



WATLING
— ACADEMY —

Year 9 Learning Pathways Evening

Year 9 – Getting ‘on board’



Getting 'on board'

The curriculum



Curriculum allocation for Year 9

Subject	Lesson Allocation per Week
English	3
Mathematics	3
Science	5
History/ Geography	2
Drama, Art, RE, Music, DT, STEM	1
Spanish or Mandarin	2
Physical Education	2
Wellbeing	1
Tutorial	5x30 minute sessions

At Watling Academy, we have 5 lessons a day.

Each lesson is 60 minutes in length.

Students follow a two-week timetable.

Times of our school day are published on our website.

Welcome to Watling Academy

A very warm welcome to Watling Academy and thank you for your interest in our Academy.

FIND OUT MORE

- Intent
- Implementation >
- Subject Pages >
- SEND
- Remote Learning
- Assessment
- Homework
- Alternative Education
- Exams
- Learning Pathway Evenings & Curriculum Summaries

- Art
- Computing
- Design Technology
- Drama
- English
- Food and Nutrition
- Geography
- Health and Social Care
- History
- Mandarin
- Maths
- Music
- Physical Education
- Religious Education
- Science
- Sociology

Preparing for GCSE

During Year 9, students will begin to learn the knowledge, skills and concepts required for their GCSEs, as well as a broad range of challenging and exciting topics. For example:

- Power and Conflict Poetry (GCSE English Literature)
- Designing and making bucket hats in DT Textiles
- Learning about aspects of technical theatre in Drama

Student Groupings Year 9

Students will be in the same teaching groups for the following subject groups

Design Technology

Maths

English

PE

Science
Computing

Art
Drama
Geography
History
Music
Religious Education
STEM Innovation
Spanish or Mandarin
Wellbeing

Maths and English teaching groups are setted groups. These will be reviewed throughout the year.

Dual objectives: Learning habits

Emotional

- Questioning
- Thinking
- Resilience
- Perseverance
- Noticing (finding evidence)
- Concentrating

Cognitive

- Creating, imagining, innovating
- Risk-taking
- Problem solving
- Making links and applying knowledge
- Analysis and evaluation
- Reasoning and making judgements



HOW DO WE BECOME EFFECTIVE LEARNERS?

