: Dystopian short stories							
Geography	Population								Technics								Coasts								Coasts								Weather and Climate								Fieldwork Investigation							
History	Henry VIII and the Reformation								Late Tudor England								The English Civil War								The Transatlantic Slave Trade								The British Empire								The Industrial Revolution							
Maths	8.01 Powers and Roots		8.02 Prime Factorisation		8.03 Rounding		8.04 Fractions		8.05 Solving Linear Equations		8.06 Coordinates & Basic		8.07 Units of Measurement				8.08 Angles in Parallel Lines		8.09 Circumference		8.10 Direct Proportion				8.11 Fractions, Decimals, Percentages		8.12 Percentage Calculations		8.13 Ratio				8.14 Area of Circles and Trapezia		8.15 Interpreting and presenting Data		8.16 Averages				Revision/End Assessments		8.17 3-D Visualisation		8.18 Volume		Revision and Catch Up	
MFL	Unit 5 Holidays								Unit 5 Holidays								Unit 6 - Going out, Staying in								Unit 7 Daily Routines and Fitness								Unit 8 School life								Unit 8 Future plans							
Music	8.1: History of Popular Music								8.1: History of Popular Music								8.2: Songwriting								8.2: Songwriting								8.3: Theme and Variation								8.3: Theme and Variation							
Physical Education	Perform skills in isolation and under pressure. Lead and motivate others. Demonstrate and use different components of fitness.								Perform skills in isolation and under pressure. Lead and motivate others. Demonstrate and use different components of fitness.								Use complex tactics and compositional ideas and use effective communication. Knowledge of basic anatomical structures.								Use complex tactics and compositional ideas and use effective communication. Knowledge of basic anatomical structures.								Evaluate and reflect on performance to set challenging goals. The importance of diet and nutrition.								Evaluate and reflect on performance to set challenging goals. The importance of diet and nutrition.							
PSHE	Boundaries and consent.		Sharing rules.		Managing conflict.				Drugs and alcohol.		Alcohol and peer pressure.		Keeping safe online.				Puberty		Contraception		Body image				The importance of physical activity.		Regulating emotions.		Mental wellbeing				Gender identity and sexual orientation		Stereotyping - homophobia and bullying		Gambling		Online gambling		Frauds and scams.							
Religious Studies	Study of Islam								Study of Islam								Philosophy of Religion								Philosophy of Religion								Atheism								Atheism							
Science	Digestion and nutrition				Light and Sound				Light and Sound				Periodic table				RQA revision		Space		Earth and materials				Earth and materials		Matter				Ecological relationships				RQA revision		Forces in action											
Technologies: Food	Level 2 Food Skills Raising Agents and Macro-nutrients. (Technology rotation)								Level 2 Food Skills Raising Agents and Macro-nutrients. (Technology rotation)								Level 2 Food Skills Raising Agents and Macro-nutrients. (Technology rotation)								Level 2 Food Skills Raising Agents and Macro-nutrients. (Technology rotation)								Level 2 Food Skills Raising Agents and Macro-nutrients. (Technology rotation)															
Technologies: Product Design	Design and make a chocolate bar POS display using one point perspective drawing (Technology rotation)								Design and make a chocolate bar POS display using one point perspective drawing (Technology rotation)								Design and make a chocolate bar POS display using one point perspective drawing (Technology rotation)								Design and make a chocolate bar POS display using one point perspective drawing (Technology rotation)								Design and make a chocolate bar POS display using one point perspective drawing (Technology rotation)															
Technologies: Textiles	Introduction to weaving techniques. Students will create a weaving inspired by Tammy Kanat. (Technology rotation)								Introduction to weaving techniques. Students will create a weaving inspired by Tammy Kanat. (Technology rotation)								Introduction to weaving techniques. Students will create a weaving inspired by Tammy Kanat. (Technology rotation)								Introduction to weaving techniques. Students will create a weaving inspired by Tammy Kanat. (Technology rotation)								Introduction to weaving techniques. Students will create a weaving inspired by Tammy Kanat. (Technology rotation)								Introduction to weaving techniques. Students will create a weaving inspired by Tammy Kanat. (Technology rotation)							

Academic year

- 27th November – ROA launch – parent letter, assembly, support packs
- 13th January – ROAs start
- 13th February – Results assembly
- 24th February- New streams
- 26th / 27th February – Parents evenings (ABA 26th, AGA 27th)
- 4th March – Year 9 options launch – assembly, information evening (provisional date)
- 8th April – Year 9 options form deadline
- 23rd April – End of year exams launch – parent letter, assembly, support packs
- 12th May - End of year exams start
- 1st July – Results and celebration afternoon
- 18th July- Last day of the year and into year 10!

