

Upper School Team



Ms Camm - Director of Upper School

Mr Forsyth - Head of Year 9

Mrs Cooper - Welfare Manager

Miss Bowles - Welfare Manager

Email: year9team@hccs.info



We belong to this community

A positive start to the school year



We are really proud of your children:

- Building relationships with friends and staff.
- Focus and sharp starts to lessons
- Uniform standards.
- Focused mindset
- Make good choices



**We learn together
We belong to this community
We are proud of ourselves and each other
We have consistently high expectations**

Supporting your children to reach their potential

Your Year 9 Team



**Ms Joanne
Camm**

**Director of
Upper School**



**Mr Mike
Forsyth**

Head of Year 9



**Mrs Rachel
Cooper**

**Welfare
Manager**



**Miss Tara
Bowles**

**Welfare
Manager -
Friday**



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A positive home-school relationship

Talk to us

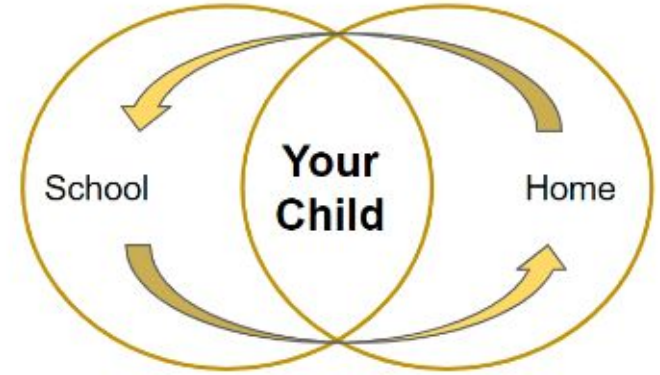
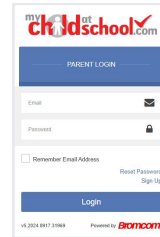
Trust us

Support us

Work with
us

How to support your child:

- Use positive language when you talk to your child
- Promote independence
- Let them talk about their day
- Listen more than advise
- Read your child's feedback regularly and frequently
- Celebrate their achievements - my child at school
- Speak to them about their behaviour choices
- Ask them what they need and support them



**Education is a shared commitment
between dedicated teachers, motivated
students and engaged, enthusiastic
families**

Learning - We learn together

Belonging - We belong to this community

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Supporting your children to reach their potential

Head of Year 9 - Mike Forsyth
Tutor Groups

Year 9	Group	Tutor	Room	Splits and notes
	9NH	Nadiia Holovchuk	M7	
	9LB	Laura Blackburn (Vicky Moore)	MU1	VMO on Mon and Fri
	9KC	Katherine Cheetham	E1	
	9RE	Rhys Edwards	M8	
	9KK	Katharine Katoroz-Jones	S8	
	9LF	Laura Fiddes	E3	
	9CP	Claire Parry (Nadean Sams)	B1	NSA does Mon
	9MS	Michael Swain	M4	



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The importance of the Group Tutor

- Ambassadors for the students.
- Build relationships with their tutees.
- Key link for communication between home.
- First point of contact for parents.



