



Upton Hall School FCJ

Year 9 Curriculum Booklet 2026-2027

Introduction

Dear Parents

Year 9 is an exciting and challenging school year for your daughter. The year concludes the work of Key Stage 3 in some subjects and begins GCSE courses in others.

We want to offer you information which will enable you to work with us to support your daughter and help her to enjoy the year and make the most of her academic progress.

This year your daughter will establish patterns of learning and study that will promote her future success. Focus on study skills will be introduced early to enable her to be a confident and purposeful learner.

Please keep this booklet safe as we hope it will provide you with information that you will find helpful in the future.

We hope that you enjoy reading this booklet and if you have any suggestions for its improvement please pass them to Ms A Murphy, Deputy Head.

Mrs A Gaunt
HEADMISTRESS

Vision Statement FCJ Schools

Inspired by the Gospel and true to Marie Madeleine's founding ideal, our vision is that FCJ schools are communities of personal and academic excellence.

Strong in companionship, the unique giftedness of every person in these faith communities is recognised, nourished and celebrated.

Our hope and expectation is that, through God's grace working in us all, each young person grows into their best self, with zest for life and the generosity and confidence to use their talents and gifts in the service of others.

This vision is encapsulated in our six key FCJ values:

Excellence is an inclusive value in an FCJ school, incorporated in every aspect of school life and living. The ideal of excellence 'for God's greater glory and salvation of souls' pervades Marie Madeleine's writings and recommendations.

Companionship is an all-pervading quality present when we work together in an atmosphere of support and love. Companionship is breaking the bread of life together.

Dignity: It is of the essence that the dignity of each person is recognised, as that of a human being made in the image of God. Everyone is genuinely listened to and what they say is heard.

Justice: being in right relationship with God, self, others and creation.

Hope is a faith-based attitude of mind and heart which enables us to think, speak and act in accordance with Gospel beliefs and FCJ values. Hope inspires and enables us to persevere in the face of difficulties and disillusionment.

Gentleness: Above all, through God's grace, the whole is marked by gentleness, the gentle strength that comes from 'the fruit of quiet self-possession that has been gained through daily growth in self-understanding through the light of grace'.

School Motto

Age quod agis
Whatever you do - do well!

Curriculum Overview

We aim "high" to ensure that all of our pupils make outstanding progress

We believe that by having high aspirations we are able to secure the best possible outcomes for our pupils. Ability is not fixed or innate, and we firmly believe that ability can be enhanced through the adoption of a growth mindset. Your daughter must work extremely hard in the knowledge that human qualities and intellectual skills are cultivated through hard work, effort and having the character to overcome setbacks and utilise constructive criticism. Your daughter must display tenacity and persistence when confronting challenges, see failure as a valuable part of the learning process and display a readiness and passion for learning and self-improvement. She has the potential to grow and succeed, and in order to do this your daughter must take charge of her own learning. Your daughter has clear goals and aims, and must take the appropriate steps to make sure they happen. Some pupils may feel that meeting their targets is very difficult and it is important that we encourage them to be resilient. We must work in partnership with parents to ensure that we praise the effort that pupils make and celebrate achievements in all aspects of their work.

Assessment without Levels

Pupils are assessed regularly in all subject areas. Their assessments will take on a variety of formats including self, peer and teacher assessed tasks. After these assessments, the pupils will be categorised as 'Excellent', 'Secure' or 'Developing' in that particular topic. We will refer to these as grades. In Science, teachers begin teaching the GCSE course in Year 9 and will therefore report attainment using GCSE grades. Our assessments will focus on the pupils' developing skills. Their feedback following on from each assessment will be formative and will be focussed on what they need to do to improve.

How will my daughter know which grade she is working at?

In English and Mathematics, our pupils undergo literacy and numeracy screening on entry to Upton Hall. Parents will receive information about how they did in these tests and you will be given some strategies to support them to progress from there. In all subjects your daughter will regularly discuss which grade she is working at and this information can also be found in her exercise books. She should be able to describe her grade and will know what she needs to do in order to progress. Your daughter will have opportunities to act upon advice received and if she is unsure of her current grade or what she needs to do in order to progress she should speak to her subject teacher.

What happens if my daughter isn't making the progress that we would expect?

If your daughter is not making expected progress, we will ensure that she is provided with the opportunities to improve. Intervention happens predominantly in the classroom, but staff may also offer additional support which takes place outside of lessons, uses student mentors or requires attendance at a study group. If your daughter is receiving extra intervention, it will be indicated on her progress report. Information will also be available through annual reports and at parents' evenings. It is really important that as parents, you discuss the information with your daughter as it is often helpful for pupils to verbalise how they are progressing.

Feedback

What will feedback look like at Upton Hall and what do I need to do to make the most of it?

Verbal feedback: your teacher will speak to you as an individual or in groups to give you advice about how to improve. Make sure you listen and act on this advice

Self assessment: your teacher will sometimes give you criteria so you can check your work yourself. Getting good at checking and noticing gaps in your learning is an important part of being an independent learner

Written marking: your teacher may give you comments to help you to improve learning. Make sure you read them and speak to your teacher about them if you don't understand.

feedback

Peer Assessment: sometimes your teacher will ask you to look give feedback to peers. This is a good chance to learn from each other, to give helpful advice and to celebrate each others' work

Feedback lessons or tasks
Your teacher may set you specific tasks to complete to help you to improve an aspect of your knowledge. Make sure you take care with these tasks as they will help you avoid mistakes

What I won't see: feedback on every piece of work or ticks on every page

Tracking of Progress

Your daughter will receive 2 Progress Sheets and an Annual Report throughout the course of the academic year. These documents will give the following information for each subject she is studying: -

Current Attainment:

This is the grade that your daughter is currently working at, as identified by the subject teacher.

Effort:

An effort grade is awarded for Behaviour for Learning at School and Behaviour for Learning at home based on the following criteria:

- 1 Outstanding
- 2 Good
- 3 Need to improve
- 4 Cause for concern

A more detailed explanation accompanies the Progress Sheet and report.

"Thorough! No matter what she undertook it was always the same, heart and soul"

Philomena Skiffen FCJ (1840 – 1898)

Options Processes

What will my daughter study in Key Stage 4?

The Key Stage 4 curriculum is structured to ensure that all pupils have a broad and balanced curriculum which gives them many choices in the future. All pupils are entered for the subjects needed for her to achieve the English Baccalaureate (EBACC).

Subjects at KS4 are divided into three groups. Group A are subjects studied by everyone. These include English Literature, English Language, Mathematics, Religious Studies, Biology, Chemistry and Physics. In Year 9 we will ask students to decide if they would like to study Combined or Separate Sciences. Please note that the three separate sciences are delivered in the time allocation for two subjects; this allows the girls to make an option choice.

Group B consists of Humanities and Languages. Pupils must study one Humanity. Your daughter must **choose** History or Geography. They must also study one Modern Foreign Language. Your daughter must **select** a language they are currently studying.

In Group C pupils choose one subject from this list: Art and Design, Computer Science, Design and Technology, Drama, Geography, History, Music, Physical Education and a second Modern Foreign language (if they have studied two languages in year Nine). It is often possible to take a subject even if you have not studied it in Year Nine but please contact the subject leader to discuss this.

In addition, the most able mathematicians will be entered for Further Mathematics.

How can I help my daughter to choose?

Where pupils do have choices it is essential that they choose wisely.

In January your daughter will be issued with a KS4 Booklet which describes all the courses in detail. Please discuss the course content with your daughter and advise her to base her choice on her talents and her interests. Pupils occasionally choose based on their friendship group. Experience shows this rarely leads to success. The timetable is built around the pupils' choices and it may well not be possible to make changes after this.

You will also have the opportunity to discuss options with your daughter's teachers at the Parents' Evening on the 11th January. Your daughter will also receive advice from her teachers, her form tutor and can also make appointments to see the Careers Advisor, Mrs Douglas.

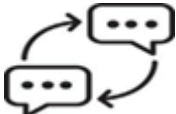
What does my daughter have to do to make her options?

You will be sent an InTouch with an options form to complete online. This must be completed by February half term. We will endeavour to make sure all girls who meet this deadline receive their option choices. It is really important to have completed the form with thought as it may well not be possible to change options after this point.

Religious Education

Students will follow the newly published Religious Education Curriculum Directory. Students will explore 6 topics in Year 9. Each topic builds upon the learning journey students followed in Y7 and Y8. The curriculum is designed to enrich students' religious knowledge and aid their development of key literacy, evaluation and analytical skills. The Year 9 curriculum also enables students to understand, discern and respond to a range of important questions related to their own spiritual development, the development of values and attitudes and fundamental questions concerning the meaning and purpose of religious life.

