

Year 9 Information Evening Tuesday 26th
September

Director of Learning: S Sayers

Assistant Head Teacher: D Mawer

Head of Biology: F Mozammel

KS3 Coordinator Mathematics: C McNeela

Head of English: S Ryder



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Aspiring for Academic, Cultural & Sporting Excellence."*

Year 9 Team- reminder



Welcome to your year 9 tutor group. Here is the year team. Tutors are the first point of call.



D Mawer



S Sayers

SLT link- Mr Mawer

Head of Year- Miss Sayers

9K- Tom Street/Vaughan Parry



A Pascoe

9B- Andy Pascoe

9C- Aaron Sakhabuth

9F- Andy Thistle

9M- Cat Jones/Paul Johnson

9N- Joe Dawkins

9T- Roz Speight/Paul Johnson



J Dawkins



A Sakhabuth



V Parry



T Street



C Jones



R Speight



P Johnson



A Thistle

Key Dates



- Reports: 20th November (comments for non-core and ARE/EROR), 5th February (EROR & ARE), 15th July (Comments & EROR/ARE).
- Year 9 Parent/Teacher Meeting: 22nd February 2024.
- Options evening: early March (Date to be confirmed). Option choices will be due by the end of that term.
- Year 9 Core assessments: 24th June.

Tutor Time Programme



Monday	Tuesday	Wednesday	Thursday	Friday
Team meeting (assembly).	Wellbeing.	Collective Worship in Chapel.	Tutor quiz.	Weekly review. (achievement and behaviour). Star of the week.



Year 9 students should take pride in their school and themselves. They should look smart and presentable at all times. Students should dress in full uniform. This will be taken seriously by the year team. Sanctions will be issued for non-compliance.

Uniform expectations



- Blue blazer with the school logo worn with smart black or grey trousers
- Tailored trouser only: no chinos, jeans or stretched trousers
- Collared grey shirt
- Full-length school neck tie
- Black or brown sensible, formal shoes. No trainers or boots
- Hoodies are not permitted. Jumpers with logos may not be worn (these will be confiscated).
- Coats, hats and scarves must be removed on entering the school buildings
- Jewellery related to sincere religious observance may be worn
- No earrings or necklaces
- All students should remain in uniform all day
- No extreme hairstyles are permitted in terms of cut or colour

Year 9 Uniform



If students are found to be wearing non uniform Items, (e.g jewellery, sportswear, hats etc) then the following consequences will be issued:

1st instance: Told to remove item.

2nd instance: Item confiscated and returned at the end of the day.

3rd instance: Item confiscated (Director of Learning notified) and returned at the end of the week.

4th Instance: Central detention & item confiscated for 2 weeks.

5th Instance: SLT detention & item confiscated until end of term.

Parents/carers of students who are unable to wear full school uniform for reasons such as damage or loss need to provide a written, dated note that indicates the reason why and states the expected time scale to correct the issue. Anything longer than 2 days needs to be followed with the Director of Learning.

Consequences



If no note is provided the following consequences apply:

No tie: Student will be sent to school office for spare (must deposit Phone) Phone to be picked up 3.45. Repeat offenders will also be subject to the consequences below.

No blazer/shoes/trousers:

1st instance: Tutor break detention

2nd instance: 1 hour central detention

3rd Instance: SLT detention

4th instance: Saturday Morning detention & warning student will be requested to return home to correct uniform for further infringements.

5th instance Onwards: Student will be asked to return home to correct uniform.

Other Expectations



- Lates (to school and to lessons) will be monitored regularly and sanctioned appropriately.
- Break and lunch queues will be monitored. Students will line up in single file. Queue jumping will result in sanctions and potential removal of lunch queue privileges.
- Physical violence will be dealt with severely.
- Conduct around the school will be monitored.

Rewards!



- There will be lots of rewards and praise next year from your year team.
- This may not be in the form of achievement points, but you can expect:

Weekly	Half Termly	Termly
Achievement certificates	Tutor quiz treats	Reward lunches
Tutee/star of the week		
Positive calls home to parents		
Individual rewards for those positively mentioned by staff		
Lunch passes and sweets		

Working together to improve school attendance



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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/carers** 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.



Persistent Absence [PA]



Below **94%** attendance – stage 1 letter

Below **90%** attendance – stage 2 letter and meeting with student and parents/carers led by the Form Tutor and Director Of Learning (DOL)

Below **87%** attendance – stage 3 letter requesting medical evidence and meeting with Inclusion co-ordinator and Assistant Headteacher (Mr Evans)

Below **85%** attendance – stage 4 letter and meeting with Mr Evans and the Senior Borough Attendance Officer at The London Borough of Sutton.

