



# THE ADEYFIELD ACADEMY

## Parent Information Booklet



**Year 9**





## Key Dates Year 9

### Autumn Term

Photo mop up session and sibling photos	Tuesday 15th November 2022
Occasional Day (School Closed)	Friday 25th November 2022
Tutor Review Day	Wednesday 14th December 2022
Term Ends	Wednesday 21st December 2022 ( <i>End of Term Progress Report</i> )

### Spring Term

Term Starts	Monday 9th January 2023
Year 9 Options Evening	Wednesday 11th January 2023
Year 9 Options Interviews	W/C Monday 6th February 2023
Year 9 Options Deadline	Friday 10th February 2023
Half Term	Monday 13th February to Friday 17th February 2023
Term Ends	Friday 31st March 2023 ( <i>End of Term Progress Report</i> )

### Summer Term

Term Starts	Monday 17th April 2023
Bank Holiday (School Closed)	Monday 1st May 2023
End of Year Assessments	Monday 8th May – Friday 19th May 2023
Half Term	Monday 29th May to Friday 2nd June
Year 9 Graduation	Friday 23rd June ( <i>End of Term Progress Report</i> )
Term Ends	Wednesday 19th July 2023 ( <i>End of Term Progress Report</i> )



# Welcome from the Year 9 Pastoral Team

Please find enclosed key information relating to the year ahead for your child in Year 9 - we hope that you find it useful. Our aim is to provide you with relevant dates and milestones in advance, so that you are prepared for these as they occur and can support your child through the year ahead.

We have also included important contact information should you need to get in touch at any point; please do not hesitate to email or call if we can help with support or guidance. Year 9 is a very important year, a year in which our students make key decisions about their future at The Adeyfield Academy and the subjects they wish to study at Key Stage 4. If we can help in this process, or with any other queries that may arise, please do let us know. We look forward to welcoming you to the key events that are outlined in this booklet. We must emphasise how important and valuable your attendance at these events is; lots of information and guidance is provided that we know will ensure Year 9 is a successful year for your child.

We look forward to working with you this year.



**Mrs Walters**  
**Head of Year 9**

waltersk@adeyfield.herts.sch.uk



**Miss Polson**  
**Assistant Principal**

polsonl@adeyfield.herts.sch.uk

## Year 9 Tutor Team

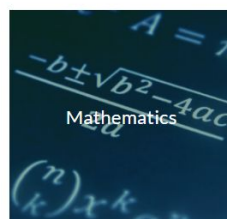
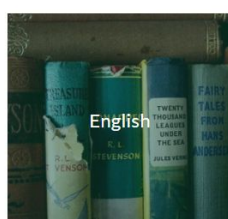
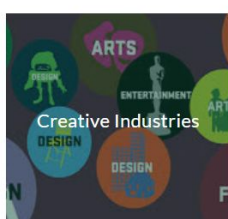
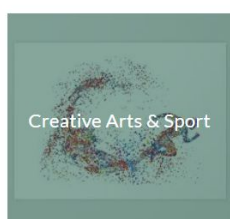
9-1	Miss Gosling	goslingr@adeyfield.herts.sch.uk
9-2	Miss Gitau	gitaur@adeyfield.herts.sch.uk
	Mr Rayburn	rayburnp@adeyfield.herts.sch.uk
9-3	Miss Picado-Dopico	picado-dopico@adeyfield.herts.sch.uk
9-4	Mr Andoh-Kesson	kessonp@adeyfield.herts.sch.uk
9-5	Mr Cook	cookg@adeyfield.herts.sch.uk



## Key Stage 3 Subjects

Please find below the list of subjects studied at KS3, with the contact details of Heads of Subject/Faculty:

Subject	Head of Faculty/Subject	Contact Details
English	Miss G Harwood	harwoodg@adeyfield.herts.sch.uk
Mathematics	Mrs E Clarke	clarkee@adeyfield.herts.sch.uk
Science	Ms A Caldwell	caldwella@adeyfield.herts.sch.uk
Geography	Mr G Cook	cookg@adeyfield.herts.sch.uk
Spanish	Miss R Gitau	gitaur@adeyfield.herts.sch.uk
History	Miss R Gosling	goslingr@adeyfield.herts.sch.uk
Religious Education	Ms J Thompson	thompsonj@adeyfield.herts.sch.uk
PSHCE	Ms J Thompson	
Computer Science	Mr S Trotter	trotters@adeyfield.herts.sch.uk
Art	Miss V Hime	himev@adeyfield.herts.sch.uk
Design & Technology	Miss V Hime	
PE	Mr R Mellor	mellorr@adeyfield.herts.sch.uk
Music	Mrs M Forni	fornim@adeyfield.herts.sch.uk
Performing Arts	Mrs M Forni	