	Content to be studied	Method of assessment
Autumn 1 Creation and Covenant 	The overarching theme for this unit is the dignity of the human person, one of the principles of Catholic Social Teaching, but also a foundational scriptural teaching: every human being has an inalienable dignity and men and women are equal in dignity, since each are made in the image and likeness of God. This principle is explored under two aspects: the moral implications of human dignity and the nature of man and woman as the basis for Christian marriage.	Students will be assessed via forms of assessment: Keyword assessments, Knowledge assessments, understanding based assessments and Discern assessments.
Autumn 2 Prophecy and Promise 	This unit focuses on the role of the Blessed Virgin Mary in the narrative of salvation history. This unit builds on the last by recognising the ways in which Mary is seen to be the fulfilment of the Protoevangelium in Genesis and the role typology plays in the allegorical sense of Scripture.	Students will be assessed via forms of assessment: Keyword assessments, Knowledge assessments, understanding based assessments and Discern assessments.
Spring 1 Galilee to Jerusalem 	In this unit we look at another of Mark's key themes: discipleship. Students will gain some insight into the importance of Mark's supposed historical context of a persecuted Roman Church and the reasons why Mark presents the failure of the disciples more starkly than any of the other Gospels. The study of discipleship allows this unit to be connected to the previous one on Mary, who offers the perfect model of discipleship	Students will be assessed via forms of assessment: Keyword assessments, Knowledge assessments, understanding based assessments and Discern assessments.
Spring 2 Desert to Garden 	In this unit, we ask the deeper question about the meaning of human suffering and confront the mystery of suffering: if God loves us, why does he allow us to suffer? This question can only be answered by a Christian in light of Jesus' own suffering and death	Students will be assessed via forms of assessment: Keyword assessments, Knowledge assessments, understanding based assessments and Discern assessments.
Summer 1 To the ends of the Earth 	The main focus of this unit is the question of how Christ's death is redemptive. It builds on the previous unit by considering the connection between the ordained priesthood and Christ as the High Priest of our salvation. In this unit we build on the learning at the end of Year Eight	Students will be assessed via forms of assessment: Keyword assessments, Knowledge assessments, understanding based assessments and Discern assessments.

	about salvation and life after death by considering the ways in which scripture and the Church have explained how Christ's death can have a salvific power.	
Summer 2 Dialogue and Encounter 	We began year 9 by looking at the nature of human beings who were made in the image of God, relational beings who are created for communion. We conclude by looking at the nature of that communion that comes into existence through Christ's salvific work which we studied in the last unit: the Church. We then move on to explore the Jewish faith in great detail, focusing on the key beliefs held and how these beliefs are interpreted in different communities.	Students will be assessed via forms of assessment: Keyword assessments, Knowledge assessments, understanding based assessments and Discern assessments.

How will I know if my daughter is achieving this?

Work is assessed in Religious Education throughout the year and through various methods. The assessment style used in Key Stage Three (Years 7-9) is in line with the criteria for assessment outlined by the Diocese of Shrewsbury.

Summative assessments are conducted at key points throughout the year and teachers will use formative assessment to ensure students' clarity of understanding and progress.

Students are given progress books in Year 7 which track their progress throughout Key Stage Three and allows students, parents and teachers to see the learning journey the student has undertaken throughout Years 7, 8 and 9.

How can I help my daughter?

Students are given a learning program which outlines each area covered in a specific module. This allows students and parents to clearly see the information students should have gained an understanding of during Religious Education lessons.

Students are given revision guides to support their independent consolidation of the knowledge gained in lessons.

Websites which may aid students to consolidate or extend their learning include:

<https://qualifications.pearson.com/en/subjects/religious-studies.html>

<https://www.bbc.co.uk/religion/religions/>

Students will be invited to join Google classrooms where resources will be shared to aid their learning.

Enrichment opportunities

There are multiple opportunities for Key stage three students to take their learning beyond the classroom:

- Bi-annually, students are invited to participate in a pilgrimage to Lourdes
- Youth SVP group.

English

In the third year of English, students will fine tune their reading and writing skills in preparation for the transition to Key Stage 4. In English Literature, set texts have been carefully selected to prepare them for the academic rigor of studying pre-1914 prose and Shakespeare at G.C.S.E. More important than this though, is the opportunity that the literature provides to help students to understand themselves, as the characters depicted struggle with their own identity, love and relationships with their families. Technical accuracy and features of Standard English will continue to be taught explicitly in English Language, and students will be exposed to more advanced authorial techniques to help them to craft their creative and non-fiction writing.

	Content to be studied	Method of assessment
Autumn	Fiction Reading and Creative Writing Unit: Bildungsroman Pupils will study <i>Jane Eyre</i> with a focus on Jane's rites of passage and character development. Inspired by their study of <i>Jane Eyre</i> pupils will learn to craft their own bildungsroman.	1. Baseline assessment describing a setting 2. Essay exploring the characterisation of an antagonist. 3. Transactional task – report into the conditions at Lowood School. 4. A rites of passage story. Stretch and challenge: To set their rites of passage in a specific historical / social context.
Spring	Contemporary Drama: Students read and study the genre of modern drama by reading The National Theatre's play version <i>The Curious Incident of the Dog in the Night-Time</i> by Simon Stephens. Poetry: World Voices: Students will study a range of seminal poets from across the world, including countries such as South Africa, Indian and the Caribbean. They will study these poems in light of their specific social history and cultural heritage, as well considering their relevance for our times.	1. Essay exploring the characterisation of one of the characters in the play. 1. Comparative essay on two unseen poems from different countries, cultures and traditions. Stretch and Challenge: Students to compare the core poem to a second unseen poem.
Summer	Travel Writing: A range of 20th and 21st Century promotional, evaluative and travel journalism is read and studied as style models for their own writing [including the use of humour, irony and parody in Palin, Bryson and Pilkington].	1. Write a travel article in the journalistic style of their choice. 2. Reading comprehension. Summer Exam Preparation
Summer 2	The Victorian Novella: Students will study <i>A Christmas Carol</i> with a focus on characterisation, themes and authorial intent.	Written response: Students write a short, GCSE style assessment on an extract from <i>A Christmas Carol</i>

Each term	In addition to the core topics listed above, spelling, punctuation and grammar are taught in a lesson dedicated to it each fortnight.	1. Spelling Test Grammar Hammer
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How will I know if my daughter is achieving this?

The English Department assesses students in a classroom context in an Assessment Booklet [this remains in school but is available to be viewed at Parent's Evening or by appointment]. Here the class teacher will determine whether your daughter's skills in reading, writing and speaking and listening tasks are developing, secure or excellent. Detailed diagnostic feedback is given, which celebrates achievement and explains the next steps to be taken. Feedback will address both content and technical accuracy in spelling, punctuation, grammar and vocabulary. Your daughter is expected to read and act on these recommendations and to take responsibility to make progress towards meeting them on their next piece of work. The class teacher will also monitor your daughter's draft book, to check that the school's expectations for presentation and technical accuracy are being adhered to. The *Progress Guide* at the front of their draft book provides a record of your daughter's academic progress in their Assessment Booklet. Finally, at the beginning of each academic year, your daughter will undertake literacy screening in spelling, reading and free writing to monitor their progression in these core English skills. You will receive a record of their results by letter in October of each year. If your daughter is not making expected progress, a programme of Literacy intervention is offered.

How can I help my daughter?

Promoting reading for pleasure is the most vital form of parental support the department continues for. At this age, many parents agree that their daughters are no longer reading. If you help your daughter to regulate their social media usage, and be good role models yourselves, she will find that there is still time to read every day and that it enhances her well-being. All students in Year 9 are expected to read at least one novel at home in the 'rites of passage' genre as part of the creative writing unit and worldbookday.com has an excellent list of 50 recommendations. A link can be found on your daughter's Google Classroom. Your daughter will also have a spelling test every fortnight, which you can help her to prepare for. Please see your daughter's Google Classroom for recommended reading lists and spelling tests for each year group in Key Stage 3. Here you will also find links to useful websites. Finally, increasing your daughter's cultural experiences through theatre, cinema, book festivals or author trips is a wonderful way to enhance their love of literature. The Royal Shakespeare Company, The National Theatre and The Royal Ballet and Opera stream their current performances live throughout the year, which offers world class theatre experiences for a fraction of the cost at *The Light Cinema* in New Brighton or *Picturehouse at Fact* in Liverpool. Additionally, students can use Digital Theatre + to watch a wide range of filmed theatre productions.

Enrichment opportunities

Wirral Paperback of the Year Reading Group

World Book Day Art Exhibition and competition

National Poetry Day workshops and poetry competitions

Theatre trips to see the set texts in production are offered where feasible

Maths

The pupils will continue to develop the key skills required to start GCSE Mathematics after the Spring Break in Year 9.

This is achieved through a variety of activities including group work, rich tasks and challenge questions. They will become more familiar with exam style questions and take the lead on their own learning by identifying areas they need to work on and doing this independently of their lesson and their teacher.

	Content to be studied	Method of assessment
Autumn 1 Speed Distance Time Percentages	Speed Distance / Time graphs Use multipliers Repeated increase and decrease. Reverse percentages	Unit test on SDT Unit test on Percentages
Autumn 2 Algebra Probability	Solving linear equations Construct and solve non-linear equations Solve simultaneous equations Simple linear inequalities Factorisation Square a linear expression Tree diagrams for conditional events Relative Frequency	Unit test on Algebra Unit test on Probability
Spring 1 Constructions Trigonometry Enlargements	Constructions – triangles, perpendicular bisector, angle bisector. 60-, 30- and 45-degree angles. Define the trigonometric ratios. Use trigonometry to find sides and angles Trigonometry and bearings Negative scale factors Similar area & volume	Unit test on Constructions Unit test on Trigonometry Unit test on Enlargements
Spring 2 Handling Data Rounding and Standard Form	Range and modal class Bar charts, line graphs and pie charts Scatter graphs Construct frequency tables and find the mode, mean, median and range. Interpret tables, graphs and diagrams Multiply and divide by any integer power of 10 Write numbers in standard form Use rounding to make estimates Understand upper and lower bounds Multiplying and dividing by numbers between 0 and 1	Unit test on Handling Data Unit test on Rounding and Standard Form End of Year Exam
Summer 1 & 2	Start of GCSE course	

How will I know if my daughter is achieving this?

