

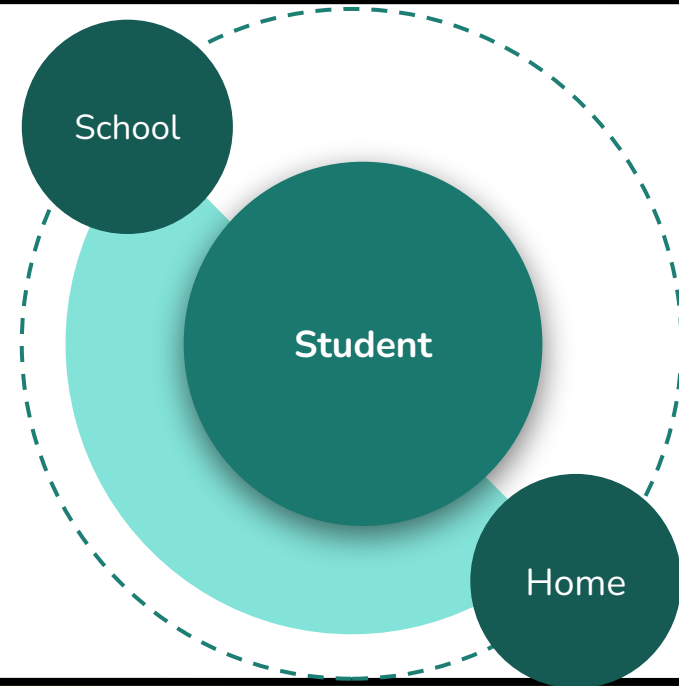
# Year 9 High Achieving Learners

Helena Connolly - Head of Year 9  
Tim Munro - Deputy Headteacher

## Working Together for Student Excellence

Overview of tonight's information evening:

1. Why your child has been invited and why we are doing this now
2. Mindset and motivation
3. Overview of the 8 week HA programme



**Learning - We learn together**

**Belonging - We belong to this community**

**Pride - We are proud of ourselves and each other**

**Ambition - We have consistently high expectations**

# Year 9 High Achieving Learners

## Recognising Potential, Supporting Success

Assessment banding 7 - 9 = future target grades

Early investment opportunity

**You've been selected because we believe in you – let's aim high together**



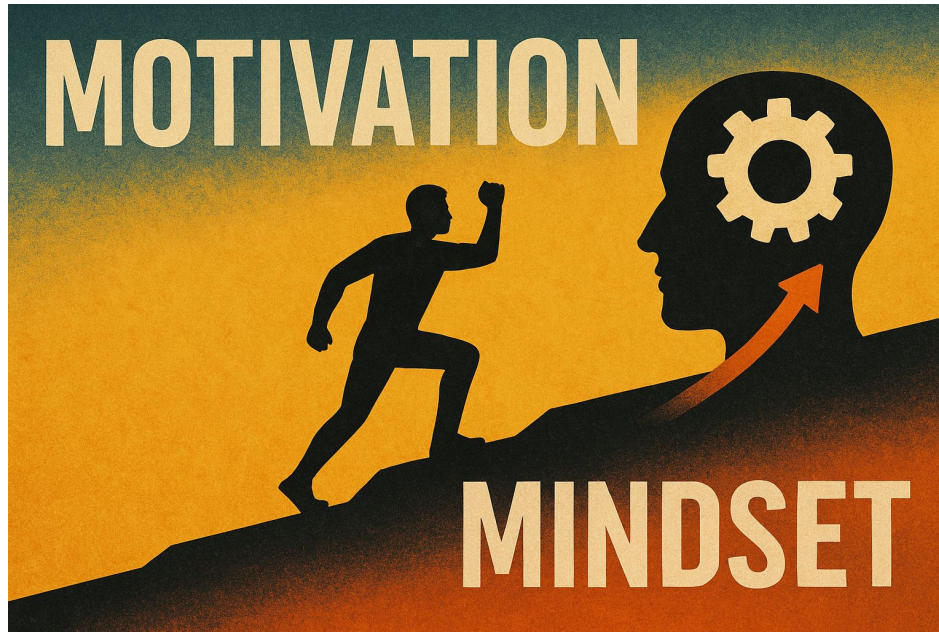
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# Year 9 High Achieving Learners



