



Year 9 Priority Parent Briefing

Pathways and Preparation

'Be the best that you can be'

Respect • Teamwork • Resilience • Ambition • Integrity • Leadership • Self-Belief

The Year Ahead



'Be the best that you can be'

- 16th October 2025: Prize Giving
- 26th January 2026: Year 9 Options Presentations go live (virtual)
- 28th January 2026: Year 9 Options Assembly (students only during school)
- 29th January 2026: Year 9 Subject Parents Evening (3.30-6.30pm)
- 5th February 2026: Academic conversations with SLT, including Year 9 remote work experience (virtual during the day)
- 9th February 2026: Year 9 Options deadline
- 15-19th June 2026: Year 9 Exams in classrooms
- 22-26th June 2026: Year 9 Core exams in Exam Venues



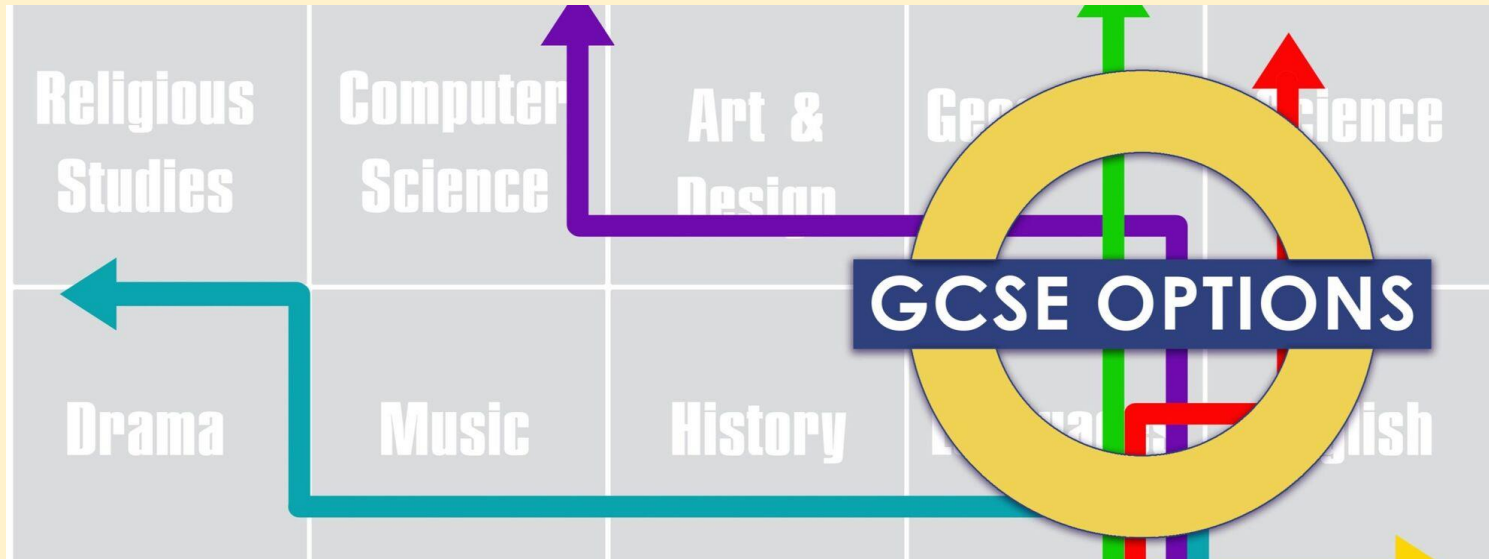
The Options Process



'Be the best that you can be'

Aim: make informed choices for Years 10-11

- Starts Spring Term of Year 9
- Options Assembly introduces process
- Students receive a KS4 Options Booklet
- Subject course information available online



The Core Curriculum



'Be the best that you can be'

All students study:

- English Language & Literature
- Mathematics
- Science
- PE (non-exam)
- Philosophy and Ethics (non-exam)
- Personal Development (non-exam)



Options Courses (tbc)



'Be the best that you can be'

Students choose from subjects such as:

- Art & Design
- Business
- Computer Science
- Design & Technology
- French
- Geography
- History
- Hospitality & Catering
- Media Studies
- Music
- Physical Education
- Religious Education
- Separate Science



Wider opportunities



Creative Media Production
BTEC Tech Award L1/2
Equivalent to a GCSE for ages 13-18



Course content:

- Film & TV production
- Radio / Audio Recording
- Animation
- Photography
- Sports Journalism
- Print / Publishing
- Games Design
- Interactive Website Design