NB: Persistent absence will be closely monitored from 90% and any student whose attendance level falls below 85% will be subject to an action plan to support their return to full attendance and a possible fixed penalty notice issued to parent/carers.

Persistent Lateness to school



Morning registration will take place at the start of the school day at **8.45am**. The registers will remain open for 20 minutes. Any student arriving after this time will be marked as having an unauthorised absence. Where the absence at registration was for attending an early morning medical appointment, the appropriate authorised absence code will be entered.

Students arriving after the start of the school day, but before registers close, will be recorded as late. Any student who incurs:

- 2 late marks across a five day period will attend a 'late detention' on Friday for 1 hour between 3:30pm and 4:30pm.
- 3 late marks across a five day period will attend an 'SLT detention' on Thursday for 90 mins between 3:30pm and 5:00pm.
- 4 late marks across a five day period will attend a 'Saturday detention' on Saturday for 3 hours between 9:00am and 12:00pm.

How can parent/carers support their child's attendance?



- ☐ Proactive engagement and support of all parent/carers
- ☐ Talk/communicate with your child to determine barriers to attending school
- ☐ Consistent message to your child re: daily attendance and punctuality to school
- ☐ Triangulation of message between the school, child and parent/carer
- ☐ Regular communication with KS Administrators (Mrs Maynard KS3, Mrs Cody KS4, Mrs Cooney KS5) and Form Tutors
- ☐ Inform the school immediately if your child is absent from school. Any absence not communicated on each day of absence will be classed as unauthorised
- ☐ Provide appropriate medical evidence, where possible
- ☐ Ask the school for further support/ intervention if needed

Year 9 Welcome Evening

Careers Guidance



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What does Careers include at JFS in Year 9 and beyond?



Dedicated 10 week block of Careers lessons in Year 9 taught by Mr. Palmer (Careers Leader) including:

- How do I choose the right career for me?
- Choosing the right GCSE options
- Writing your CV incorporating competencies and transferable skills
- Introduction to work experience and workplace rights and responsibilities

Personal login to Unifrog careers management system

1:1 appointments – on request, talk through future options

Speed careers event in July with 50+ professionals attending

What does Careers include at JFS in Year 9 and beyond?



In Years 10 and 11

Post-16 advice – A-levels/BTECs/T-levels at JFS or alternative, local FE College visits

Work experience – in Summer term of Year 10

In Years 12 and 13

Post-18 advice - University and Apprenticeship applications – start in Year 12, finalise in Year 13

Careers fairs and talks – regular speakers, Speed Careers event Year 12

Work experience – in Summer term of Year 12

Maths Year 9

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



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Meet the Team



- 9x1 Mr Johnson
- 9x2 Mrs Bibi and Mr Palmer
- 9x3 Miss McNeela
- 9y1 Mr Palmer and Mrs Bibi
- 9y2 Mr Gamage and Miss McNeela
- 9y3 Mr Johnson
- 9y4 Mrs Kapoor
- 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	



Homework Set	Topics	Homework Due
06 September	First Week N/A	13 September
13 September	Three introduction steps	20 September
20 September	Straight line graphs; plotting	27 September
27 September	Equations of straight line graphs	04 October
04 October	Solving equations	11 October
11 October	Solving inequalities	18 October
18 October	Constructing and solving inequalities, substitution and changing the subject	01 November
25 October	Half Term	
01 November	Brackets; expanding single and double brackets	08 November
08 November	3D shapes; properties, nets, plans and elevations	15 November
15 November	Surface area; cubes, cuboids and prisms	22 November
22 November	Volume; cubes, cuboids and prisms	29 November
29 November	Cylinders; surface area and volume	06 December
06 December	Scale diagrams and constructions	13 December
13 December	Construction; angle bisector, perpendicular bisectors and mixed problems	20 December
20 December	Christmas Holidays	

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 published on SMHW with topic list
- 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 8 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



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



GCSE expectations talk

Science

Teaching Staff



- **Biology Specialists:**

- Ms Mozammel (SL for Biology)
- Mrs Hatwal
- Mr Souici
- Mrs Thaker
- Ms Bryant

- **Chemistry Specialists:**

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

- **Physics Specialists:**

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

Each Class Has 3 Specialist Teachers



Year 9- Mixed Ability Classes

	BIO	CHEM	PHYS
XA	Mrs Hatwal	Mr Hall	Dr Ekanayake
XS	Ms Mozammel	Miss Green	Mr Hassan
XP	Mr Hassan	Mrs Thaker	Mr Harwood
YI	Mrs Hatwal	Mr Hall	Dr Ekanayake
YR	Mrs Hatwal	Miss Green	Ms Bryant
YE	Mr Hassan	Mr Souici	Mr Harwood
YS	Ms Bryant	Miss Green	Mr Harwood