Social

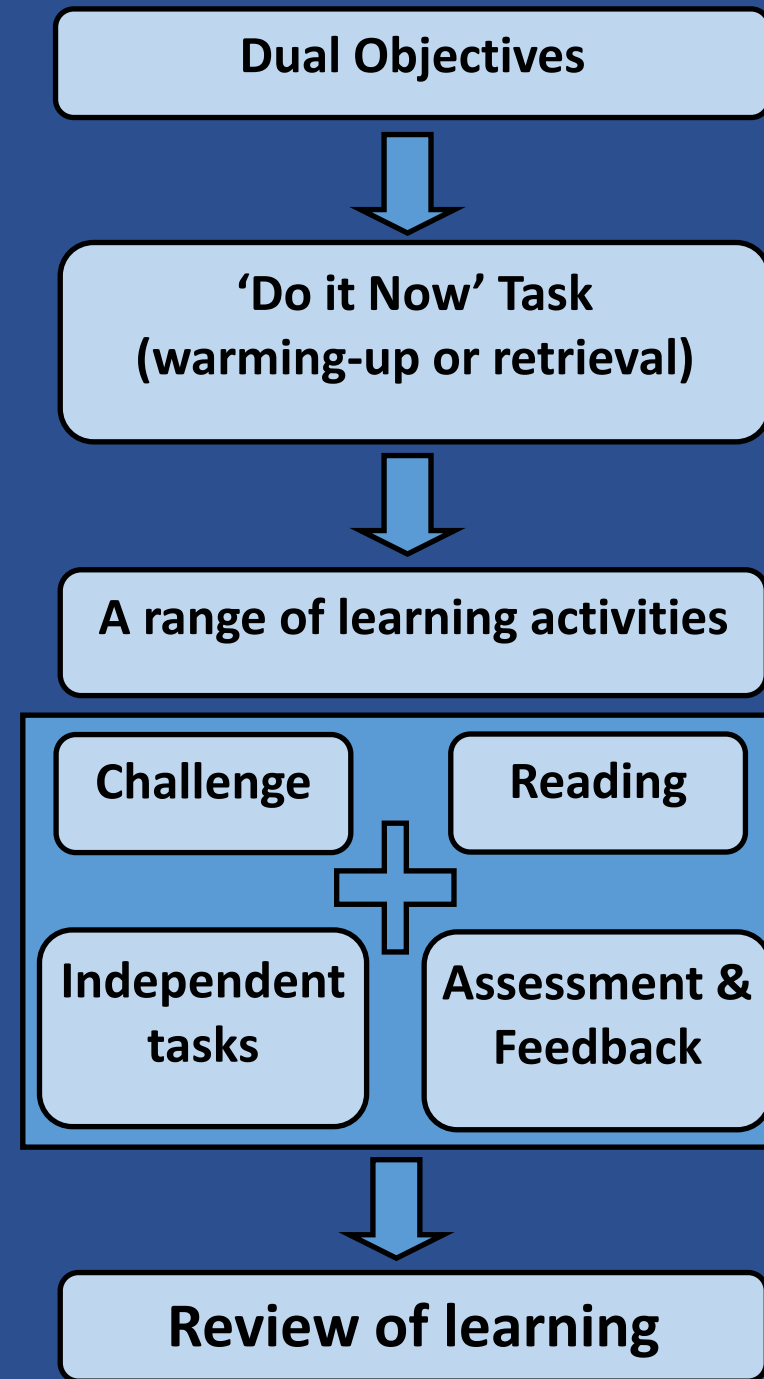
- Listening
- Communicating
- Planning and organisation
- Leadership

Reflective

- Planning and organisation
- Self-regulation
- Learning from mistakes
- Research
- Collecting and using data

What are lessons like?

- Lessons follow a familiar structure. Starting with a 'do it now' task and ending with a review of the lesson and learning that has taken place.
- All lessons will include a range of activities that have elements of:
 - Challenge
 - Tasks students complete independently
 - Opportunity to develop reading skills
 - Assessment and feedback.



Year 9 Options Evening



Thursday 23rd January 2024

- An opportunity to find out about GCSE options available for Year 9
- Overview of the options process
- Discussions with subject teachers about the course and requirements

Students will also have 'taster' lessons in subjects so they can experience what it might be like to study that course.

Reading Question 1

What percentage of students leave primary school having not met the expected standard in reading?

A. 10%

B. 4%

C. 25%

D. 37%

Getting 'on board'