Your daughter will have a folder of unit tests that will include a progress guide. The tests will have been marked by the teacher with an overall percentage awarded. Pupils are expected to work in groups to make corrections, with the class teacher going through questions the majority of the class found difficult. The pupils will have recorded their score and areas for improvement on the progress guides. Their homework books will also contain feedback and your daughter will have acted on this feedback in the form of corrections.

If your daughter has not made expected progress, they will be asked to attend an intervention session that will revisit the content of that unit test. Their tracking will report on their achievements being excellent, secure or developing according to their unit test scores.

How can I help my daughter?

Encourage your daughter to use www.vle.mathswatch.co.uk. This is a fantastic website that encourages our pupils to take responsibility for their own learning. It contains videos for each topic and provides plenty of practice questions to accompany the work taking place in lessons. A list of suitable clips will be inside the cover of your daughter's exercise book.

Please encourage your daughter to attend study support for help with homework and any other areas of confusion from lessons. Please see the extra-curricular timetable for details.

Enrichment opportunities

Your daughter could have the opportunity to take part in the UKMT Team Maths Challenge. The Team Maths Challenge is a competition giving students the opportunity to tackle a variety of engaging mathematical activities while developing teamwork and communication skills.

Biology

Biology is a subject that is full of excitement, wonder and beauty. Students learn about the variety found in living organisms as well as the structures and functions of living creatures and the interaction of humans with their environment.

During Year 9, your daughter will start the AQA GCSE Biology course. This is a 3-year linear course, with students examined at the very end of the course. In Year 9 the content starts with fundamental aspects of biology such as cells and the different methods of transport into and out of cells and builds to topics in which these core principles are applied such as the digestive and circulatory systems in animals and transpiration and photosynthesis in plants.

Students will build upon the knowledge acquired in Years 7 and 8 on cells, digestion and photosynthesis and investigative work. Practical skills are further developed throughout the course and the required practical work embedded into the GCSE schemes of work. These practical skills are also assessed in the examinations at the end of the linear course.

	Content to be studied	Method of assessment
Autumn 1	<u>Cell biology</u> Animal and plant cell structure Prokaryotes and eukaryotes Cell specialization and differentiation Principles of organization Microscopy	Interim assessment Weekly homework tasks
Autumn 2	<u>Transport in cells</u> Diffusion How organisms are adapted for diffusion Osmosis Active transport	Cumulative test Weekly homework tasks
Spring 1	<u>The human digestive system and enzymes</u> Structure of the human digestive system Biological molecules Enzyme activity	Interim assessment Weekly homework tasks
Spring 2	<u>The Circulatory System</u> Blood Heart and blood vessels Cardiovascular disease Lungs and gas exchange	Cumulative test Weekly homework tasks
Summer 1	<u>Non-Communicable Diseases</u> Health and disease and the effect of lifestyle on disease Cancer	1 hour summer examination paper, covering all the content from the Year 9 course.

Summer 2	<u>Plant structure and function</u> Plant tissues Transpiration and translocation Photosynthesis Uses of glucose Limiting factors Commercial plant growth Plant diseases	Interim assessment Weekly homework tasks
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How will I know if my daughter is achieving this?

Throughout Year 9, your daughter's assessments (interim and end of topic) will be marked by her teacher and a grade awarded. Teacher feedback will also be provided and this will allow your daughter to identify topics she has mastered in addition to identifying those areas requiring further attention. She will be asked to review her assessment and set her own targets for improvement. An additional intervention task may also be provided. All assessment data is recorded in a Progress Guide which is secured to the inside cover of her exercise book. This also allows your daughter to track her own progress using her individual baseline grade. Interim assessments provide an opportunity for practising extended writing skills and this task will also be assessed for spelling, grammar and punctuation. Individual support is offered by each class teacher, in addition to a weekly lunchtime intervention session which is supervised by staff. This is a 'drop in' session and students are encouraged to seek help and support on specific topics and practise examination technique. Throughout the year tracking information is sent home to reflect current attainment in Biology and once a year a full written report is sent to parents. The Year 9 Parents' evening allows teachers to discuss progress with parents and students.

How can I help my daughter?

At the start of Year 9 there is the opportunity to buy a revision guide which supports the course. A letter will be sent out at the beginning of Year 9. Course resources and materials are also available on your daughter's Biology Google Classroom which will be set up at the beginning of the academic year.

Teachers record homework tasks on SIMS and parents can help by encouraging their daughter to complete work set to the best of her ability and submit it on time. By looking through your daughter's book, initiating discussions about the topics being covered and checking that any feedback has been responded to, will help students take more responsibility for their own learning and promote independence. Students are encouraged to access the following websites to support their learning in class:

<https://www.aqa.org.uk/subjects/biology/gcse/biology-8461/specification/specification-at-a-glance>

<https://www.bbc.co.uk/bitesize/subjects/z9ddmp3>

<https://www.freesciencelessons.co.uk/>

<https://cognitoresources.org/>

These contain past papers and videos so students can familiarise themselves with a wide range of concepts.

Enrichment opportunities

Background reading is an ideal way for students to expand upon their knowledge and the Biology department have a range of scientific magazines available, including the Biological Science Review. Students are actively encouraged to access the Lingdale Science Library to broaden their knowledge and deepen their understanding. Podcasts also offer lots of interesting and relevant information. Try Radio 4's 'The Infinite Monkey Cage'

<https://www.bbc.co.uk/programmes/b00snr0w>.

Physics

Physics is concerned with the nature and properties of matter and energy. The subject matter of physics, distinguished from that of chemistry and biology, includes mechanics, heat, light and other radiation, sound, electricity, magnetism, and the structure of atoms.

During Year 9, your daughter will start the AQA GCSE Physics course. This is a 3-year linear course, with students examined at the end of the course. Students will build on the knowledge acquired in Years 7 and 8 on energy, electricity, light, forces and investigative work. Practical skills are developed throughout the course and the required practical work is embedded in the GCSE schemes of work. These practical skills are, also, assessed in the examinations at the end of the linear course.

	Content to be studied	Method of assessment
Autumn 1	<u>Awesome Physics</u> – demos and tasks to enthuse and inspire a love of Physics. <u>Maths skills lessons.</u> <u>Unit 1a – Energy stores and transfers.</u> Energy stores and transfers Calculating energy Efficiency	Interim assessment. Weekly homework.
Autumn 2	<u>Transferring energy Part 1.</u> Energy changes in a system Work and power <u>Unit 2a – Electrical circuits.</u> Circuit symbols Electric current and charge Potential Difference	Termly assessment. Weekly homework.
Spring 1	<u>Unit 2a – Electrical circuits continued.</u> Ohm's Law Required practical 3 Series and parallel circuits Required practical 4 Ohmic and non ohmic conductors	Interim assessment. Weekly homework.

Spring 2	<u>Unit 3a - Particle Model of Matter.</u> States of matter Changes of state Density Required practical 5 <u>Internal energy and energy transfers.</u> Internal energy Specific heat capacity	Termly assessment. Weekly homework.
Summer 1	<u>Unit 3a Internal energy and energy transfers continued.</u> Required practical 1 Specific Latent Heat Heating and Cooling <u>Unit 1b – Insulation.</u> Thermal transfers Required practical 2 Insulation	1 hour summer examination paper, covering all the content from the year 9 course. Weekly homework.
Summer 2	<u>Unit 1b – Insulation continued.</u> National and global energy resources including renewable and non-renewable resources Environmental impact of using different resources <u>Unit 2b – Electricity in the Home.</u> AC and DC Mains electricity The National Grid	Interim assessment. Weekly homework.

How will I know if my daughter is achieving this?

How will work be assessed? What feedback might they get? What support might they get if they are not mastering the curriculum?

Throughout year 9 your daughter's interim and end of unit assessments will be marked by her teacher and a grade provided on the end of unit assessment. Feedback will be provided which will allow your daughter to see topics she has understood well and topics that require attention. She will be asked to review her assessment and set her own targets for improvement; a feedback sheet or an intervention task may also be provided. All assessment data is recorded in a Progress Guide which is secured to the inside cover of her exercise book. This also allows your daughter to track her own progress using her individual baseline grade.

Intervention to help support students includes lunchtime support and one to one guidance.

Throughout the year tracking information is sent home to reflect current attainment in the subject and once a year, a full written report is sent to parents.

The Year 9 Parents' evening in the year allows teachers to discuss progress with parents and students.

How can I help my daughter?

At the start of Year 9 there is the opportunity to buy a revision guide which supports the course. Your daughter will also use Google Classroom as a way of submitting work and accessing the materials used in the lesson. Teachers record homework details on SIMS and parents are encouraged to help their daughter to complete these tasks to the best of their ability and submit them on time.

Parents could also look through their daughter's book and encourage them to act upon feedback from their teacher to encourage them to take responsibility for their own learning.

Enrichment opportunities (Reading/Clubs)

Background reading is an ideal way for a student to expand their knowledge. Suitable websites include <https://www.bbc.com/bitesize/levels/z98jmp3> and <https://www.freesciencelessons.co.uk/>.

The latter has past test paper questions and videos so they can familiarise themselves with a wider range of concepts.

Chemistry

Chemistry is the science of the composition, structure, properties and reactions of matter, understood in terms of atoms, atomic particles and the way they are arranged and link together. It is concerned with the synthesis, formulation, analysis and characteristic properties of substances and materials of all kinds.

