



MAIDEN ERLEGH
SCHOOL

Year 9 Information Evening

Wednesday 20th November 2024



Aim High



Be Inclusive



Work Together

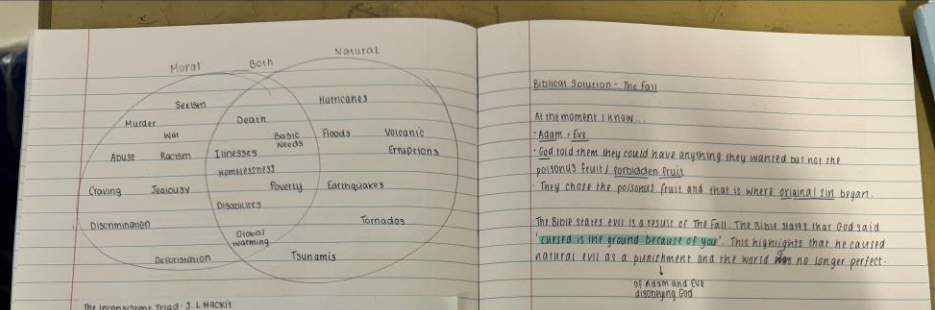


Settling into Year 9

“The engagement and motivation students have shown has been fantastic to see”

“Classes are making really good progress and they have stepped up to the challenge of year 9”

“The positive attitude amongst the group of students have allowed each class to be engaged with thier learning”



The Inconsistent Triad - J. L. Mackay

Biblical Solution - The Fall
 At the moment I knew...
 - Adam - Eve
 - God told them they could have anything they wanted but not the poisonous fruit / forbidden fruit
 - They chose the poisonous fruit and that is where original sin began.
 The Bible states evil is a result of the Fall. The Bible states that God said "created us in the ground because of you". This highlights that he created natural evil as a punishment and the world was no longer perfect.
 of Adam and Eve disobeying God

This is a flawed argument because it is inconsistent with God being just. Why would he punish us for the sins of two other people?

It is still relevant today as Christians get baptised to remove the Original Sin

Theoretical Solution - The Value of Suffer-Making

A theoretical solution was presented by John Hick who says God has a good reason for allowing evil to stay in the world, as it allows humans to develop their character. The Bible states "suffering produces perseverance". This illustrates that hard times make people stronger and it gets easier, evil has a purpose.

This is a convincing argument because the consequences will be positive as certain situations like doing daily on a test at school, can make people stronger and make them do better next time, helping to develop their good qualities.



Want to stop it either God isn't

stop evil either God t exist

19th November 2024

Los augos
 Positive: Simpatia, Graciosa, Divertida, Carinosa, Sensible, Trabajadora
 Negative: Perezoso, Aburrido, Nervioso, Tonto, Orgullosa, Prejuicio
 Alegre - Happy/Cheerful
 Raro - Weird
 Listo - Clever
 Generoso - Polite
 Egoista - Selfish
 Tonto - Silly
 Callado - Quiet
 Mentiroso - Liar
 Maleducado - Rude
 Simpatia - Friendly
 Graciosa - Funny
 Divertida - Fun
 Carinosa - Caring
 Sensible - Sensible
 Trabajadora - Hardworking
 Perezoso - Lazy
 Aburrido - Bored
 Nervioso - Nervous
 Tonto - Foolish
 Orgullosa - Proud
 Prejuicio - Prejudice
 Alegre - Happy
 Raro - Strange
 Listo - Smart
 Generoso - Generous
 Egoista - Egotistic
 Tonto - Foolish
 Callado - Quiet
 Mentiroso - Lying
 Maleducado - Rude

Salvation & Atonement: Thursday 12 November 2024 part d) practice

Eco week how?
 a) Outline three ways religious people treat the world to be stewards

One way is by reusing plastic bags.
 Or another way is by using electric cars.

A last way is by getting drinks in a reusable or recyclable cup.

Recycling, using less electricity / water, plant trees, walking instead of driving, turning lights off

Salvation - redemption from sin
 crime - an act against law
 sin - an act against god
 grace - God loves us even though we don't deserve it
 repentance - changing your acts and attitude in response to God.

Atonement is the only thing needed for salvation (12 marks)
 - redemption from sin

This question means... is being at one with God the only thing needed for forgiveness (and to go to heaven)

is atonement the only thing that is needed for salvation? Yes No
 Without the atonement (which was only possible due to Jesus' sacrificial death on the cross), forgiveness of sins would be impossible. This means there could be no salvation any other way.

The Bible encourages good deeds. It states 'faith without works is dead'. This means good actions are also needed for salvation, not just a relationship with Jesus.

The Nicene Creed emphasises the importance of the crucifixion. The Nicene Creed states Jesus died 'for us and for our salvation'. This exemplifies that the Crucifixion and our relationship with Jesus is the only action that leads to us being forgiven.

The Parable of the sheep and the goats shows the importance of helping others. It states 'The righteous to eternal life'. This demonstrates that those who do good deeds enter heaven, not necessarily only those who believe that Jesus is our saviour.

Due to the sins of Adam and Eve we all have Original Sin within us and the only way that is forgiveness for our relationship with God to be restored. This was only possible through the crucifixion, which demonstrated atonement (us being at one with God again).

Atonement must be accompanied by faith and repentance, so atonement is not enough. Christians must also have complete faith in God and say sorry for their sins.

This is (valid / convincing / persuasive) (flawed / weak / unconvincing)

1. This argument is flawed because it contradicts the Bible when it states 'God is love'. By not accepting those into heaven who didn't have an opportunity to believe in Jesus this would make him unbeneficent and go against scriptures.