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The Options Process

Supporting you to make an informed decision

September October

**Information
Evening
11th Sept**

**Interim 1
24th October**

November

Careers
Fair

Presentations
from non KS3
GCSEs

December

Tutor
Coaching

Promotion of
GCSE Content
in lessons

Careers
Drop In

‘Personal
Development’
Sessions

January

**Interim 2
16th January**

**Options
Evening
22nd
January**

**Parents
Evening
29th January**

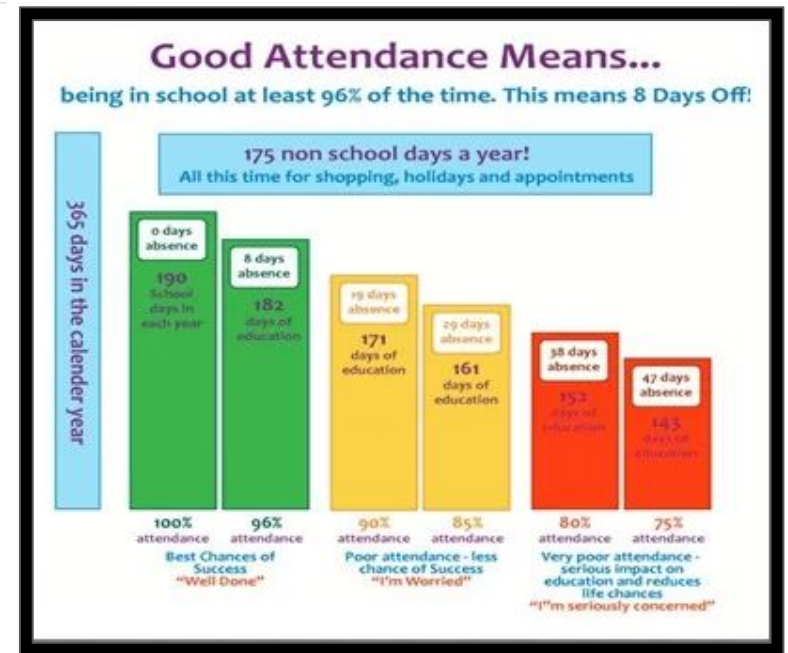
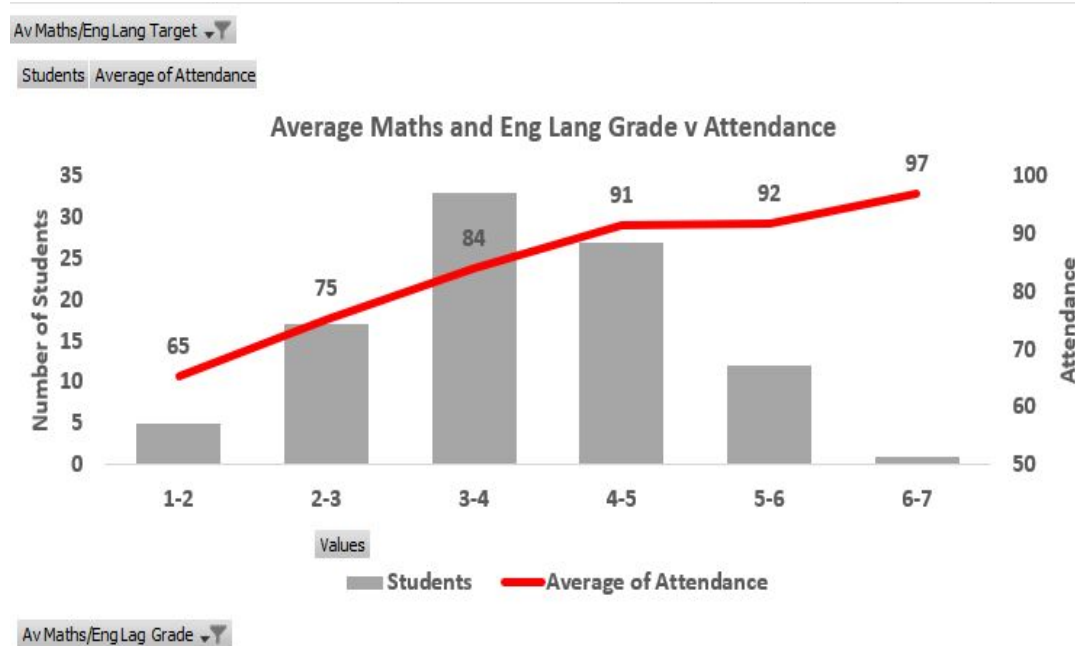
February

**Options
Deadline
12th February**

March

**Options
choices
will be
confirmed**

Attendance Matters



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Punctuality Matters

Turning up on time is an **expectation, not an option**

Lateness leads to missed teaching time, reduced focus on your work, **gaps in knowledge** which grow larger over time, all of which can lead to lower grades in the end.

It can also affect your motivation, confidence, and relationships with teachers and peers.

