

Year 9 Parents' Information Evening

September 2025

A series of horizontal stripes in yellow, green, blue, and red at the bottom of the slide.



Year 9 Parents' Information Evening

September 2025





- Chris Hildrew Headteacher
- Lucy James Deputy Headteacher

Aims of presentation:-



- To share the Headteacher's key messages
- To share curriculum information, including information about reporting and assessment, and guidance about the options process
- To share key dates and opportunities for Year 9 students, including Duke of Edinburgh Award Scheme launch



Headteacher's Welcome



Learning



We believe in the value of:

- Determined and consistent effort
- A hunger to learn new things
- Challenging ourselves to go beyond our comfort zone
- Viewing setbacks and mistakes as opportunities to learn and grow
- Seeking and responding to feedback
- Encouraging others to succeed

KINDNESS

CURIOSITY

DETERMINATION

A level results



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CURIOSITY

DETERMINATION



GCSE results



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Our expectations

Academy Code of Conduct

Kindness

- We are kind to each other and to the environment around us.
- We are polite and follow all instructions when asked.
- We are focused, we listen and we contribute respectfully.



Curiosity

- We are confident to ask questions or ask for guidance when we need it.
- We are always prepared for lessons with a positive attitude to learning.
- We set no limits on what we can achieve.



Determination

- We try our hardest in every task.
- We keep trying when things get difficult.
- We represent our school as positive ambassadors at all times.



Behaviour for Learning Top 5



1. **Strong start:** we arrive on time, line up and enter the classroom calmly
2. **Full attention:** we are immediately silent and face the speaker when called to attention
3. **Full effort:** we apply ourselves with our full effort to the learning tasks set
4. **Full focus:** we focus all our attention on the learning tasks set
5. **Calm finish:** at the end of the lesson we wait in silence for the member of staff to dismiss us

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Social Time Top 5



1. Appropriate **language** used in student interactions at social times
2. **Physical interactions** between students are safe and follow the Academy value of kindness
3. Students show **respect for the Academy environment** – litter picked up and put in the bin, toilets and facilities used appropriately
4. Students **do not use mobile phones** on the Academy site from arrival at school until dismissed from class at the end of the day
5. Students present themselves appropriately at all times: hoods down around the site; **uniform** correct

KINDNESS CURIOSITY DETERMINATION



- To make a positive difference

- To set no limits on what we can achieve

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Social Time Top 5



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If your mobile phone is seen or heard at any time, it will be confiscated and a behaviour point issued.

At social time, you will be sent to time out.

- **“At any time”:** from the moment you arrive until you are dismissed at the end of the day
- **“Mobile phone”:** includes AirPods, headphones etc.
- **“Seen”:** your phone should be completely out of sight. If it is in your pocket you will be asked to put it away out of sight in your bag without a behaviour point.