2. This is a convincing argument because it is consistent of world religions.





Key Contacts

Mr Bryant (Head of Year)

9M1 Tutor – Mr Flynn

9M2 Tutor – Mr Animashaun

9M3 Tutor – Mrs Brink and Mrs Diaz

9M4 Tutor – Mrs Nottage and Mrs Brogden

9M5 Tutor – Mr Smith

9E1 Tutor – Mrs Cato

9E2 Tutor – Mr Owino

9E3 Tutor – Mrs Peduru

9E4 Tutor – Miss Ratcliffe

AHT Year 9 – Mrs Bhadye and Mr Stewart



PARENTS

HOME > PARENTS > INFORMATION FOR PARENTS > HOW TO SUPPORT YOUR CHILD

IN THIS SECTION

HOW TO SUPPORT YOUR CHILD

Maiden Erlegh School's Learning Journey

“Success is a journey, not a destination.” - Arthur Ashe (1943-93), Tennis champion.

All students are on a learning journey which they will continue all the way through their adult lives. For most of our students, Maiden Erlegh School will accompany them for seven years of that journey.

In order that that journey is stimulating, enjoyable and successful for all our students we ensure that:

- students have access to curriculum pathways and a broad range courses appropriate to their strengths, needs and aspirations



HOW TO SUPPORT YOUR CHILD

MAKING THE MOST OF PARENTS
EVENINGS

ASSESSMENT & REPORTING AT
MAIDEN ERLEGH

WRAPAROUND AND HOLIDAY
CHILDCARE

EXTRA-CURRICULAR ACTIVITIES



PARENTS

HOME > PARENTS > LETTERS FOR PARENTS > YEAR GROUP LETTERS > YEAR 9

IN THIS SECTION

YEAR 9

All letters regarding Year 9 students for the current academic year (Sept 2024 – July 2025) will be available here.

Relevant parents will be notified of the addition of letters by email.

YEAR 7-11 – ATTENDANCE LETTER – NOVEMBER 2024

 PDF FILE



YEAR 7-11 SCHOOL EXPECTATIONS LETTER – OCTOBER 2024

 PDF FILE



YEAR 9 – INFORMATION EVENING – OCTOBER 2024

 PDF FILE

YEAR 7

YEAR 8

< **YEAR 9**

YEAR 10

YEAR 11

YEAR 12

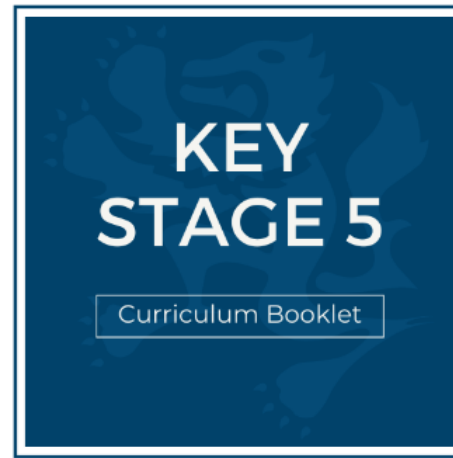
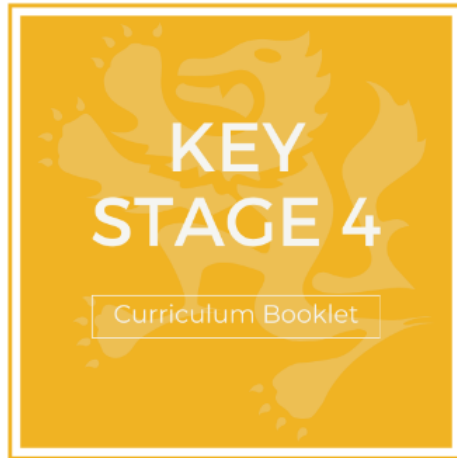
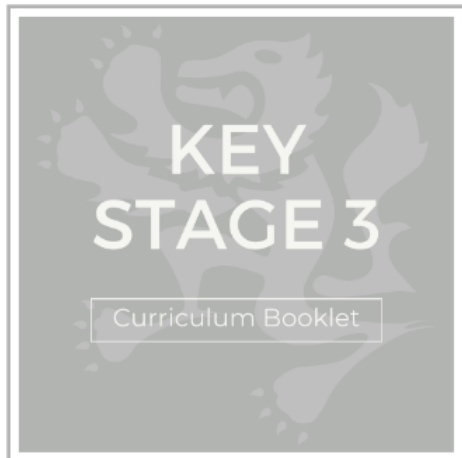


Curriculum guidance and resources



CURRICULUM BOOKLETS

Please find each Curriculum Booklet for 2024/25 below;



CURRICULUM STATEMENT 2024
-2025

CURRICULUM BOOKLETS

LEARNING, TEACHING AND
ASSESSMENT

SUBJECTS

LITERACY AND NUMERACY

PERSONAL DEVELOPMENT

HIGHER ABILITY AND GIFTED



Google classroom

The screenshot shows the Google Classroom interface. At the top, there is a navigation bar with a hamburger menu, a profile icon, and the word "Classroom". On the right side of the navigation bar, there are icons for a plus sign, a grid, and a red circle with the letter "S".