- 1. **ARE checklist** issued this has the skills that your son will be working towards achieving
- 2. **Topic checklist** issued with specific information and knowledge for that particular topic
- 3. Mid-point of a topic **low stakes Collins Connect Quizzes** are set and feedback issued to students
- 4. **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		10Ty 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
2d	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		



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



- At the end of year 9 students will sit an **end of year exam**
- This will be the starting point to '**band**' students into an upper and lower band
- End of Topic assessments taken this year and teacher feedback will also be taken into account before finalising banding and sets for year 10.



Every year 9 Class starts on the Separate Science Route

Specifications:

- AQA Combined Science Trilogy (formally known as dual award) at foundation and higher tier
- AQA Separate Sciences (formally known as triple science)
 - Sets Tx, Ty and Tz are covering higher tier separate science
 - Sets D1, D2 are covering higher tier combined science
 - Sets D3, D4 and D5 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.



Combined Trilogy Route	Separate Science Route
Your Son will be taught in specialist lessons, ie he will have biology, chemistry and physics lessons	



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
			6
		5	5
C	C	4	4
D	D	3	(3)
E	(E)	2	
F		1	
G			
U	U	U	U



HIGHER TIER

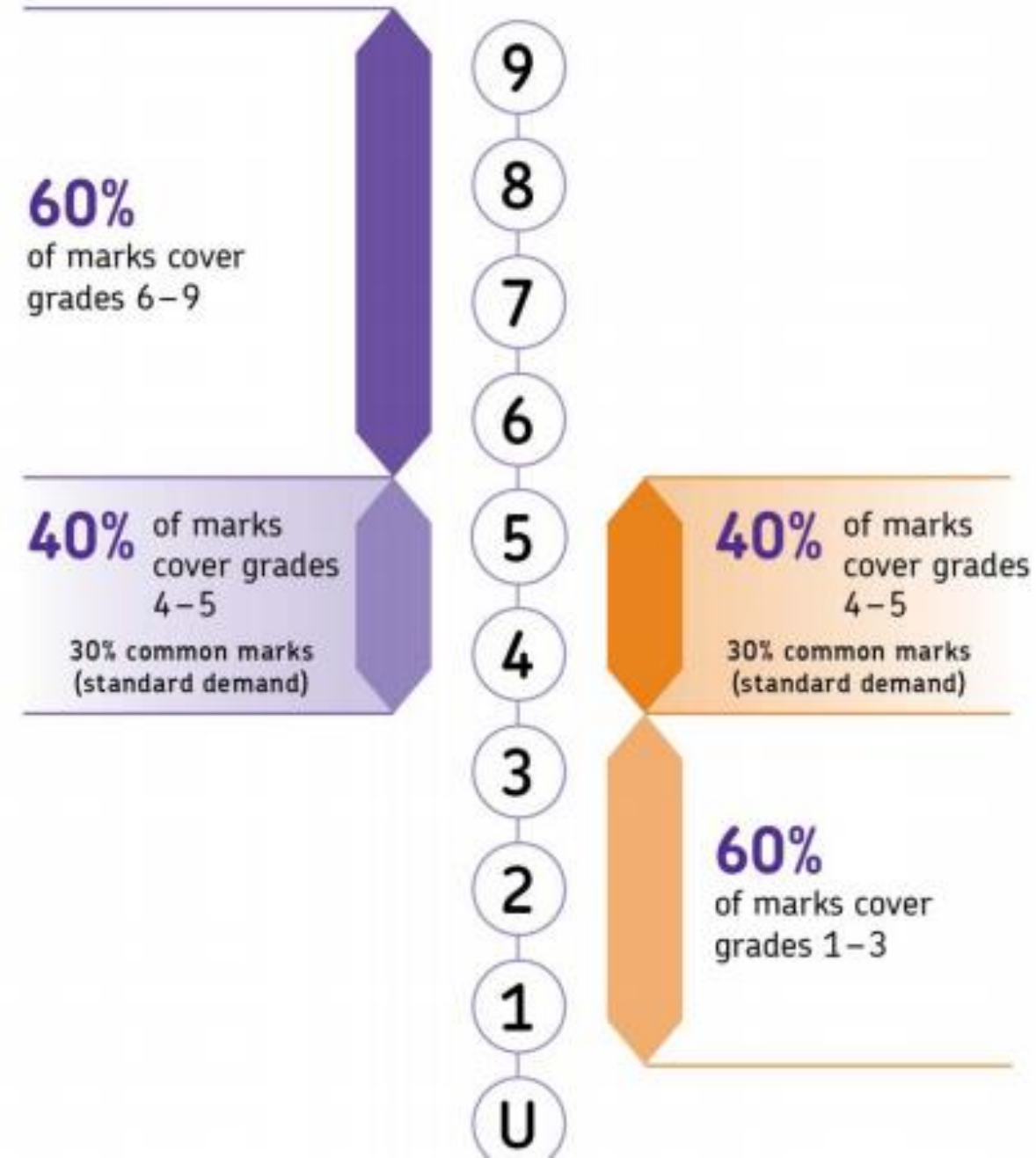
FOUNDATION TIER

- Foundation papers are more accessible and for hard working students it is easier to get a grade 5 on them. More of the 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	





Scheme of Work:

- Collins
 - the textbooks are available online for your son to use. No password is necessary to access them. PLEASE DO NOT BUY THEM.
- Revision Guides: I recommend CGP, they have a vast array of supporting materials www.worldofbooks.com have second hand versions which are cheaper!

No Password is Needed to Access Collins Connect



Collins Connect



Find your School

Start typing your school name or postcode and select to go to your login page.

School

Submit



School name: The John Fisher School - CR8 3YP(CR8 3YP) : [Not your school?](#)

Date of birth

Day



Month



First letter of surname

A-Z



Year group

Select Year



Login



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



Year 9

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	Diverse Voices and Experiences	Context for Literature texts Language Paper 1 and 2



- **This term:**