Behaviour for Learning Top 5



Every lesson, every time

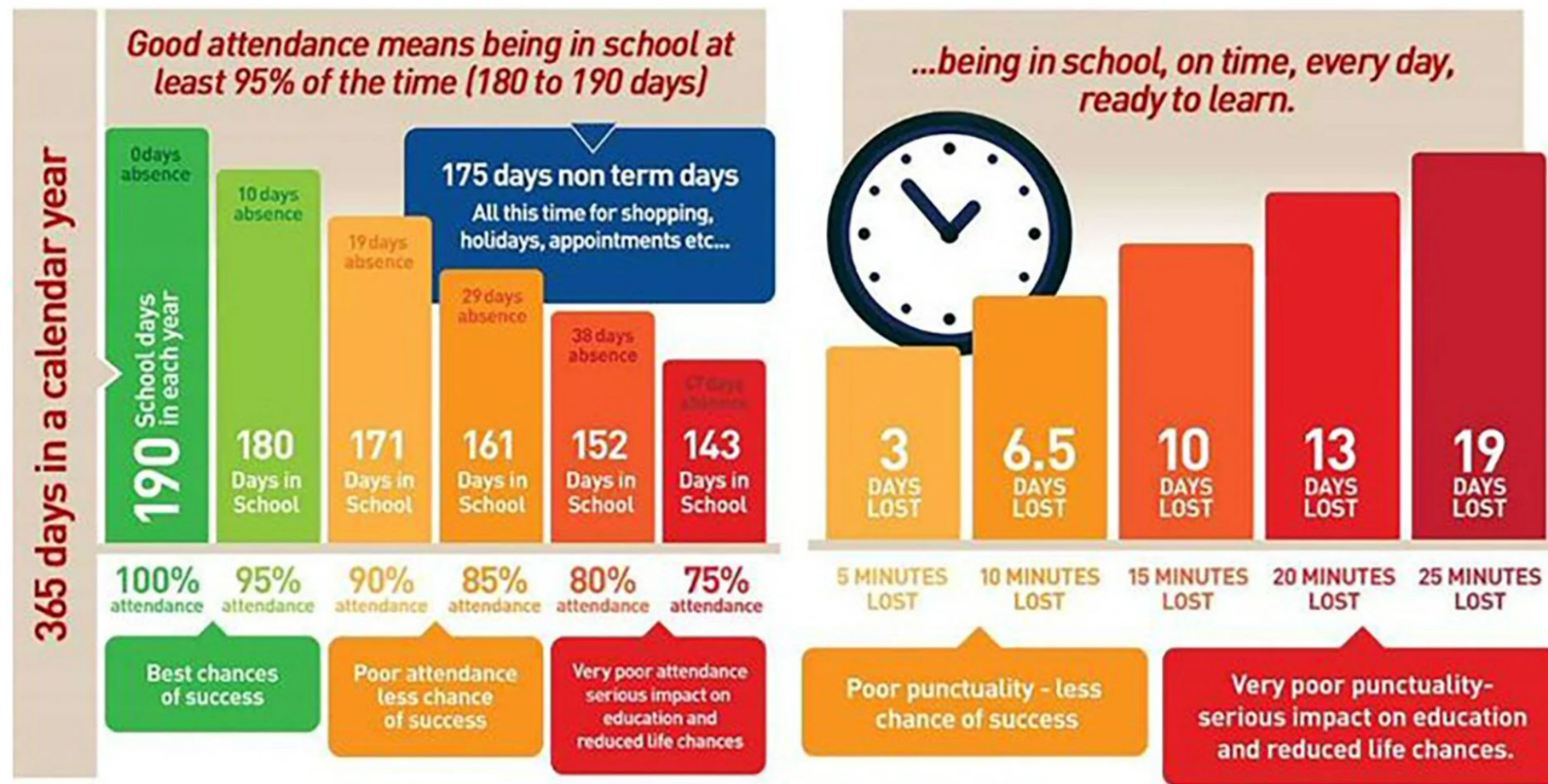
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Churchill Academy attendance expectations



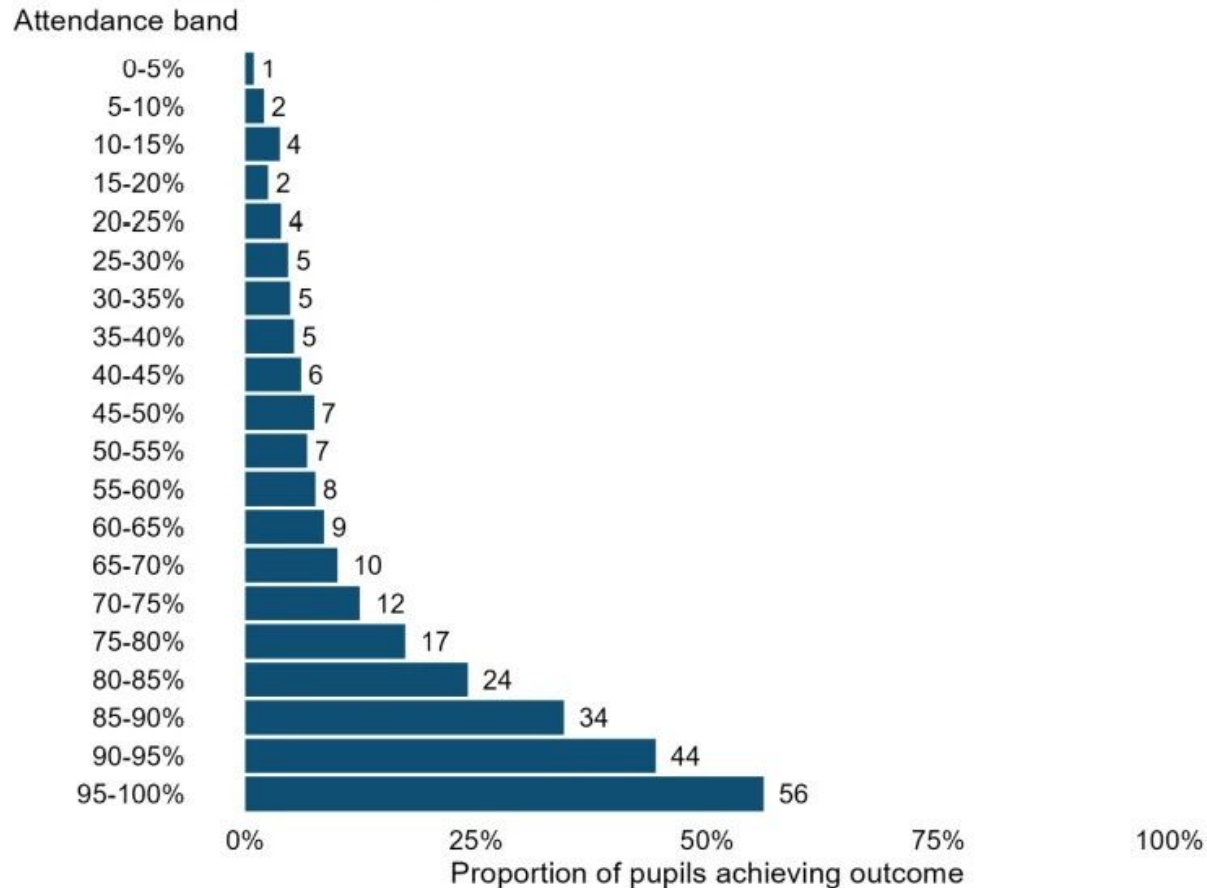
DID YOU KNOW? A two week holiday in term time means that the highest attendance you can achieve is **94.7%**