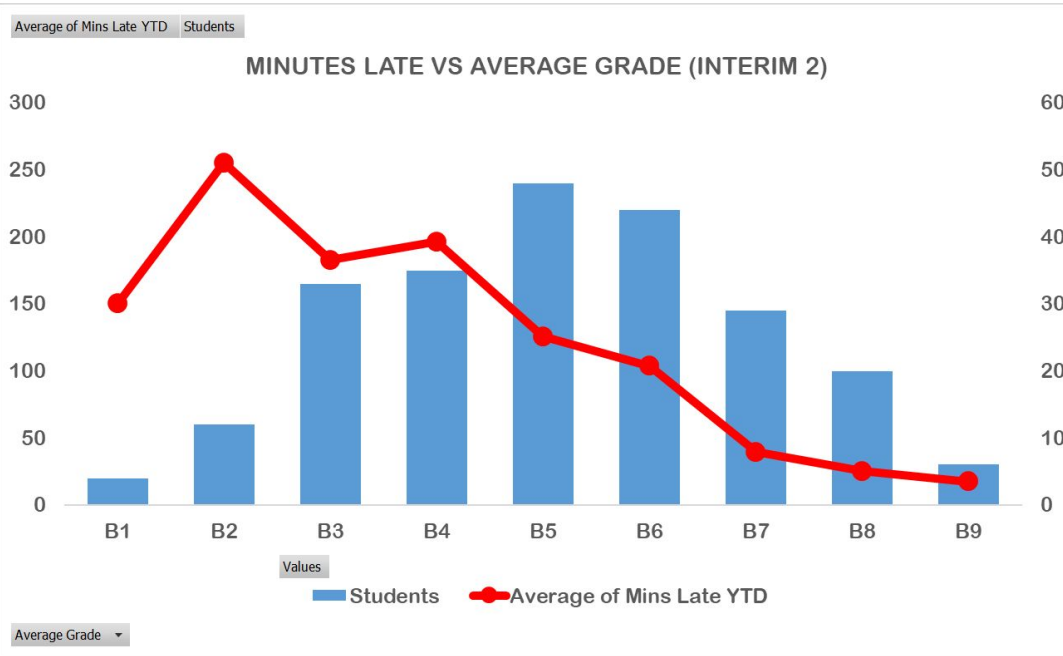
EVERY MINUTE COUNTS

MINUTES LATE PER DAY	EQUIVALENT OF MISSING	HOW MANY LESSONS THIS IS MISSED
5 MINUTES	3.4 SCHOOL DAYS A YEAR	17 LESSONS
10 MINUTES	6.9 SCHOOL DAYS A YEAR	35 LESSONS
15 MINUTES	10.3 SCHOOL DAYS A YEAR	51 LESSONS
20 MINUTES	13.8 SCHOOL DAYS A YEAR	69 LESSONS
30 MINUTES	20.7 SCHOOL DAYS A YEAR	104 LESSONS



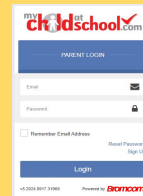
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Punctuality



- Clear correlation between lateness and average grade
- Engaged and punctual students more likely to achieve grades 7 to 9
- Reinforce the importance of punctuality at home.

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Curriculum Journey

Key Stage 3

Key Stage 4

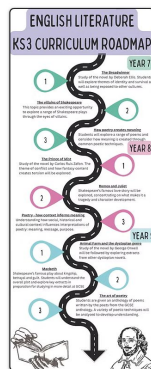
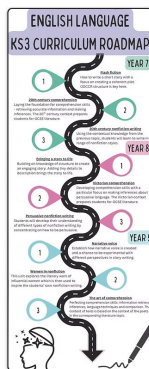
Key Stage 5

Assessment

Homework Policy

Subject Sheets

Key Stage 3 Roadmaps



MATHEMATICS Year 9 Curriculum road map

AUTUMN TERM
MEASURES OF LOCATION & SPREAD, INTERPRETING & REPRESENTING DATA.
STUDENTS WILL USE THE MEAN, MEDIAN, MODE AND RANGE.
STUDENTS WILL CHOOSE THE MOST APPROPRIATE AVERAGE, IDENTIFY OUTLIERS AND COMPARE DISTRIBUTIONS.
STUDENTS WILL DRAW AND INTERPRET PICTOGRAMS, BAR CHARTS, PIE CHARTS, LINE GRAPHS AND SCATTER GRAPHS, WORKING WITH CORRELATION AND LINES OF BEST FIT.
CHALLENGE: FIND THE MEAN FROM UNGROUPED/GROUPED TABLES.

