Year 9 Information Evening

Thursday 25th September 2025

Welcome

Mrs Taylor

Assistant Headteacher

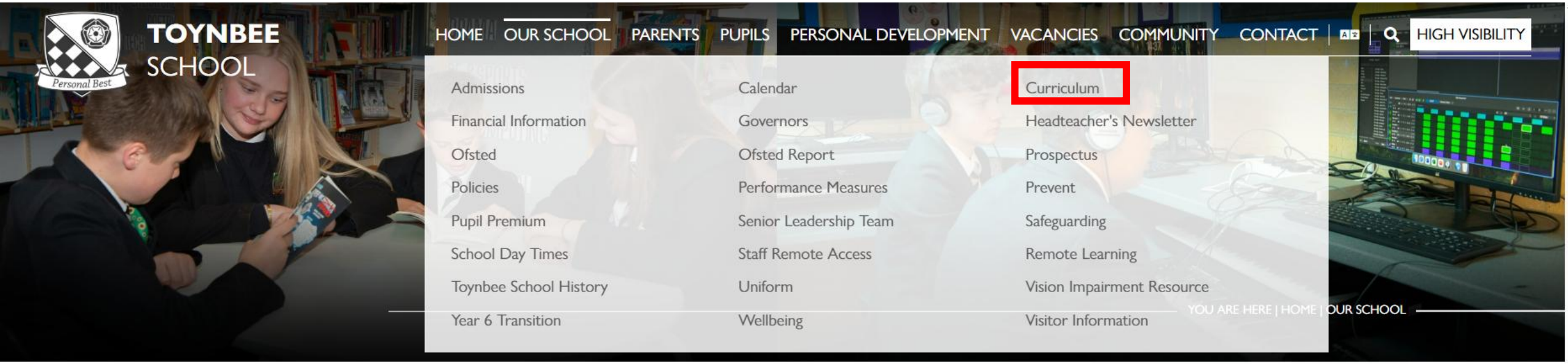
What are the priorities for Year 9?

- Closing any gaps in knowledge and skills
- Building good study habits in preparation for revision
- Beginning the Options process
- Developing resilience

The Curriculum & Assessment

- What is my child learning currently?
- What are their assessments telling me about the extent to which this has been learned?
- What can I do to help?

The Curriculum & Assessment

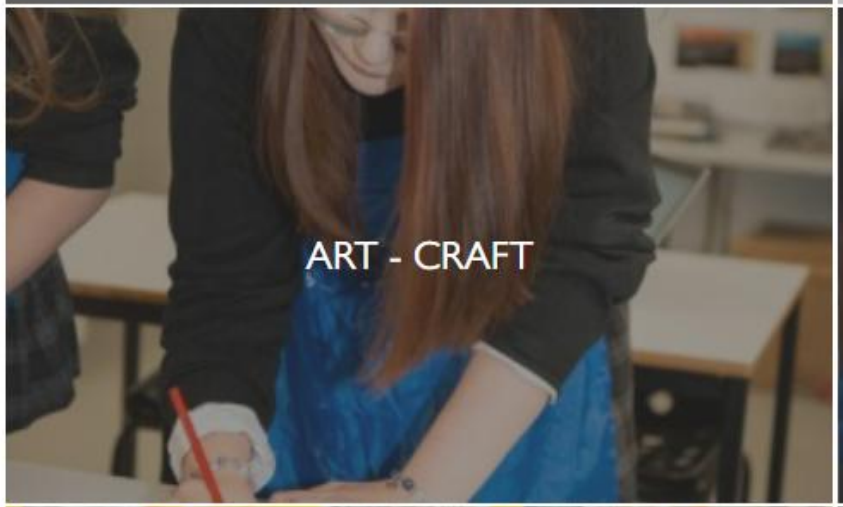


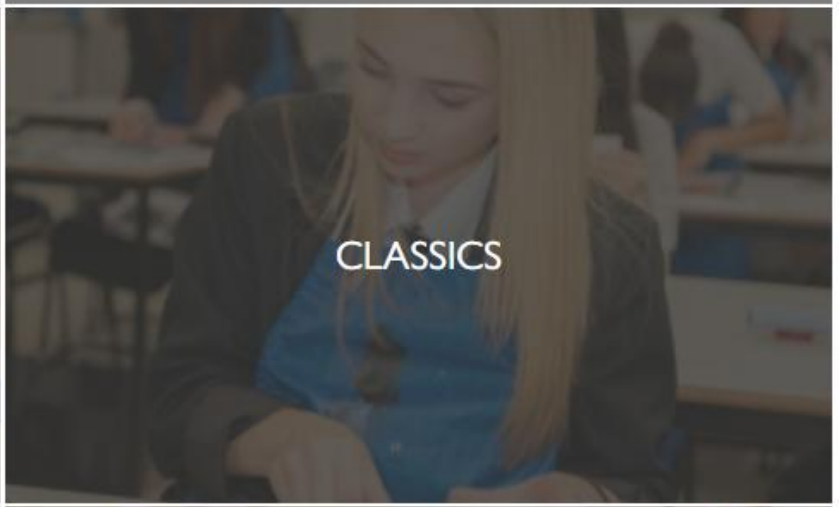
The Curriculum & Assessment

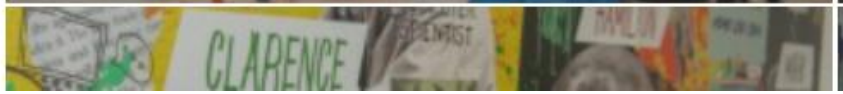
WHAT IS A TOPIC SUMMARY?