- **Welcome to Nowhere**, revisits the idea of refugees and migration with the recent conflict in Syria. A young Syrian boy has hopes and dreams which are interrupted with war and have nowhere to call home.
- Class discussions will include the links back to yr7 and reiterate the school values of acceptance, selflessness and respect for those who are migrating from their homes.
- Protected characteristic of: RACE & CULTURE



The English GCSE

As a department, we are dedicated to ensuring all students aspire to reach their full potential.

- The GCSE exams are awarded as 9-1 grades.
- All students complete 2 English GCSEs.
- Language Exam board: AQA
- 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.



Component	Value	Length	Topics / Content
Exam Paper 1	50%	2 hours	An Inspector Calls (modern play) – 25% <ul style="list-style-type: none">• Extract & Unseen Comparison Question.• Whole play question. Jekyll & Hyde – 25% <ul style="list-style-type: none">• Extract OR whole text question.
Exam Paper 2	50%	2 hours	Macbeth – 25% <ul style="list-style-type: none">• Extract OR whole text question. 16 Conflict Poems – 25% <ul style="list-style-type: none">• Analysis question.• Anthology & Unseen poetry comparison.
Revision Tips	<ul style="list-style-type: none">• Know the plot, characters and themes of each text• Learn key quotes from each text• Practice your PEE skills• Revise your subject specific vocabulary		



Component	Value	Length	Topics / Content
Exam Paper 1 (AQA)	50%	1 hour 45 minutes	Non-Fiction Reading Comprehension – 25% <ul style="list-style-type: none">• One Fiction Text• 4 analysis questions Non-Fiction Writing – 25% <ul style="list-style-type: none">• Choice of two writing questions• 30% marks for spelling, punctuation & grammar (SPaG)
Exam Paper 2 (AQA)	50%	1 hour 45 minutes	Fiction Reading Comprehension – 25% <ul style="list-style-type: none">• Two Fiction Texts• 4 analysis questions Fiction Writing – 25% <ul style="list-style-type: none">• One Non Fiction writing question• 30% marks for spelling, punctuation & grammar (SPaG)
Revision Tips	<ul style="list-style-type: none">• <u>Reading, reading, reading!</u> The wider a student's vocabulary, the greater their range of ideas.• Revise SPaG – easy marks once you know your structures• Revise your subject specific vocabulary to analyse texts• Remember to PEE in the reading paper• Presentation for Spoken Language Component		



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)



- **Your son is welcome to see his teacher for help at anytime**
 - **KS3 Coordinator is Ms Johnstone**
 - **Head of Department is Mrs Ryder**
 - **BBC Bitesize**
 - **YouTube videos of the set texts**
- **CGP books for revision of core skills and SPAG**
 - **AQA OCR websites**