# Home Learning

Home Learning for students will be set according the timetable outline below:

- Core subjects (in yellow) will be set once per week
- Non-core subjects will be set once per fortnight
- Students should expect to spend at up to 50 minutes on each piece of home learning set

**Year 9 Home Learning Timetable**

Week A	P1	P2	P3	P4	P5
<b>A Mon</b>	9a/Sp1 RGU 9a/Sp2 RPO	Maths (all)	9b/Gg2 GCK		
<b>A Tue</b>		9a/Sc2 PWK 9b/Sc3 CWN 9a/Sc1 BAE	9-3/Re, GS1, JTN	9b/Hi2 ACS 9b/Gg3 AHE	
<b>A Wed</b>		English (all)	9a/Gg2 GCK		9b/Gg1 IWK 9b/Hi2 ACS
<b>A Thu</b>	9b/Sc2 ACL 9b/Sc1 NJS			9a/Gg1 IWK	
<b>A Fri</b>	9-5/Re JTN				9b/Te1 LPN 9b/Te2 SOY 9b/Te3 EPE

Week B	P1	P2	P3	P4	P5
<b>B Mon</b>	9-5/Ar VHE	9a/Hi2 ACS	Maths (all) SNS CRE PAN DRN ECK	9-2/Re JTN	
<b>B Tue</b>			9a/Sc1 BAE 9a/Sc2 PWK	9b/Hi1 SNS	English (all) KHE AGN WHN PMY ETL
<b>B Wed</b>				9-1/Ar DLR	9-2/Ar DLR 9-1/Re JTN
<b>B Thu</b>	9-4/Ar VHE		9b/Sc3 CWN 9a/Hi1 RGG		9b/Hi3 VCY 9b/Sc2 ACL 9b/Sc1 NJS 9a/Te2 SOY 9a/Te3 EPE 9a/Te1 LPN
<b>B Fri</b>		9b/Sp2 RPO		9-3/Ar VHE 9-4/Re JTN	

*Music, PA, and CS will provide HL on a menu basis throughout the term as and when needed*

Students will need to make a note of their home learning in their planners but can find more details and resources of the tasks in their relevant Google Classroom.