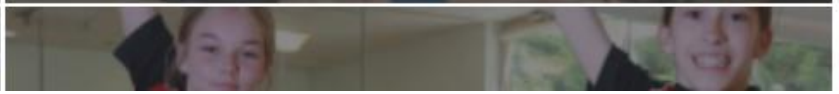
WHAT IS A KNOWLEDGE MAP?

APPROACH TO LEARNING GRADES









The Curriculum & Assessment

Year 9

Topics Studied	Topic Summary	Knowledge Map
Straight Line Graphs	CLICK …	CLICK…
Forming and Solving Equations	CLICK …	CLICK… CLICK…

Scheme of Learning: Year 9 Autumn Term

Topic Sequence: Reasoning with Algebra

1	2	3
Straight Line Graphs	**Forming and Solving Equations**	**Testing Conjectures**

Topic Overview: Straight Line Graphs

Straight Line Graphs in Year 9 builds on Year 8 content where students plotted simple straight line graphs. They now study y = mx + c as the general form of the equation of a straight line, interpreting m and c in abstract and real-life contexts, and reducing to this form in simple cases. This will be explored further when students rearrange formulae. Top sets will also consider inverse relationships and perpendicular lines.

Learning Sequence:

Lines parallel to the axis

This small step revises content covered earlier in KS3. Students need to be able to plot and recognise lines in the form '*x = a, y = b, y = x and y = -x*'. Students should understand that the equation of a line describes a relationship between any pair of coordinates on that line and so that any point at any line *y = 3*, the y coordinate is equal to 3.

Using tables of values (R)

Students need to be able to complete and use a table of values to plot a straight line graph. The use of function machines can enable students to understand how the y coordinate is generated. Students should start to look for patterns in their tables of values using varying amounts of increases in *x*.

Compare gradients

Students need to recognise that the coefficient of *x* in the equation $y = mx + c$ tells us the gradient of the line using both positive and negative values of m in lines of the form $y = mx$ before moving onto lines in the form $y = mx + c$. Students should be aware that the greater the gradient of the line, the steeper the line is.

Compare intercepts

Students focus on how the value of *c* affects a line, looking first at lines in the form $y = x + c$ before moving onto lines in the form $y = mx + c$. Students need to be familiar with the term *y-intercept* to describe the point at which a graph intersects with the y-axis.

Understand and use $y = mx + c$

Students bring together what they have covered in previous small steps to interpret the equation of a line, identifying both gradient and the y-intercept. They need to know that when two lines have the same gradient, they are parallel and that the coordinates of the y-intercept are (0, c).

Write an equation in the form $y = mx + c$ (H)

Students study simple equations that require one step of rearrangement / deduction to analyse straight line graphs.

Find the equation of a line from a graph

Students need to find the gradient and the y-intercept from a graph, remembering to look carefully at the scales of the graphs before calculating

LINEAR GRAPHS

Keywords: Axis / Co-ordinate / Parallel / perpendicular / Gradient / Linear Graph / Reciprocal

Definition / Description:

Axis: the axes are the reference lines that form the coordinate plane

Co-ordinates: 2 numbers that locate a specific point on a coordinate plane

Parallel: lines that never meet.

Perpendicular: Two lines at right angles to one another

Gradient: The steepness of a line

Linear graph: A visual representation of a straight line.

Reci Wha multi numb to ma

Knowledge points:

Gradient (slope)

Gradient: The gradient is simply for every 1 we go along the x-axis how much do we go up/down in the y-axis

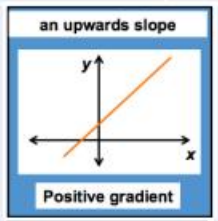
Finding gradient from 2 point
The gradient is the change in y compared to the change in x

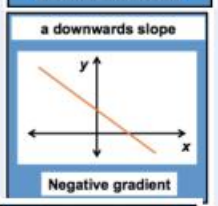
Intercepts
These are the points at which the line meets/crosses an axes

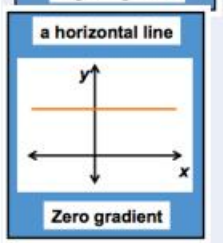
The equation of a line
y= mx+c
M = gradient
c = y-intercept

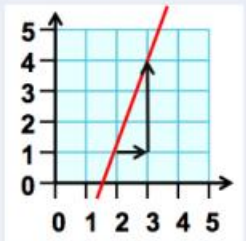
Finding the equation line from 2 points
To begin find the gradi
Next substitute one co ordinate into the equat find the y-intercept