Practical - Inclusive - Exciting

Outside of the school day from September 2025
Full broadcast TV Studio based in Sidcup, Kent

admin@end2endtv.co.uk 07402 703597





'Be the best that you can be'

WE'RE OFFERING
BTECS



Hurstmere Y8 & Up
Enrolling Now

CREATIVE MEDIA PRODUCTION
TECH AWARD KEY FEATURES:

- ✓ Practical learning in a full broadcast TV studio
- 📍 Location shoots & real production projects
- 👉 Strong media industry links
- 🏆 Recognised BTEC qualification equivalent to a GCSE

WHY END2END TV?
FIND OUT MORE!



www.end2endtv.co.uk

end2end TV Studios (Room 64)
In the grounds at Hurstmere
Before & After School
From September 2025



Support and Guidance



'Be the best that you can be'

We provide help every step of the way:

- Form Tutors & Raising Standards Leaders
- Subject teachers & departmental presentations
- Parents/carers discussions encouraged
- Options resources available online
- SLT Academic Review Day



Curriculum Challenge



'Be the best that you can be'

1. Aiming high, and with 'eyes on the prize'
2. Effectively using Knowledge Organisers
3. Navigating learning and revision resources





1. Aiming high, and with 'eyes on the prize'

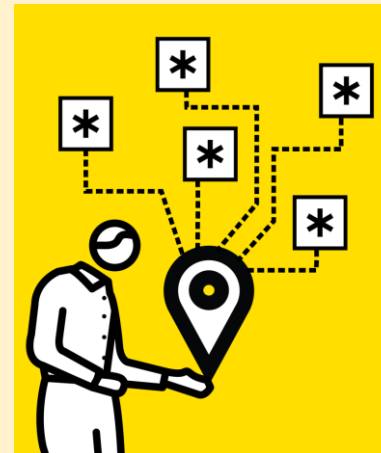
a) RTRAILS for in-class learning



b) The value of 'Homework': Research evidence



c) The Learning Rainforest



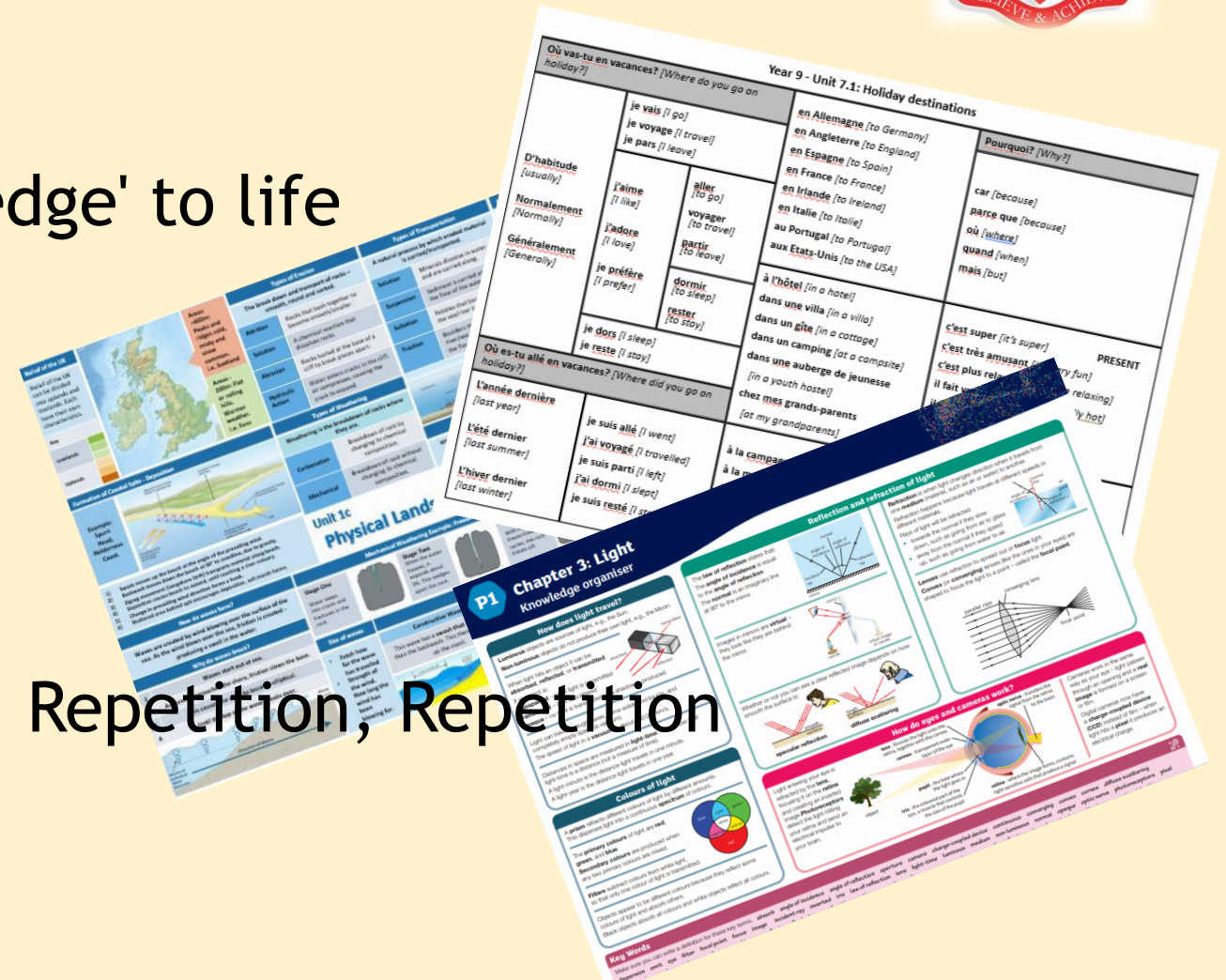


2. Effectively using Knowledge Organisers

a) Bringing words and 'knowledge' to life

b) Language for Learning

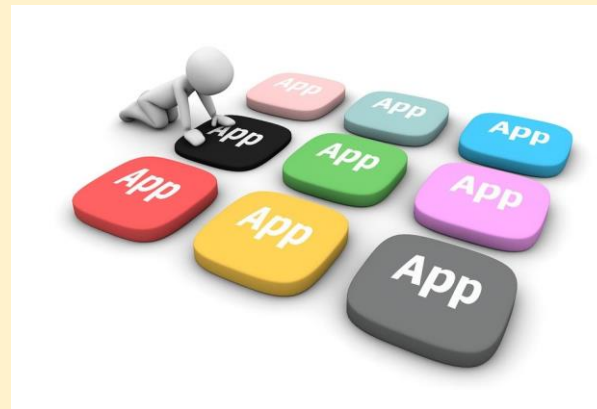
c) 'The good 3Rs': Repetition, Repetition, Repetition





3. Navigating learning and revision resources

a) Know your materials



b) Digital literacy

c) Metacognition and self-regulation

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Assessment and Feedback

How will my son be assessed?



'Be the best that you can be'

In class assessment

Three-part lesson:

1) Retrieval practice starter