DID YOU KNOW? If you are 15 minutes late each day you will have missed a full 2 weeks of school in one year?

The link between attendance and outcomes



Figure 6 Proportion of pupils in each 5% attendance band for Year 11 achieving Grade 5 or above in English and Maths GCSE at the end of KS4



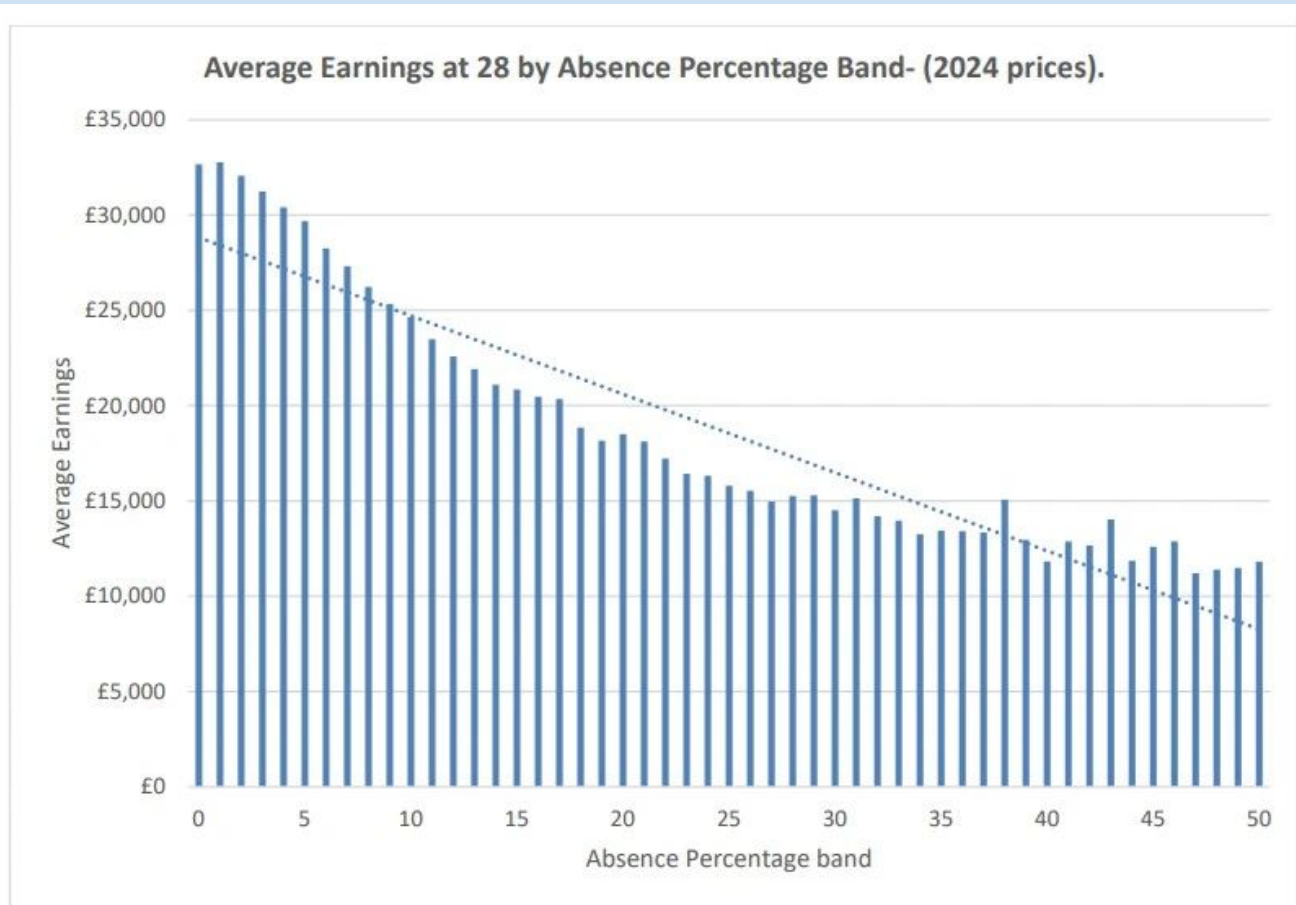
Students who were absent from school less than 5% of the time are twice as likely to achieve grade 5's in English and Maths, than someone who missed school 5-10% of the time.