Revision





Revision methods

- Seneca
 - Flash cards
 - Self-quizzing
 - Knowledge organisers
 - Subject revision guides
 - Mind maps
 - Oak National Academy lessons
-
- Revision is not: rereading and highlighting notes
 - If there is no struggle (deep thinking), nothing is changing in the long-term memory

How can I support my child's revision at home?

- Ask questions: what subject is on your revision schedule today? What is the specific focus of your English revision?
- Reminders: have you shown your History teacher your flashcards? Did you speak to your Geography teacher about that exam question you found difficult? You've done a lot of English revision this week, I'm sure your schedule had some Maths and Spanish on it too...
- Environment: a quiet space, free from distracting technology. A tidy work surface with revision resources organised by subject. Revision schedule up on the fridge or notice board.
- Get involved: your child will be writing their own quizzes or making their own flashcards and trying to retrieve information from memory while they revise, so it's easy to join in!

Homework

- English – Sparx Reader
- Maths – Sparx Maths
- Science, History, Geography, RE – Seneca
- French/Spanish - Language Nut – new for 2024 and we are aware of some teething issues

Homework

- <https://www.avonbournegirlsacademy.org.uk/curriculum/homework>
- Homework club available for all students break and lunch in AG11. After school Wednesday and Thursday in AG11. Any students struggling with online platforms can access support.
- Students need to login with Microsoft
- Sparx is adaptive to how students are getting on – helping too much can harm in long term!
- New MFL platform – homework support Wednesday after school BG27.

Homework detentions

Our homework detention policy states that homework that is not completed to a satisfactory standard or has not taken 60 minutes, will result in an after-school detention for 60 minutes.

A satisfactory standard is defined as:

- 80%+ score on Seneca (or as much as a student can attain in 30 minutes in Year 7 and 60 minutes in Years 8 – 11).
- 80%+ score on Language Nut
- 300+ Sparx Reader Points
- Sparx Maths Compulsory Sections completed to 100% before XP Boost Tasks

Kira Jupe- Assistant Principal (*Personal development*)

- Extra-Curricular
- Self-Reflection (Character Journal)
- Student Leadership Opportunities
- Trips & Visits
- PSHE
- Careers Provision

Kira Jupe- Assistant Principal (*Personal development*)

Extra-Curricular Monday

Club Name	Year Groups	Character Skills	Staff	Time	Place
EAL Club	All Years	Communication skills, community, building confidence	WGE	Lunch 1&2	AG5
SEND HW	All Years	Problem solving, organisation, persistence, resilience	SEND	15:30-16:30	LS1
Sparx Maths HW	All Years	Problem solving, organisation, persistence, resilience	Maths	Break, Lunch 1&2	AG8
World cultures/Diversity Committee	All Years	kindness & compassion, openness & tolerance	KKL	15:30-16:15	BU10
Band Academy	All Years	Listening, communication, teamwork persistence	DDA	15:30-16:30	AG34
Cultural Arts	All Years	self-development, creativity, openness & tolerance	BLA	15:30-16:30	BG25
Netball (Girls)	All Years	Resilience, Ambition, Teamwork	PE	15:30-16:30	PE
Ukulele & Guitar Ensemble	All Years	Creativity, communication, teamwork, persistence	VHA	15:30-16:15	AG33
Illustration & Concept Art	All Years	self-development, creativity, openness & tolerance	MSA	15:30-16:30	AU21
BTEC Health & Social Care catch-up	KS4	Academic, communication, organisation	EHV	15:30-16:30	BG24
BTEC Travel & Tourism catch-up	KS4	Academic, communication, organisation	EHV	15:30-16:30	BG24
Theatre Review	KS4 & KS5	Self-development, academic, communication	ADE	Lunch 1	USF 6:8
GCSE & A-Level Fine Art & Textiles	KS4 & KS5	Self-development, academic, communication	Art	15:30-16:30	BG18&1 9