The left sidebar contains the following navigation options:

- Home
- Calendar
- Teaching
- To review
- GCSE PE Year 11B- Thwaite... PE Theory & Practical
- Year 9 Pastoral Group 24-25 Mr Bryant
- 10C GCSE PE 24-25
- CamTech Sport 2024-26 Mr Pringle & Mr Bryant
- Year 9 Personal Developm...
- CamTech Sport 2023-2025

The main content area displays four assignment cards in a 2x2 grid:

- GCSE PE Year 11B- Th...** (PE Theory & Practical): Due today. Fitness retesting - PEP. 23:59 - What do you think your practical spo...
- Year 9 Pastoral Group...** (Mr Bryant): Due Monday. Christmas card competition.
- 10C GCSE PE 24-25**: Due Friday. PEDs videos and questions.
- CamTech Sport 2024...** (Mr Pringle & Mr Bryant): Due tomorrow. LO3 work Lesson 1 and 2.



Assessment Week

- **Monday 12th till Friday 16th May 2025**
- Students will be provided with content information in advance of their assessment
- Information published on google classroom from class teacher.
- Guidance on 'how to revise' from staff and published on the year group google classroom.



Bromcom – MCAS app

- **My child at school app**
 - Attendance information
 - Student timetables
 - Behaviour tracking
 - Access to student data
-
- Student access
-
- If you have any issues with the app please email:
mesmcas@maidenerleghtrust.org

my  **childschool.com** ✓



MyChildAtSchool 4+
Bromcom Parent Portal
Bromcom Computers Plc
Designed for iPhone
#12 in Education
★★★★★ 4.3 • 22.2K Ratings
Free



Attendance

95%	=	47 LESSONS MISSED EACH YEAR 8 days in total or 1 week and 3 days
90%	=	95 LESSONS MISSED EACH YEAR 16 days in total or 3 weeks and 1 day
85%	=	142 LESSONS MISSED EACH YEAR 24 days in total or 4 weeks and 4 days
80%	=	190 LESSONS MISSED EACH YEAR 32 days in total or 6 weeks and 2 days

Attendance	Effect on Results (per GCSE or equivalent)
96 – 100%	+1.4
92 – 95.9%	-0.7
90 – 91.9%	-1.5
85 – 89.9%	-1.9
80 – 84.9%	-2.7
0 – 79.9%	-3.3



Mental Health and Emotional Support



General Support and
Guidance



Anxiety



Child Bereavement/
Traumatic Events



E-safety



Low Mood and
Depression



Mental Health



Self Harm



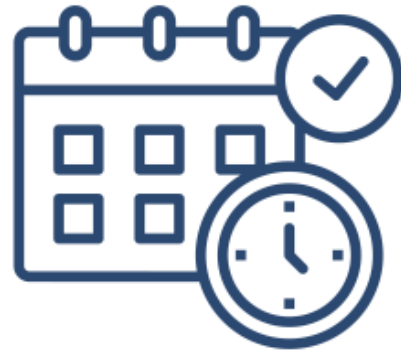
LA Parent Helpline Links



What is coming up in Year 9?



Key Stage 4 courses



Refined timetable



Assessment week



A new tie!



Opportunities
for new friends



New study skills



New teachers



A chance
to re-set



Becoming Key Stage 4 ready: Independent Learners

Readiness (Motivated):

- Involved
- Active
- Desire to succeed, even if difficult
- Recognise the skills and learning, willing to try
- Seize opportunity





Becoming Key Stage 4 ready: Independent Learners



Resilience:

- Take risks with learning
- Make mistakes as part of finding out
- Keep going
- Problem-solving
- Try different ways when stuck
- Self-belief



Becoming Key Stage 4 ready: Independent Learners

Resourceful

- Use own skills, creativity, knowledge and resources around you
- Share ideas and learning
- Research more
- Be an active part of your group and collaborate
- Summarise and communicate effectively





Becoming Key Stage 4 ready: Independent Learners



Reflective:

- Think for yourself about your learning and learning experiences
- What you need to succeed and improve
- Share and link ideas
- Ask questions and evaluate
- Learning to learn
- What next?



GCSEs: Most Common KS4 qualification

General Certificate of Education

- They give young people an insight into various subjects and help them to find which ones they are interested in.

- They provide consistency to learning and examinations and give all pupils a level playing field.

- They help pupils to develop life skills, such as communication, time management, organisation, problem-solving, etc.

- They provide young people with an essential foundation for further education, work and adulthood.

- They increase the chances of getting good jobs with decent earnings, as employers view them favourably, especially English and maths.

- They give pupils a good indication of how well they would do if they decide to do further qualifications, such as A Levels.



New vs Old Grades:

Department for Education

GCSE Grading	
New Grading Structure	Old Grading Structure
9	A*
8	
7	A
6	B
5	
4	C
3	D
2	
1	E
	F
	G
U	U

Standard Pass →



Curriculum: Year 9

Subject	Periods (per fortnight)
English	8
Maths	6 (8 in every other year)
Science	8
PE	4
RP	6
Personal Development	2
Option A	4
Option B	4
Option C	4
Option D	4