Progress, reading and homework



Student Progress Current Learning Grades

1	2	3	4	5	6	7	8	9
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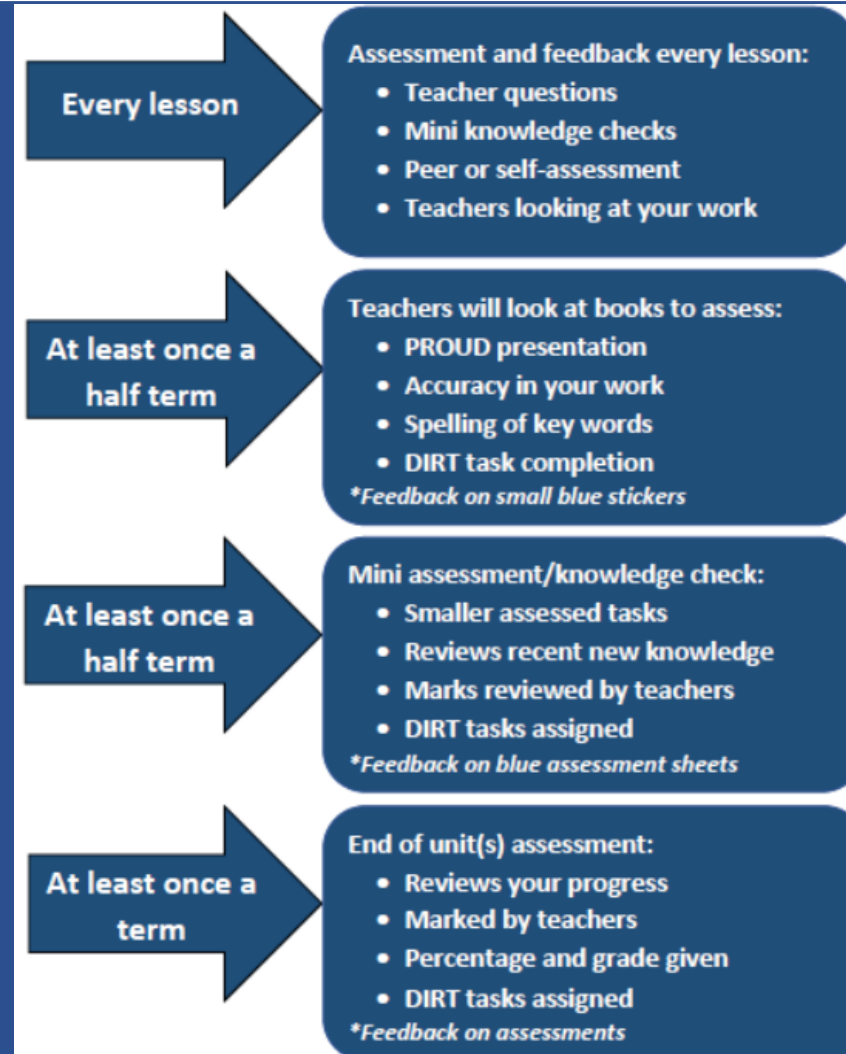
- Student progress is tracked across 5 years using an assessment system that considers the knowledge that students have.
- Students have a projected flight path based on individual FFT targets for GCSE. Students will be set an aspirational target grade for each subject.
- Students are graded using subgrades, to highlight how securely they are achieving within a particular grade boundary (e.g 4a,4b,4c).

Assessment and feedback

Teacher feedback

<i>PROUD presentation</i>	<input type="checkbox"/> PROUD presentation consistent <input type="checkbox"/> Attention needed
<i>Review of student work</i>	<input type="checkbox"/> No additional comments <input type="checkbox"/> Review comments on work
<i>Spelling of <u>key words</u></i>	<input type="checkbox"/> Spelling is correct <input type="checkbox"/> Some errors
<i>DIRT tasks</i>	<input type="checkbox"/> Completed <input type="checkbox"/> Not completed <input type="checkbox"/> N/A
<i>Date</i>	

Remember to reflect on your feedback: What do I need to do to improve?



Progress Reports



Progress Reports home to parents three times a year to report of student progress across each term.

- Autumn Term
- Spring Term
- Summer Term

Reporting Engagement, Behaviour, Homework, Current Learning Grade

CLGs are cumulative and based on all the assessment students have completed in each subject.