Kira Jupe- Assistant Principal (*Personal development*)

■ Extra-Curricular Tuesday

Club Name	Year Groups	Character Skills	Staff	Time	Place
EAL Club	All Years	Communication skills, community & building confidence	WGE	Lunch 1&2	AG5
SEND HW	All Years	Problem solving, organisation, persistence, resilience	SEND	15:30-16:30	LS1
Sparx Maths HW	All Years	Problem solving, organisation, persistence, resilience	Maths	Break, Lunch 1&2	AG8
Tea Club L1	Y9 & 10	Openness & tolerance, wellbeing, communication, listening	SHH,DSM	Lunch 2	AU2

Kira Jupe- Assistant Principal (*Personal development*)

Extra-Curricular Wednesday

Club	Year Groups	Character Skills	Staff	Time	Place
EAL Club	All Years	Communication skills, community and building confidence	WGE	Lunch 1&2	AG5
SEND HW	All Years	Problem solving, organisation, persistence, resilience	SEND Team	15:30-16:30	LS1
Sparx Maths HW	All Years	Problem solving, organisation, persistence, resilience	Maths Dept	Break, Lunch 1&2	AG8
Big Questions	All Years	Openness & Tolerance, communication, listening	CSH/LKH	Lunch 1&2	AU18
Chess Club	All Years	Academic, problem solving, resilience	DSM/MSM/GG M	15:30-16:30	Library
Drama Club	All Years	Academic, organisation, persistence, problem solving	FCA	15:30-16:15	Drama Studio

Rugby (Boys)	Years 9,10,11	Teamwork, hard work & determination	TMA/ ATA	15:30-16:30	PE
Y10 Spanish Booster	Y10	Resilience, Ambition, Teamwork	SWL	Lunch 2	BU1
Sports Science/ BTEC	KS4	Organisation, hard work, resilience	RGA/DPA/AMA /CBA	15:30-16:30	BG5/ BG6
Cambridge Technicals	KS5	Organisation, hard work, resilience	MBA	15:30-16:30	USF
GCSE & A-Level Fine Art & Textiles	KS4 & KS5	Self-development, academic, communication	Art	15:30-16:30	BG18&19
Music Tech Club	All Years	persistence	VHA	15:30-16:15	AG35
Piano Club	All Years	Creativity, listening, persistence	VHA	15:30-16:15	AG35
AVB Pride Club	All Years	Openness & Tolerance, communication, listening	RGE	Lunch 1&2	AU11

Kira Jupe- Assistant Principal (*Personal development*)

■ Extra-Curricular Thursday

Club	Year Groups	Character Skills	Staff	Time	Place
EAL Club	All Years	Communication skills, community & building confidence	WGE	Lunch 1&2	AG5
SEND HW	All Years	Problem solving, organisation, persistence, resilience	SEND	15:30-16:30	LS1
Sparx Maths HW	All Years	Problem solving, organisation, persistence, resilience	Maths	Break, Lunch 1&2	AG8
Eco Committee	All Years	Wellbeing, problem solving, teamwork	SDE/AJE/LTE	Lunch 1&2	AU15
Musical Theatre Club	All Years	Teamwork, Self resilience, Confidence building	CNA/DDA	15:30-16:15	Drama Studio
Science club	All Years	Academic, problem solving, organisation	MOS	15:30-16:30	BG15
Computer Games Design/ Art	All Years	Creativity, Problem-solving, Resilience	NBI	15:30-16:30	BG26
REACH Club (Multi-sports) Girls	All Years	Resilience, Ambition, Teamwork	JRA/CMA	15:30-16:30	PE
Debate Club	Y9 - 13	Confidence building, enhancing spoken language	CHE	15:45-16:30	AG24
Football (Boys)	KS4	Resilience, Ambition, Teamwork	AMA	15:30-16:30	PE
Sports Science/ BTEC	KS4	Resilience, Ambition, Teamwork	DPA/ RGA/ BSA	15:30-16:30	BG5/ BG6
GCSE & A-Level Fine Art & Textiles	KS4 & KS5	Self-development, academic, communication	Art	15:30-16:30	BG18&19

