

Year 9 Information Evening

Thursday 25th September
2025



THE JOHN FISHER SCHOOL

*"Nurturing young Catholic gentlemen.
Aspiring for Academic, Cultural & Sporting Excellence."*

Who you will hear from



Mrs C Butcher

Head of Year 9

Mr M Smith

Subject Leader, RE

Ms C McNeela

KS3 Co-ordinator, Maths

Mrs L Crampton

KS4 Co-ordinator, English

Mr P Hall

Subject Leader, Chemistry

Year 9 Team 2024-25



9B	Ms Thaker and Ms Wells (Monday)
9C	Mr Dixon and Ms Wells (Friday)
9K	Mr Wilkinson
9M	Ms Green
9N	Mr Stanton
9T	Mr Osborne
Head of Year	Mrs Butcher
SLT Link	Mrs Lovelock
KS3 Admin	Mrs Maynard

Well-being support





- We are part of the Sutton schools Mental Health Cluster, sharing best practice.
- We have staff trained Mental Health First aiders (pink lanyard)
- Mental Health Well Being practitioner on site two days a week.
- Range of intervention and support for students; last year these included sleep and anxiety, revisions and managing stress.
- Parental workshops throughout the year, advertised in the Headteacher newsletter.
- wellbeingsupport@johnfishersschool.org
- Inclusion officer is Ms Lala

Key dates for Year 9



Interim Monitoring 1	End of Autumn Term
Year 9 parents evening	25th March
GCSE Options	February to April
Interim Monitoring 2	End of Spring Term
Core Exams	End of June
Interim Monitoring 3	End of Summer Term

Uniform



School shoes

- No trainers; should be able to polish



Coats

Should be plain black or navy, waterproof and with no pattern, logo, or writing. Coats should not be worn without the JFS blazer. Fleeces, tracksuit tops, hooded sweatshirts and sports tops (even if they are JFS branded) are not permitted.

The John Fisher School (JFS) uniform consists of:

- JFS blazer with badge (must be worn every day)
- Black / dark grey trousers (no Jeans or tracksuits)
- Year 9 – grey shirt
- Year 7-11 House tie
- JFS grey V-necked pullover (optional)
- Dark socks

Working together



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School Attendance - The Law



- The law entitles **every child of compulsory school age to an efficient, full-time education** suitable to their age, aptitude, and any special educational need they may have. It is the **legal responsibility of every parent/carer** to make sure their child receives that education by attendance at a school.
- Parent/carers have **an additional legal duty to ensure their child attends that school regularly**. This means their **child must attend every day** that the school is open, except in a small number of allowable circumstances such as being too ill to attend.





Same day detentions started this week:

2 demerits- 20 minutes

3 demerits- 40 minutes

4 demerits or a subject removal- 60 minutes (missed 60 mins will be escalated to BSR)

- On-call removals- BSR (3 hours minimum)
- Late to lessons will also be added up and time served back at the end of the day in detention.
- Late to school detentions will also resume soon.
- Saturday detentions will resume soon.



- By now you should have been sent the log in details for Bromcom. Please download and log in as soon as possible as this is where you can find all behaviour details. Edulink doesn't work for us anymore.
- Students have been set up in ICT lessons – this will be continuing along with support from IT
- Any questions please see us at the end

Core Subject presentations



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RE



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This half-term: Creation and Covenant



- What God intended for humankind – Genesis Creation accounts
- What that makes us – Imago Dei, dignity
- What it means to be a person, e.g.: moral agency, free will
- How we can live a good life – Marriage, Catholic Social Teaching
- Issues to do with morality – Sanctity of Life, Euthanasia, Capital Punishment
- Bartolome de las Casas – how life we are called to can be lived, witness

Autumn 2: Prophecy to Promise



- Old Testament – how we can read it, women linked to Mary
- New Testament Mary – who she is, titles, heresies against her
- Teaching – Magnificat, Prayers
- Feasts
- Art
- Application to Social Justice
- St Josephine Bakhita

Spring 1: Galilee to Jerusalem



- Mark's Gospel – how it can be read, its historical context
- Discipleship – failures, e.g.: Peter
- Vocation – Holy Orders
- Jesuits
- Lent as a Liturgical Season

Spring 2: Desert to Garden



- Redemption
- Herod's Temple – its meaning
- Role of the High Priest, Sacrifice in the OT
- Links to the New Testament and life of the Church, e.g.: Mass
- Key Christian themes, such as forgiveness, conscience
- The Mission
- Northern Ireland

Summer 1: Ends of the Earth



- Nature of the Church, early beginnings, Corinthians
- Three States – militant, penitent and triumphant
- Magisterium
- Angels
- Saints, e.g.: Carlo Acutis
- Eucharist
- Universal Call to Holiness

Summer 2: Dialogue and Encounter



- Islam
- Introduction and historical timeline
- Shahada and Allah
- Angels
- Ibrahim
- Hajj
- Ramadam
- Sawm and Halal
- Science and Islam