Key Stage 4 Courses: Top Tips for Parents

Communication

Encouraging
Independence

Positive Study
Environments

Study vs Leisure

Time
Management

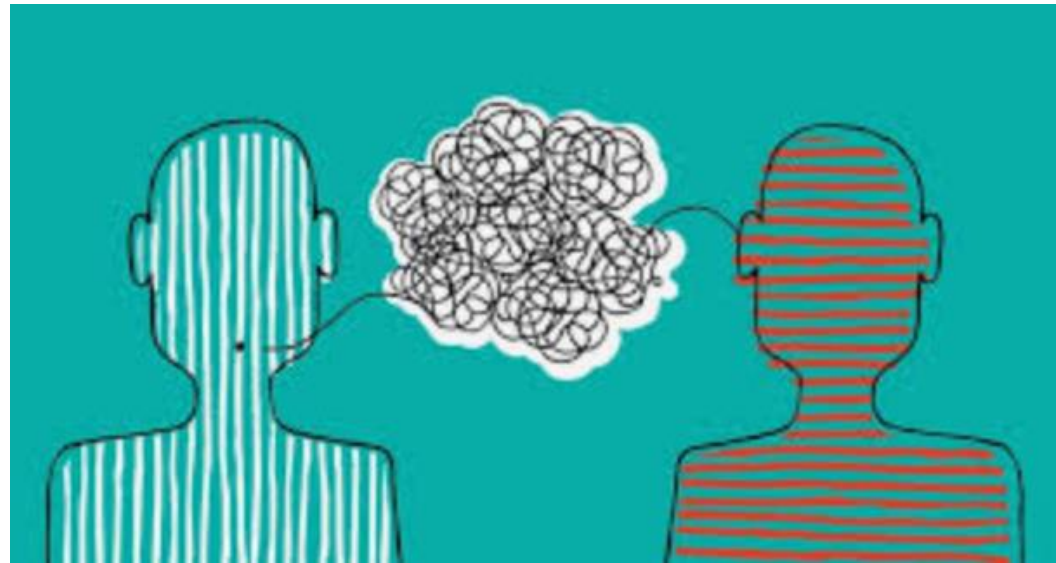
Managing Stress



Communication

Open and honest communication:

- Helps ensure student voices are heard
- Can help understand student feelings
- Helps avoid misunderstandings and conflict



Why so important now?

- Academic goals being developed
- Deadlines
- Struggles: stress; time management; revision; exam prep

How to achieve this?

- Set aside time
- Use open questions – how is study going?
- Avoid distractions
- Share experiences



Encouraging Independence

Independent learning is where pupils take control, have ownership and are responsible for their own learning.

It helps:

- Give a sense of autonomy
- It enables them to work at their pace
- It develops crucial skills: problem-solving; critical thinking; self-confidence; resilience



How to achieve this?

- Talk to them about it
- Provide them with an environment, resources and routine

- Avoid micromanaging where possible
- Support them in planning the route to achieve their goals and encourage them to speak to their staff for help
- Positive reinforcement to acknowledge the process as well as the prize
- Don't be afraid if mistakes are made – help them see the value of persevering



Positive Study Environment

A **positive study environment** is calm, organised and well-lit.

It is not about having the most expensive resources money can buy!

How to achieve this?

- Have a dedicated area at home
- Ensure they have the resources they need: revision guides; access to Google Classroom; equipment.
- Pupil Premium students – please get in touch if there is something you need!
- Minimise distractions – phone / social media especially





Study vs Leisure



Studying for GCCEs is demanding – especially approaching PPE and examination periods. But balance is important.

How to achieve this?

- regular breaks
- time-off
- participation in leisure activities / hobbies



These:

- Improve mood and increase motivation
- Helps learn self-management



If students do not take time for themselves, it can result in:

- tiredness, fatigue and stress
- 'burn-out' / mental exhaustion
- difficulty retaining information



Time Management

Effective **time management** will truly help students managing Key Stage 4 period.

How to achieve this?

- Organising study materials, so time is not spent looking for key equipment and books
- Setting goals – especially surrounding timings of tasks



- Establishing revision plans for assessment weeks / PPEs – if students do not know how to revise for a subject, ask them to speak to their teacher/s
- Take regular breaks
- Time management tools can help, such as planners, to-do lists, apps, google classroom deadlines, etc.



Managing Stress

“Stress is the body's reaction to feeling threatened or under pressure”

Studying for GCSEs can put a lot of pressure on young people. It is a big step up in Year 9.

Common sources of stress:

- Feeling unprepared
- Concern about what exams will feel like
- Pressure from various angles
- Worry about not performing well enough



Watch out for:

- Taking insufficient breaks
- Avoidance
- Lack of motivation and concentration
- Self-neglect and poor sleep
- Not enjoying activities they used to
- Loss of appetite or over-eating
- Struggling to make decisions
- Low mood / negativity
- Doubting themselves
- Overly-emotional
- Complaints of nausea / dizziness / headache



Managing Stress

How to achieve this?

- Helping them set realistic goals
- Good communication to ensure they feel they can talk about how they are feeling
- Ensuring they are eating healthily.
- Getting plenty of exercise and time away from studies
- Supporting preparation in revision phases
- Reminding them to get plenty of sleep

Ask for help if you / they need it – we have access to lots of support in school and want what is best for your child.





Year 9 Information Evening

Wednesday 20th November 2024

- At the end of the evening, please scan the QR code shown to you.
- Opportunity for feedback
- Opportunity to ask any questions

https://docs.google.com/forms/d/e/1FAIpQLSfCO3Cs4aJfvDcPUP3PFoiC3ZlrkYFOKZIV81_uTKzQkF2ziA/viewform





Core Subjects Information – Heads of Departments

<u>TIMINGS</u>	<u>Red A</u>	<u>Red B</u>	<u>Green A</u>	<u>Green B</u>	<u>Blue A</u>	<u>Blue B</u>
7:15–7:25	Eng A, L10	Eng B, L1	Maths A, L9	Maths B, L2	Sci A, L8	Sci B, L3
7:30–7:40	Maths A, L9	Maths B, L2	Sci A, L8	Sci B, L3	Eng A, L10	Eng B, L1
7:45–7:55	Sci A, L8	Sci B, L3	Eng A, L10	Eng B, L1	Maths A, L9	Maths B, L2



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English at GCSE

What to expect in Years 9 to 11



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Work Together

Which GCSEs we study.



All students are taught at higher tier.

All students are entered for both English Language and English Literature.