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# Year 9 High Achieving Learners

## Thinking traps

- Filtering
  - “My achievements are nothing”
- Black and white thinking
  - “It’s either a 9 or a fail”
  - “I don’t want to be seen to fail”
- Catastrophising
  - “It’s all going go wrong”



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# Year 9 High Achieving Learners

What are GCSEs/BTEC exams for?

- Make you feel bad?
- Catch you out?
  
- Demonstrate understanding
- Recognise learning



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# Year 9 High Achieving Learners

DESIRE CHALLENGES OBSTACLES EFFORT CRITICISM SUCCESS OF OTHERS

## FIXED MINDSET



## GROWTH MINDSET

Avoids challenges

Gives up easily

Sees effort as fruitless

Ignores feedback

Feels threatened by others' success

Embraces challenges

Persists through setbacks

Sees effort as a path to mastery

Learns from feedback

Finds inspiration in others' success



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# Year 9 High Achieving Learners

## Homework!

1. Find time to talk about how YOU respond to challenges! (and parents think about and share your own experiences)
2. Choose 1 change you can make to your motivation - and be accountable for it
3. Access our online study course: <https://www.hccs1978.co.uk/smart-learning> for some other next steps and to prepare
4. Talk to us!



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# Year 9 High Achieving Learners

Focused Support to Maximise Outcomes

Subject specific tasks to complete over 8 weeks

Use interim 2 to gauge stronger/weaker subjects

New KS4 subjects are also included

Year 9 HAL

Quick links  
+ Add link

Meet  
Generate link

Class code  
dfpcrho5

Announce something to your class

Helena Connolly (HCN) posted a new material: Preparation for GCSE Biology 12:59

Helena Connolly (HCN) posted a new material: Preparation for GCSE German 12:57

Helena Connolly (HCN) posted a new material: Preparation for GCSE Spanish 12:54



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## GCSE Drama - Preparation Homework Tasks



### Task 1 -

We explore the play 'Blood Brothers' by Willy Russell for the first term of Year 10. Here is a link to read the full play to get ahead of the game!

<https://irp-cdn.multiscreensite.com/b5cf95f0/files/uploaded/willy-russell-blood-brothers.pdf>

This task should be completed within 2 hours

### Task 2 -

Take a listen to some of the key songs from the play / musical

[https://www.youtube.com/watch?v=IS3KIN7-Mw&list=PL2TcM5u40NxYpO9zA\\_HG1HuZIKK1OSdN](https://www.youtube.com/watch?v=IS3KIN7-Mw&list=PL2TcM5u40NxYpO9zA_HG1HuZIKK1OSdN)

Consider the tone of the pieces, consider how the characters singing the songs are feeling. You could mindmap your findings.

This task should be completed in 1 hour.

### Task 3 -

Take a look at some clips of the play in action.

[https://www.youtube.com/results?search\\_query=blood+brothers+by+willy+russell](https://www.youtube.com/results?search_query=blood+brothers+by+willy+russell)

Consider what performance skills are being used - vocal, physical, spatial. Aim to write a list of what is meant by vocal, physical and spatial skills and then paragraph or two about one particular character's portrayal and what it reflected about their character / their situation and what it made you think / feel as an audience member.

### Task 4 -

Once you have read the text consider the following questions:

- Key characters - create a profile for each character focusing on their personality traits, appearance, key moments, consider what themes could be linked to each character
- What was happening in the UK and particular Liverpool where the play is set during the 1970s and 1980s - research the social and historical context, consider figures such as Margaret Thatcher and the impact she had on the working class

This task should be completed within 2 hours

In Year 11 we will go on a trip to the theatre to watch a live professional performance.