How you can support your son



- Ask him what he's learning about
- Look through his book when it comes home for homework
 - What marks has he got?
 - Is it well presented?
 - Does he know how to improve?
 - Is his equipped to start his GCSE course in September?
- Suggest / provide extension resources, e.g.: novels, media, news
- Practice the Faith

Maths Year 9

Focus: Focus on becoming more independent and resilient in their learning



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Meet the Team



- 9x1 Miss McNeela
- 9x2 Mrs Bibi
- 9x3 Mr Stanton
- 9y1 Ms Nguyen
- 9y2 Mr Johnson
- 9y3 Mrs Winkelman
- KS3 Coordinator is Miss McNeela
- Head of Department is Mr Stanton



- Year 9 are set and each set follows a differentiated scheme of work.
- Regular formal assessments
- Sets remain fluid and changes will be reviewed every formal “in class” test.
- Retrieval and interlinking prior learning becomes more frequent.

Year 9 Overview



THE JOHN FISHER SCHOOL MATHEMATICS DEPARTMENT

Year 9	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Reasoning with Algebra						Constructing in 2 and 3 Dimensions					
	1. Straight line graphs		2. Forming and solving equations		3. Testing conjectures		4. Three-dimensional shapes			5. Constructions and congruency		
Spring	Reasoning with Number						Reasoning with Geometry					
	6. Numbers		7. Using percentages		8. Maths and money		8. Deduction		9. Rotation and translation		10. Pythagoras' Theorem	
Summer	Reasoning with Proportion						Application of knowledge					
	11. Enlargement and similarity		12. Solving ratio and proportion problems		13. Rates		14. Probability		15. Algebraic representation		Revision	



✓	<div></div>	0h 59m	3 days early
✓	<div></div>	0h 45m	1 day early
✓	<div></div>	0h 49m	1 day early
✓	<div></div>	0h 58m	7 days early
✓	<div></div>	0h 33m	1 day early
✓	<div></div>	0h 25m	7 days early
✓	<div></div>	1h 23m	3 days early
✓	<div></div>	0h 33m	1 day early
✓	<div></div>	0h 48m	1 day late
✓	<div></div>	0h 52m	1 day early
✓	<div></div>	0h 45m	1 day early
✓	<div></div>	0h 56m	1 day early

- Set Wednesday
- Due the following Wednesday
- Copy out questions and show full workings (if they are racing through Sparx will give them more homework each week, aiming for 1 hour)
- Start homework early so they can ask their teacher for help.
- 100% completion

Assessments



Mini Quiz

- Informal short quiz
- At the end of a topic
- Completed in lesson
- Self assessed / Peer assessed
- WWW and EBI

Assessment

- Will be written in student planners (1 week before)
- Completed in lesson
- Teacher assessed
- QLA feedback with Sparx Codes to help progress student

Summer / EOY

- Same criteria as formal assessments
- Help to set them for Year 10



- In Year 10 students are set across the whole year and put into 7 sets.
- Bands are decided in a “core subject panel”. Upper contains approx. 115 pupils.
- Higher Tier is still available to pupils in the lower band
- The end of year exams for Year 9 are very important to show their capabilities at GCSE with emphasis on each student being placed in the set that is right for them

Revision



- Sparx Maths
- <https://www.mathsgenie.co.uk/>
- <https://corbettmaths.com/>
- <https://www.bbc.co.uk/bitesize/subjects/z38pycw>
- <https://www.mrbartonmaths.com/topics/>

English



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English in Year 9



Miss E. Johnstone
Key Stage 3 Co-ordinator for
English

Mrs L. Crampton
Key Stage 4 Co-ordinator for
English

Mrs S. Ryder
Subject Leader for English

The spiral curriculum that students have been following since Year 7 has been designed to build on core skills from the Key Stage 2 curriculum and to encourage students to be able to use these skills more independently.

In Year 9 there is also a further focus on the transition to GCSE and building skills to prepare

KS3 English – Year 9 Programme of Study



YEAR 9 GCSE ENGLISH

Although they will not be completing content for their GCSE this year, students will be **developing skills** vital for them to succeed in their GCSEs, with the overarching topic of **Collective Responsibility**.

'Learn to do good; see justice, correct oppression, bring justice', Isaiah 1:17

HALF TERM	TOPIC	PREPARATION FOR:
1	Steinbeck: Of Mice and Men	Literature
2	Steinbeck: Of Mice and Men	English Language
3	Poetry – Pre 20 th century poetry	Literature Paper-Poetry/Unseen poetry
4	Drama unit: Tragedy	Literature: Macbeth
5	Non fiction reading and writing- Crime and Punishment	Language paper 2, including 19 th century introduction and spoken Language skills
6	Culture and Identity	Context for Literature texts Language Paper 1 and 2

One lesson a fortnight is a dedicated to our class reader.

Each class reader is chosen to compliment our scheme of work and demonstrate how wider reading can influence our understanding of texts.

Our current class reader is 'Welcome to Nowhere'.

What can I do to help my son?