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The link between attendance and earnings



Source: Longitudinal Educational Outcomes (LEO)

Students who were absent more than 10% of school (miss on average one day per fortnight), see average future earnings reduced by £750 per missed day

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What to expect during Year 9



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Teen behaviours frustrate parents, but are actually Signs of Healthy Development

AKA take a deep breath...it'll get better eventually.





That nasty attitude

- **Looks like** - Sass, sarcasm, being dramatic
- **Actually is** - The teen brain learning emotional regulation. Between the ages of 10-19+, their feelings are bigger than their skills to manage them
- **More effective than punishment**
 - Stay calm (especially when they aren't)
 - Help them name the feeling (regulation)
 - Model how to handle the frustration

Not doing jobs (unless nagged 97 times!!)



- **Looks like** - Procrastinating, ignoring responsibilities, being lazy
- **Actually is** - Executive Function still developing 11-25+, their brain is learning how to plan, prioritise and follow through
- **More effective than punishment** -
 - Break jobs into smaller steps
 - Visual reminders/checklists
 - Build routines **‘with’** them not **‘for’** them

Arguing about Everything



- **Looks like** - Backchat, disrespect, defiance
- **Actually is** - Critical thinking, identity formation. Around 12-18+ teens challenge ideas as a way to figure out what they believe
- **More effective than Punishment**
 - Ask what they think and why
 - Respectfully explain your side
 - Stay calm but firm

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Acting selfishly



- **Looks like** - Lack of empathy, rudeness, entitlement
- **Actually is** - Developing empathy and perspective taking. Between 13-17+, the teens brain is just starting to see beyond their own experience. They get it wrong.
- **More effective than Punishment**
 - Ask - How do you think that made them feel?
 - Use "I feel" rather than "you made me"
 - Acknowledge when they do show empathy

Making Bad Choices



- **Looks like** - Impulsive decisions, risky behaviour, blaming others
- **Actually is** - Risk assessment and impulse control are still maturing. From age 13-19+ their reward system is full on-line but their brakes are lagging behind!
- **More effective than Punishment**
 - Talk through possible outcomes in advance
 - Let them make frequent decisions - build skills
 - Let them say “no” at home so they learn to say no outside

Zoning out when you talk



- **Looks like** - Ignoring you, forgetting, blank stare
- **Actually is** - Cognitive overload, between 12-18 their brains are overwhelmed by stress, emotions and too much input.
- **More effective than Punishment**
 - Keep your messages short
 - Wait until they regulate to talk
 - Invite conversation instead of demanding their attention