Kira Jupe- Assistant Principal (*Personal development*)

■ Extra-Curricular Friday

Club	Year Groups	Character Skills	Staff	Time	Place
EAL Club	All Years	Communication skills, community and building confidence	WGE	Lunch 1&2	AG5
SEND HW	All Years	Problem solving, organisation, persistence, resilience	SEND	15:30-16:30	LS1
Sparx Maths HW	All Years	Problem solving, organisation, persistence, resilience	Maths	Break, Lunch 1&2	AG8
Racket Club	All Years	Teamwork, communication, hard work	PE	15:30-16:30	PE
Orchestra	All Years	Teamwork, listening, creativity	OLA	15:30-16:15	AG35
Art	All Years	Self-development, academic, communication	JDA	15:30-16:30	BG19
GCSE & A-Level Fine Art & Textiles	KS4 & KS5	Self-development, academic, communication	Art	15:30-16:30	BG18&19

Kira Jupe- Assistant Principal (*Personal development*)

- Character Journal
- Self-Evaluation
- Goal setting
- Top of the Pyramid People



Kira Jupe- Assistant Principal (*Personal development*)

- Trips & Visits
- Y8 & Y9 MFL Trip
- Y10 Austria Ski Trip
- Y10 Geography Field Trip
- Duke Of Edinburgh
- Winter, Spring & Summer Concert
- Fixtures & Competitions
- Y11 Berlin
- Y11 Art Trip
- Careers events, curriculum trips, creative arts

Kira Jupe- Assistant Principal (*Personal development*)

- Student Leadership Opportunities
- House ambassadors
- Tutor Reps
- Year Reps
- Eco Reps
- Diversity Committee
- Wellbeing Ambassadors

Kira Jupe- Assistant Principal (*Personal development*)

■ PSHE

<p>Y e a r 9</p>	<p>Developing assertive communication, clarifying values and strategies to manage influence.</p> <ol style="list-style-type: none"> 1. Consent 2. Relationship Expectations 3. Abuse and Harassment 	<p>Developing agency and strategies to manage influence and access support.</p> <ol style="list-style-type: none"> 1. Relationships and Sexual Health 2. Maintaining Sexual Health (STIs) 3. Contraception 4. Unplanned pregnancy 	<p>Developing assertive communication, risk management and support seeking skills.</p> <ol style="list-style-type: none"> 1. Rights in the Community 2. Relationship Boundaries - Friendships 3. Unwanted Contact 	<p>Developing agency and strategies to manage influence and access support.</p> <ol style="list-style-type: none"> 1. Managing Transition to Key stage 4 2. Managing Mental Health concerns 3. Aspirations for the Future 	<p>Developing respect for beliefs, values and opinions and advocacy skills.</p> <ol style="list-style-type: none"> 1. Stereotypes, Prejudice and Discrimination 2. Promoting diversity and equality 3. Fertility, Adoption and Abortion 	<p>Developing decision making, risk management and support seeking skills.</p> <ol style="list-style-type: none"> 1. Cancer Awareness 2. Drugs and Alcohol (Case study) 3. Gangs and Violent Crime
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Focus: Relationships, Physical & Mental Health