Encourage your son to revise little and often through the year to establish their study skills and prepare them for GCSE. This could include – learning key vocabulary and terminology from their glossary, revisiting previous units, learning contextual information and key quotations and practising writing both analytically and imaginatively.

Visits to museums, galleries and even local areas. For example – a visit to the Globe Theatre (Tragedy Unit) or a visit to the Imperial War Museum (Culture and Identity Unit) will make this year both relevant and relatable.

We cannot underestimate the power of ‘modelling’ good practices...let your son see and hear you reading little and often.

Make time to sit down and eat together once a week, all electronic devices off and talk! It makes a huge difference to the verbal skills of students. Watching the news is a great way to discuss wider cultural issues.

Home Learning Menus



Term: HT1
Year group: Year 9
Subject: English
Topic: Of Mice and Men

Take Away 'Home Learning'



The Peri-ometer 4 task menu shows the level of challenge of each task ranging from extra mild to extra hot. All tasks should be completed during the term.



Imagine you are taking part in the 1932 American Presidential Election. Create a party political broadcast to persuade people to vote for you.	Design a board game based upon the novel, its themes , events and ideas.	During the Presidential election campaign of November 1932 Franklin D Roosevelt promised, "A new deal for the American people." What did he mean?
One of the themes of the novel is loneliness. Using http://www.mind.org.uk/information-support/tips-for-everyday-living/loneliness/ What advice would you give to someone feeling lonely?	Using the character of Curley's wife, examine what life was like for women in the 1930s compared to today?	Research poverty in the USA & world today. What judgements can you make as to how times and attitudes now compare with the era of the 1930s
Research the 'Great Depression' in America 1) Why did it begin? 2) What connections are there between this and the novel?	Create a newspaper front page about the events on the ranch.	Create a 5 to 10 question quiz based upon the events, themes and ideas from the novel.
Design your own front cover of the novel. Think about any changes and improvements you could make.	In your opinion what conclusions can you form about the relationship between Lennie and George?	Create a new character to be included in the novel. Explain why they are important and what is their influence on the plot.

Assessments



- Knowledge Quizzes

Assessed on content covered over a fortnight / part of the Unit.

- End of Unit Assessment

Assessed on the content covered in the Unit. May include sections on spelling, key terminology, literary devices, and extended writing – creative or analytical

- End of Year Assessment

Further information on the next slide.

The assessments will provide opportunities for Dedicated Improvement and Reflection Time (DIRT time).

Students will achieve a mark, which will form part of the percentage they are reported on. They will also be given feedback on what has gone well and which areas they may still need to improve.

Assessments are kept in school by the teacher in a separate folder to their classwork.

End of Year 9 Assessment for English



- All Year 9 students will sit a paper at the end the year which tests their knowledge of key terminology, factual understanding and analytical skills of the units taught this year. This will include:
 - Of Mice and Men
 - Tragedy
 - Poetry Through the Ages
 - Crime and Punishment Non-Fiction Reading
 - Creative Writing
- The assessment will have a variety of multiple choice, short answer and extended responses.
- Data from this assessment is used in the banding of students for their GCSE class. Class sets will then be decided using this data in addition to data from internal assessments, KS2 and CATs data may also be used when deciding GCSE classes.
- All classes are taught the same information across streamed and unstreamed classes in Yr 9.
- You will receive a letter with further details about the assessment from Mrs Ryder, Head of English.

English GCSEs – What does this mean for your son?



- The GCSE exams are awarded as 9-1 grades.
- All students complete 2 English GCSEs.
- English Language Exam board: AQA
- English Literature Exam Board: OCR
- All students will sit their examinations at the end of Year 11.
- SPaG is worth 30% of their English Language paper.
- Spoken Language is a component of the GCSEs and awarded separately (P, M D)
- Year 9 is a GCSE core skills preparation year.

GCSE English Literature - OCR



<u>PAPER 1</u> – Exploring modern and literary heritage texts 50% 2HR 80 MARKS (Closed texts)	<u>PAPER 2</u> – Exploring poetry and Shakespeare 50% 2HR 80 MARKS (Closed texts)
<input type="checkbox"/> Paper 1: Section A 25% 1h 15min TEXT: An Inspector Calls by JB Priestley Q1 Extract & Unseen Extract Comparison <u>AND</u> Q2 Character or Theme Essay Question	<input type="checkbox"/> Paper 2: Section A 25% 1 hr 15 mins TEXT: Conflict Poetry Anthology (15 poems) Q1 Poem & Unseen Poem Comparison <u>AND</u> Q2 Single Poem Analysis Essay Question
<input type="checkbox"/> Paper 1: Section B 25% 45min TEXT: Jekyll & Hyde by R. L. Stevenson Q1 Extract <u>Question</u> <u>OR</u> Q2 Character or Theme Essay Question	<input type="checkbox"/> Paper 2: Section B 25% 45 mins TEXT: Macbeth by William Shakespeare Q1 Extract <u>Question</u> <u>OR</u> Q2 Character or Theme Essay Question