WATLING ACADEMY													
WATLING ACADEMY PROGRESS REPORT													
END OF YEAR REPORT: SUMMER 2021-22													
Name: Chloe Ababio				Year: 7				Tutor Group: 7RWT					
Please find below a summary of Chloe's progress over the course of the Summer Term here at Watling Academy. This report contains information on how well Chloe has engaged in learning, both within the classroom and through their completion of homework tasks, as well as overall behaviour and conduct across the Academy.													
These areas are reported on a scale of 1-5, with 5 being the maximum and 1 being the minimum.													
This is a holistic overview of student progress across the term and scores given reflect this. You will also find a summary of student attendance and termly total of House and Behaviour points.													
Subject	Homework Grade			Engagement Grade			Behaviour Grade			Current Learning Grade			EoY Target
Review Period	1	2	EoY	1	2	EoY	1	2	EoY	1	2	EoY	
Maths	1	1	1	4	4	4	5	4	4	T1	T1	1C	1C
English	4	4	5	4	4	4	4	4	4	T1	1C	1A	1B
Science	3	3	3	3	3	3	4	4	4	1B	1C	1C	1C
STEM Innovation	N/A			4	4	4	4	4	4	N/A			
Geography	3	3	3	4	4	4	4	4	4	1C	1B	1A	1C
History	4	3	4	5	4	4	4	4	4	T1	1C	1C	1C
RE	N/A			5	3	3	4	4	4	1C	1B	1A	1A
Spanish	2	3	4	4	3	3	4	4	4	T1	1C	1C	1B
Computing	1	2	4	4	4	2	4	4	4	T1	T1	1C	1C
Art	4	4	5	5	5	5	4	5	5	1A	1A	1A	1A
Drama	N/A			4	3	4	4	4	4	1B	1B	1B	1B
Music	N/A			4	4	4	4	4	4	1B	1B	1B	1B
DT/Food	2	5	3	4	5	5	4	5	5	1C	1B	1A	1B
Well Being/PSHE	N/A			3	5	5	4	5	5	N/A			
PE Core	N/A			4	4	4	4	4	4	N/A			



Homework



Students in Year 9 will receive 1 pieces of homework per week in all subjects expect Well-Being and STEM.

- Homework is set regularly via Class Charts and will predominantly be online.
- Retrieval Quizzes should take between 15-20 minutes to complete.
- Support for students within homework clinic.
- Students will be rewarded for regularly completing homework

GCSE Pod

- Online platform to support with revision and practicing of key knowledge learnt in the classroom.
- Linked to GCSE courses of study
- Provides support videos (pods) and knowledge quizzes to help you remember key content
- Longer exam question style assessments
- Provides instant feedback on what students get right or wrong and what they need to work on.
- Boost Playlist created
- You can see and monitor progress over time
- You can access it on your phone via the app



Reading

The average reading age required to access GCSE exams is 15 years and 7 months

Greater exposure to more complex unseen texts within the reformed GCSE exams

Strong correlation between reading ability and exam performance

GCSE subject	Correlation
English Language	0.65
Geography	0.65
Maths	0.63
History	0.61
Science Combined	0.61

Reading

Promoting reading is a priority for our students at Watling Academy.

We do this through:

- Opportunities for silent reading
- Reading Rules sessions
- Targeted activities within the curriculum
- Identified Key vocabulary
- Support from our Reading Champion

How can parents support students?

- Talk about reading and the importance of reading skills in your daily life
- Encourage students to read each day
- Join a local library
- Ensure students have a reading book that they enjoy
- Encourage students to read anything – this could be instructions or recipes.



Star Reading Assessments



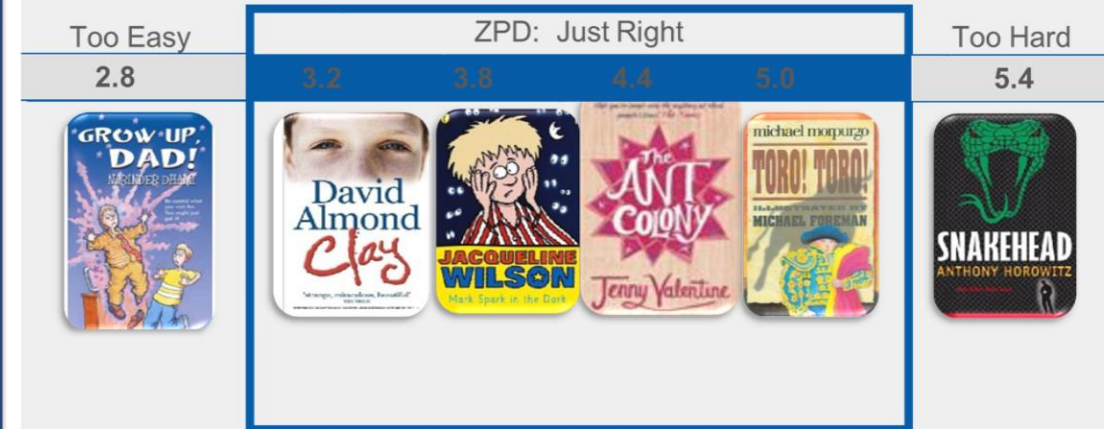
All students in Year 9 sit a termly Star Reading Assessment to assess key reading skills including:

- Vocabulary
- Comprehension
- Inference
- Analysis



These are online assessments that adapt to individual reading levels

Students are given a ZPD level to support them in picking the most appropriate books to support them in progressing in their reading.

Zone of Proximal Development



Students select books according to ZPD and their interests

	0.0 - 1.9
	2.0 - 2.9
	3.0 - 3.9
	4.0 - 4.9
	5.0 - 5.9
	6.0 +

Reading Question 2

How many more words are needed to be understood to read a science textbook compared to a novel?

A. 500

B. 1700

C. 7000

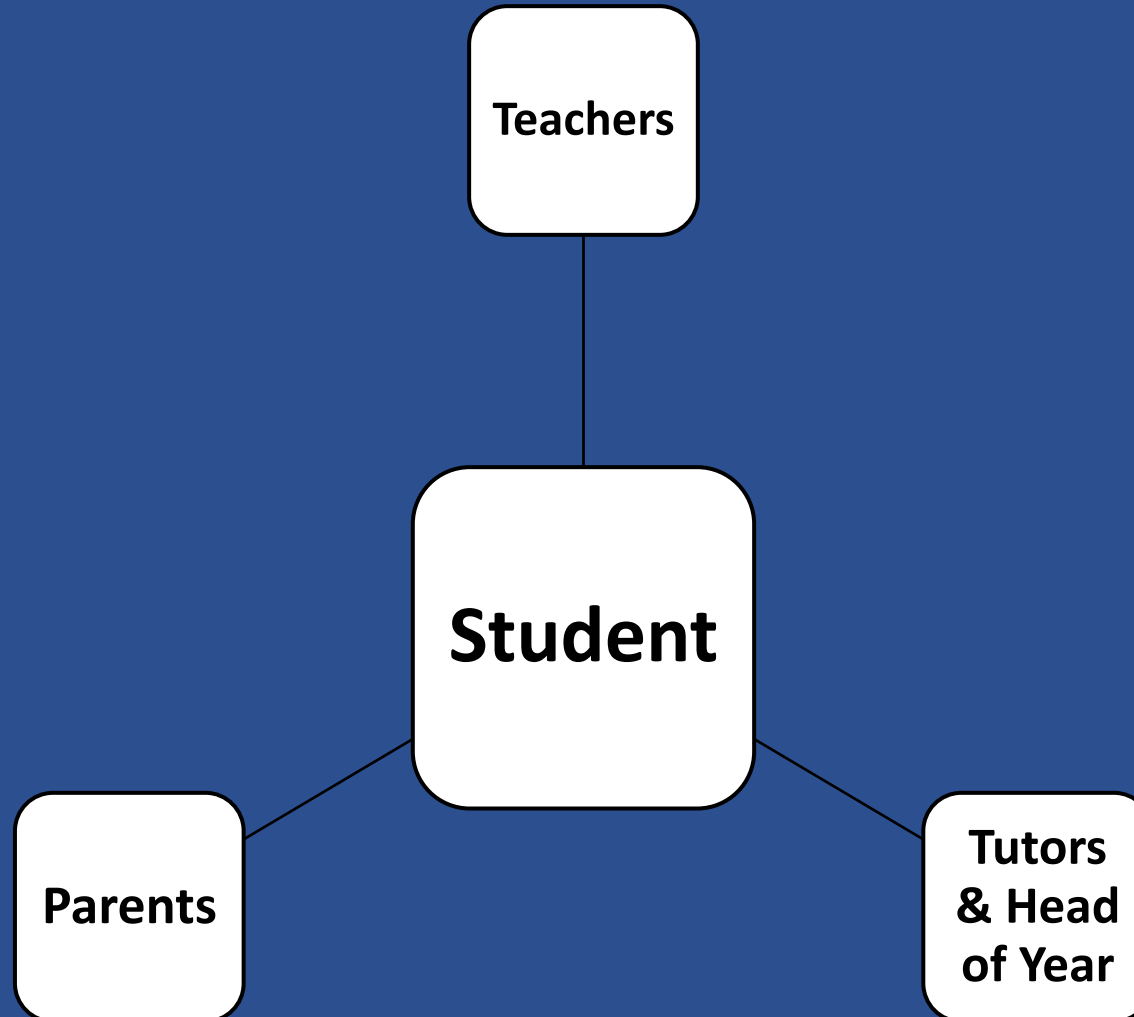
D. 3000

Getting 'on board'

Working together



Working together in partnership



Role of the Teacher

- Support students with developing their knowledge and understanding
- Guide students on their areas to improve through regular assessment and feedback
- Support students with their subject concerns
- Develop and maintain motivation
- Maintain contact with parents
- Reward students



Role of Student

- Take responsibility for your own learning and behaviour
- Be actively engaged and motivated
- Actively participate in lessons
- Speak to the teacher if you do not understand
- Complete all classwork and homework to the best of your ability
- Catch up on any work missed
- Maintain a tidy exercise book – be PROUD of your work.
- Engage with feedback and learn from mistakes



Role of the Tutor

- Advocate in school
- Mentoring & support
- Helping to develop motivation – rewards and praise
- Looking at goals and career pathways
- Supporting planning and organisation
- Delivering our tutorial programme
- Maintain regular contact with parents