During Year 9, your daughter will start the AQA GCSE Chemistry course. This is a 3-year linear course, with students examined at the end of the course. The content starts with fundamental aspects of chemistry such as atomic structure, bonding and the periodic table, and builds to topics in which the fundamentals are applied such as quantitative chemistry and equilibria, which are taught in year 11. Students will build on the knowledge acquired in Years 7 and 8 on elements, mixtures and compounds and chemical reactions and investigative work. Practical skills are developed throughout the course and the required practical work embedded in the GCSE schemes of work. These practical skills are, also, assessed in the examinations at the end of the linear course.

	Content to be studied	Method of assessment
Autumn 1	Recap of Atoms, elements, compounds & mixtures from Y7 & Y8 <u>Atomic Structure</u> Atomic Structure and size of atoms Electronic structure Isotopes and calculating relative atomic mass Calculating relative formula mass Calculating percentage composition	Interim assessment Weekly homework
Autumn 2	<u>Bonding</u> Chemical bonds including ionic and covalent bonding <u>Chemical Equations</u> Conservation of mass Balancing equations	Cumulative test Weekly homework
Spring 1	<u>The Periodic Table</u> The periodic table Development of the periodic table Metals and non-metals <u>Groups in the Periodic Table</u> Group 1, group 7 and group 0 Properties of transition metals <u>States of Matter</u> The three states of matter and state symbols	Interim assessment Weekly homework

Spring 2	<u>Reactivity of metals</u> Metal oxides The reactivity series Extraction of metals and reduction <u>Corrosion</u> Corrosion and its prevention Alloys as useful materials	Cumulative test Weekly homework
Summer 1	<u>Using the Earth's resources and sustainable development</u> Potable water Waste water treatment Alternative methods of extracting metals Life cycle assessment Ways of reducing the use of resources	End of year exam Weekly homework
Summer 2	<u>The composition and evolution of the Earth's atmosphere</u> The proportions of different gases in the atmosphere The Earth's early atmosphere How oxygen increased and carbon dioxide decreased Greenhouse gases Human activities which contribute to an increase in greenhouse gases in the atmosphere Global climate change The carbon footprint and its reduction Atmospheric pollutants from fuels Properties and effects of atmospheric pollutants	Interim assessment Weekly homework

How will I know if my daughter is achieving this?

Throughout year 9 there are regular cumulative tests and the grades and percentages put into a progress guide. These are compared, on the bar chart, with the baseline for the year. Written targets are produced and stuck in their exercise books. Interim assessments are also set every half term, answered in their exercise books and applicable targets given to the students.

Intervention to help support students includes lunchtime support, topic-based question booklets, and one to one guidance. Throughout the year tracking information is sent home to reflect current attainment in the subject and once a year a full written report is sent to parents. The Year 9 Parents' evening in the year allows teachers to discuss progress with parents and students.

How can I help my daughter?

At the start of year 9 there will be an opportunity to buy revision guides, which are an excellent resource for the course. Your daughter will also use Google Classroom as a way of submitting work and accessing the materials used in the lesson. Another valuable website is <https://www.bbc.co.uk/bitesize/examspecs/z8xtmnb>

It would be helpful if parents look through their daughter's chemistry book and check that she has actioned all the feedback supplied by teachers. Teachers record homework details on SIMS and therefore parents can keep a track of homework and when it is due and encourage their daughter to organise her time efficiently.

Enrichment opportunities (Reading/Clubs)

The Royal Society of Chemistry hold an annual Chemistry competition, called Top of the bench, at Liverpool University. There are usually three activities in the competition: a 2hrs lab task, a 1hr exam and a poster presentation and the team consists of two students from year 9, one from year 10 and one from year 11.

Background reading is an ideal way for a student to expand their knowledge. Suitable websites include <https://www.bbc.co.uk/bitesize/examspecs/z8xtmnb> and <https://www.freesciencelessons.co.uk/>. The latter has past paper questions and videos so they can familiarise themselves with a wider range of concepts.

Art and Design

Subject vision for this curriculum year: Art and Design in Year 9 consists of one lesson per week. Pupils will follow a GCSE style format preparing them for the demands of the full GCSE course.

Pupils are introduced to a variety of media, processes and techniques that develop their awareness and understanding of colour, tone, texture, shape and form. Pupils are able to create responses using a combination of methods including;

- Painting, drawing, mixed-media and collage
- Sculpture and relief work
- Textiles

Pupils are set practical tasks that encourage an investigative approach to a given theme. To support the creative work they produce in school, pupils are set homework tasks that encourage independent study. Underpinning all of the units of work is the use of sketchbooks and the study of artists, crafts people and designers.

	Content to be studied	Method of assessment
Autumn 1	Formae Naturales – Textures in Nature During this term pupils will be exploring Textures in Nature through the study of Natural Forms. They will start by engaging with observational drawing exercises that focus on line, tone, shape and form. A trip to Manchester Museum will inform the project as they move forward with their ideas.	Diagnostic drawing tests will link to the unit theme at the beginning and end of each unit of work.
Autumn 2	Formae Naturales – Textures in Nature Pupils will continue to explore natural forms through Artist research, painting and mixed media.	Diagnostic drawing tests will link to the unit theme at the beginning and end of each unit of work.
Spring 1	Formae Naturales – Textures in Nature During this term pupils will produce a final piece that will bring together all of the elements from term 1 & 2, using their understanding of design and composition to produce a piece of ceramics.	Diagnostic drawing tests will link to the unit theme at the beginning and end of each unit of work.
Spring 2	Still Life & Consumerism- Sweet Things. During this term pupils will explore and respond to the artists Joel Penkman and Sarah Graham, producing a number of timed observational drawings, paintings and collage.	Diagnostic drawing tests will link to the unit theme at the beginning and end of each unit of work. Pupils will be awarded a grade of Developing, Secure or Excellent for each piece of class work and homework.
Summer 1	Still Life & Consumerism- Sweet Things. Pupils will continue to explore Sweet things through the use of different experimental media such as mixed media, collage and textiles.	Diagnostic drawing tests will link to the unit theme at the beginning and end of each unit of work. Pupils will be awarded a grade of Developing, Secure or Excellent for

		each piece of class work and homework.
Summer 2	Still Life & Consumerism- Sweet Things. During this term pupils will produce a final piece that will bring together elements from the previous terms. The outcome for this project will be a mixed media textile piece.	Summer drawing exam Pupils will be awarded a grade of Developing, Secure or Excellent for this piece of work.

How will I know if my daughter is achieving this?

At the beginning and end of each term all pupils will have a diagnostic drawing test. This helps us to monitor the progress of each pupil, allowing us to quickly identify and target the areas of strength or weakness of each pupil.

Pupils will receive written or verbal feedback on each piece of work they produce. All pupils must act upon any feedback or advice given to ensure they are working to their full potential.

How can I help my daughter?

Regular visits to Art Galleries and Exhibitions are always encouraged. Throughout Wirral and Liverpool there are excellent Galleries that are free to enter.

- ◆ The Williamson Art Gallery - Birkenhead
- ◆ Lady Lever Art Gallery - Port Sunlight
- ◆ Tate Gallery - Albert Dock, Liverpool
- ◆ The Walker Art Gallery – Liverpool

... to name but a few.

Enrichment opportunities

There are a number of creative magazines available to read in the library as such as 'Molly Makes' and 'Creative Review'.

There is also a large selection of Art & Design and Fashion books in the school library. These range from Renaissance and Impressionism to more contemporary artists. This is an invaluable learning resource for all of our pupils

Design and Technology

As citizens of the twenty-first century, pupils face an uncertain future. Energy and material shortages, the effects of climate change, increased reliance on technology, the Internet of Things and a manufacturing revolution are just some of the issues today's society faces. Design and Technology aims to equip pupils with the knowledge and skills required to succeed in the technological age. They will develop a wide range of problem-solving, mathematical and technical skills underpinned by a deep understanding of materials, components and systems, along with how and why products are manufactured in particular ways. The work of past and present designers influence pupils as they learn from their successes and failures. There is an acute focus on environmental impacts and meeting the needs and wants of a wide variety of consumers, including inclusive design for the less able or those with different cultures or faiths. In addition to the demands of this rigorous curriculum, there is also emphasis placed on building resilience, collaboration and companionship.

The Design and Technology curriculum at Key Stage 3 aims to introduce pupils to solving problems through practical skills. By developing a foundation knowledge of materials, components, systems and processes, pupils can create functioning prototypes to solve problems in various situations. As pupils progress through Key Stage 3, the problems they solve become more complex and demand an increased knowledge of materials, components, systems, processes and their impacts on the environment.

All Year 9 pupils will attend one 'core' D&T lesson per fortnight which during which they will engage with a variety of material areas including Cooking and Nutrition. A cohort of Year 9 pupils have also opted to study Product Design in greater depth, attending an additional four lessons per fortnight. These Year 9 pupils develop the skills built in Year 7 and Year 8 by spending more time on design communication, practical skills and problem solving. As there is more curriculum time in for this cohort, pupils are able to explore projects in more depth. There is an explicit focus on developing applied maths skills within each focus.