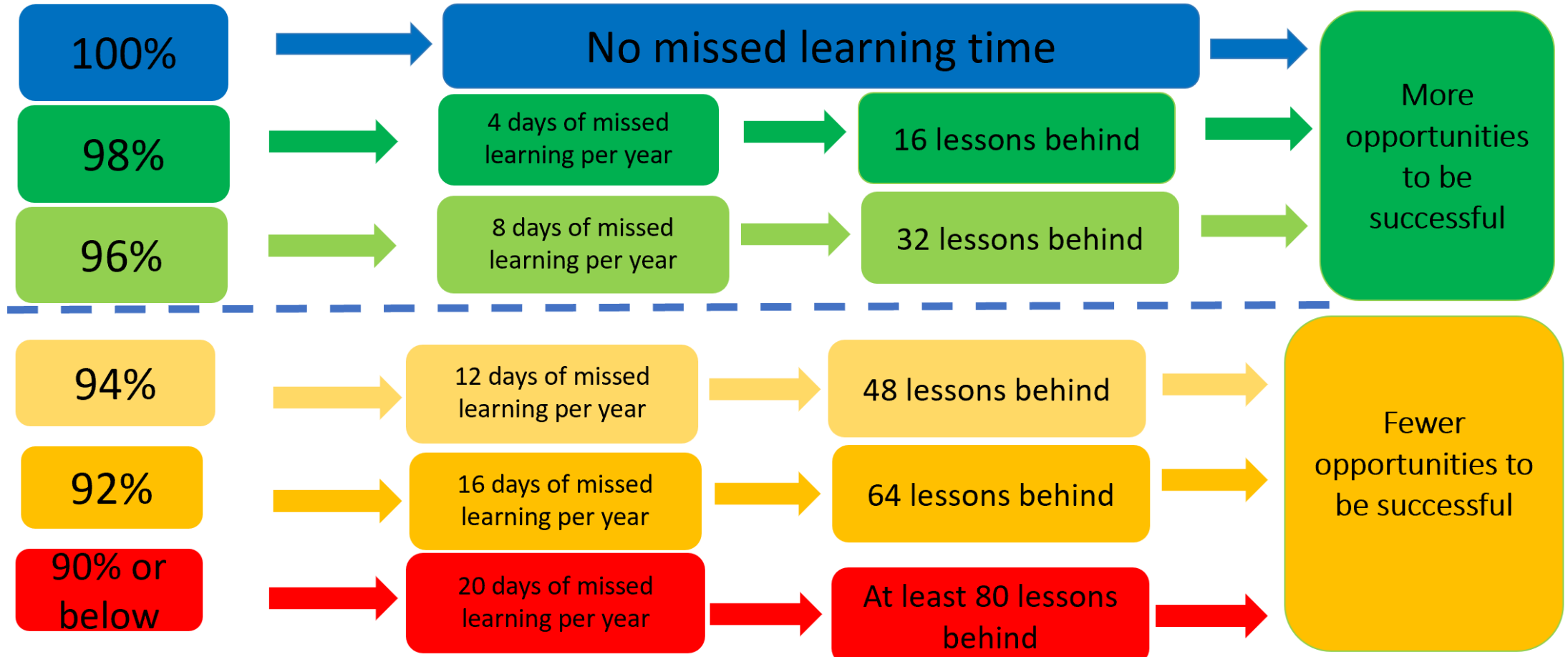
Kira Jupe- Assistant Principal (*Personal development*)

- Careers
- Taught and experienced in a variety of ways through tutor time programme, visits from local businesses, workshops and trips
- In Y9 1:1 interviews with a representative from JP Morgan
- Y10 work experience