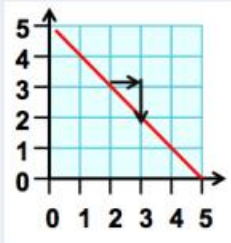
Knowledge point examples:

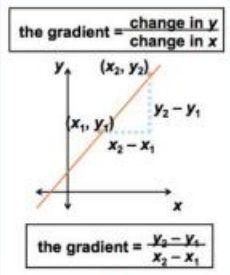


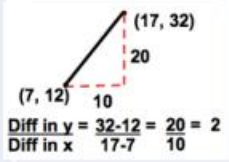


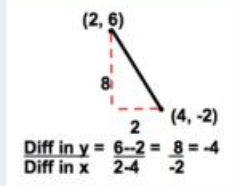


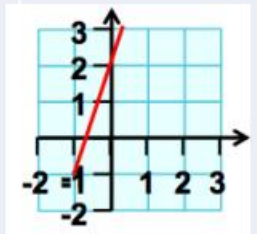


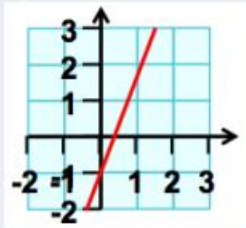


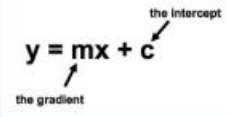












Find the equation of the l passes through (3, 6) and

Step 1 Calculating the gr

$\frac{\text{Diff in y}}{\text{Diff in x}} = \frac{6-2}{3-2} = \frac{3}{1} =$

Step 2 Form the equatio

$y = 3x + c$

Step 3 Find the y-interc

Substitute one of th co-ordinates into th equation (3,6)

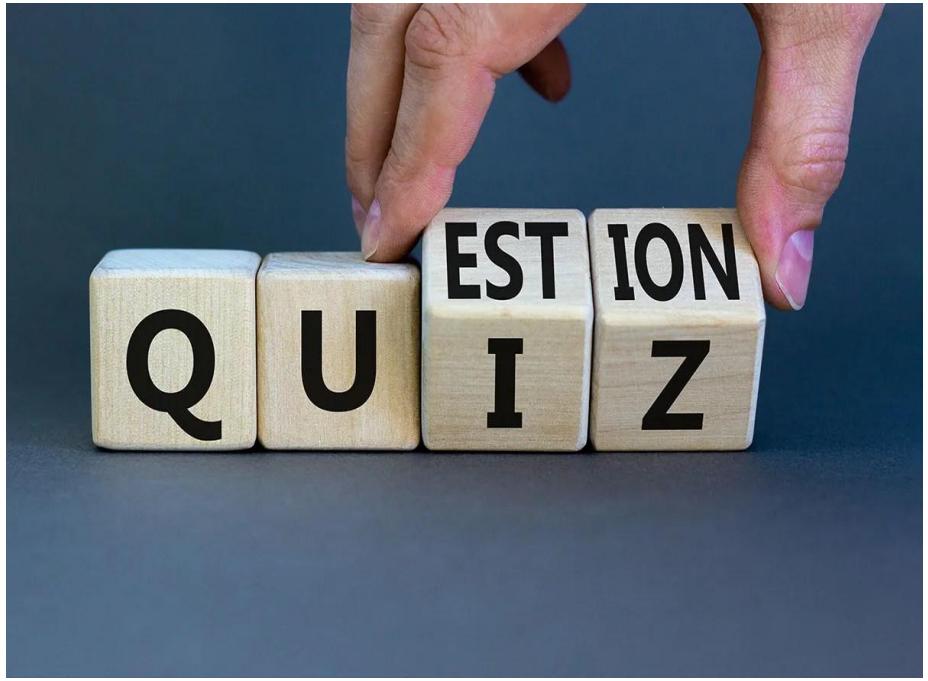
$6 = 3(3) + c$

$c = -3$

Step 4 Complete the eq

$y = 3x - 3$

The Curriculum & Assessment

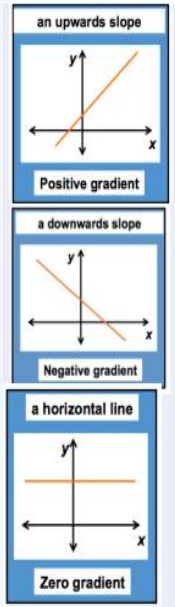
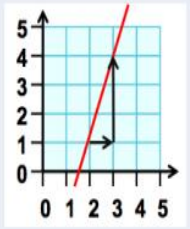
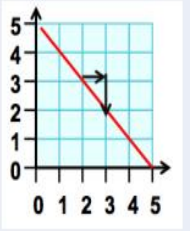
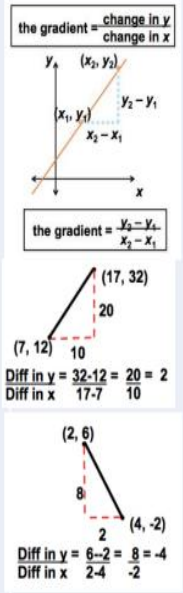
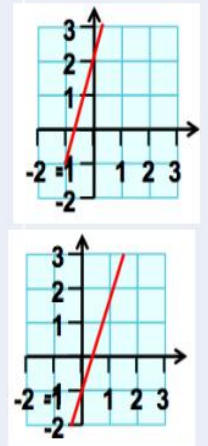
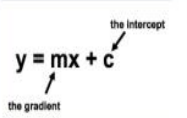


What does _____ mean?