Leaving their room in a total mess



- **Looks like** - Being a slob, disrespecting space
- **Actually is** - A sign of growing independence. Between 11-19+ teens prioritise their own comfort and preference over parental standards
- **More effective than Punishment**
 - Set clear expectations for shared spaces - not total control of their room
 - Respect their space while modeling pride in shared spaces

Enough sleep

- Adolescents seem to need around 9.25 hours sleep per night (cf 8 about hours for adults and the average 10 year old)
- Melatonin is produced much later in the evening in adolescents than in younger children – starts to increase around 11pm
- If you don't get to sleep until midnight and you have to be up at 7am you are missing 2.25 hours sleep per night. Worse still REM sleep (associated with memory and learning) is likely to be interrupted as this often occurs late in the sleep cycle
- Cortisol levels increase in sleep deprived humans



Lack of REM sleep can contribute to:

- Anxiety
- Depression
- Poor immunity
- Accidents
- Poor judgement
- Poor memory
- Slower reactions
- Hypersexuality



What we cannot do.

- Agree to your child not attending school.
- Agree to your child not attending their lessons.
- Agree to an amended timetable for a lengthy period of time without medical evidence and even with medical evidence we are required to work towards a complete curriculum and full days of attendance.
- Agree to any modification of their timetable on a permanent basis without medical evidence or exceptional reason and even with medical evidence we are required to work towards building upon this.
- Medical evidence for the above is not a Doctors letter but a letter from a consultant or CAMHS.



What we cannot do

- Agree to authorising a student from attending lessons or school due to anxiety ([DfE guidance](#))
- Apply for any form of home tuition without consultant or CAMHS approval
- Agree that your child never does PE
- Agree that your child “drops a subject”
- Change a learning group easily
- Agree to holidays in term time

What can we do?



- Be, or provide, a trusted adult, with regular access over time, who 'holds the young person in mind.'
- Be prepared and resourced to help with basics, i.e. food, clothing, transport advice.
- Make sure vulnerable young people actually access activities, hobbies and sports.
- Provide safe spaces for students who wish to retreat from 'busy' school life for a temporary period of time.
- Help to map out a sense of future (hope and aspirations)- careers advice.
- Help young people to cope – teaching self soothing or management of feelings.
- Support young people to help others e.g. volunteering, peer mentoring.
- Provide opportunities for students, staff and parents to understand resilience.
- Provide Well-being support and support groups.