Role of the Parent

Parental involvement in a child's education can mean the difference between a high grade at GCSE and a much lower grade (TES Research)

- Show an interest in subjects and ask questions
- Reward students for achievements and progress to boost motivation.
- Create a suitable study space away from distractions
- Develop routines at home to support with homework
- Ensure that students have some down-time
- Ensure that students are attending school

Reading Question 3

What is the percentage of words that need to be known in a text to ensure reading comprehension?

A. 95%

B. 15%

C. 50%

D. 80%

Getting 'on board'

Personal Development



Tutorial Programme and Wellbeing Lessons



Tutorial programme and Wellbeing Lessons

Assemblies

Assemblies are school meetings that happen every other week for Year 9.

Celebration assemblies

These take place once a half term

They are a way of recognising the achievements of students in various subjects across the school

Reading Rules Programme

The Reading Rules program as a weekly session led by form tutors.

Tutorials and Wellbeing

The tutorials are weekly PSHE-based lessons with subject-related themes.

Wellbeing lessons once a week, in forms, led by their form tutor.

House Challenges

House Challenges are an exciting opportunity to earn house points.

STEM Challenges

STEM skills are in high demand in the job market and that participation in STEM challenges can lead to exciting opportunities and careers in these fields.

During the tutorial programme, students will get involved in various activities to enhance their learning and engage with different aspects within the school.