GCSE English Language - AQA



PAPER 1 – 50% 1 hr 45 80 MARKS	PAPER 2 – 50% 1 hr 45 80 MARKS
<p>□ Paper 1: Section A 25% 1hr READING: 1 x Unseen Reading Fiction Q1 Retrieval Question (4 marks) Q2 Structure Question (8 marks) Q3 Language Analysis Question (8 marks) Q4 Viewpoint Question (20 marks)</p>	<p>□ Paper 2: Section A 25% 1hr READING: 2x Unseen Reading Non-Fiction Q1 True or False statements (4 marks) Q2 Summary question (8 marks) Q3 Language Analysis Question (12 marks) Q4 Viewpoint Comparison Question (16 marks)</p>
<p>□ Paper 1: Section B 25% 45 mins WRITING: Fiction Q5 Creative writing task</p>	<p>□ Paper 2: Section B 25% 45 mins WRITING: Non-Fiction Q5 – Extended persuasive/argumentative writing task</p>





Non-examination Assessment: Spoken Language

What's assessed

(AO7-AO9)

- presenting
- responding to questions and feedback
- use of Standard English

Assessed

- teacher set throughout course
- marked by teacher
- separate endorsement (0% weighting of GCSE)

Spoken Language Assessments take place in the Summer Term of Year 10 and are always a great opportunity for students to share their individual interests and opinions with their peers. These are graded as **Pass, Merit or Distinction.**

Look out for my letter...



In the Summer Term of Year 9 you will receive a letter about purchasing the GCSE texts required for English Literature.

We offer these as a bundle to ensure it is more affordable than purchasing each book separately.

Some students may already have copies of these texts at home/handed down from an older sibling

- *Macbeth* – William Shakespeare (978-0198324003) RRP £6.99
- *An Inspector Calls* – J.B. Priestley (978-0435232825) RRP £9.99
- *Dr Jekyll and Mr Hyde* – EMC combined text and course book (9781906101374) RRP £20.00

Mrs L. Crampton - Key Stage 4 Co-ordinator for English

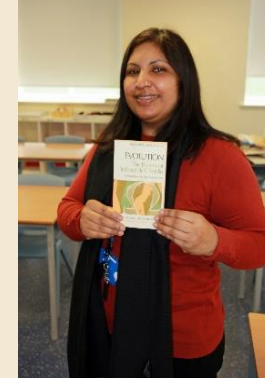
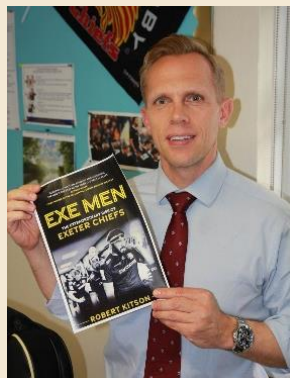
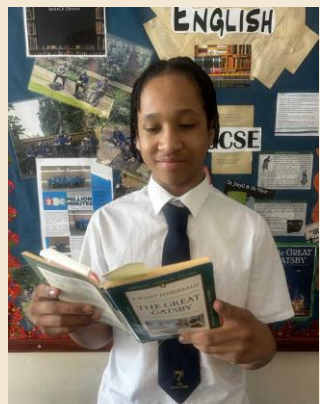
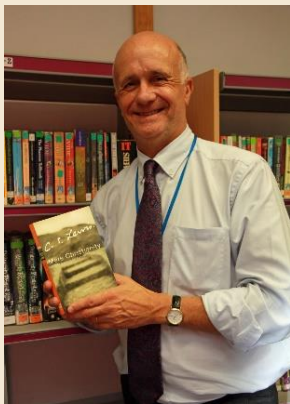
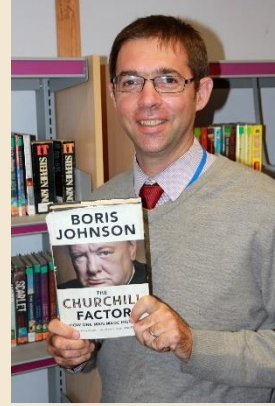
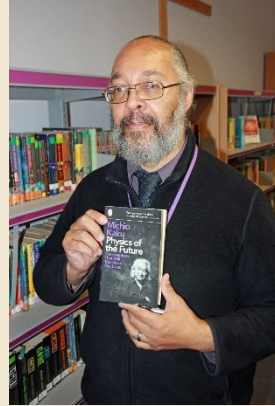
l.crampton@johnfishersschool.org

Literacy



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Literacy at The John Fisher School - Reading is empowerment





Year 9 Literacy Overview and Reading Expectations



- Year 9s should always have a 'reading book' of their choice and interest on the go. This could be a book from home or a book checked out from the LRC.
- **They** will have a **Book Review** to complete and present in small groups at the end of every half term in form time. More details to come!
- They have one form time a week that is dedicated to reading as class. This term is based on the classical tale of the **Trojan War**, in partnership with the Cambridge Classics School Project.