	Content to be studied in 'core' D&T	Content to be studied in Product Design	Method of assessment
Autumn 1	V&A Innovate Challenge: • Introduction • Observe and Understand • Ideation and Selection	Investigating Polymers: • Thermoplastics vs thermoset polymers • Different types of forming/casting polymers • 3D CAD • 3D printing Design communication: • Sketching in a range of ways, including isometric drawing. • Using the DTDot® to support isometric sketching. Use of shading, line weight and coloured blocks to make sketches look more realistic.	Pupils are assessed on how well they can apply their knowledge of polymers and the skills they build when using 3D CAD. Pupils use all of the skills they have developed to sketch three different products. These act as the assessed pieces.
Autumn 2 Spring 1	V&A Innovate Challenge: • Prototyping • Preparing submission	Centrepiece project: • Investigating the work of others, especially African design.	Pupils are assessed at key points during this project.

	• Presentation Cooking & Nutrition: • Food hygiene and safety • Cooking	• Design communication. • Design development. • Experimentation. • Manufacture • Evaluation.	
Spring 2	Cooking & Nutrition: • Seasonality and Food miles • Cooking	Practical Skills in Batches: • Textiles knowledge • Batch production • Pattern making • Sewing • Decorative techniques	Pupils receive regular feedback on their practical skills.
Summer 1	Initiate bird feeder project: • Modelling & preparation of the base (drilling) • Marking out & cutting aluminium roof	Working with Aluminium • Metals, their properties and applications. • Making a template. • Reducing waste and cutting metals safely. • Electronics • Soldering • Evaluating	The template produced and final product is assessed.
Summer 2	Bird feeder project: • Edge finishing and drilling. • Bending aluminium & finishing • Assembly of the bird	Prototyping and Programming • Analysis of a range of 'smart products'. • Development of an idea for a new smart product. • Use of the Crumble to make products more functional. • Card modelling. • Presentation skills.	Pupils are assessed on how well they have used the Crumble to improve their prototype and make it more functional.

How will I know if my daughter is achieving this?

As with all Key Stage 3 subjects; developing, secure and excellent grades are given for assessments. Your daughter will be assessed on key tasks as outlined above and will receive detailed feedback on these.

Your daughter will complete homework in a series of booklets, which will also contain notes taken in lessons. Your daughter will receive regular feedback on her work and she will have the opportunity to reflect on this and ensure she makes further progress. If she is struggling with any of the concepts, then she will receive additional support in lessons and may be invited to some additional sessions at lunch time.

How can I help my daughter?

You can help your daughter by encouraging the use of the VLE. The Product Design VLE is full of useful resources, including, documents, videos and animations. Your daughter is encouraged to use the search function at the top right of the page to search any topics she is unsure of, or as part of her homework tasks.

There are a number of other websites that are useful, that will support your daughter:

- BBC Bitesize <https://www.bbc.com/bitesize/subjects/zfr9wmn>
- Technology Student <http://www.technologystudent.com/>
- National Geographic <http://www.nationalgeographic.com/>

Please encourage your daughter to complete 'excellence' tasks, which feature in lessons and in homework. These tasks are designed to extend her thinking and stretch and challenge her.

Enrichment opportunities

STEM Club is an excellent opportunity for your daughter to work with other pupils on activities and competitions relating to Science, Technology, Engineering and Maths. Design and Technology as a subject encompasses all four of these, therefore if your daughter enjoys the subject, she should get involved in any STEM activity she can, both inside and outside of school.

Watching 'How It's Made' on TV or YouTube is a great way of seeing manufacture in action, it gives a much greater understanding of the scale involved in making a range of different products as well as exploring individual processes.

The Smallpeice Trust is a charitable organisation that aims to increase the number of young people entering engineering-based careers. They offer a range of residential visits from Year 8 endorsed by the school which may be of interest. <http://www.smallpeicetrust.org.uk>

Looking ahead, your daughter could apply for an Arkwright Scholarship in Year 11, a prestigious award that is recognised by many universities and top employers in the field of engineering. Upton supports Year 11 pupils with all aspects of the application and interview process. <http://www.arkwright.org.uk>

Drama

Pupils in Year 9 have 2 drama lessons every week. Year 9 pupils have chosen to study Drama so we expect them to be confident, creative and committed to the subject. At the end of the Year 9 pupils will be able to:

- Be **confident** and **communicate and co-operate effectively** with others when working as part of a team.
- **Devise drama** in various forms, based on a range of creative stimuli, challenging issues and themes.
- **Interpret scripts** in order to **present clearly defined characters** in both group and solo performances.
- **Organise themselves and present performances to a range of audiences** for different purposes and styles.
- Select, use and control **appropriate acting and/or design skills** with enthusiasm and develop these in rehearsals.
- **Use appropriate Drama terminology** to describe and evaluate their own and others work and **analyse how actors, technicians and directors** communicate ideas, emotions and feelings, or have achieved special effects in performance.
- **Evaluate their own progress, strive to improve and set themselves meaningful targets for GCSE Drama.**

	Content to be studied	Method of assessment
Autumn 1	Exploring Text and Characters Pupils initially develop their use of drama elements and skills from the drama medium in which to deepen their characterization skills and techniques. Pupils practically explore extracts from a range of scripts of varying styles e.g. verbatim, realism, non-naturalism. Pupils apply rehearsal techniques in order to interpret scenes and characters from the plays studied.	Formative assessment task Pupils are assessed on their practical application of acting or design skills & their ability to interpret characters, roles & texts for performance. Pupils receive both verbal and written feedback from their teacher & peers.
Autumn 2	Scripted Performance Pupils work as part of a group to stage and interpret a full scene from a published play, for polished performance. Pupils explore, develop and apply a range of acting skills including: ✓ Learning Lines ✓ Understanding stage directions ✓ Voice and vocal expression (Pitch, Pace, Tone, Volume, Range, Accent) ✓ Stylised Movement, Mime, Gesture ✓ Use of space & Proxemics	Pupils' complete self & peer assessment, set targets for improvement and celebrate their achievement. Pupils are assessed on their practical & performance/ design skills in formative and summative assessment tasks. Pupils receive an effort level (1-4) and attainment grade from their teacher which is noted in whole school tracking data as either, <i>Developing, Secure or Excellent</i>.

	Students' performances are complimented with production elements including: ✓ Set/props ✓ Costume ✓ Sound and lighting. ✓	Pupils gain valuable peer/ audience feedback.
Spring 1	Devising Theatre Pupils participate in improvisation/ devising workshops deepening their understanding of how to devise an original drama. Pupils explore a range of stimuli, styles and genres in order to build their devising skills. Pupils gradually improve their confidence and performance skills through creating and sustaining characters and scenes. Pupils explore and deepen their knowledge and approaches to spontaneous, rehearsed and polished improvisation tasks. Pupils explore stimulus material and ideas for devising Drama, and varying approaches to structuring plots in a both realistic and non-naturalistic styles.	Pupils' complete formative assessment tasks and receive teacher and peer feedback based on their skills' progression in improvisation & imaginative ideas. Pupils set targets for improvement.
Spring 2	Theatre in Education Pupils are introduced to the genre/ style of <i>Theatre in Education</i> through observing live theatre and exploring TIE Scripts (E.g., The Little Mermaid) which explore contemporary themes and issues E.g. Body Image and social media. Students expand their knowledge of the varying drama conventions, the didactic form & develop skills for this performance style. Pupils have the opportunity to explore, devise, and structure a TIE performance in order to create a piece of theatre which educates a target audience. Pupils have the opportunity to view a TIE/ Verbatim Drama in-school (by a visiting theatre company) and begin to explore important aspects of theatre production and technical skills including lighting, costume and set design.	Pupils complete a summative assessment. They also complete self and peer assessment and write targets for improvement. Pupils receive a full report including their effort level and attainment grade. Pupil's progress is noted in whole school tracking data as either <i>Developing, Secure or Excellent</i> based on their overall skills level and progression in year 9.
Summer 1 & 2	Theatre Production Pupils observe both live and recorded theatre productions (of varying styles/ genres) in order to analyse and evaluate the impact of performance and production elements (via a Live theatre review).	Pupil's complete formative assessment tasks. They complete regular self and peer assessment. They use teacher and peer feedback to set targets for improvement.

	Students deepen their knowledge of acting and acting styles, theatrical contexts, stage design and technical theatre and through further exploration of: - Staging and Set (including props/ puppetry) - Costume (inc. Hair and Make-up) - Lighting (inc. AV/ Special effects) - Sound (Live and Recorded) Pupils work practically in role (through a vocational approach) in order to develop their design and production skills whilst also deepening their knowledge of key drama terms and technical vocabulary. Pupil's will use their experiences to choose a production role (actor/ director/ designer) in which to be assessed through a final presentation/ portfolio or performance in the summer term.	Pupils are assessed on their final performance/ presentation (or via a portfolio). They are also marked on their verbal and written use of subject specific vocabulary. Pupils progress is evidenced via Whole School Tracking in the summer term.
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How will I know if my daughter is achieving this?

- Pupil effort (1-4) and attainment marks (Developing, Secure and Excellent) are recorded four times a year in whole school tracking and reporting documents.
- Verbal and written feedback will be offered to students during formative and summative assessment tasks.
- Written homework tasks including research, line learning, self & peer assessment will be completed in pupil assessment booklets.
- Pupils and parents will attend one parent - teacher evening a year to discuss pupil progress and agree targets for improvement.
- Pupils will receive a detailed Drama report.

How will work be assessed?