This allows for the teacher to quickly identify and plug any gaps in knowledge from the previous lesson OR if it is the start of a new topic, the retrieval may be linked to prior topics to show links and commonalities.

2) Peer or self-assessment

Numerous studies showing the positive impact of 'teaching' peers on own learning.

3) Retrieval practice plenary

Allows teacher and student to have a firm understanding of what they have learnt and where knowledge or skills are.

How will my son be assessed?



'Be the best that you can be'

Formal assessments and Knowledge Tests

Each half term – Knowledge tests

- Sat within lesson and either self or peer marked
- Based on Knowledge Organiser
- Made up of multiple choice, short answer or match up questions
- Tests knowledge of the course so far.
- Quickly identifies successes and areas for progress

Name: _____ Class: _____ Date: _____

Year 9 Knowledge Test: War, Peace and Religion

1. Multiple Choice: Which of the following is a common reason for war?

- A. Celebration
- B. Territory disputes
- C. Tourism
- D. Climate change

2. Multiple Choice: What does WMD stand for?

- A. World Military Defence
- B. Weapons of Mass Destruction
- C. Weapons for Military Defence
- D. World Mass Debate



How will my son be assessed?



'Be the best that you can be'

Formal assessments and Knowledge Tests

Each term – Formal Assessments

- Sat within lesson
- Longer or more complex questions (often essay based for certain subjects such as Religious Studies or History)
- Tests knowledge and skills
- Teacher assessed with student specific feedback and an opportunity to improve via a What Went Well and Even Better If format.
- Time set aside within lesson for students to respond to the EBI statement and complete tailored, focussed improvements.



How will I know how my son is progressing?



Just as in Year 8, you will receive three report cards for your son throughout the academic year.

This report will include information regarding his progress and targets within all subjects.