### Task 5 -

Please browse the slides and use the link featured within to a National Theatre production of Frankenstein with Benedict Cumberbatch portraying the lead role. Spend some time watching the performance and aim to write a paragraph or two about one particular character's portrayal and what it reflected about their character / their situation and what it made you think / feel as an audience member.

This task should be completed within 2 hours

[Frankenstein - Live Theatre](#)



## What will English look like at KS4?

### English language:

- Writing
  - Stories
  - Transactional and persuasive writing e.g. letters, articles
- Reading
  - Fiction comprehension
  - Nonfiction comprehension

### English literature:

- Poetry
  - Unseen poetry analysis
  - An anthology of 15 poems
- Plays
  - An Inspector Calls
  - Macbeth
- Prose
  - A Christmas Carol

## How can you prepare for English language?

- Read! Novels, articles, biographies... anything that interests you.
  - GCSE exams (not just English, all subjects) require an average reading age of 15 years and 7 months.
  - Use Accelerated Reader to quiz and check your comprehension skills.

## How can you prepare for English literature?

- Know the stories - read them, watch film adaptations.
- Use BBC bitesize to learn the contexts of the texts - think historical, social, cultural awareness.

## For both:

- Brush up on your terminology.
  - Check past key term lists!

## What will Maths look like at KS4?

### 3 Exam Papers

- Paper 1: Non-Calculator (/80)
- Paper 2: Calculator (/80)
- Paper 3: Calculator (/80)



A grade is given based on the score /240

## How can you prepare for Maths?

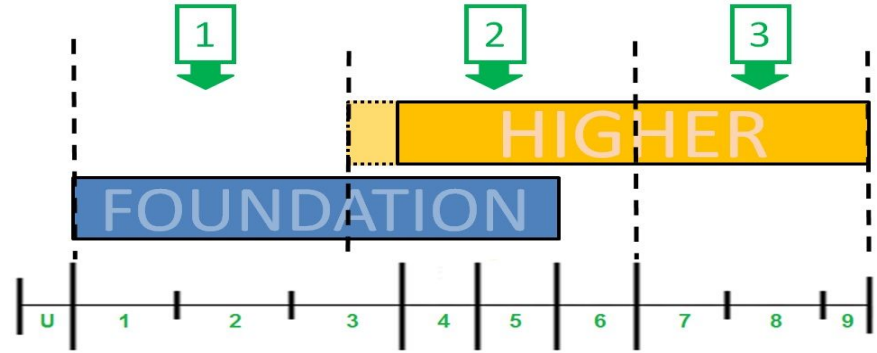
**DO MATHS!** Any practice at all is valuable practice. Practice builds fluency, confidence and familiarity. The more practice you do, the more likely you are to recognise a very similar question in an exam.

## Tier of Entry

**Higher:** Grades 9-3

**Foundation:** Grades 5-1

Tier of entry decisions aren't finalised until Year 11. These decisions are highly personalised and based on a variety of factors, including performance in assessments, ability demonstrated in lessons, approach to learning, stress/wellbeing management and future aspirations.



### **Average Grade Boundaries from 2017 - 2024**

Foundation	Total	1	2	3	4	5		
<b>Average (total raw)</b>	240	31	67	103	140	172		
Higher	Total	3	4	5	6	7	8	9
<b>Average (total raw)</b>	240	33	49	80	111	142	170	203

## How will doing Sparx homeworks help?

Your Sparx homework is comprised of 60% new content, and 40% consolidation. It is also delayed by a few weeks behind the content we teach in lessons. This is a key form of recall that is fundamental to fluency. There is a clear correlation between homework completion and performance in assessments.

## How do I revise for Maths?

3 weeks before each assessment, a revision list is posted on your google classrooms. RAG rate yourself against each topic, then begin to work through the allocated Sparx codes based on what YOU feel you need to work on.