- Pupils participate in regular **formative assessments** and termly **summative assessments**.
- **Formative assessment** includes activities such as; discussions with teachers about the drama work being created, observed rehearsals of group and solo work, presentations to other groups and script, booklet and creative log checking. **Summative assessment** is completed during polished performances of student work to the teacher and the class audience.
- The curriculum content, of the year 9 Drama course is based on National Drama Level Descriptors and the delivery and assessment format is aimed at securing the acquisition of skills for the Eduqas GCSE Drama Course.
- Pupils reflect on their own and others progress through **self, peer and teacher assessment**.
- **Summative assessments** take place at the end of each unit of work.

What feedback might they get?

Pupils receive personalized feedback in lessons in order to know and understand how to improve practical performance skills, including voice, movement and design skills.

- ◆ Pupils are offered personalized targets in order to develop their knowledge and understand how to use Drama and Theatre vocabulary during verbal and written responses.
- ◆ Pupils are observed and supported in group work in order to develop their confidence.
- ◆ Pupils will record their effort and progress in their assessment booklets and will actively engage in consolidating their learning, whilst targeting areas for improvement.

Enrichment opportunities:

- Year 9 pupils are invited to audition and participate in the whole school (Musical) production.
- Year 9 Drama club takes place once a week in the Spring and Summer Term.
- Year 9 pupils have been invited to audition and participate in local and national Drama festivals e.g. A Stage Full of Stars, & Shakespeare in Schools at The Floral Pavilion Theatre
- Year 9 pupils are encouraged to watch drama performances in school e.g. GCSE and A' Level assessed work, and the Drama Department arranges regular theatre visits in school and to local theatres e.g. The Everyman Theatre, Liverpool Empire and The Lowry, Manchester, to watch a range of full-scale touring plays and Musical Theatre productions.

Modern Foreign Languages – French

Languages are part of the cultural richness of our society and the world in which we live and work. Learning languages contributes to mutual understanding, a sense of global citizenship and personal fulfilment. The ability to understand and communicate in another language is a lifelong skill for education, employment and leisure in this country and around the world. In Year 8, we aim to lay down good foundations for the GCSE course with a strong emphasis on grammar and key vocabulary.

Above all, we would like our students to become confident speakers of French, to have fun, to work cooperatively with other members of the class and to develop a fascination to learn about other languages and cultures.

Aimez apprendre!

	Content to be studied	Method of assessment
Autumn 1	Free time Question formation in 3 tenses Use of a range of negative forms Use of time phrases	Weekly vocabulary tests Weekly translation tests End of unit assessment in Reading and Translation
Autumn 2	Sport Use of jouer and faire with sports Comparative structures The imperative Use of il faut and the infinitive	Weekly vocabulary tests Weekly translation tests End of unit assessment in Listening, Reading and Writing
Spring 1	The world around me (part 1) Giving detail about where you live Revision of the weather Using the modal verbs devoir and pouvoir+infinitive Adverbs of quantity (beaucoup de/peu de etc..)	Weekly vocabulary tests Weekly translation tests End of unit assessment in Listening and Reading
Spring 2	The world around me (part 2) Helping at home Using devoir+infinitive Talking about daily routine Reflexive verbs/Revision of how to say the time	Weekly vocabulary tests Weekly translation tests End of unit assessment in Writing and Translation
Summer 1	Future plans (part 1) Talking about earning money/spending money Talking about Jobs/career paths Pouvoir/devoir/vouloir Simple future regular and irregular verbs	Weekly vocabulary tests Weekly translation tests End of unit assessment in Listening and Reading

Summer 2	Future plans (part 2) general revision Talking about what things will be like in the future. Profile of inventors Future tense How to ask questions Revision of all the tenses covered (present/past future)	Speaking Assessment and/Oral Presentation
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How will I know if my daughter is achieving this?

Making Progress

During the course of the academic year, you will be informed about your daughter's progress. An attainment of Excellent, Secure and outstanding will be given to each of the girls. Please find below the description for each of them:

Excellent – Excellent - In the skills of listening, reading, writing, speaking and / or translation I have produced very accurate and outstanding work and answers.

Secure – solide - In the skills of listening, reading, writing, speaking and / or translation I have produced accurate work and answers which show a sound understanding of the topics and grammar taught.

Developing – En progrès - In the skills of listening, reading, writing, speaking and / or translation I show some understanding of the topics and grammar taught. To progress further I need to work on my targets and regularly review my work.

How can I help my daughter?

Practising the Language

There is a number of ways students can practise their language skills interactively. Have a look at the following websites:

www.languagesonline.com

<https://uk.language-gym.com/>

<https://quizlet.com/>

<https://www.bbc.co.uk/bitesize/subjects/zd8kkty>

Enrichment opportunities

Annual European Week of Languages/ Cultural Project about France/French Speaking Countries (related to Customs, Festivals and Traditions).

Modern Foreign Languages – Spanish

Languages are part of the cultural richness of our society and the world in which we live and work. Learning languages contributes to mutual understanding, a sense of global citizenship and personal fulfilment. The ability to understand and communicate in another language is a lifelong skill for education, employment and leisure in this country and around the world. We aim that by year 9, all of our pupils will be confident in Spanish, having consolidated their knowledge gained in year 7 and 8. During this year, we aim to lay down good foundations for their GCSE course. As year 9 is the preparation stage for the start for the start of the GCSE studies, it is important to emphasize that personal study and learning vocabulary and grammar are vital elements of pupils' work.

Above all, we would like our students to become confident speakers of Spanish, to have fun, to work cooperatively with other members of the class and to develop a fascination to learn about other languages and cultures.

¡A disfrutar aprendiendo!

	Content to be studied	Method of assessment
Autumn 1	De Vacaciones: Talking about holidays in different tenses Grammar: Revision of the present tense (including irregular verbs and radical changing verbs), Introduction of the Preterite tense and ser/ir (irregular past)	Weekly vocabulary tests Weekly translation tests End of unit assessment in Reading and Translation
Autumn 2	Todo sobre mi vida: Technology and social media, free time activities, special occasions and future plans Grammar: Introduction of imperfect tense, Para + Infinitive, Revision of Immediate future and introduction of Simple Future	Weekly vocabulary tests Weekly translation tests End of unit assessment in Listening, Reading and Writing
Spring 1	A comer: Food and Drink and Healthy Diet Grammar: Verbs of Obligation (Auxiliary Verbs), Revision of Present, Past and Future and Reflexive verbs	Weekly vocabulary tests Weekly translation tests End of unit assessment in Listening and Reading
Spring 2	Jóvenes en acción: Global Issues, recycling and Fair Trade. Grammar: Expressing points of view. Revise complex sentences and the expression Ojalá	Weekly vocabulary tests Weekly translation tests End of unit assessment in Writing and Translation
Summer 1	Las Costumbres y las tradiciones 1: Festivals and Celebrations	Weekly vocabulary tests Weekly translation tests End of unit assessment in Listening and Reading
Summer 2	Las Costumbres y las tradiciones 2: Spain/Spanish Speaking Countries Research Project	Speaking Assessment and/Oral Presentation

Making Progress

During the course of the academic year, you will be informed about your daughter's progress. An attainment of Excellent, Secure and outstanding will be given to each of the girls. Please find below the description for each of them:

Excellent – Excelente - In the skills of listening, reading, writing, speaking and / or translation I have produced very accurate and outstanding work and answers.

Secure – Firme - In the skills of listening, reading, writing, speaking and / or translation I have produced accurate work and answers which show a sound understanding of the topics and grammar taught.

Developing – En desarrollo - In the skills of listening, reading, writing, speaking and / or translation I show some understanding of the topics and grammar taught. To progress further I need to work on my targets and regularly review my work.

Support is provided through intervention strategies that we have as a department. These include: Lunchtime Sessions, One to One Extra Support, Extra Work Given, Summer Work Given and Revision Sessions.

Practising the Language

There is a number of ways students can practise their language skills interactively. Have a look at the following websites:

<https://www.educationquizzes.com/spanish>

<https://www.bbc.com/bitesize/subjects/z4dqxb>

www.linguascope.com

www.languagesonline.com

www.oye.co.uk

<http://www.ashcombe.surrey.sch.uk/07-langcoll/MFL-resources/spanish>

Enrichment opportunities

International Film Club

Annual European Week of Languages

Cultural Project about Spain/Spanish Speaking Countries (related to Customs, Festivals and Traditions)

Mandarin Chinese

Through the study of Mandarin Chinese in Year 9, pupils will not only develop their linguistic competence in writing, reading, speaking, listening and translation, but also develop their self-study skills and general grammatical awareness at the GCSE Chinese Foundation level. Pupils will be able to express their ideas and thoughts, as well as demonstrate their ambition and ability to communicate with native speakers. At the end of Year 9, pupils will attain GCSE Chinese Grades 5.

Y9 Chinese class pupils will have four lessons every two weeks on the curriculum timetable, including cultural activities. Pupils will continue to develop their Chinese language skills further up to GCSE Higher tier level in Key Stage 4 to make them more attractive to future employers.

	Content to be studied	Method of assessment
Autumn 1	Textbook: Jinbu 2 Unit 2 All about me Describing people My room Clothes and colours My daily routine	Task setting Dictation exercise Research and presentation
Autumn 2	Unit 2 (continued) Daily life in China Unit 3 My local areas My town & places Talk about weekend plans My house and the local area	Dictation exercise Unit test: four skills Research and presentation Interviewing: underperforming pupils
Spring 1	Unit 3 (continued) Jobs and future career Living in China Unit 4 Shopping At a supermarket Buying clothes China Week Celebration of the Chinese New Year and various Chinese culture activities	Dictation exercise Research and presentation Evaluation and target setting
Spring 2	Unit 4 (continued) At a department store Online shopping Shopping in China	Dictation exercise Unit test: four skills Evaluation and target setting Research and presentation
Summer 1	Unit 5 Travel in China Travel plan Talking about visiting Beijing School exam	Dictation exercise Research and presentation Evaluation and target setting School exam: four skills
Summer 2	Unit 5 (continued) Understanding tourist information Buying souvenirs	Dictation exercise Summer homework

How will I know if my daughter is achieving this?