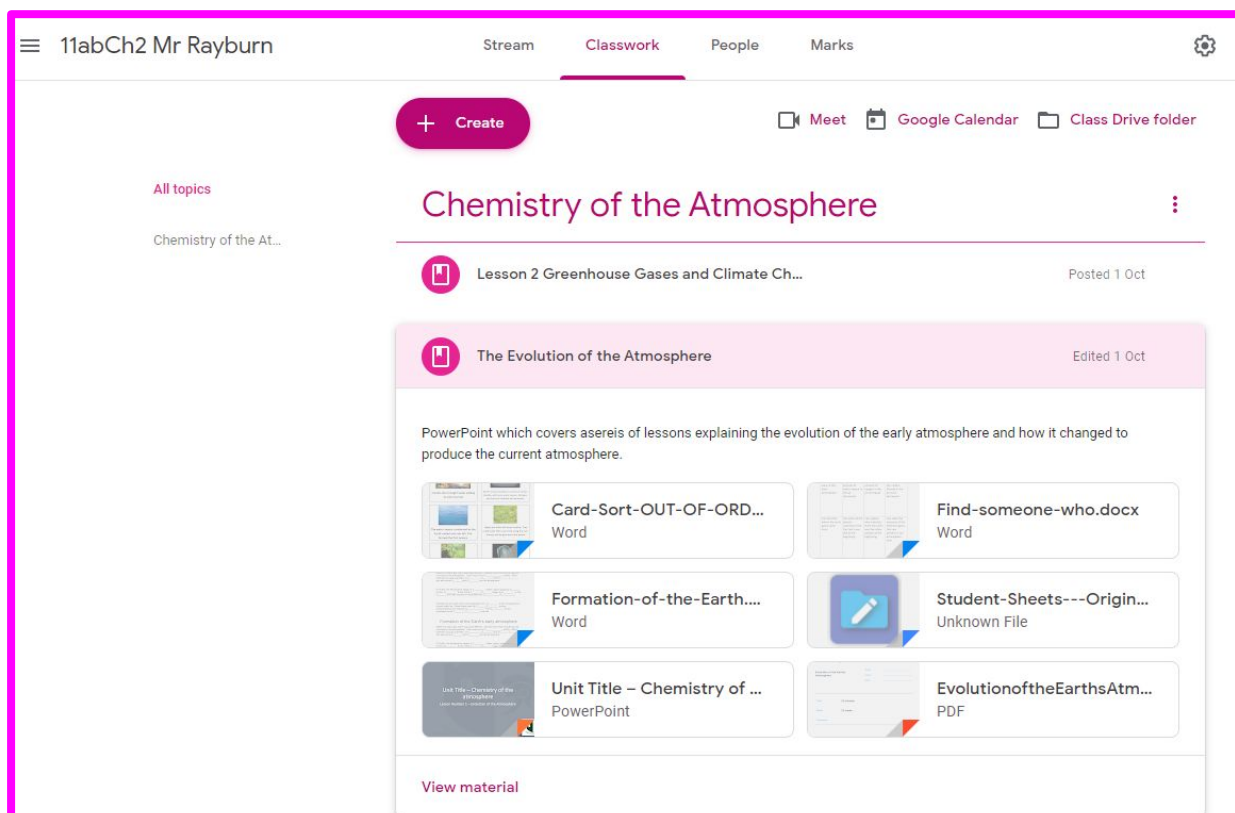
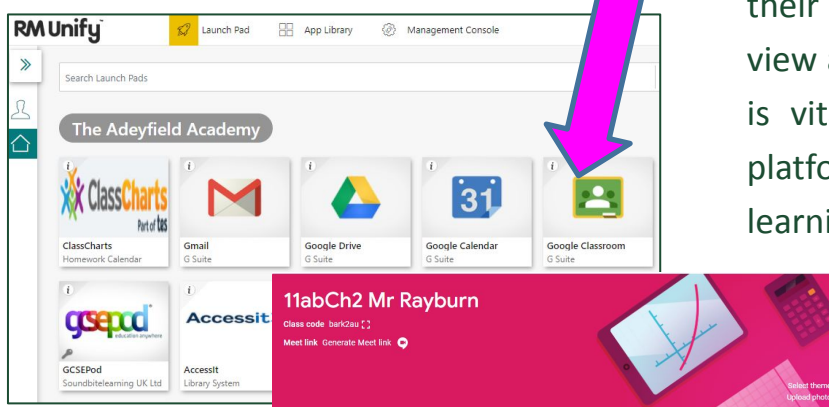




## Google Classrooms

# Google Classroom

All students have access to log into their Google Classrooms and will find resources, lesson material and questions for each of their subjects. This is also where they can view and complete their home Learning. It is vital that students use this powerful platform for their home and day-to-day learning






# Guardian Summaries

You have been invited via email to receive weekly guardian summaries of your child's Google Classroom activities. This weekly update will let you know the details of:

- Work coming up
- Work that has been missed
- Activities from the previous week



Parents will need a google/gmail account in order to receive these updates and will also be able to change alerts to a daily function. Below is an example of a weekly Guardian Summary:

  
**Google Classroom**  
**Weekly summary for Felix**  
Aug 1 – Aug 5, 2016

**Student work**  
Missing from last week

U.S. History – due Jul 26

**My top five influential figures in American History**

Create a top 5 list of the most influential figures in American history from the people listed in the handout. For each figure, write a brief explanation (in your own words) on why they are on your list. We will be going over this in class so make sure you are ready to justify your choices.

English and American Literature – due Jul 27

**What is the Harlem Renaissance? Who started it?**

**Due next week**

U.S. History – Due Aug 9

**"The Price of Free Speech" Reading and Questions**


Read the handout attached and answer the questions listed in the Google Doc. All answers should be in your words.

Marine Biology – Due Aug 13

**Aquarium Investigation Project**

Select three aquatic animals you would like to learn more about this semester. Answer the questions in the Google Doc. These facts will be used as the basis for your end of year presentation.