We provide revision resources in our own GCSE English Revision Google classroom.

Setting in Year 9

Bands 1-3 based on Year 8 unit assessments and DCPs.

All study the same curriculum.

Band 3 classes are smaller and there are slightly fewer poems etc.

Our Curriculum Year 9



Year 9

We study GCSE skills (not content).

We study:

- A novel
- poetry
- short stories
- Romeo and Juliet



Students will also write both creative and non-fiction texts.

Support your child in English in Year 9

- Regular reading at home.
- All targets to improve are in their exercise books.
- Support your child's literacy: spelling, punctuation and grammar.
- Extend their vocabulary (reading, documentaries, conversation).
- Cultural capital: cinema and theatre, museums etc.

Setting in Year 10– 11

Students are banded in Year 10 and stay in these classes to the end of Year 11.

All students study both GCSEs and are entered for higher tier.

Band 3 - smaller classes so more individual attention.

We achieve grades 7+ across ALL 3 BANDS.

Our Curriculum Year 10



Students need their own copies of:

- An Inspector Calls
- Macbeth

We also study:

- speeches
- English Language Paper 1
- unseen poetry
- anthology poetry.

2 PPEs:

- English Literature Paper One
- English Language Paper One



Our Curriculum Year 11



Students need their own copies of a 19th century novel. Their class teacher will tell them if it is:

- A Christmas Carol OR
- Jekyll and Hyde

We also study:

- English Language Paper 2
- Revision for both GCSEs

There are 2 PPEs:

- English Literature Paper Two
- English Language Paper Two

Support your child in English during Years 10–11

- Encourage them to read and re-read the set texts as well as keeping up with wider reading.
- All targets to improve are in their exercise books.
- Use Edexcel revision guides if they need/want them.
- Make sure they use the Edexcel resources in our Google Classroom.
- Make sure they revise regularly. They should start revision at least 3 weeks before the PPEs and at least a term before the final GCSE.



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Maths at GCSE

What to expect in Years 9 to 11



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Work Together

How can you help?

In this session we are going to cover:

- Having a positive attitude towards mathematics
- How you can support their learning in lessons
- How you can support revision and everyday good habits

Having a positive attitude

Please always talk about mathematics with a positive attitude!

If your child says 'I can't do it' please encourage them with 'You can't do it **yet** but you will be able to do it with practice'



Supporting your child

Encourage your child to sort problems and gaps in their knowledge as soon as they arise.

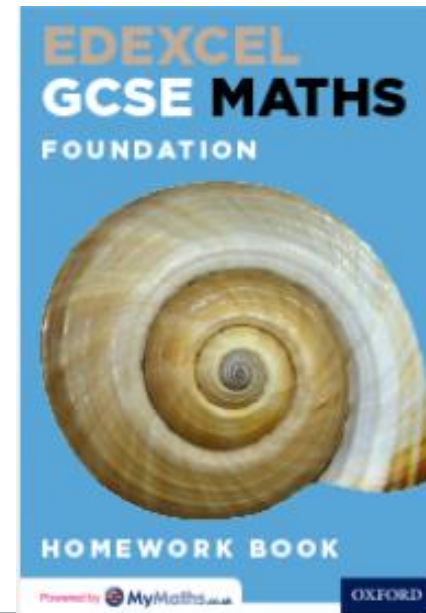
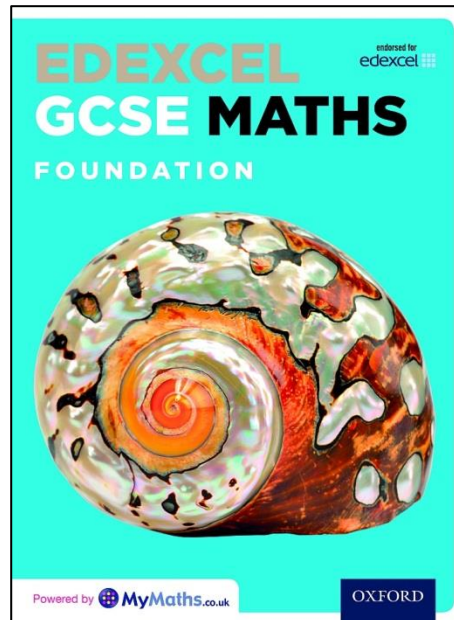
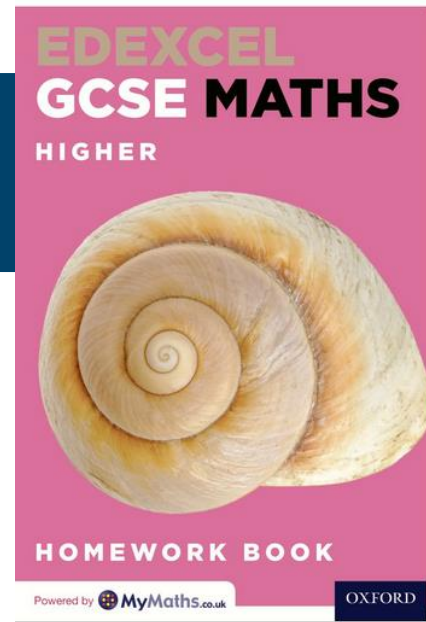
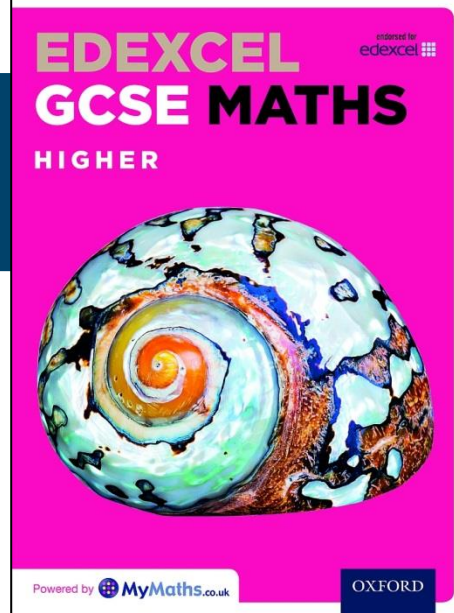
To do this they could:

- Get help from you if you can support.
- Make an appointment with their teacher.
- Use an online resource such as SPARX, mymaths, Kerboodle (textbook) Corbettmaths or Maths Genie.