HT1

HT2

AUTUMN TERM
EQUATIONS, INEQUALITIES & FORMULAE.
STRAIGHT LINE GRAPHS
STUDENTS WILL UNDERSTAND AND SOLVE EQUATIONS AND INEQUALITIES, INCLUDING HANDLING ON BOTH SIDES.
STUDENTS WILL SUBSTITUTE INTO AND REARRANGE FORMULAE.
STUDENTS WILL USE TABLES TO DRAW GRAPHS, WORKING WITH GRADIENTS, INTERCEPTS AND REAL LIFE GRAPHS.
CHALLENGE: INEQUALITIES WITH NEGATIVE NUMBERS, REARRANGE COMPLEX FORMULAE, WRITE AN EQUATION IN THE FORM $y = mx + c$.

SPRING TERM
TRANSFORMATIONS, USING PERCENTAGES
STUDENTS WILL USE LINE AND ROTATIONAL SYMMETRY.
STUDENTS WILL BE ABLE TO PERFORM AND DESCRIBE TRANSFORMATIONS OF SHAPES, INCLUDING TRANSLATIONS, REFLECTIONS AND ENLARGEMENTS.
CHALLENGE: FIND THE RESULT OF A SERIES OF TRANSFORMATIONS, ENLARGE A SHAPE BY A NEGATIVE SCALE FACTOR.

HT3

HT4

SPRING TERM
MATHS & MONEY, THREE DIMENSIONAL SHAPES
STUDENTS WILL SOLVE PROBLEMS INVOLVING BRACKETS, EAGLES, BILLS, BANK, SAVING, EXPENDING, BUDGETING & COMPARING WITH REAL PLANS & BUDGETS.
STUDENTS WILL BE ABLE TO DRAW SHAPES, WORKING WITH NETS, PLANS & ELEVATIONS, SURFACE AREA AND VOLUME.
CHALLENGE: FIND THE VOLUMES OF CONES, PYRAMIDS AND SPHERES, CONVERT BETWEEN UNITS OF VOLUME.

RELIGIOUS STUDIES KS3 CURRICULUM ROADMAP

Lost Part 1:
Building Communities

Lost Part 2:
The Origins of Beliefs

Lost Part 3:
Religious Practices

Sikhism
Beliefs & Practices of the Sikh faith.

Buddhism
Beliefs & Practices of the Buddhist faith.

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Knowledge Organisers

Year 8 Writing: Giving Life to a Story

Simile	A figure of speech that directly compares two unlike things using "like" or "as"
Metaphor	A figure of speech that directly compares two unlike things by stating that one is the other
Personification	Giving human attributes to inanimate objects, animals or abstract ideas
Mood	The feeling that a writer creates for the reader through word choice, imagery and setting.
Oxymoron	when two contradictory terms or ideas are combined to create a new meaning
Dialogue	An exchange between two or more characters in a literary work.
Plot	The sequence of events that make up a story.

My sister acts **like** a little monster



My sister **is** a little monster

How to personify

- Make it move or sound like a person
- Make it feel or think like a person - give it an emotion
- Make it look like a person - give it a human body part.

Verbs to personify

Beckon	Sing	Call
Chatter	Haunt	Grab
Weep	Dream	Intimidate
Tremble	Devour	Whisper

Sensory Imagery



Touch (*tactile*)



Sight (*Visual*)



Smell (*Olfactory*)



Taste (*Gustatory*)



Sound (*Auditory*)

"The gentle whoosh of waves breaking on the shore lulled him into a peaceful slumber."

Tiny Details

This refers to the small, subtle, and often seemingly insignificant pieces of information that an author includes in a text.

"She was nervous" =

"Her gaze flickered to the clock every few seconds, and she repeatedly smoothed the worn fabric of her skirt, though it was already

Year 8 Writing: Giving Life to a Story

Knowledge organisers help to summarise:

- Key terms
- Subject specific language
- Key content

The knowledge organisers will link into assessments.

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Will be assessed at the end of each unit:

- Please use the end of unit assessment schedule to support your child's independent learning.