Tell me about _____.

How would you explain what _____ is?

LINEAR GRAPHS

Keywords:	Axis / Co-ordinate / Parallel / perpendicular / Gradient / Linear Graph / Reciprocal						
Definition / Description:	**Axis:** the axes are the reference lines that form the coordinate plane	**Co-ordinates:** 2 numbers that locate a specific point on a coordinate plane	**Parallel:** lines that never meet.	**Perpendicular:** Two lines at right angles to one another	**Gradient:** The steepness of a line	**Linear graph:** A visual representation of a straight line.	**Reci** Wha multi numb to ma
Knowledge points:	**Gradient (slope)**	**Gradient:** The gradient is simply for every 1 we go along the x-axis how much do we go up/down in the y-axis	**Finding gradient from 2 point** The gradient is the change in y compared to the change in x	**Intercepts** These are the points at which the line meets/crosses an axes	**The equation of a line** y= mx+c M = gradient c = y-intercept	**Finding the equation line from 2 points** To begin find the gradi Next substitute one co ordinate into the equat find the y-intercept	
Knowledge point examples:		 				**Find the equation of the l passes through (3, 6) and** **Step 1 Calculating the gr** Diff in y = 6-2 = 3 = Diff in x 3-2 1 **Step 2 Form the equatio** y = 3x + c **Step 3 Find the y-interc** Substitute one of th co-ordinates into th equation (3,6) 6 = 3(3) + c c = -3 **Step 4 Complete the eq** **y = 3x - 3**	

Curriculum and Assessment

Pupil X — **Year 7 - Spring Term - Report**

The Toynbee School

Year group	Form
Year 7	7SL
Head of Year	**Form tutor**
Miss E Butler and Miss B Sherrell	Mrs R Still

Attendance*	Unauthorised Absences	Authorised Absences	
99.2%	0	2	
Achievement Points	**Proud Points**		**Report date**
107	12		26 Mar 2024

Year 7 Reports

Approach to Learning Grades: The first section of the report is focused on how your child approaches their le
Learning Grades. They cover five key areas needed to be an effective learner, and these are:

- **Preparation for Learning:** A focus on how well prepared your child is for learning by bringing the right equipm
- **Commitment to Learning:** A focus on how committed your child is to their learning by how much effort is put i
- **Involvement in Learning:** A focus on how involved your child is in the lesson by how much they contribute ver
- **Behaviours for Learning:** A focus on how your child's behaviour contributes to their learning and the learning
- **Learning at Home:** A focus on how your child is doing with their home learning.

The aim is to provide you with a greater understanding of how your child is approaching their lessons. We would expe
as **good** in each category. For greater descriptions of each category, please click **here**where there is a breakdown of

Subject Topic Assessments: The second section of the report is focused on providing you with information or
subject. Under each subject heading, you will find the titles of each topic your child has been studying for each subjec
assessment for each of those topics. Each topic assesses two key areas required to be successful: the knowledge o
application of this knowledge to assessment questions. The outcome to each assessment is always reported as an ov
that the number of topics will vary from subject to subject, and is dependent on how the curriculum has been designed

Course	Preparation for Learning (KS3)	Commitment to Learning (KS3)	Involvement in Learning (KS3)	Behaviours for Learning (KS3)	Learning at Home (KS3)
Art and Design	Good	Outstanding	Outstanding	Outstanding	Good
Design and Technology	Good	Good	Good	Good	Not required
Drama	Not required	Good	Good	Good	Outstanding
English	Outstanding	Outstanding	Outstanding	Outstanding	Good
Geography	Good	Good	Outstanding	Outstanding	Good
History	Good	Outstanding	Outstanding	Outstanding	Good
Computing	Good	Outstanding	Outstanding	Outstanding	Good
Maths	Good	Outstanding	Outstanding	Good	Outstanding
Music	Good	Good	Good	Good	Not required
PE	Good	Good	Good	Outstanding	Not required
PSHCE	Good	Good	Good	Good	Not required
RS	Good	Good	Good	Good	Good
Science	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding
Spanish	Good	Outstanding	Outstanding	Outstanding	Outstanding

Curriculum and Assessment

Course	Preparation for Learning (KS3)	Commitment to Learning (KS3)	Involvement in Learning (KS3)	Behaviours for Learning (KS3)	Learning at Home (KS3)
Art and Design	Good	Outstanding	Outstanding	Outstanding	Good
Design and Technology	Good	Good	Good	Good	Not required
Drama	Not required	Good	Good	Good	Outstanding
English	Outstanding	Outstanding	Outstanding	Outstanding	Good
Geography	Good	Good	Outstanding	Outstanding	Good
History	Good	Outstanding	Outstanding	Outstanding	Good
Computing	Good	Outstanding	Outstanding	Outstanding	Good
Maths	Good	Outstanding	Outstanding	Good	Outstanding
Music	Good	Good	Good	Good	Not required
PE	Good	Good	Good	Outstanding	Not required
PSHCE	Good	Good	Good	Good	Not required
RS	Good	Good	Good	Good	Good
Science	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding
Spanish	Good	Outstanding	Outstanding	Outstanding	Outstanding