Textbook (Kerboodle)



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All text books
are available
on Kerboodle.

Student feedback

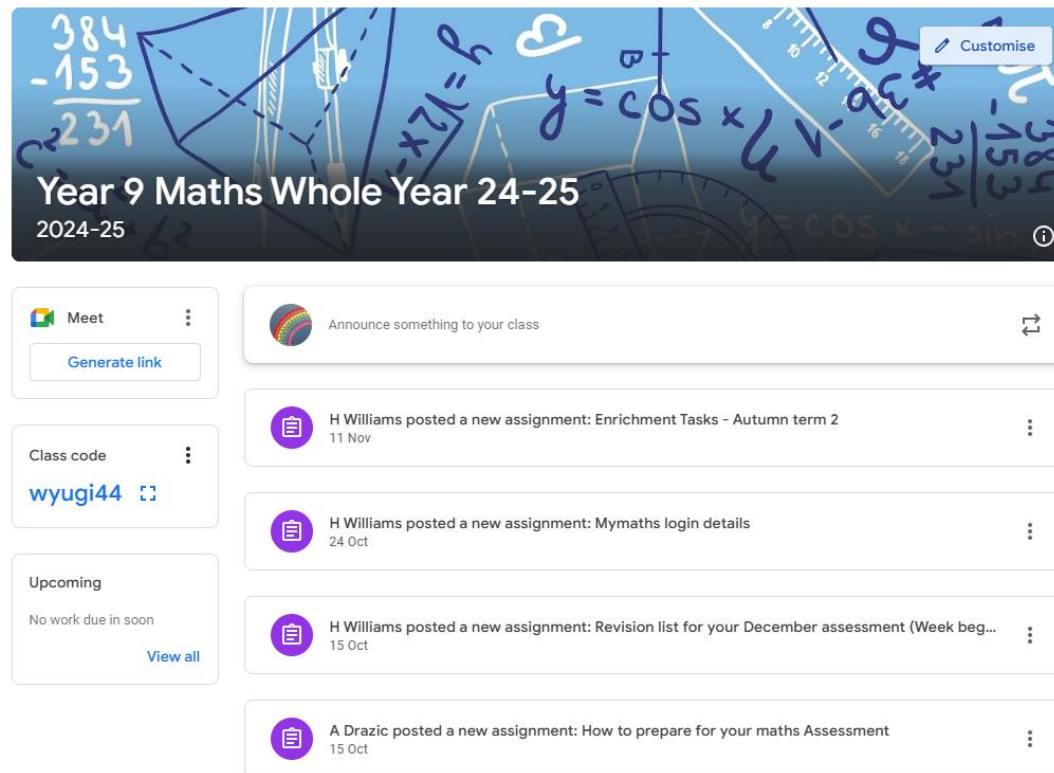
DIRT:

7H Working in 2D	Focus
1) Measure line segments and angles accurately. Shadow Q10 MyMaths – Textbook P149 Q1	<input type="checkbox"/>
2) Use scale drawings and bearings. Shadow Q10 MyMaths 1086, 1103, 1117 Textbook P133 Q9, P149 Q1	<input type="checkbox"/>
3) Calculate the areas of triangles, parallelograms, trapezia and composite shapes. Shadow Q1, Q2, Q3 MyMaths 1108, 1128, 1129 Textbook P137 Q8	<input type="checkbox"/>
4) Describe and transform shapes using reflections, rotations, translations (described as 2D vectors) and enlargements (including fractional and negative scale factors). Shadow Q4, Q5, Q6, Q7, Q8, Q9, Q11 MyMaths 1099, 1113, 1115, 1125, 1127 Textbook P149 Q4 & Q5	<input type="checkbox"/>
5) Identify what changes and what is invariant under a combination of transformations. Shadow Q MyMaths – Textbook P149 Q6	<input type="checkbox"/>

Supporting revision and good habits

SPARX homework is set every week. Students are expected to score 100%.

There is a whole year group Google Classroom where students can find any useful revision recourses and important information. An enrichment homework is set here every half term.



The screenshot shows a Google Classroom interface for a class titled "Year 9 Maths Whole Year 24-25". The header features a blue background with mathematical diagrams and equations, including a subtraction problem (384 - 153 = 231), a coordinate plane with a line $y = \sqrt{2}x - 9$, and a cosine wave $y = \cos x$. A "Customise" button is visible in the top right of the header.

On the left sidebar, there are three sections:

- Meet:** Includes a "Generate link" button.
- Class code:** Displays the code "wyugi44" with a refresh icon.
- Upcoming:** Shows "No work due in soon" and a "View all" link.