**Class activity from last week**

 **U.S. History**  
Kristen Gould



# BBC Bitesize

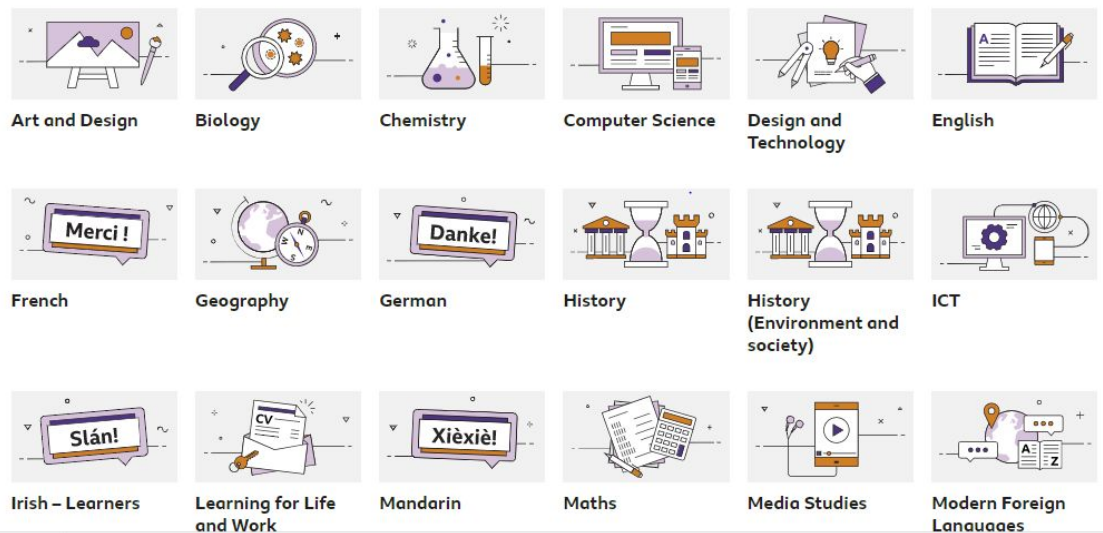
+ Bitesize

<https://www.bbc.co.uk/bitesize/levels/z4kw2hv>

The BBC Bitesize website has also been updated with fantastic resources for most subjects.

There is no need to make an account and students can access resources straight way.

## All KS3 subjects



KS3

## About Shakespeare

Part of **English**

5 learner guides + 11 class clips

**Audience and social attitudes >**

**Revise**

**Test**

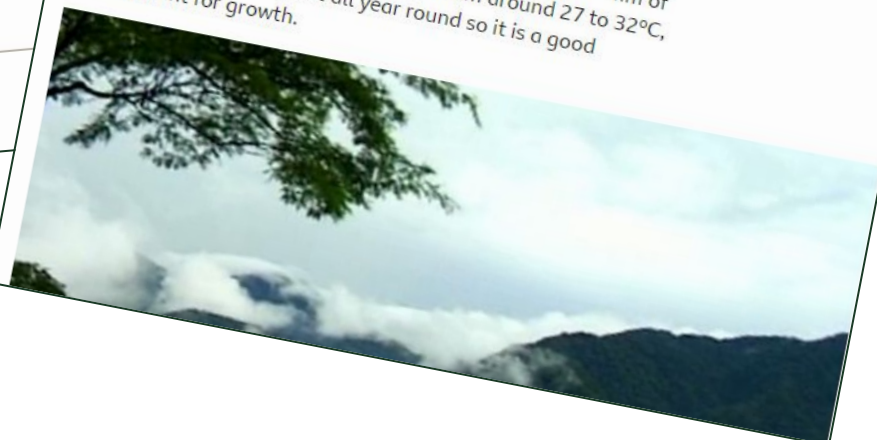
**Beliefs and superstitions >**

## Tropical rainforest ecosystems

Tropical rainforests are found between the Tropics of Cancer and Capricorn, 23.5° north and south of the **equator**.

### What are rainforests like?

The tropical rainforest contains far more species of plants and animals than any other biome. They cover approximately six per cent of the Earth's surface, and because they get 2,000 mm of rain per year and temperatures range from around 27 to 32°C, conditions are wet and hot all year round so it is a good environment for growth.