[Year 9 assessment overview](#)

- Satchel One will be launched on 15th September (homework App) Google classroom still active for lesson content
- If you have any subject queries please contact the [subject leads](#).



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Interims - A Measure of Progress



Holmes Chapel Comprehensive & Sixth Form College



Holmes Chapel Comprehensive & Sixth Form College



Holmes Chapel Comprehensive & Sixth Form College

Week Beginning 01/09/25 will be Week 0



Our School



Key



Parents



Year 6 Transition



Curriculum & Assessment Overview



Key
Assessment
Dates

[Click here to access
information on our key
assessment dates](#)

Sixth Form
Interim
Glossary

[Click here to view our Sixth
Form Interim Glossary](#)

Key Stage 3 Interim Glossary

Interim 1

Bandings

Student Action Codes

Reading Assessments

Interim Glossary: Years 7,8,9

Achievement Points

Awarded to students for demonstrating good and effective learning behaviour in lessons and around school.

Behaviour Points

These are sanctions put in place for when behaviour or learning is inappropriate or a student fails to meet expected standards.

Attendance Expectations

At HCCS we consider attendance of utmost importance and are currently working in partnership with Cheshire East Local Authority. All students have a minimum attendance target of 98%. It is a legal requirement for a child to be present in school. You may be prosecuted if you do not give your child an education. You will normally get warnings and offers of help from the local council first.

98 – 100% Attendance	No of weeks of lost learning	Excellent! Keep it up!
95 – 97% Attendance	1-10 days of lost learning	Good. Can you reach 98%+?
90 – 94% Attendance	Between 2 and 4 weeks of lost learning	Becoming a cause for concern
85% Attendance	Almost 6 weeks of lost learning – 150 missed lessons	Poor attendance
80% Attendance	7 weeks and 3 days of learning missed – 200 lessons	Totally unacceptable. This is a serious



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Overcoming Challenges - Smart Learning



Holmes & Sixth Form



Holmes & Sixth Form



Holmes & Sixth Form

Week Beginning 01/

Our School

Parents

Year 6 Transition

Curriculum

Welcome to our Smart Learning and out of school. The best term you might want to decide with revision and recall (after)

There are so many myths about means they genuinely work

Thank you to Dan Conley at

OUR CURRICULUM
CLICK HERE

DURING LEARNING

Time for the main event - learning strategies, tips and techniques this advice. It's worth the risk

Knowledge Organiser

Flash Cards

REVISION & FOCUS APPS

There are plenty of apps available to help you revise and focus. Here are just three of the ones we recommend.



Revisely

Revisely - This app will turn any notes, cue cards, PowerPoint presentations, or knowledge organisers into multiple choice questions in seconds. For example, you can upload a knowledge organiser from Firefly and it very cleverly generates a quiz based on the knowledge organiser. It is great for testing knowledge retrieval.



Flora - Green Focus

Flora - This app helps you to minimise distractions and focus more effectively. Students typically find it very difficult to maintain concentration, but Flora has been shown to help students remain on task whilst revising. If you are someone who struggles focusing, or likes to procrastinate, then this is a fantastic app.



Adapt - Revision Planning

Adapt - This app will generate a revision timetable for you based on your subjects and exam boards. All you need to do is type in your subjects and the exam board that you are with, and it will give you a personalised timetable that will help you balance your revision over the next few months. It is often very difficult to work out a balanced and effective timetable for all of your subjects, but Adapt will do all of the work for you. It then gives you a daily to-do list of topics to study.



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A positive home-school relationship

8NH	nadiia.holovchuk@hccs.info
8LB	laura.blackburn@hccs.info
8KC	katherine.cheetham@hccs.info
8RE	rhys.edwards@hccs.info
8KK	katharine.katorozjones@hccs.info
8LF	laura.fiddes@hccs.info
8CP	claire.parry@hccs.info
8MS	mike.swain@hccs.info



**If you have any questions
for your child's form tutor
then please proceed to the
sixth form study area**



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How we will achieve this vision...

- By working together
- Through trust
- Through good habits
- Through determination
- Clear eye on a goal



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Thank you for coming

Any questions please complete this [form](#)

Next up: Options Evening 22nd January



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