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Year 9: curriculum

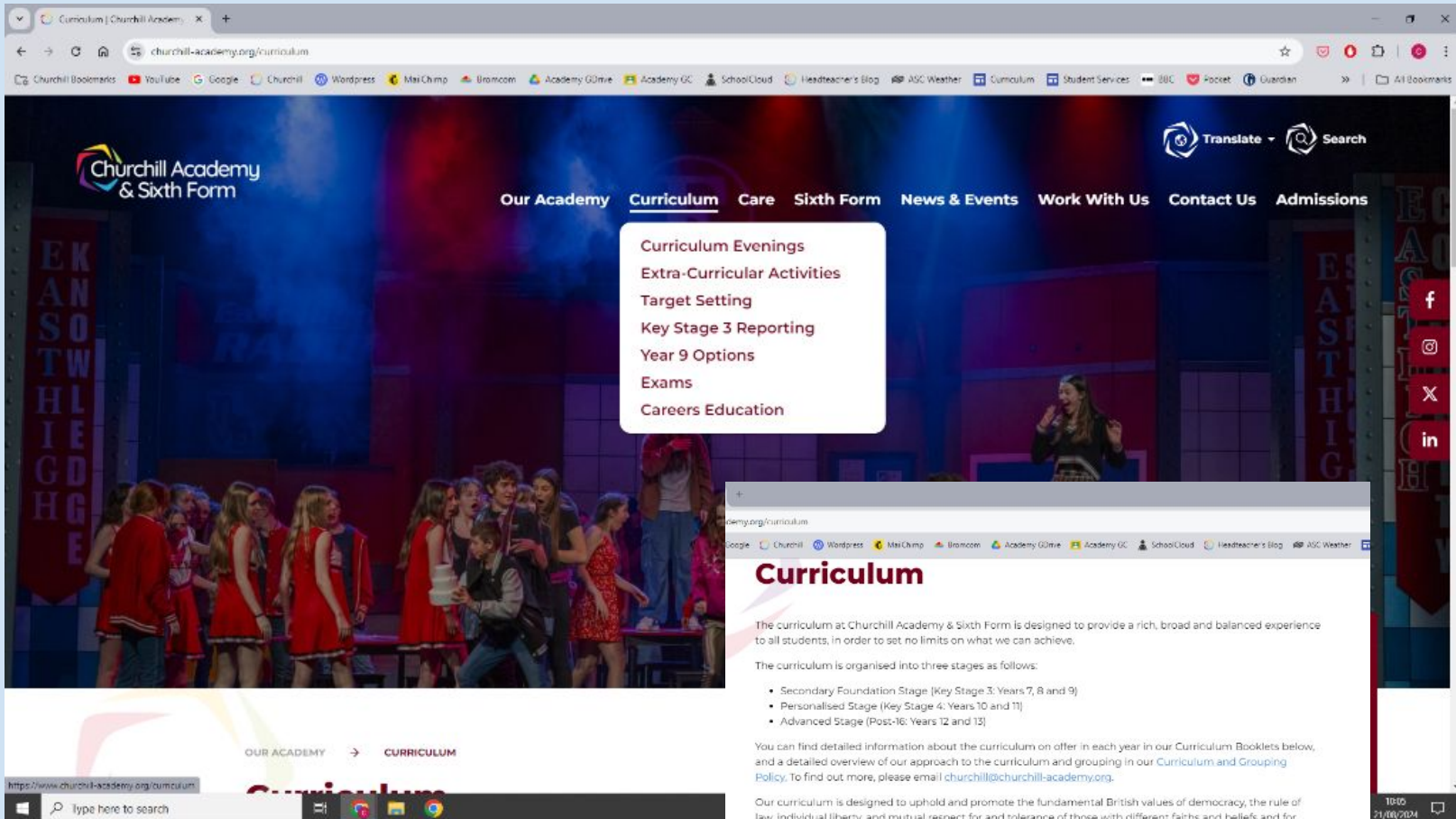


The Year 9 Curriculum



- English 7 lessons
- Maths 7 lessons
- Science 8 lessons
- Food and Design Technology 3 lessons
- Performing Arts 4 lessons
- PE 4 lessons
- Art 2 lessons
- Geography 3 lessons
- History 3 lessons
- IT/Computing 2 lessons
- RE 2 lessons
- PSHE 1 lesson
- Languages 4 lessons

Information about curriculum content for each subject is available on the [Academy website](#)



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Groupings



- **Learning groups**

- In Year 8 and 9, learning groups are rearranged so that we can effectively deliver our curriculum and to ensure that learning groups have a full balance of students based on a wide range of factors
- Learning groups are mixed attainment groups

- **Practical learning groups**

- Smaller mixed attainment groups for more practical lessons

- **Maths groupings**

- Setting begins in Term 5 of Year 8 based on students' attainment in the subject to allow the curriculum to be personalised