Vocabulary is crucial in learning Chinese language. It will be continually assessed on a regular basis in Year 9. Pupils' progress on the four language skills will be assessed at the end of each topic/unit. Pupils will receive either verbal or written feedback from teachers and peers regarding their performance in learning. Pupils will be required to analyse their own learning and set up their individual targets at the end of each term.

Regular homework is required for all Year 9 pupils. Completion and timely submission of homework are expected. Homework could be in any following skill areas: speaking, listening, reading, writing or translation. It will also include some research which related to the topics, as well as about China or Chinese culture to stimulate pupils' interest.

How can I help my daughter?

Pupils can use the websites below for their learning:

<https://www.chinese-tools.com/tools>

Learning/memorizing vocabulary: <https://quizlet.com/user/yishanlu/folders/jinbu2?i=29p1r&x=1xqt>

Writing Chinese character: www.mdbg.net

Chinese grammar: <http://www.hackingchinese.com/how-to-approach-chinese-grammar/>
<http://resources.allsetlearning.com/chinese/grammar/>

Enrichment opportunities (Reading/Clubs)

- Pupils will participate in various Chinese cultural activities within the school and the local community.
- Pupils will be encouraged to participate in regional and national Chinese speaking competitions organized by the British Council.
- Pupils will have opportunities to visit Chinese departments in prestigious UK universities.
- Pupils will have opportunities to visit other UK schools where Chinese has been successfully introduced.
- Trip to China.

Geography

Year 9 Scheme of work focuses on the concept of 'Living on Earth in 21st Century' - what are the key issues facing humanity? This is a blend of human and physical concepts. Students will explore the current global issues facing the oceans. They will consider the concept of Consumerism, particularly Fast Fashion and the impact our shopping habits have socially, environmentally and economically. Students will also explore Wildlife Threats and how this links with global ecosystems. Sustainability is a key theme throughout the curriculum of Year 9.

	Content to be studied	Method of assessment
Autumn 1	Oceans Pupils will study a range of threats the oceans are facing: <i>plastic, oil spills, coral bleaching, conflict etc.</i> They will focus in particular on the social and environmental impacts of ocean plastic. Solutions to the plastic crisis will also be explored. Fast Fashion- <i>Environmental impacts alongside socio-economic challenges</i> Environment and Wildlife – <i>Illegal wildlife trade and wide impacts of human activity</i>	Group presentation showcase about Ocean problems
Autumn 2	Consumerism Pupils will explore consumer habits on a global scale and understand the fast fashion industry. They will study the environmental impacts of this industry, alongside the socio-economic challenges.	Summative Assessment
Spring 1	Wildlife Matters Pupils will study a range of species threatened by human activity, including the illegal ivory trade. They will also understand the range of solutions to They will explore the illegal wildlife trade and wider impacts of human activity	Summative Assessment
Spring 2	Africa is not a Country This topic teaches pupils about the continent Africa. Whilst pupils have studied some African countries before, such as Kenya and Ghana, this topic focuses on the continent's physical and human geography. Two texts (' <i>Prisoners of Geography</i> ' and ' <i>Africa is not a Country</i> ') are explored to teach students how its human geography is inextricably linked to its physical geography.	Summative Assessment
Summer 1	Global Cities – Anthropocene Megacities: the current and future location of megacities; the reasons for growth of megacities in emerging economies with	Summative Assessment

	a focus on Dharavi in Mumbai, India; and the management of informal settlements. Pupils will also study global cities and understand why Liverpool is a global city.	
Summer 2	Coastal Landscapes – Hydrosphere This topic involves exploring the physical geography processes that shape UK coastal landscapes with reference made to the Wirral coastline.	Formative Assessment

How will I know if my daughter is achieving this?

A variety of assessment opportunities are provided, from traditional exam style question papers to more creative group assessed presentations. The assessments are planned for at least one a term.

Pupils are encouraged to take more responsibility for their own learning. This includes monitoring their own progress using their topic overview sheets.

How can I help my daughter?

Geography is a topical and contemporary subject, particularly the topics studied in Year 9. We encourage pupils to keep a look out for news events either from the local area or faraway places. Google Classroom can also be a site for useful links to content studied in lessons and material for the pupils to keep up with class work.

Enrichment opportunities

Upton Hall's eco environment group is run by the geography department. This extra-curricular group provides opportunities for pupils to get involved with local eco based projects. We are also very lucky to have amazing school grounds with our own solar dome, allotment and orchard.

We enter a team of pupils for the annual Worldwide Geography Quiz hosted by Chester University. There is also the geography graduates programme, encouraging pupils to investigate an issues or topic of their own choice.

History

Students will build on the substantive and disciplinary knowledge acquired in Years 7 and 8. Following on from their study of the causes and effects of World War I in Year 8, they will focus on its impact on Russia, Italy and Germany in particular, studying the Russian Revolution and the rise of Stalin, Hitler and Mussolini. They will study World War II, considering who fought on Britain's behalf in that war, leading to an exploration of decolonization and the Windrush generation. Students will complete an in-depth study of the Holocaust. They will learn a number of key concepts, such as Communism, Capitalism and Fascism, laying a firm foundation for their further study of History, literature and culture beyond Key Stage 3.

	Content to be studied	Method of assessment
Autumn 1	Introduction to the Twentieth Century Boom and Bust in 20 th Century America The Rise of the Dictators Why did Russians kill the Tsar? How did Stalin rise to power? How did Stalin keep control? How did the son of a blacksmith come to rule Italy? How did a 'chaotic loser' come to lead Germany into World War II? How are the dictators remembered?	Regular knowledge tests. Essay questions and shorter questions and exercises. Extended reading of historians' work, with comprehension tasks. Structured extended writing, assessing the answers to enquiry questions. Structured extended writing, assessing the key enquiry questions.
Autumn 2	World War II Who fought in World War II and how was it won? Was Truman right to bomb Hiroshima?	
Spring 1	The Holocaust An in-depth study of the people and events involved in Nazi persecutions of minorities in Nazi-occupied territory.	
Spring 2	Post-War Britain What happened to the Windrush generation?	
Summer 1	Crime and Punishment Through Time The Nature and Changing Definitions of Criminal Activity - Crimes against the person, property and authority. - Changing definitions of crime as a result of changes in society.	Summer Exam Some short questions to test knowledge of key concepts. Timelines. Essay questions and shorter questions and exercises.
Summer 2	The Nature of Law Enforcement and Punishment - The role of the authorities and local communities in law enforcement - The changing emphasis on deterrence, retribution and rehabilitation through time.	

How will I know if my daughter is achieving this?

Regular tests will measure understanding. Additional questions, guidance and feedback will be given where any pupil is not mastering the curriculum. Pupils will undertake structured reading of historians' work in class and comprehension questions will assess their understanding of this.

Feedback will be given regularly through marking of exercise books, guided self-assessment, peer assessment and verbal feedback. Pupils will be guided to reflect on their work, make corrections and set targets to assist their progress.

How can I support my daughter?

We will post relevant links and work on Google Classroom throughout the year.

Relevant information is also available at:

<https://www.bbc.co.uk/teach/joseph-stalin-national-hero-or-cold-blooded-murderer/zhv747h>

http://www.bbc.co.uk/history/historic_figures/mussolini_benito.shtml

<http://www.bbc.co.uk/history/worldwars/wwtwo/>

<https://www.migrationmuseum.org/explore-our-online-resources/>

<https://www.history.com/this-day-in-history/american-bomber-drops-atomic-bomb-on-hiroshima>

Enrichment opportunities

Pupils will have the opportunity to gain a greater understanding of the Holocaust, through attending a live webcast of a Holocaust survivor speaking about their experiences.

Computing (Core)

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing comprises the three disciplines of computer science, digital literacy and information technology (IT). **Computer science** is the study of how computers work, the mathematical basis of their operation and how they can be programmed; **Information technology** is the study of the design and use of computer systems by individuals and businesses; **Digital literacy** is the ability to use computer systems effectively and to understand the social and ethical issues such systems raise.

Students have the option from Year 10 to study GCSE and A-level qualifications in computer science which focus on computer science, or choosing BTEC IT in sixth form which will further develop their digital literacy skills.

	Content to be studied	Method of assessment
Half-term 1	Digital Skills Pupils will learn digital literacy skills, developing skills in word processing, presentation and email software. They will experience efficient ways of using each software, including advanced skills, and complete a final project incorporating all their new knowledge.	Worksheets Final project
Half-term 2	Understanding Computers This unit introduces students to the fundamental hardware architecture of a computer system. Students explore how data flows through a computer, the function of the brain of the computer, and how different types of memory and storage are used to process and save information.	Self and teacher marking throughout the series of lessons
Spring 1 & 2	Python Programming This unit aims to build on year 8 coding skills and introduces pupils to Python programming. The lessons will focus on sequencing, selection and iteration programming constructs as well as string manipulation.	Self and teacher marking throughout the series of lessons
Summer 2	CyberExplorers Cybersecurity is an ever-increasing concern and the UK needs skilled professionals to step up. CyberExplorers, an initiative led by the UK government, introduces a virtual world where pupils will discover how digital, computing and cybersecurity skills are integral to future careers. Pupils will complete a range of challenges and missions to develop their cybersecurity skills.	Ongoing online assessment

How will I know if my daughter is achieving this?