Curriculum and Assessment

History Topic Assessments

Statement	Current mark
Norman Conquest	88%
Silk Roads	80%

Maths Topic Assessments

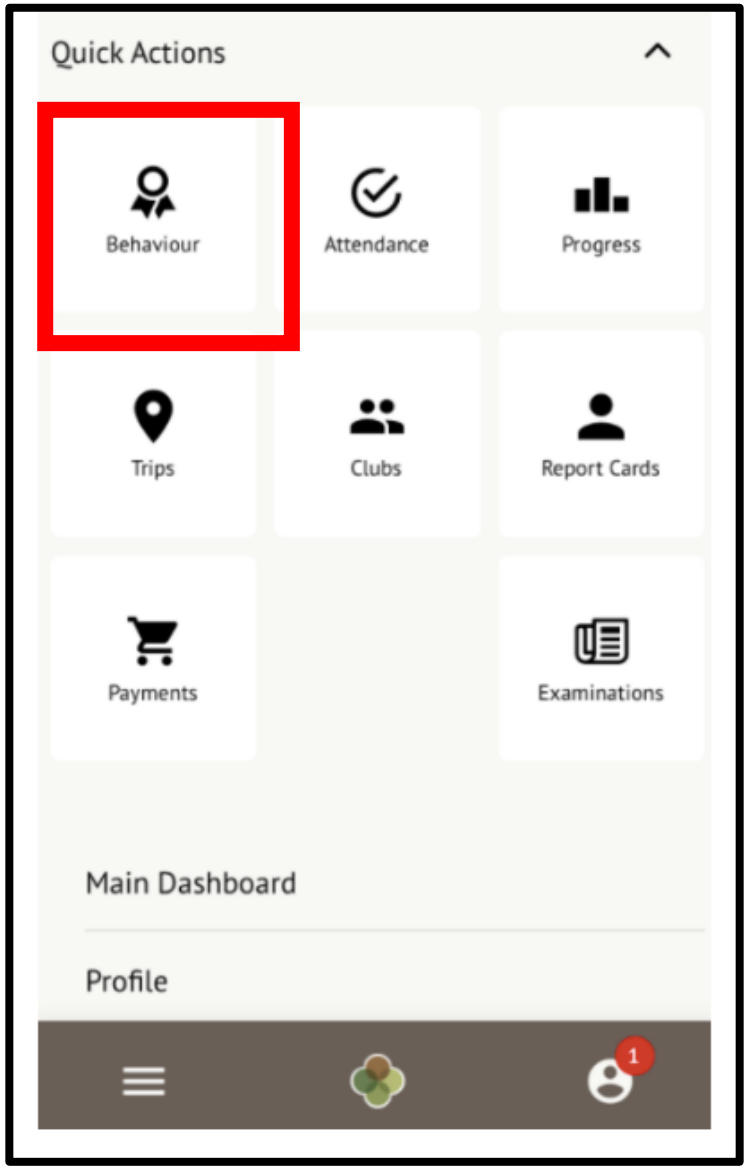
Statement	Current mark
Addition and Subtraction	95%
Algebraic Notation	95%
Equality and Equivalence	100%
Multiplication and Division	90%
Place Value	98%
Sequences	85%