The main content area displays a list of announcements:

- An "Announce something to your class" button with a speech bubble icon and a refresh icon.
- An announcement from "H Williams" dated "11 Nov" titled "H Williams posted a new assignment: Enrichment Tasks - Autumn term 2".
- An announcement from "H Williams" dated "24 Oct" titled "H Williams posted a new assignment: Mymaths login details".
- An announcement from "H Williams" dated "15 Oct" titled "H Williams posted a new assignment: Revision list for your December assessment (Week beg...".
- An announcement from "A Drazic" dated "15 Oct" titled "A Drazic posted a new assignment: How to prepare for your maths Assessment".

Small text "At Gc" is visible in the bottom right corner of the interface.

Questions

What questions do you have?





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Science at GCSE

What to expect in Years 9 to 11



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Work Together

Pathway through science



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Year 9

Students begin studying GCSE content.

8 lessons a fortnight

Usually have three teachers, biology, chemistry and physics

All groups are mixed ability

Examinations at the end of Year 9 for triple selection

Year 10

Students follow triple or combined science route

9 lessons a fortnight combined, 12 lessons a fortnight triple, three teachers

All combined groups are mixed ability

PPE in February

Year 11

Students continue triple or combined science route

Same lesson structure as Year 10

PPE1 in November, tier of entry info send home after

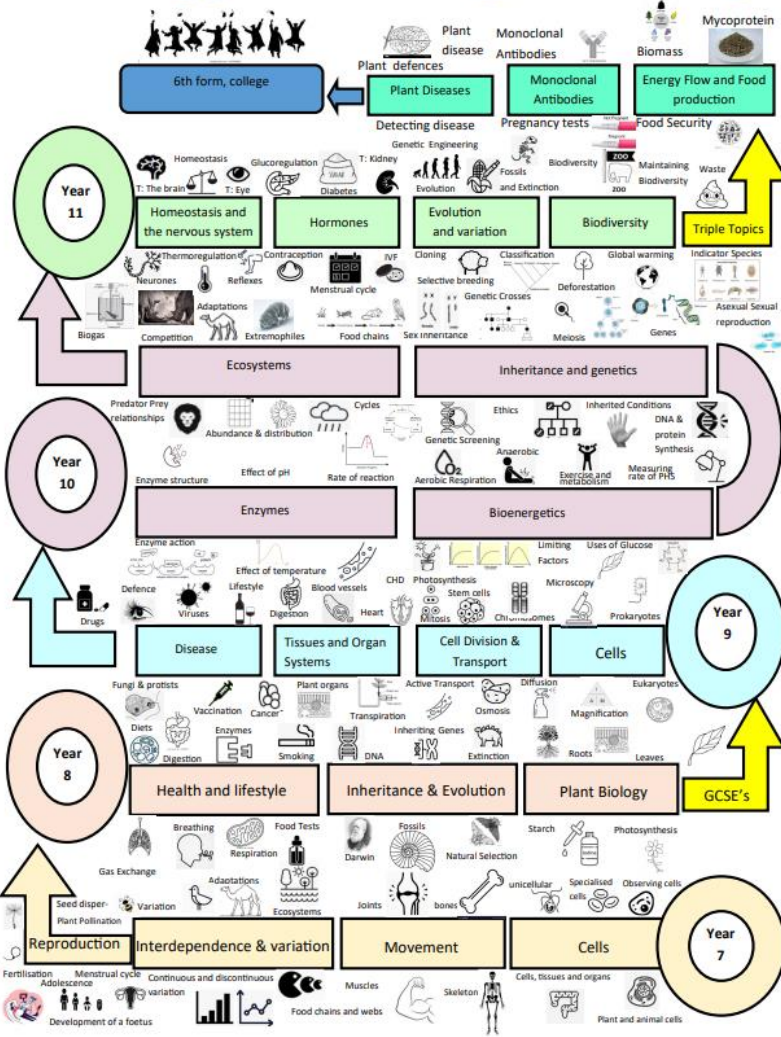
PPE2 in March tier of entry finalised

Learning journeys

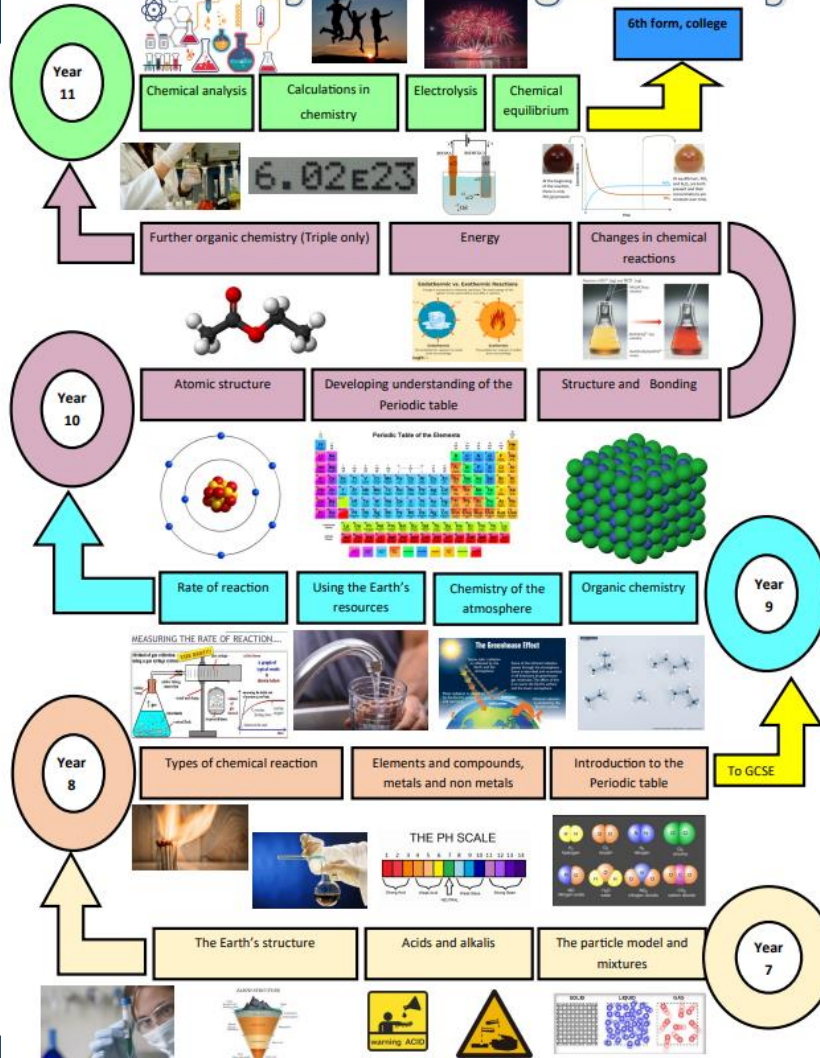