These provide a great platform for you to discuss your son's progress with him and to refer to during Parent's Evenings.

Key Assessment Terminology

- **Current working grade:** The grade your son is currently achieving.
- **Target grade :** The grade we aspire for your son to achieve.
- **Attitude to learning:** Levels of engagement and effort in lessons

How will I know how my son is progressing?



The image shows a template for a Year 9 Religious Education book cover. It features a green header with the text 'Year 9' and 'Believe and Achieve', a logo with a cross, crescent, and star, and a red crest with a white horse and three stars. Below the header are fields for 'Name', 'Subject: Religious Education', 'Teacher', 'Class', and 'Target Grade'. The main body contains two tables: a 'Knowledge Test' table with columns for 'Topic' and 'Mark (include out of)', and a 'Formal Assessment' table with columns for 'Topic', 'Grade', 'Even Better if', and 'Target Met?'. At the bottom, there is a list of values: 'Respect - Teamwork - Resilience - Ambition - Integrity - Leadership - Self-Belief'.

Year 9
Believe and Achieve

† ☾ ★

Name..... Subject: Religious Education

Teacher..... Class.....

Target Grade.....

Knowledge Test	
Topic	Mark (include out of)

Formal Assessment			
Topic	Grade	Even Better if	Target Met?

Respect - Teamwork - Resilience - Ambition - Integrity - Leadership - Self-Belief

Another way to see how your son is progressing is to look at the front of his book

Each subject has a bespoke front cover that contains the following information:

- Target grade
- Knowledge Test topic and mark
- Formal Assessment:

Topic

Grade achieved

EBI comment (how he can improve for next time)

Has his target been met?

Again, this can be a great area for discussion with your son regarding his successes and areas of additional support.

Why are assessments important in Year 9?

Informs in year support and GCSE options

- Provides a clear understanding of which subjects your son would be best suited to at GCSE level.
- Informs conversations between you and your son prior to option selection.
- Curriculum leaders and Senior Leadership team will look at Knowledge Test and Formal Assessment grades in preparation for Academic Review Day.



Impacts on GCSE groupings

- The grades achieved in Year 9 can have an impact on the level of paper your son will be entered in to at GCSE.
- For example, Mathematics uses the End of Year assessment grades to inform the groupings for higher or foundation GCSE papers.

Attendance and Effort



'Be the best that you can be'

- Students who maintain attendance between **95 and 100%** are almost **twice as likely** to achieve strong passes in both English and Maths at GCSE.
- Missing the equivalent of **just 10 days a year** can cut a child's chances of success by a quarter.
- Research by the Department for Education shows that **every extra day missed costs, on average, £750 in future earnings.**

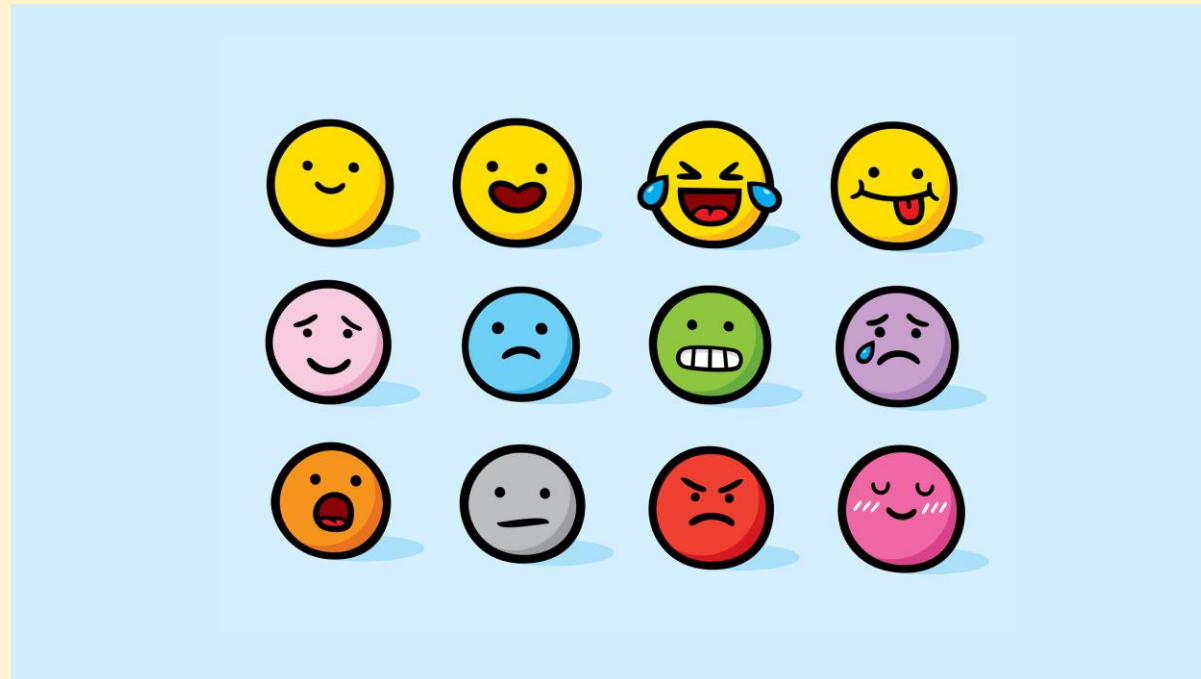
Children who attend school consistently:

- Build better friendships and a stronger sense of belonging.
- Access support for their mental health and wellbeing more easily.
- Develop the routines, resilience and responsibility that are essential in the workplace.

Wellbeing in Adolescence



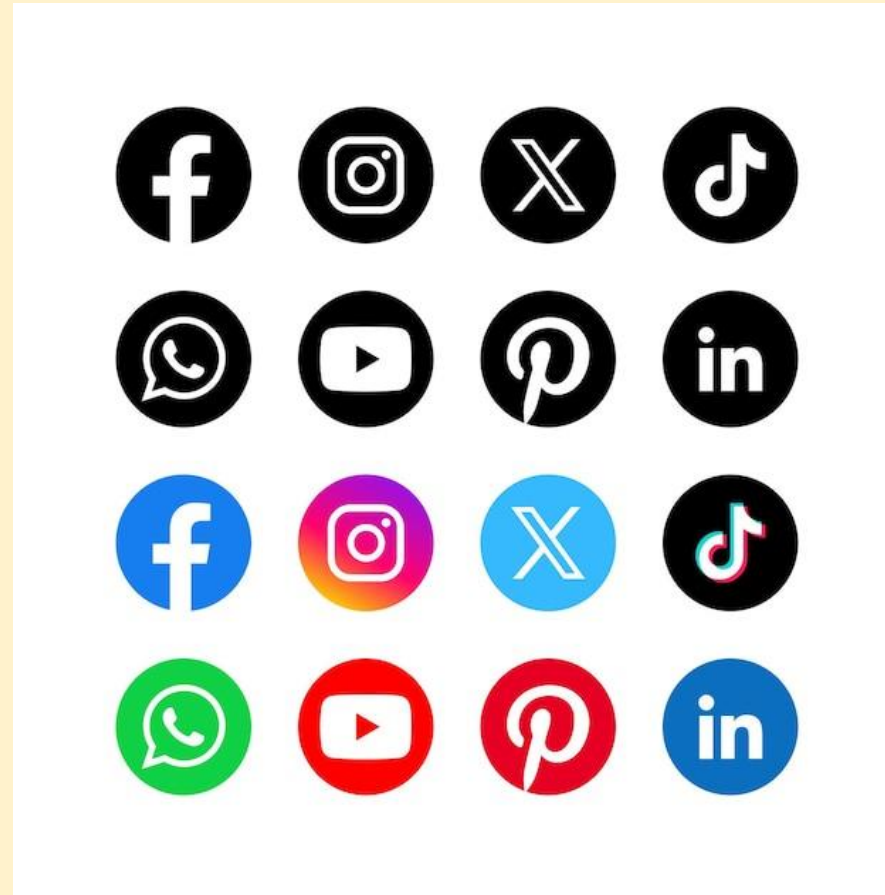
'Be the best that you can be'



Managing Distractions



'Be the best that you can be'



Cologne Trip



'Be the best that you can be'

- Will take place in the final week of the academic year.
- Email/letter to be sent out soon outlining cost.
- 80-90 spaces max.
- We will only take who we can trust, so behave!



Preparing for KS4



'Be the best that you can be'

- **Mindset:** Be proactive, resilient, and ready to work independently.
- **Organisation:** Use planners, meet deadlines, review notes weekly.
- **Independent Learning:** Use knowledge organisers, practise retrieval, read beyond the classroom.
- **Healthy Routines:** Prioritise sleep, exercise, balanced diet, limit screen time.
- **Support:** Talk to teachers/tutors, involve parents, attend booster sessions.
- **Future Focus:** GCSE effort = more choices for sixth form, apprenticeships & careers.