Reports - Scaled Scores

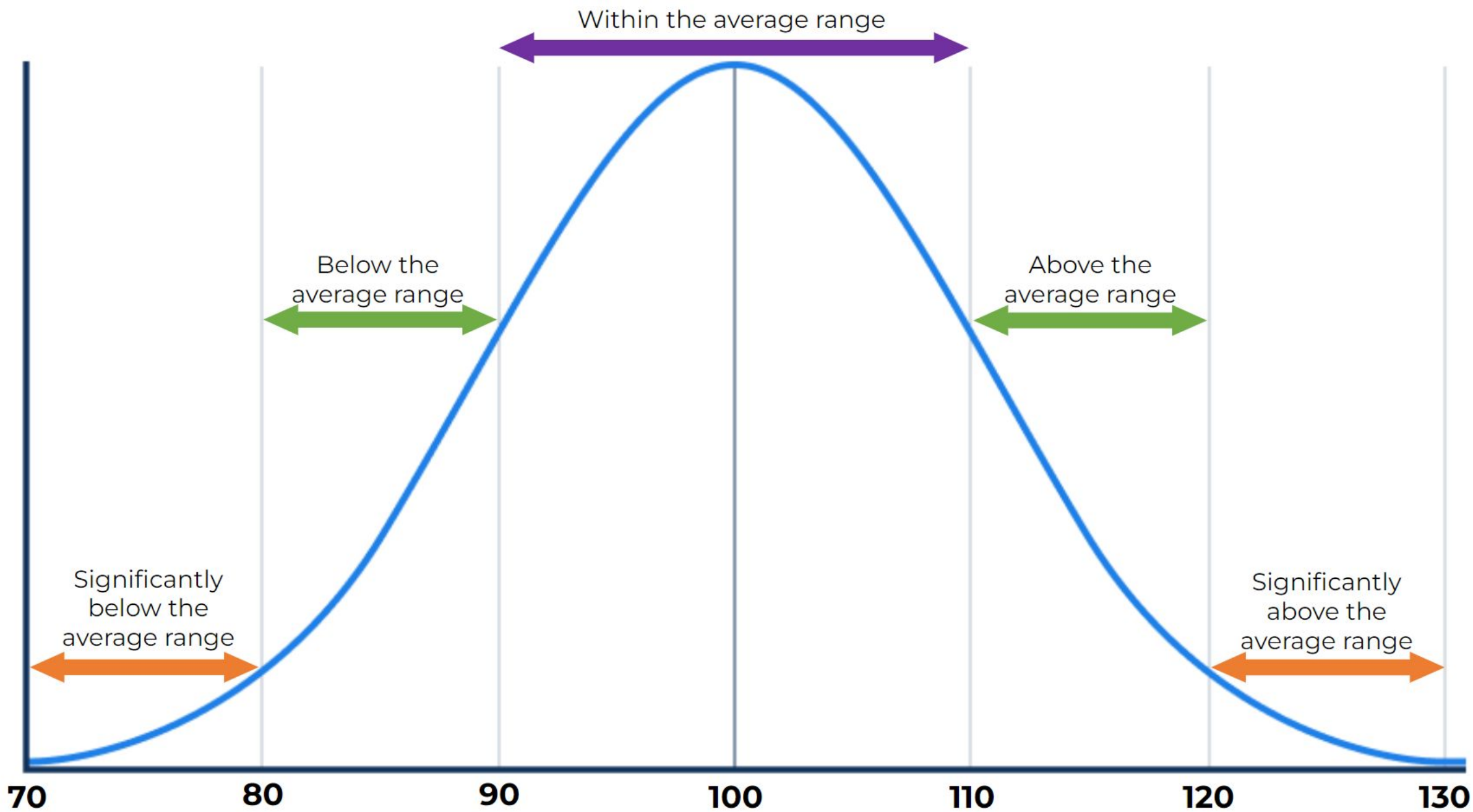


- Your child will have been assessed in each subject
- The scaled score is a summary of that assessment
- It may be based on one test or task, or a number
- It is comparable across all subjects
- This is the same way that Key Stage 2 SATs scores are generated.

Scaled Scores



- The maximum possible scaled score is 130
- The average scaled score is 100
- The lowest possible scaled score is 70



Choosing GCSE Options



The options process will begin in January

Last year's options presentation and information booklet is available on the Academy website.

Options timeline



13 January	Careers to Curriculum Day & Options presentation (students)
13 January	Options booklet and information shared with families
16 January	Report 1 issued
29 January	Parents' Evening, including Options presentation Academy site, 4.00-7.00pm
30 January	Online options form opens
12 February	Online options form closes

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Key Dates 2025-26



2 / 3 December	Academy Christmas Concerts
27 November	Academy Careers Convention, 6.00-8.00pm
13 January	Curriculum to Careers Day and Options presentation to students
13 January	Options booklet shared with families
16 January	Report 1 issued
29 January	Parents' Evening, including Options presentation
30 January - 12 February	Options form open
May	Report 2 issued
w/c 22 June	Assessment Week (core subjects)
w/c 13 July	Activities Week
July	Report 3 issued (exam results)



Year 9 are invited to start their
Duke of Edinburgh Adventure



YOUTH WITHOUT LIMITS

Anyone from year 9 in school can take part. There are three progressive levels of programmes which, when completed, lead to a Bronze, Silver or Gold DofE Award. In year 9 Bronze can be completed, consisting of:

BRONZE AWARD

VOLUNTEERING

3
months

PHYSICAL

3
months

SKILLS

3
months

EXPEDITION

**2 days
1 night**

Plus a further 3 months in either the Volunteering, Physical or Skills section.



96%

Say volunteering
gave them a sense
of achievement

Over

3/4

Feel happier
because
volunteering
gave them more
confidence

Cost: £28.50 for registration
Approx. £150 for expedition
Financial support available through the
pupil premium

Thank you

We will be around to answer any questions you may have