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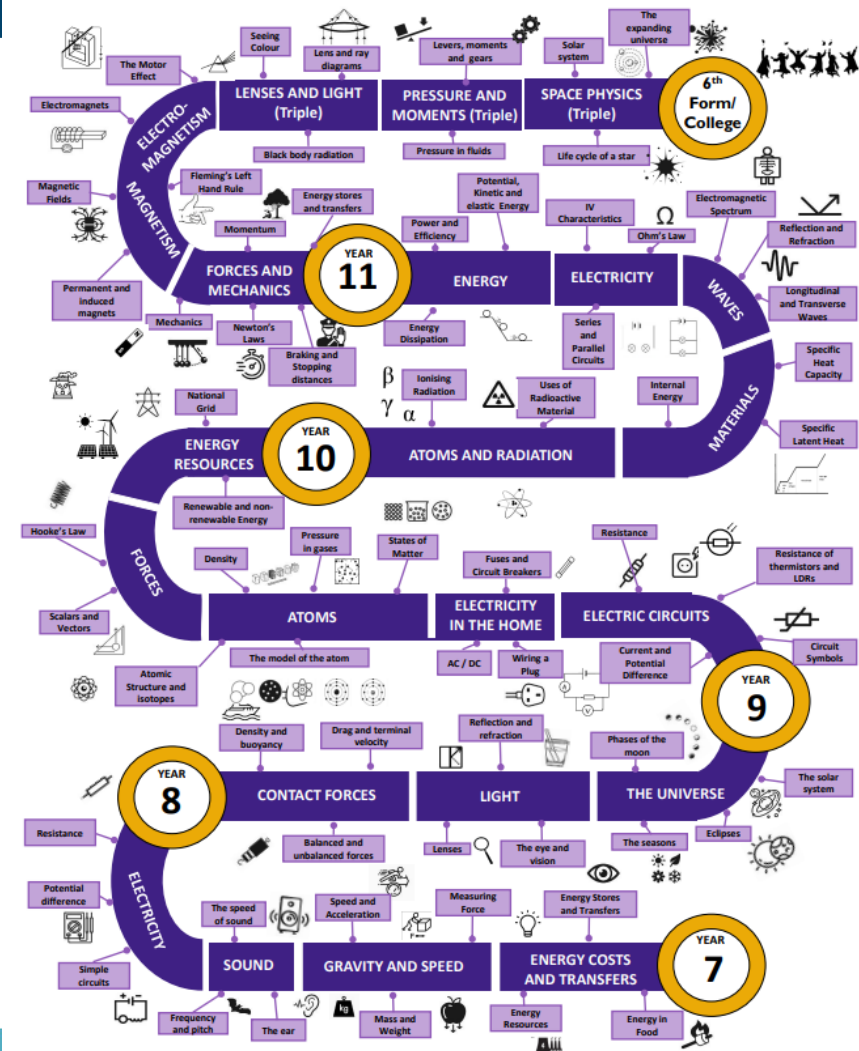
Biology Learning Journey



Chemistry Learning Journey



PHYSICS LEARNING JOURNEY





All internal assessments are used formatively, the only summative assessment are the GCSEs

The assessments are designed to reinforce content and skills covered in a topic and across the whole course

Most important part of the assessment is the directed independent reflection task (DIRT)

DIRT is where students act on the marking and feedback from the teacher to make improvements to their work



How should students prepare for an assessment?

Revision should be an active process

They should use a variety of resources such as:

- PLCs
- Class book
- Textbook or revision guide
- Exam style questions

They should:

- Make summary notes, flash cards or mind maps
- Answer and then self-mark questions
- Ask the teacher if they are unsure about something

Resources available

- Kerboodle
- AQA website
- Physics and maths tutor website
- BBC bitesize
- Revision guides and workbooks
- Resources posted on google classroom
- Focus eLearning
- Seneca Learning

Resource	Weblink
Kerboodle	www.kerboodle.com .
AQA website	https://www.aqa.org.uk/subjects/science/gcse/science-8464/specification
Physics and maths tutor website	https://www.physicsandmathstutor.com/
BBC bitesize	https://www.bbc.co.uk/bitesize/examspecs/z8r997h
Revision guides and workbooks	https://www.cgpbooks.co.uk/secondary-books/gcse/science/combined-science/sahr46-new-gcse-combined-science-aqa-revision-guid
Resources posted on google classroom	www.classroom.google.com
Focus eLearning	https://www.focuselearning.co.uk/u/2174/ulggjagCrvurdFchAaewv hkDigFfyiCmu
Seneca Learning	https://senecalearning.com/en-GB/