THE  
ADEYFIELD ACADEMY

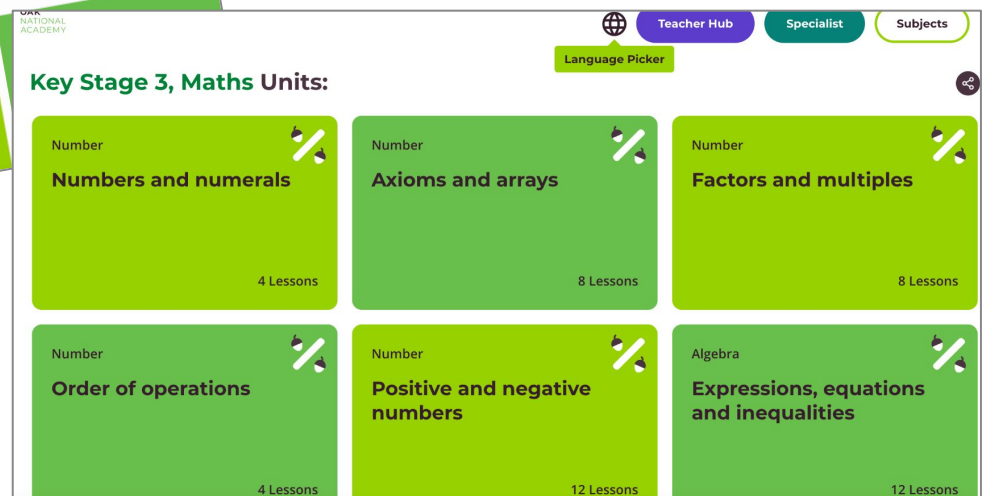
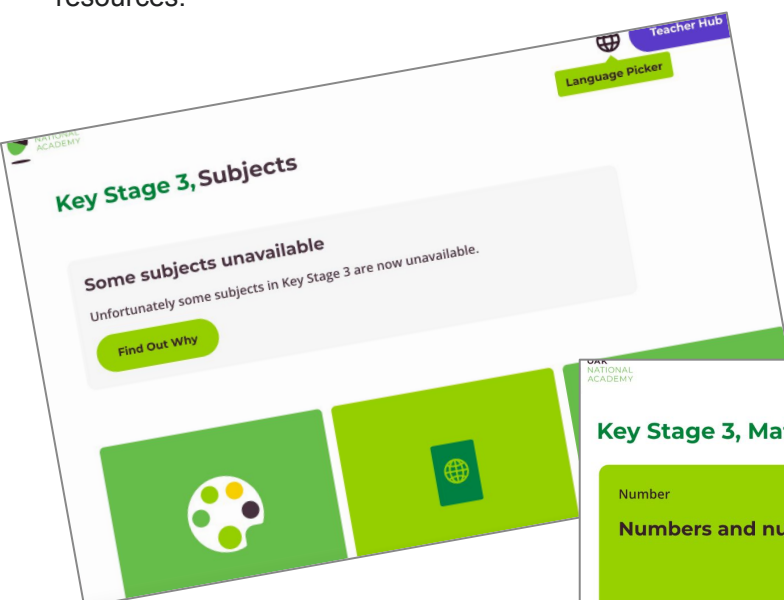
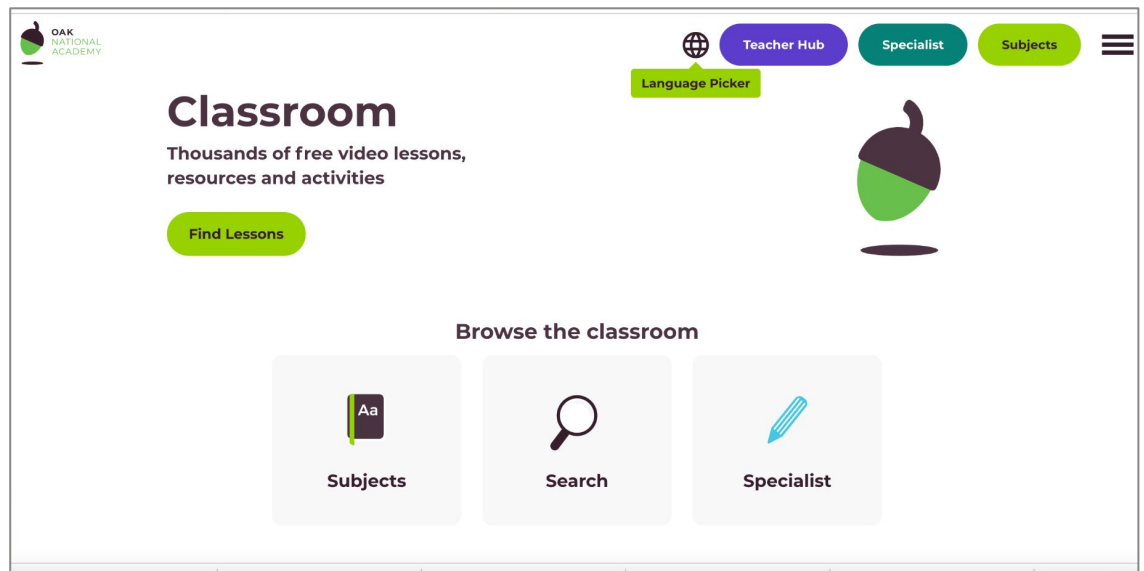
# Oak National Academy