BOOK REVIEW

A Book Review by: _____

Title: _____

Author: _____

Did you like the book? ☆☆☆☆☆

Would you recommend the book? Why? _____

What was your favourite part? _____

What was the book about? _____

Draw a scene from the book. _____





Library Timetable

Time	Monday	Tuesday	Wednesday	Thursday
Lunchtime 12.55-1.35pm	Manga Drawing Club	Quiet reading	Quiet reading	Board Games Club
After school 3.30-4.30pm	KS3 Homework Club	'The Art of Writing' Club	Quiet study space	Advanced Readers' Club

...and open
every break
**Mon.-
Thurs.!**

The benefits of independent reading are abundant (there are LOTS of them).

What's
Your
WHY?

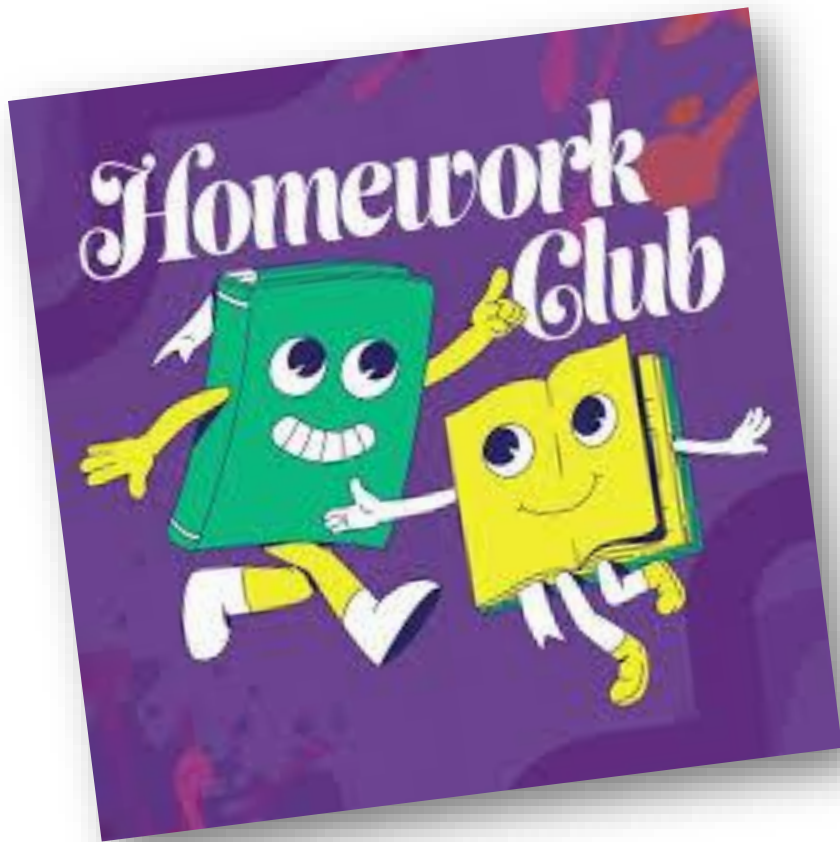
Why should you **READ?!**





KS3 Homework Club

On Mondays at 15:30-16:30, the LRC will be open to any Year 7-9 pupils who wish to work in a quiet, relaxing space. You will be free to use the laptops and can access a wide range of books and textbooks to help. Teachers may also refer pupils to this club to catch up on outstanding homework, or if a pupil's work standards are consistently low.





'The Art of Writing' Club

On Tuesdays at 15:30-16:30, Miss Burgess will be running a writing club that focuses on improving students' writing skills: organising ideas, structuring paragraphs, spelling/grammar/punctuation, tone, style, and so on.

This aims to develop both creative and critical writing—helpful for essay-based subjects and, of course, your English Literature and Language qualifications. Students of all ages are welcome!