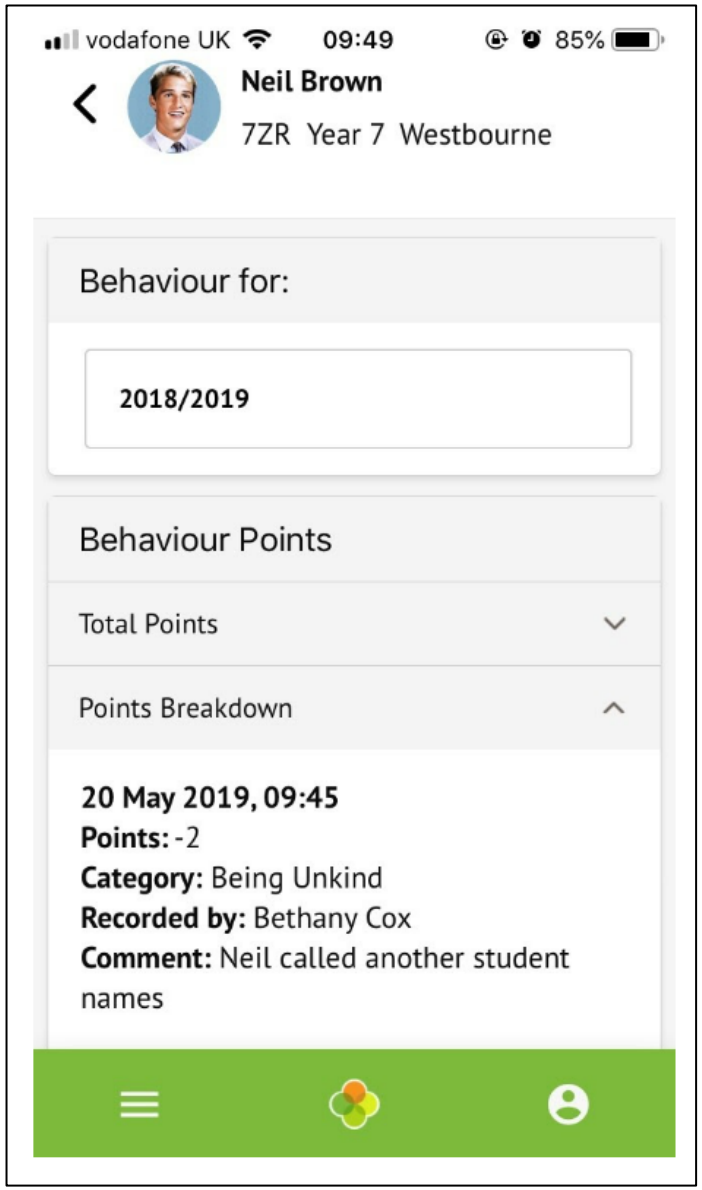
Music Topic Assessments

Statement	Current mark
Beats and Rhythms	65%
Pitch and Notation	75%
The 4-Chord Song	75%

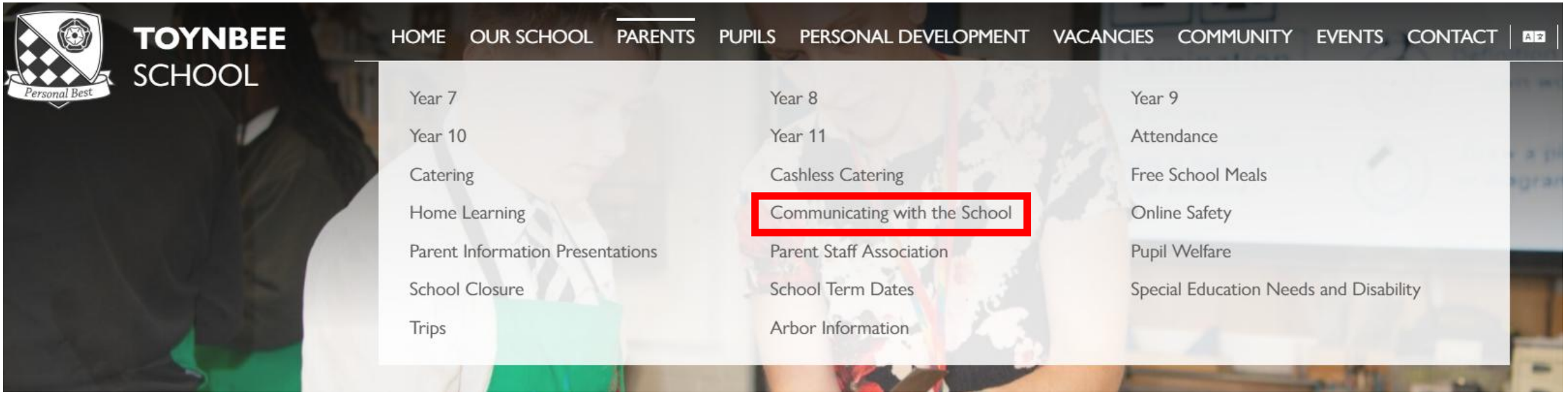
Religious Studies Topic Assessments

Arbor Updates





Communicating with the school



Home Learning

Your child's Home Learning will:

- Play a vital role in developing pupils' learning behaviours, independence and self-discipline

- Support the learning of the curriculum: it will build upon what they have been learning in lessons

- Support pupils in becoming accustomed with the routine

- Be set routinely on a two-week timetable to help pupils learn to self-manage their work, and help parents to support their child

Home Learning

Week A				
Mon	**Tues**	**Wed**	**Thurs**	**Fri**
Science	Geography	English	History	Maths
	RS		Drama	

Week B				
Mon	**Tues**	**Wed**	**Thurs**	**Fri**
Science	MFL	English	Computing	Maths
Design and Technology		Art		Music

- English- Sparx Reader
- Maths- Sparx Maths
- Science- Sparx Science

Home Learning

satchel: one

Obtaining a Parent Code

Obtaining a Parent Code allows you to create a new parent / guardian account or recreate an existing account you have lost access to.