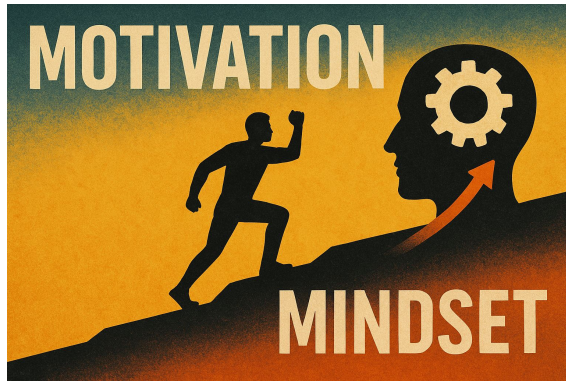
A	B	C	D	E
Y9 INT2 Revision List 2024 - 25	Current Status			
Topics	R	A	G	Sparx Codes
<b>Number</b>				
Fractions and mixed numbers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	U475
Roots and Powers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	U299
<b>Algebra</b>				
Graphs and Coordinates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	U741, U315, U669, U377
Solving Equations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	U325
Sequences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	U498
<b>Ratio, Proportion and Rates of Change</b>				
Ratio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	U687
<b>Geometry</b>				
Area and Perimeter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	U265, U351
Volume	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	U174
Circles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	U950, U373
Nets, Plans and Elevations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	U761
<b>Probability</b>				
Theoretical Probability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	U803, U510, U748

## How do I act on Feedback?

Using your purple action sheet containing your question and topic level break down, find the questions you missed or performed poorly on, and work through the Sparx videos and tasks. Any extra independent work you do on this will make a huge difference.

Questions	Topic	Score			Sparx Codes
			/		
1a	Division	1	/	1	U478, U127, U453
1b	Subtraction	2	/	2	U478, U127, U453
2a	Converting lengths	1	/	1	U102, U388
2b	Converting weight	1	/	1	U102, U388
2c	Converting metric to imperial	-	/	2	U102, U388
3a	Percentage shaded	1	/	1	U554, U881
3b	Fraction of Shape	2	/	2	U554, U881
4a	Rounding	2	/	2	U298, U657, U225
4b	Negative numbers	2	/	2	U742, U548
5a	Parallel lines	1	/	1	U121
5b	Coordinates	2	/	2	U121
6a	Square numbers	1	/	1	U751
6b	Square Roots	1	/	1	U851
6c	Powers of 2	0	/	1	U851
7a	Listing Outcomes	1	/	1	U104
7b	LCM	2	/	2	U751
8	Money Calculations	3	/	4	U478, U127, U453
9a	Two Way Tables	2	/	2	U981

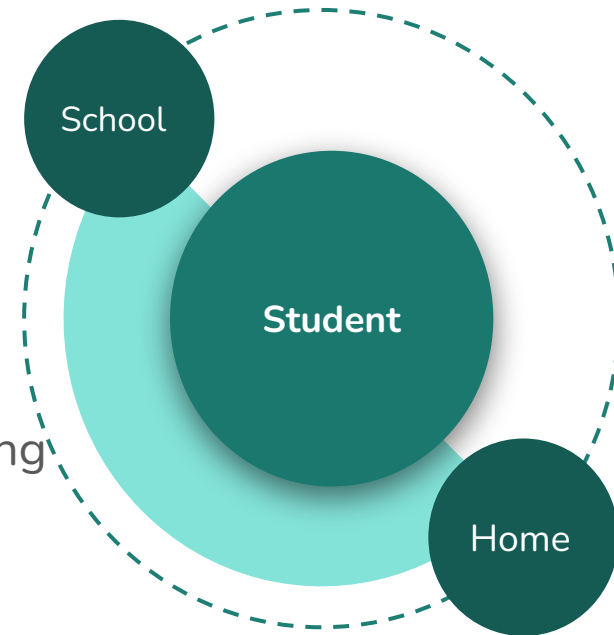
# Year 9 High Achieving Learners



Any questions?

Thank you for coming

We're excited for what's next.  
Year 9 has been just the beginning



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