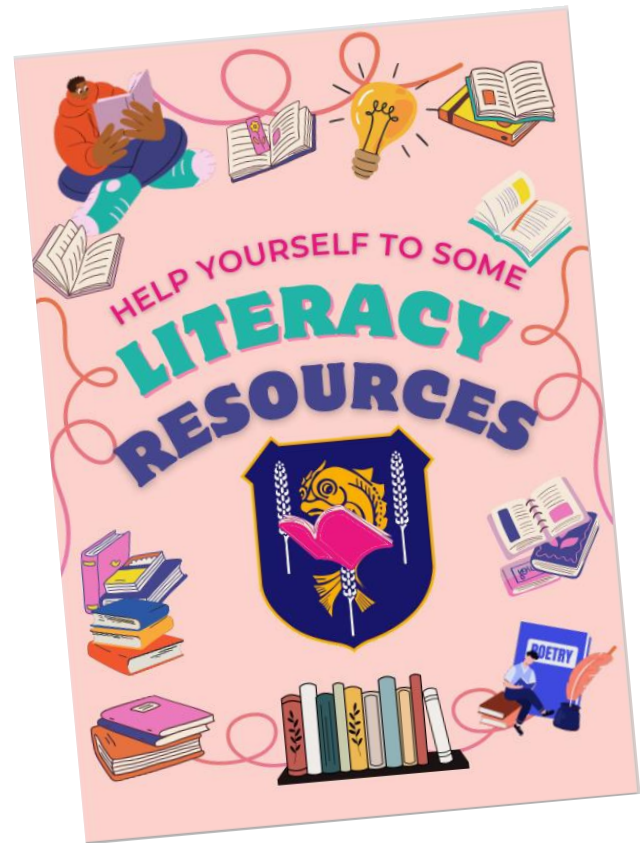
Rigorous yet realistic



- To begin with, **just get reading**– novels, Manga, football reports all count!
- If they don't like a book, **don't force them to finish it!** Make sure to read at least **15 pages** of it, but then change it for another book.
- **Avoid reading the same thing** continuously – there are so many good books out there!
- Speak to Miss Burgess, Miss Carquez or your English teacher for recommendations!



Supporting reading at home



The benefits of independent reading are numerous – please find a variety of materials available to take away with you tonight including:

- **Book marks**
- **A parent guide to engaging your child in reading**
- **A selection of reading recommendations and book lists**

Science



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Teaching Staff



- **Biology Specialists:**

- Ms Mozammel (SL for Biology)
- Mr Bennett (Dept Head)
- Mrs Thaker
- Ms Bryant

- **Chemistry Specialists:**

- Mrs Woolcock (SL for Science)
- Mr Hall (SL for Chemistry)
- Miss Green

- **Physics Specialists:**

- Mr Harwood (SL for Physics)
- Dr Ekanayake
- Ms Bryant
- Mr Hassan

Each Class Has 3 Specialist Teachers



- Class Code: jgqofr2
- Your son needs to join to access his home learning booklets and supporting materials to the course

› Year 9 Science

Stream

Classwork

People

Grades

+ Create

All topics

Year 9 Curriculum

Year 9 Topics

Edited Sep 8

Home Learning Booklets

Term 1 Home Learning Booklets

Posted Sep 27, 2023

Term 2 Home Learning Booklets

Edited Sep 8

Term 3 Home Learning Booklets

Edited Sep 8





- Class Code: jgqofr2
- On here are checklist for topics, links to useful websites, revision materials, and answers to frequently asked questions

Year 9 Science

Stream **Classwork** People Grades


Useful Resources/Websites ⋮


 Revision Techniques Edited Sep 8

 Useful Websites Posted Sep 27, 2023


...

Biology ⋮

 Topic 1 Cells Posted Sep 25, 2023

 Topic 2 Photosynthesis Edited Feb 2

Chemistry ⋮

 Topic 1 Atomic Structure and the Periodic... Posted Sep 27, 2023

Home learning Booklets



- Each Topic has a Home Learning Booklet
- Your son will be set homework from this
- The Home Learning Booklets will be posted onto Satchel One and into the Google Classroom for Year 9.

Our Health and the Effect of Drugs

Home Learning Booklet



Name:

Science Set:

Item 1 Contents

Item 2 Checklist for Topic	1-2
Literacy Tasks	
Item 3 Key Vocabulary for Topic	3-5
Item 4 Key Vocabulary for Practical Skills	6-7
Item 5 Summary Sheet and Comprehension Questions	8-11
Item 6 Effect of Drugs	12
Item 7 Illegal Drugs Comprehension Task	13-18
Mid Topic Assessment Collins Quizzes	
Item 8 Collins Connect User Guide	19-24
Item 9 Collins Quiz Tracker (to be filled in by Student and stuck in their book)	25-26
Revision Skills	
Item 10 Flash Cards	27-29
Item 11 Mind Maps	30-35
Questions	
Item 12 How to answer Questions	36
Item 13 Practice Exam Style Questions	37-43
Item 13 Practice Exam Style Mark Scheme	44-47
Item 14 Revision Broadsheet	48

Final Task- Revise for End of Topic Test using all of the above

Feedback will be a QLA (question level analysis) and a DIRT task assigned from this



- Topic checklist issued with specific information and knowledge for that particular topic
- Mid-point of a topic low stakes assessment/quiz are set on Educake and feedback issued to students
- End of topic- end of topic assessment, marked by the teachers and personalised feedback and DIRT task produced.