Mr Gorvin- Attendance



Attendance at Avonbourne Academy



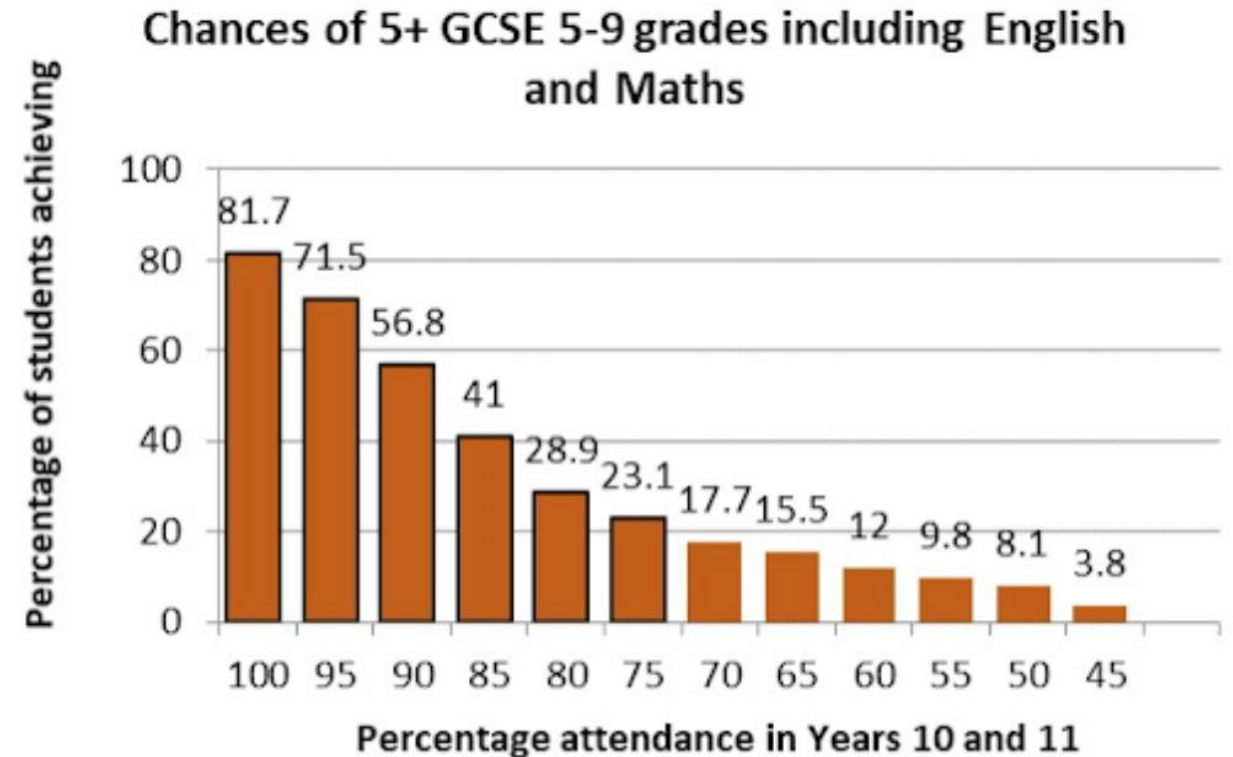
Attendance

Everyone should be aiming for at least 97% attendance.

If your child is not well enough to attend school then please ensure that you contact us to inform us. Communication is key.

Book medical appointments, check ups etc outside of the school day and if this is not possible then please ensure that your child attends school before and after the appointment. This is so that they do not miss out on learning time and opportunities within school.

Evidence from a Department for Education study shows a strong correlation between school attendance and GCSE success. The chart below illustrates this:



Mike Wood – Assistant Principal (*Behaviour & Culture*)

- Firstly, we are so **proud** of the class of 2029 for how they have settled into Year 9, and how many of them have conducted themselves this academic year.

1. I always try my hardest to learn to the best of my ability.
2. I take responsibility for my own behaviour. I always do as I am asked, the first time I am asked.
3. I am in the right place at the right time, doing the right thing.
4. I take pride in the timely completion of high quality, well-presented class and homework.
5. I take responsibility for my learning and the learning of others – this means I work well independently and within the team.
6. I respect others, their opinions and their personal space.
7. I always have the correct equipment, look smart and am ready to learn every day of every week.