<https://classroom.thenational.academy/>

**Oak National Academy** is an organisation providing an online classroom and resource hub in the UK. It provides free lessons and resources for pupils aged from 4 to 16, from reception to year 1

You do not need an account to use their resources.





# Understanding Assessments

Termly reports on student progress are shared with the following information:

<b>End of Year Target Grade</b>	This is the grade we expect you to have reached by the end of this academic year
<b>Current Grade</b>	This is the grade standard that students are currently working at
<b>Average Grade</b>	This is the average grade that students have achieved across all units of work this year
<b>Attitude to Learning Score</b>	This score indicates the overall attitude, commitment and motivation that students demonstrate in their lessons
<b>Home Learning Score</b>	This score indicates the quality and frequency of home learning completed

	<b>Attitude to Learning</b>	<b>Home Learning</b>
<b>Exceptional</b>	The student is exceptionally well-motivated, shows resilience, is enthusiastic and takes responsibility for their learning	All home learning is completed on time and to an exceptional standard.
<b>Good</b>	The student is well motivated, enthusiastic and strives to meet the Academy's expectation	All home learning is completed on time and to a good standard
<b>Requires Improvement</b>	The student is usually motivated; however, with an increase in effort and a more positive approach to learning they would achieve more	Home learning is usually completed on time to an acceptable standard. However, this work does not always reflect their true ability in the subject
<b>Inadequate</b>	The student demonstrates little or no effort in their approach to learning	Home learning is rarely completed on time and/or the work submitted is often of an unacceptable standard

## How my child's Target Grade decided for each subject?

Each student has their own individual target grades based on prior attainment. We remind students and parents that progress not a linear progress and will fluctuate across Key Stage 3.

Key Stage 3 students receive GCSE grades 9-1 for their targets and attainment. This is largely based on their prior attainment at Key Stage 2 using the FFT Model. The FFT provides benchmarks for each student of their likely future attainment. It does this by using information from many thousands of students in the past and linking attainment at one age (e.g. GCSE results at 16) with attainment at a previous age (e.g. KS2 test results at 11). We then break this down into target grade milestones for each year called '**End of Year 7/8/9 Target Grades**' on your report.

<b>Grade WT</b>	Working towards a Grade 1: Students' skills and knowledge in this subject are emerging
<b>Grades 1-2</b>	Working at Grade 1-2: Students' skills and knowledge in this subject are developing well
<b>Grades 3-4</b>	Working at Grade 3-4: Students' skills and knowledge in this subject are fully secure and advancing
<b>Grades 5+</b>	Working at Grade 5+ Students' skills and knowledge in this subject are advanced

# Understanding Assessments

Old GCSE grade	New GCSE grade	Additional information
<b>A*</b>  <b>A</b>	<b>9</b>	Roughly the same % of students will achieve a <b>7 or above</b> as previously achieved <u>A*-A grades</u>
	<b>8</b>	
	<b>7</b>	
<b>B</b>  <b>C</b>	<b>6</b>	Roughly the same % of students will achieve a <b>4 or above</b> as previously achieved <u>A*-C grades</u>
	<b>5</b> <i>'Strong pass'</i>	
	<b>4</b> <i>'Standard pass'</i>	
<b>F</b>  <b>G</b>	<b>3</b>	Roughly the same % of students will achieve a <b>1 or above</b> as previously achieved <u>A*-G grades</u>
	<b>2</b>	
	<b>1</b>	

We would expect that in order for students to reach Grades 4 and above in Year 11, students will be aiming for grade 3 by the end of Year 9.