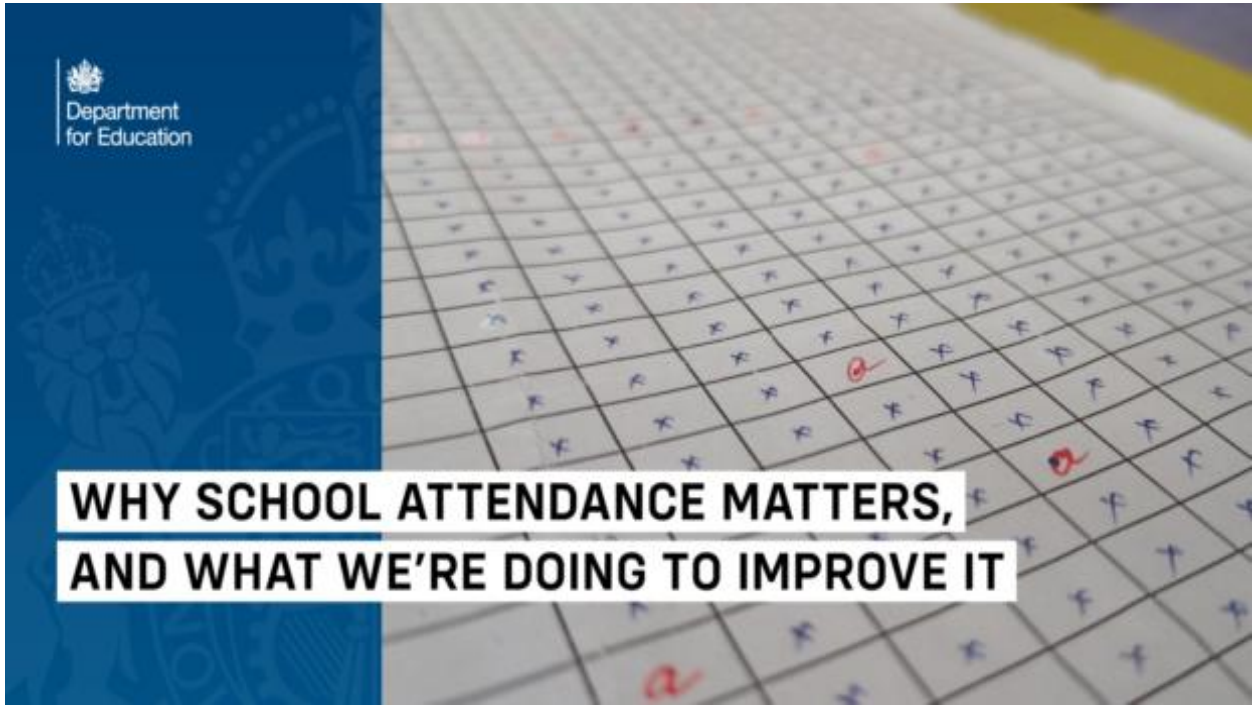
Please follow the guidance below to obtain an up-to-date Parent Code (please note that Parent Codes expire 3 months after being generated).

Via the mobile app

You can obtain your Parent Code from inside **your child's account** on the mobile app. Please ask your child to log in, then go to Settings > Parent Code to find the code!

1. When do they do their home learning?
2. Where do they do their home learning?
3. Do they have the right resources they need to do their home learning?

Attendance



"Every day at school counts. The evidence is clear - even a few days of missed school can have a significant impact on a child's education and future prospects."

Is my child too ill for school? - NHS

The Options Process- Key Dates

1.Assembly to Year 9 pupils on Wednesday 28th January

2.Key Stage 4 Curriculum Evening on Thursday 29th January

3.Year 9 Parents Evening on Wednesday 4th February

4.Pupils to complete draft choices form between Monday 9th March and Friday 20th March

5.Final choices form sent out Tuesday 21st April

6.Deadline for completed form Friday 1st May

7.Year 9 receive final choices via a letter during second half of Summer term.