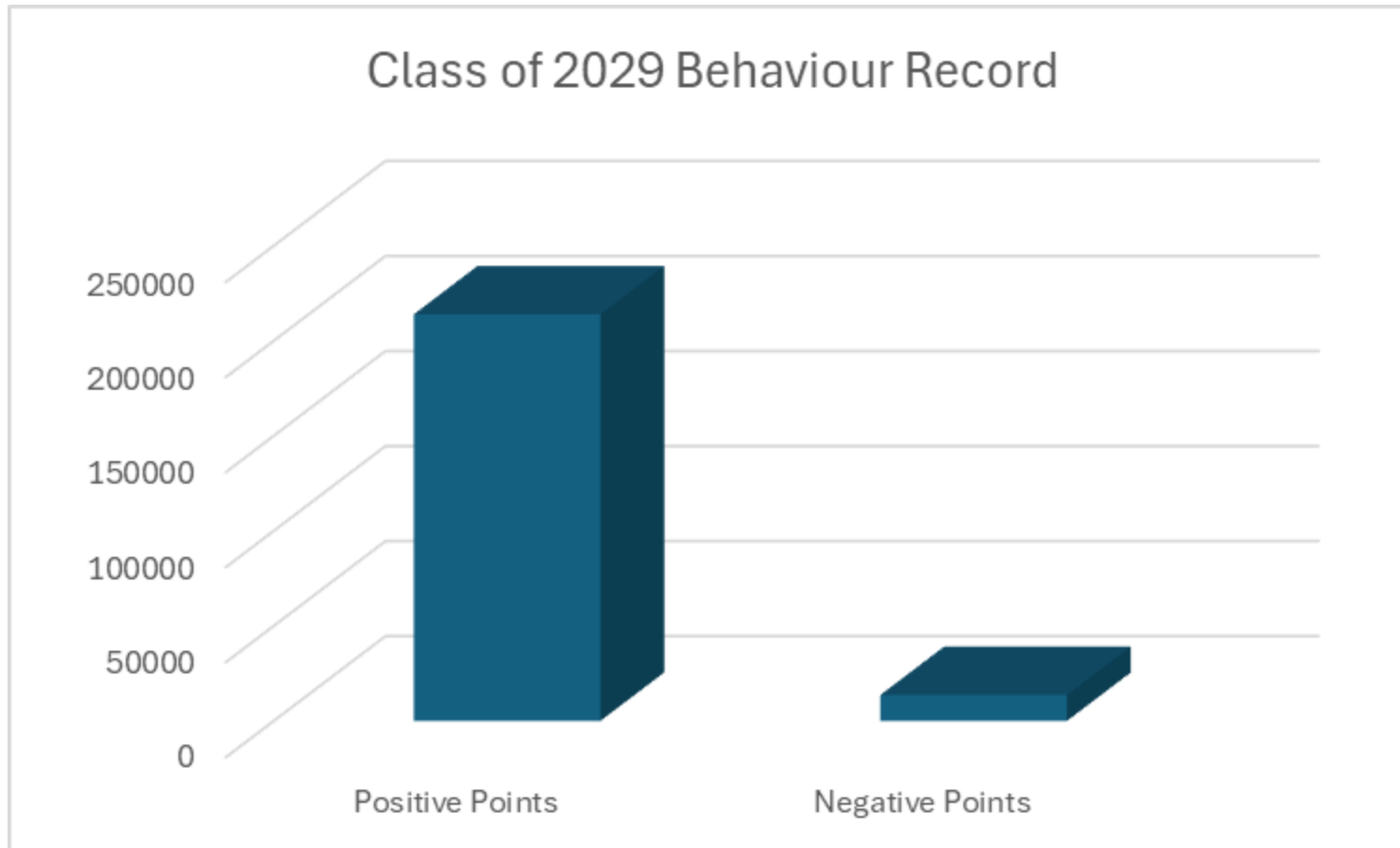
Avonbourne Way

Underpins our behaviour policy and forms part of our common language. This is what we narrate to students, to support them in understanding our expectations.

Mike Wood – Assistant Principal (*Behaviour & Culture*)

- Key focus for the year group has to be making the **most out of their opportunities**
 - Ensuring they are **on time** to lessons to maximise every minute
 - Students should take a **pride in their uniform**. They attend an outstanding academy, and should act as **role models** to the younger students
 - **Take accountability** for homework, conduct in lessons, uniform
 - Be a responsible member of the **community**

Mike Wood – Assistant Principal (*Behaviour & Culture*)



Overwhelmingly positive picture for the year group with a significant number more positive rewards than negative behaviour incidents across last academic year

Mike Wood – Assistant Principal (*Behaviour & Culture*)

Really important for us to work together with parents & carers to establish strong routines and relationships with our students to help them achieve their full potential.

Please support us by;

- Notifying the academy of any absence using the attendance email (attendance@avonbourneacademy.org.uk)
- Support us with sanctions especially for homework and punctuality.
- Support us with uniform
- Have open communication with us as if we work together we will be successful in removing barriers to learning and success. (classof2029@avonbourneacademy.org.uk)

MWH ATA behaviour/culture

Mr Taylor - Head of Year 9

Mrs Spicer – Pastoral Lead

Classof2029@avonbourneacademies.org.uk

48hour window for responses

Targets for the year

- Work hard
- Respect
- Be the best year group in the school!!!!!!