End of Topic Assessment

- He will be given a feedback sheet that will be stuck at the back of the book and that we ask you to sign.
- He will also be given an improvement task to complete

Chemistry		
Topic X		
Student A	10T y	Mrs Woolcock)
Questions		
1	6 mk compare Structure & bonding	3 / 8
a,b	Energy, moles and gas volume calc	6 / 4
2d	Energy, moles and gas volume calc	2 / 4
3a	Energy, moles and gas volume calc	1 / 4
b,c	Energy, moles and gas volume calc	1 / 4
b,c	Energy, moles and gas volume calc	6 / 4
le	Energy, moles and gas volume calc	0 / 4
ia	Energy, moles and gas volume calc	0 / 4
2a	Energy, moles and gas volume calc	7 / 4
a,b	Energy, moles and gas volume calc	6 / 4
d,e	Energy, moles and gas volume calc	7 / 4
7	Analysis of data and graph work	1 / 7
8	History of structure of the atom	2 / 5
9	Electrolysis	3 / 8
10a	Definition activation energy	0 / 1
10b	Calc: reacting masses and limiting	1 / 4
10c	OILRIG ionic equaitons	4 / 4
11a	Energy profile diagrams	2 / 2
b, c	Hydrogen fuel cells	2 / 4
11f	Energy, moles and gas volume calc	0 / 4
21		0 / 0
22		0 / 0
23		0 / 0
24		0 / 0
25		0 / 0
Total:		54 / 87
Skill		
1	State	0 / 0
2	Describe	0 / 0
3	Explain	0 / 0
4	Analyse	0 / 0
5	Suggest	0 / 0
Dirr Task Assigned		
Please complete a mindmap on the properties of covalent bonds		

Your Mark
54

Class Average
46

Parent Signature



Educake

- Login details for Google Classroom and Educake can be found at the front of your son's exercise book.
- Years 7-9 will have a lesson with a laptop to ensure they can login.

The more students focus on being reflective and using EOTs to improve and grow their skills the better equipped they will be approaching public exams in the future.
We want your son to achieve in science, working together will help us achieve this. Please do check the homework he is set online, quit him on what he is learning, encourage him to ask us for help if needed and to check in on his progress.

Google classroom details
STAFF: MAKE SURE ONLY ONE YEAR GROUP IS VISIBLE**
Year 7 <https://classroom.roddele.com/j2/NwvXDMANU72N9E256C56E76>
Class Code 256776
Year 8 <https://classroom.roddele.com/j2/NwvXDMANU72N9E256C56E76>
Class Code 256776
Year 9 <https://classroom.roddele.com/j2/NwvXDMANU72N9E256C56E76>
Class Code 256776
Year 10 <https://classroom.roddele.com/j2/NwvXDMANU72N9E256C56E76>
Class Code 256776
Year 11 <https://classroom.roddele.com/j2/NwvXDMANU72N9E256C56E76>
Class Code 256776

Stick Educake Login Here

Educake
Patrick O'Neill
Year: 11, Class: 11TY/Ph, 11TY/B1, 11
User: patricko099
Password:

Pupil Sign _____ Date _____
Parent Sign _____ Date _____

A guide to Assessments in Science, EOTs, QLA's and DIRT
Students are taught in topics. The topics for each term, as well as a wealth of supporting resources can be found on the Science Google Classroom for your son's year group.
Please note only students can join the group and will need their John Fisher email address and login details.
Your son will be set an Educake Quiz of around 20 questions halfway through his topic- this tests his knowledge of the topic and allows him to see how well he is doing. He will receive feedback on his exercise book. His teacher will set upon the Educake test feedback to reinforce correct knowledge has been learned.
At the end of every topic an end of topic test will be set (EOT). These are written exam style questions.
A minimum of a week's notice will be given for an end of topic test and revision resources for it can be found on the Science Google Classroom- this not only includes content but study skills too.
The test will be marked by the class teacher.
Answers will be given over in class and students correct their tests.
A breakdown of the answers is given to each member of the class this is called a QLA (question level analysis).
Parents need to sign their son's QLA. It will help you keep track of their progress in science. If in year 9-11, they will also receive one after every whole year mock exam too.
For each question is the subject it focused on, the marks available and the marks achieved by the student. Depending on how a student did determines the colour the question turns.
Key:
Full marks
Most of the marks
Some of the marks
None of the marks
Question not attempted

At the bottom of the QLA there is a DIRT (directed improvement and reflection task) e.g.
DIRT Task Assigned
For Science: Using the home learning booklet on Google classroom. Find cases 14 and 17. Copy and label 3 of the cell diagrams. Underneath for each label describe what the role of that part is. You may have to research for some of these.

The DIRT assigned will be focused on a student's weaker area or an area that would benefit from being improved.
DIRT can be done in class or set as a homework. The DIRT is mainly self or peer assessed with a teacher checking over it.



Mrs Woolcock's Expectations

1. Be on **time**
2. **Listen** and follow instructions first time
3. Show **respect** to everyone in the classroom
4. Put up hands to ask **questions**
5. Allow others to **learn**
6. Always, always try your **best**
7. *Write a target for yourself*

Educake: Our online low stakes Quizzes



- Google 'Educake, select students then enter details (front of exercise book)



Student login



School staff login





- Any set quizzes will come up

My Educake

Revision wizard >

Your next 3 quizzes

[View all upcoming quizzes](#)

Subject	Quiz name	Set by	Due
Chemistry	Tester (10 Qs)	Mrs Woolcock	today

Your latest 3 quizzes

[View all completed quizzes](#)