Getting the most out of Parents' Evening

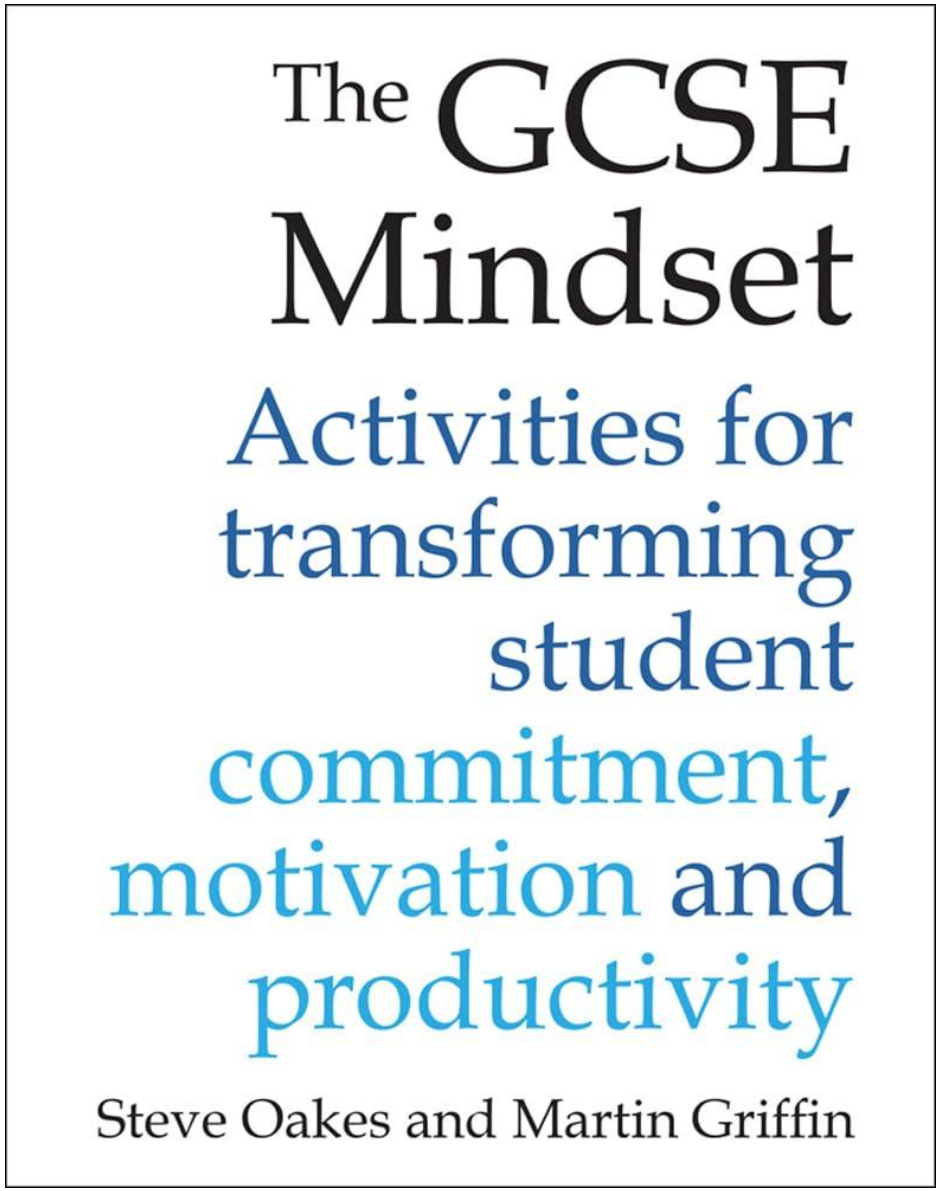
- Prioritise the teachers you wish to see!

- If you are unable to get an appointment with a teacher and you wish to speak with them, please visit the Staff Directory on the school website and make direct contact with them

Questions you may wish to ask:

- How are they progressing academically?
- What are they like in lessons?
- Is there anything else they need to be doing?
- What do they need to prioritise going into Year 10?

The GCSE Mindset



Personal Best

Year 9 Information evening

Miss Sherrell

Being our best selves…

- We ended year 8, looking ahead with what our core values for year 9 looked like; Compassion, resilience and Ambition
- The three core values, are all values that will allow us to achieve our personal best
- We celebrated the success that staff had noticed throughout the year to really highlight how important these values and beliefs are
- Year 9 is all about the building blocks ahead of our GCSE's

"The capacity to withstand or to recover quickly from difficulties; toughness"

"A strong desire to do or achieve something"

"Sympathetic pity and concern for the sufferings or misfortunes of other"

What can we all do?

What can you do as pupils?	1. Turn up to school every day and on time- and your lessons! 2. Want to achieve your personal best 3. Don't give up!
What can you do as parents?	1. Work with us as a school to build on the Year 9 Core Values 2. Communicate with us any worries or concerns 3. Help us help your children
What will we do as a school?	1. Support you in your learning, in and outside the classroom 2. Help you when things go wrong, 3. Educate you when we make mistakes

My role as a Guidance Manager

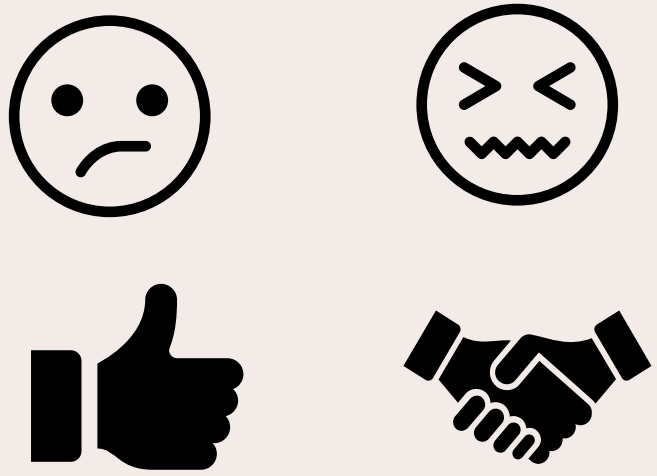
What I can do

- Encourage resilience
- Support in navigating challenges
- Guide pupils to learn and apply strategies for managing their own difficulties

GUIDANCE MANAGER MENTORING PROGRAMME

We have introduced a Guidance Manager Mentoring Programme this year to help support students in various pastoral areas:

- Worries
- Self Esteem
- Anger Management
- Friendships
- Exam Stress



We will carefully consider when these interventions might be helpful and will then communicate with parents.

Screen Time

- How much screen time are they getting?
- Impact on sleep, mood, confidence

Thank you

Thank you for your time this evening.

The resources will be uploaded onto the school website for your reference.