Student Wellbeing and Personal Development



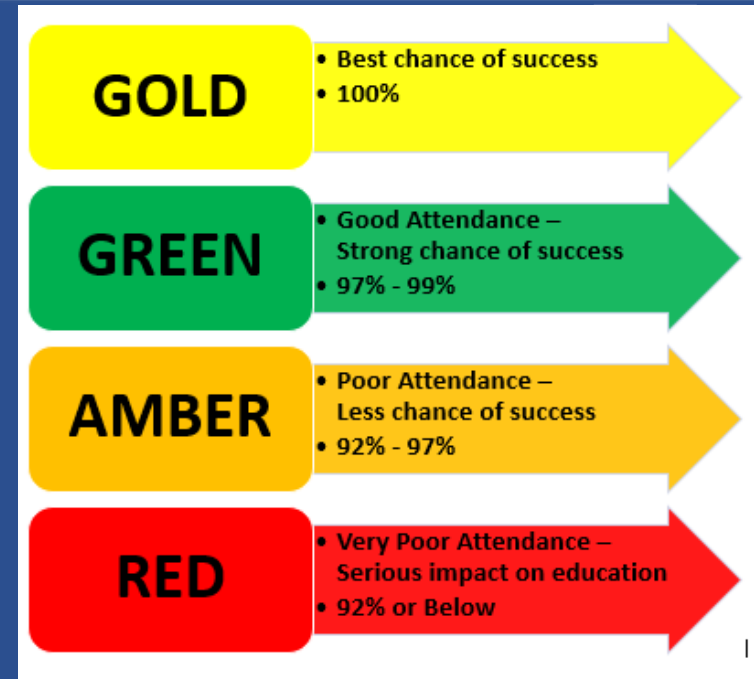
Student well-being is essential in Watling because it not only enhances academic performance but also prepares students for the challenges of life, fosters a positive and inclusive learning environment, and has far-reaching effects on individuals and communities.

- **Dedication to Well-being:** We are committed to fostering a healthy and caring environment.
- **Mental Health Priority:** We place a strong emphasis on positive mental health, which is fundamental to our academy's mission.
- **Supportive Foundation:** Positive mental health underpins our essential work in supporting students, staff, and their families.
- **Core Values:** We actively promote our core values of Respect, Responsibility, and Kindness in all our endeavours.
- **Inclusivity:** We ensure that every student is recognized and valued, leaving no one anonymous in our community.

Attendance and Punctuality

How can you support?

- Ensure your child is punctual to school every day.
- Keep us informed of any absence and the reason.
- Ensure you avoid term time holidays for your family.
- When possible, book medical/dental appointments outside of school time.
- Liaise with Form tutor and Pastoral team should you need support with raising your child's attendance.



Impact of missed Education

	90%	Below 95%	100%
Cumulative loss of Education	= ¼ day missed per week = 4 weeks per year = 1 half term over 2 years	= equates to a loss of one GCSE grade	=No loss of Education

Attendance and Punctuality

- Punctuality is also important.
- **5 minutes late to every lesson = 3 days off per term = 91% attendance**
- After school detentions will be issued for those students who are more than 10 minutes late to lessons in a week.
- A parent mail notification will come out to you, if students are between 10-29 minutes late in a week.
- A letter will be sent out to you, if students are over 30 minutes late to lesson.

Key Dates

- 16th October - Enrichment Day
- 17th October – Enrichment Day
- 15th November – Progress Report 1
- 12th December – Academic mentoring afternoon
- 23rd January – Options Evening
- 31st January – Progress Report 2
- 6th February – Y9 Subject Parents Evening
- 13th February – Y9 Subject Parents Evening
- 25th March – Options Choices deadline
- 12th-16th May – Year 9 exams
- 22nd May – Enrichment Day
- 23rd May – Enrichment Day
- 4th July – Progress report 3
- 10th July – Academic mentoring afternoon
- 17th July – Celebration evening



Reading Question 4

If a child has been read to at home every day before the age of 5, how many words will they have been exposed to before they start school?

Communication



Query:	Who to contact:	Phone Number:	Email:
General Enquires	Main Reception or School Website	01908 794 094	admin@watling.academy
Pastoral queries about student	Form Tutor Head of Year	Please contact reception for teacher details	
Academic queries about student	Head of Department	Please contact reception for teacher details	
Medical Assistance regarding student	Mrs Carpenter		CarpenterN@watling.academy

Each student is also issued a student planner. Please write any communications in this to also contact your child's form tutor.

Getting 'on board'

Consistently good Attendance & Punctuality

Being equipped

Active engagement in learning

Positive Behaviour choices

Take all opportunities

Communication