Subject	Quiz name	Set by	Completed	Score
Chemistry	(Archived) Chemical Changes revision	Miss Green	23-03-2025	67%
Physics	(Archived) Motion on earth and in space	Miss Green	19-01-2025	54%
Biology	(Archived) Infection	Miss Green	23-10-2024	60%

Study and quiz yourself

KS2 **KS3** GCSE

Key Stage 3 Science	61%	▶
Biology	65%	▶
Chemistry	67%	▶
Physics	54%	▶
Working Scientifically	0%	▶



- There may be added information for your son to view

Tester

Set by Mrs Woolcock

Due 12th September 2025 (today)

10 questions

Message from Mrs Woolcock:

"Please complete by Friday 7th"

Your teacher recommends these to help you:

[Home - BBC Bitesize](#)

Begin quiz



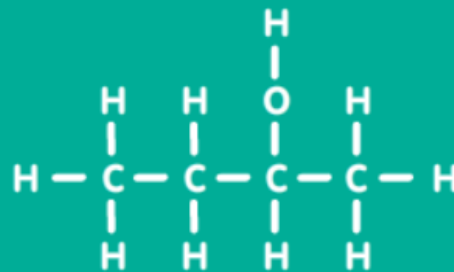


- Complete the quiz and repeat until a certain % is reached eg 95% correct

Question 1 of 10

The diagram shows the displayed formula of a substance. How many different elements are there in this substance?

Enter your answer as a number



End of Year Exam



- At the end of year 9 students will sit an end of year exam
- This will be the starting point to 'band' students. Maths, English and Science collectively use assessment data to place students into the X band (currently 4 sets) or the Y band (currently 3 sets).
- Within each band the subjects will the set students eg an X band student may be in set 2 for maths and set 3 for English.
- End of Topic assessments taken this year and teacher feedback will also be taken into account before finalising banding and sets for year 10.

KS4 Science- we start in year 9



Specifications:

- AQA Combined Science Trilogy (formally known as dual award) at foundation and higher tier
- AQA Separate Sciences (formally known as triple science)
 - *Three sets in the X band are covering higher tier separate science*
 - *One X band set and one Y band set are covering higher tier combined science*
 - *Two Y band sets are covering foundation tier combined science*
- The final exam entry decision will be made after the PPEs in year 11.
- Your son's route is reviewed based on academic performance throughout years 9 and 10.

Every year 9 Class starts on the Separate Science Route



Combined Trilogy Route	Separate Science Route
Your Son will be taught in specialist lessons, ie he will have biology, chemistry and physics lessons	Your Son will be taught in specialist lessons, ie he will have biology, chemistry and physics lessons
Your son will sit 6 GCSE papers that are 1 hour 15 minutes long each. 2x chemistry, 2x biology, 2 x physics	Your son will sit 6 GCSE papers that are 1 hour 45 minutes long each. 2x chemistry, 2x biology, 2 x physics
Your son will receive 2 GCSEs in science, the double grade is an average of all 6 papers	Your son will receive 3 GCSEs one in each science, the grade is an average of the 2 papers sat per subject
Your son can do A-level sciences if he gets the entry criteria grades	Your son can do A-level sciences if he gets the entry criteria grades

Tiers

For higher tier papers the highest grade is a grade 9, the lowest is a grade 4 after this is a U.

For foundation tier the highest grade is a 5 the lowest is 1, then a U.

Legacy GCSE science		Current GCSE science	
Foundation	Higher	Foundation	Higher
			9
	A*		8
	A		7
	B		6
C	C	5	5
		4	4
D	D	3	(3)
E	(E)	2	
F			
G		1	
U	U	U	U





HIGHER TIER

FOUNDATION TIER

- Foundation papers are more accessible and for hard working students it is easier to get a grade 5 on them. More of the paper is made up of grade 1-3 questions.
- Higher tier papers are mostly grade 6-9 level questions, it is more difficult and if the grade 4 is not obtained a student will get a U.

Combined
science grades
are:

Higher Tier Grades	Foundation Tier Grades
9-9	5-5
9-8	5-4
8-8	4-4
8-7	4-3
7-7	3-3
7-6	3-2
6-6	2-2
6-5	2-1
5-5	1-1
5-4	U
4-4	
U	

60%

of marks cover
grades 6–9

9

8

7

6

5

4

3

2

1

U

40%

of marks
cover grades
4–5

30% common marks
(standard demand)

40%

of marks
cover grades
4–5

30% common marks
(standard demand)

60%

of marks cover
grades 1–3



- Revision Guides: I recommend CGP, they have a vast array of supporting materials www.worldofbooks.com have second hand versions which are cheaper!
- We are going to be sending letters to parents this term with details how to buy CGP revision resources through school.



**Your son is welcome to see his
teacher for help at anytime**

Final information



THE JOHN FISHER SCHOOL

*"Nurturing young Catholic gentlemen.
Aspiring for Academic, Cultural & Sporting Excellence."*

Any questions?



- Please ask myself or email Mrs Maynard on h.maynard@johnfishersschool.org

Thank you for attending



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