## Achieving the Higher Grades

Although it is not possible to provide accurate guidance on the exam scores that students will need to achieve in order to reach certain grades in the new 9-1 GCSEs, we have subject specifications to provide you with some insight into the level of thinking that is required for students to achieve the new grades 7, 5 and 2. The visuals below indicate the words that we found most commonly across a number of subjects at each grade. The more common the word across a number of subjects, the larger it appears here.

**Students who are working at grade 5 (old B/C):**

**Students who are working at grade 7 (old A/A\*):**





# Parent Guide to Growth Mindset

Research shows that parents can have a powerful impact on their childrens' mindsets. The language you use and the actions you take show your children about what you expect. Giving process praise, talking about the brain, accepting mistakes as learning opportunities, and understanding the role of emotions in learning are all practices you can begin today.

The way we praise our children can have a profound impact on their mindset. Research on praise and mindsets shows that when we praise children for being smart, it promotes a fixed mindset. It sends a message that their accomplishments are trait-based, and tied to something innate. In contrast, praising kids for working hard promotes a growth mindset. It sends a message that the child's effort is what led them to success.

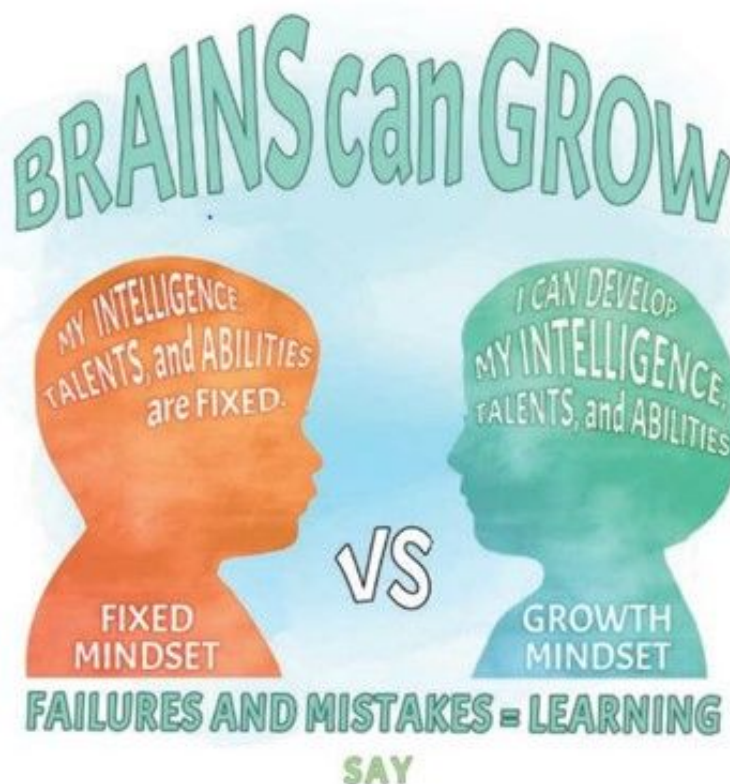
*Your brain is like a muscle. When you learn, your brain grows.  
The feeling of it being hard is the feeling of your brain growing!*

Big Life Journal

**PRAISE**  
**FOR**  
  
EFFORT  
STRATEGIES  
PROGRESS  
HARD WORK  
PERSISTENCE  
RISING TO A CHALLENGE  
LEARNING FROM A MISTAKE

**NOT FOR**  
TALENT  
BEING SMART  
BORN GIFTED  
FIXED ABILITIES  
NOT MAKING MISTAKES

**THE POWER OF**  
**"YET"**  
**SAY**  
"YOU CAN'T DO IT YET."  
"YOU DON'T KNOW IT YET."  
"IF YOU LEARN AND  
PRACTICE, YOU WILL!"



"MISTAKES HELP YOU IMPROVE."  
"YOU CAN LEARN FROM YOUR MISTAKES."  
"LET'S SEE WHAT OTHER STRATEGIES YOU CAN TRY."

## RECOGNIZE YOUR OWN MINDSET

BE MINDFUL OF YOUR OWN THINKING AND THE MESSAGES YOU SEND WITH YOUR WORDS AND ACTIONS.



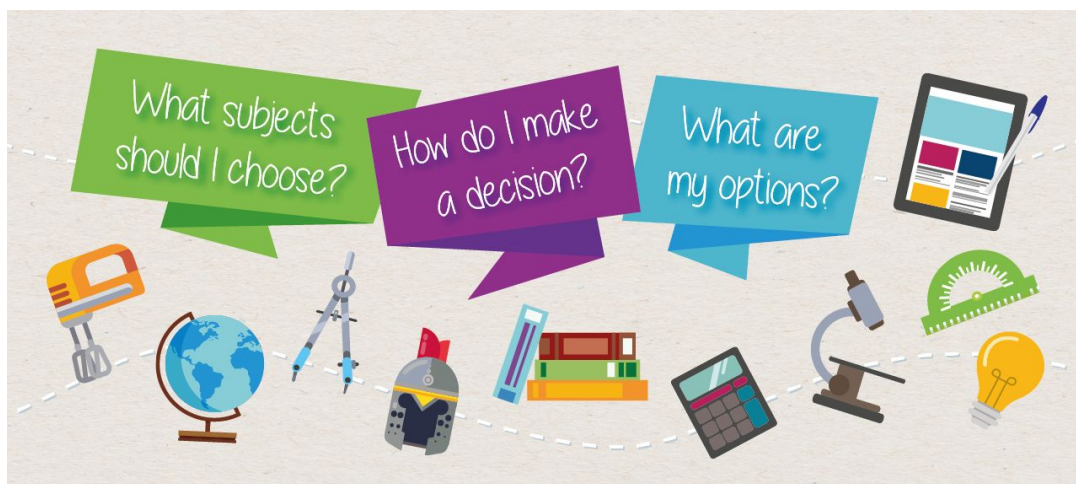
**ASK**  
"WHAT DID YOU DO TODAY THAT MADE YOU THINK HARD?"  
"WHAT NEW STRATEGIES DID YOU TRY?"  
"WHAT MISTAKE DID YOU MAKE THAT TAUGHT YOU SOMETHING?"  
"WHAT DID YOU TRY THAT WAS HARD TODAY?"





# Year 9 Options Process

Year 9 is an exciting year and students will get to decide which subjects they wish to study in Key Stage 4. Our diverse curriculum will enable students to choose subjects that will be enjoyable, stimulating, challenging and valuable in progressing towards their intended career. The process will begin in January 2023. More information will be provided nearer the time.



**Taster sessions for 8 subjects**

**January 2023**

**Options assemblies and careers fair**

**January 2023**

**Options evening/Parents' evening**

**January 2023**

**Options choices form**

**January 2023**

**One to one options meetings**

**February 2023**



# Wellbeing Guide

- **Kooth** is a free online support for young people – [www.kooth.com](http://www.kooth.com)
- **Headspace App**
- **Youthtalk** - free counselling for 13-25 year olds - self referral - 01727 868684 - [www.youthtalk.org](http://www.youthtalk.org)
- **Papyrus** For confidential suicide prevention advice text - 07860 039967 . We are open 9am–midnight every day. <https://www.papyrus-uk.org/>
- **YCHertfordshire website** - for advice and signposting <https://www.servicesforyoungpeople.org/>
- **The Wellbeing Team** - 0300 777070
- **Cruse Bereavement services** - 01707 278389
- **Grief Encounter** -supporting bereaved children & young people <https://www.griefencounter.org.uk/>
- **Childline** for advice and online chats etc – [www.childline.org/](http://www.childline.org/) 08001111
- **MindEd** offers online help and advice for common issues [www.minded.org.uk](http://www.minded.org.uk)
- **FRANK** is an A-Z on drugs/substances – [www.talktofrank.com](http://www.talktofrank.com)
- **School nursing** is confidential advice and support for young people – Text your query to 07480 635050
- **Samaritans** - call free anytime of day 116123
- **Herts Young Homeless** - Homeless Hub - 0300 3230130
- **The OLLIE Foundation** – online courses in all aspects of mental health [www.theolliefoundation.org](http://www.theolliefoundation.org) and Facebook page (@TheOLLIEFoundation) for more information on dates, times and how to get involved.
- **Healthy Young Minds Herts** <https://healthyyoungmindsinherts.org.uk/>
- **Internet Matters** <https://www.internetmatters.org/> A great resources to support parents keeping their children safe online