As with all Key Stage 3 subjects; developing, secure and excellent grades are given periodically. In addition to end-of-topic tests, your daughter will be assessed through the use of Google form assessments after each lesson in order to view her understanding. Feedback can be found via her Google Classroom.

Your daughter will receive regular feedback on her work and she will have the opportunity to reflect on this and ensure she makes further progress. If she is struggling with any of the concepts, then she will receive additional support in lessons and may be invited to some additional sessions at lunch time.

How can I support my daughter?

You can help your daughter by encouraging the use of the resources on her Google Classroom.

BBC Bitesize <https://www.bbc.com/bitesize/subjects/zvc9q6f> is an excellent resource that your daughter can use to support her learning.

The iDEA Award and information on the badges students can complete, can be found at:
<https://idea.org.uk/>

Enrichment opportunities

Computing students are entered for the annual Bebras Competition as well as the Merseyside Police Cyber Challenge Competition.

Computer Science (Optional)

“Every girl deserves to take part in creating the technology that will change our world.” Malala Yousafzai

The most important aspect of Computer Science is problem solving, an essential skill for life. Pupils who opt to study Computer Science during year 9, will have a basic introduction to GCSE Computer Science including developing their practical programming skills and completing some theory topics. Programming is a satisfying experience, and certainly useful, but computer science is about much more than just programming. Even pupils who never program again outside of school will have plenty of encounters with computational thinking later in life. Computer science is everywhere in society today. It is primarily grounded in logic and mathematics; however, archaeologists write programs to piece together fragments of ancient ruins, economists apply deep learning models to financial data, linguists write programs to study statistical properties of literary works, physicists study computational models of the universe to analyse its origins, musicians work with synthesized sound, geologists study the evolution of landscapes, artists work with digital images, etc.

	Content to be studied	Method of assessment
Half-term 1	Cybersecurity This unit takes the learners on an eye-opening journey of discovery about techniques used by cybercriminals to steal data, disrupt systems, and infiltrate networks. Pupils will start by considering the value of their data to organisations and what they might use it for. They will then look at social engineering techniques used by cybercriminals to try to trick users into giving away their personal data, along with the more common cybercrimes such as hacking, DDoS attacks, and malware. The unit concludes by looking at methods to protect ourselves and our networks against these cyberattacks.	Self and teacher marking throughout the series of lessons Final summative topic test
Half-term 2	Physical Computing: Micro:bits This unit of work applies and enhances the learners' programming skills in a new engaging context: physical computing, using the BBC Micro:bit. Pupils will become acquainted with the host of components built into the Micro:bit, and write simple programs that use these components to interact with the physical world. In the process, they will refresh their Python programming skills and create an electronic dice, a Magic 8 game as well as creating music.	Self and teacher marking throughout the series of lessons
Half-term 3	Advanced Python Programming Pupils will quickly recap year 8 programming, before moving on to more advanced techniques. These will include varieties of sequence, selection and iteration programming constructs, as well as turtle graphics.	Lesson practical challenge tasks Final summative topic test
Half-term 4	Data Representation Pupils will firstly look at binary and hexadecimal numbering systems, how they work, and how to	Self and teacher marking throughout the series of lessons

	convert between bases. Then they will explore different coding systems and find out how text, images, and sound are represented in computers.	Short online end of lesson assessments as well as a final summative topic test
Half-term 5	Web Development This unit introduces pupils to the foundational technologies of web development: HTML and CSS. Pupils will learn how to create and style web pages, understanding both the structure and presentation aspects of web design.	Self and teacher marking throughout the series of lessons Final summative topic test
Half-term 6	iDEA Award The Inspiring Digital Enterprise Award (iDEA) is an international award-winning programme that develops students' digital and enterprise skills. Pupils will work through a series of online challenges in order to gain their Bronze Award.	Online platform

How will I know if my daughter is achieving this?

As with all Key Stage 3 subjects; developing, secure and excellent grades are given periodically. In addition to end-of-topic tests, your daughter will be assessed through the use of Google form assessments after each lesson in order to view her understanding. Feedback can be found via her Google Classroom.

Your daughter will receive regular feedback on her work and she will have the opportunity to reflect on this and ensure she makes further progress. If she is struggling with any of the concepts, then she will receive additional support in lessons and may be invited to some additional sessions at lunch time.

How can I help my daughter?

You can help your daughter by encouraging the use of the Google Classroom which contains many useful resources, including, documents, videos and animations.

BBC Bitesize <https://www.bbc.com/bitesize/subjects/zvc9q6f> is an excellent resource that your daughter can use to support her learning.

Music

Music is a universal language that embodies one of the highest forms of creativity. In Year 9, your daughter's music education will continue to engage and inspire her to develop a love of music and her talent as a musician, and so increase her self-confidence, creativity and sense of achievement. As she progresses and builds upon the skills introduced in Years 7 and 8, she will develop a critical engagement with music, allowing her to compose, and to listen with discrimination to the music of the great composers through history, and a range of music from different places, styles and cultures. Many of the topics covered in Year 9 appear on the GCSE Music syllabus, thus providing your daughter with a solid foundation for further study.

	Content to be studied	Method of assessment
Autumn Term	Elements of Music - Film Music In Year 9 pupils will focus on composition skills with a specific focus on layers and texture, creating a composition either via digital software, or using traditional notation and performance. • Texture: Homophonic, Monophonic • Composing effective basslines and chords • Leitmotif • Composing using repetition and contrast	Self-assessment, peer assessment and teacher-led formative assessment through verbal feedback. Summative assessment in the form of a final performance and/or a listening examination at the end of each unit.
Spring Term	Musical Theatre - Group Performances In Year 9 pupils will focus on performing in small ensemble groups, using the keyboard, ukulele or their voice working to perform excerpts from the musicals, Hamilton and Chicago. • Vamping chord patterns (including seventh chords) • Strumming • Head voice versus belt 'chest voice' • Playing with syncopation • Reading basic notation (including accidentals #’s and b’s) • Playing musical introductions • Understanding Tonic/ Dominant	
Summer Term	Ensemble Skills - Blues Skills In Year 9 pupils will focus on performing in ensemble groups using the keyboard or their voice, working on songs such as 'Sweet Dreams' and 'Stand by Me'. Pupils working on the ukulele / keyboard: • Playing primary and secondary chords • Exploring popular riffs and hooks • Playing instrumental bridge within verse/chorus form	

	Pupils working vocally: · Playing in verse/chorus form · Solo singing within an ensemble group	
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How will I know if my daughter is achieving this?

Formative assessment (i.e. assessment *for* learning) is to help pupils themselves understand what they need to do next in order to improve. It entails a dialogue with pupils, giving feedback which is personalised, so that pupils know what steps they need to take next and what a quality outcome will look like in the topic they are working on.

Summative assessment (i.e. assessment *of* learning) focuses on the product or the outcome of learning. Pupils will be awarded a grade of Developing, Secure or Excellent for each summative assessment.

How can I support my daughter?

Encourage your daughter to attend extra-curricular activities, for reasons of personal fulfilment, companionship with like-minded pupils, and the challenge of extending her performing skills and experience. Involvement in extra-curricular music can generate a greater sense of self-worth and motivation, and could lay the foundation for the enjoyment of music in later life. In addition, encourage your daughter to listen to as much music as possible, preferably music and genres that she doesn't normally listen to, in order to broaden her musical experience.

Enrichment opportunities

Any pupils wishing to take up peripatetic musical instrumental lessons within school, please visit <https://www.musicforlife.org.uk> to book lessons

Chamber Choir Mondays 12:45 – 1.10

– Open to all pupils in Year 9 (Auditions Spring Term 2027)

Senior Choir Tuesdays 12:45 – 1.10

– Open to all pupils in Year 9

Beatz Percussion Ensemble Wednesday (Week A) 12.45 – 1.10

– Open to all pupils in Year 9

Big Band Wednesday (Week B) 12.45 – 1.10

– Open to pupils who play a 'popular' instrument (keyboard, drums, guitar/ bass) or certain brass / woodwind instrument (cornet, trumpet, trombone, saxophone, clarinet), as well as solo singers

Senior Orchestra Thursdays 16:00 - 17:00

– Open to pupils who play an orchestral instrument (Grade 2+)

String Ensemble Friday (Week A) 12.45 – 1.10

– Open to pupils who play the violin, viola, cello or double bass (Beginners welcome)

Flute Choir Friday (Week B) 12.45 – 1.10

– Open to pupils who play the flute or piccolo (Beginners welcome)

Physical Education

The Physical Education curriculum is broad and balanced allowing students to develop the knowledge and skills to be physically active and promote a healthy balanced active lifestyle now and in later life. Our curriculum will promote a love and passion for physical activity and the confidence to participate in a variety of sports. In addition, students will learn to evaluate their own health and fitness levels using data effectively.

By working in a variety of contexts of their own, in groups and teams, pupils learn to work both independently and collaboratively. By participating as performers, leaders and official's pupils develop the ability to communicate effectively in a range of ways both verbally and non-verbally.

PE encourages learners to be enterprising and work cooperatively and effectively with others. Taking on the roles of the leader or official develops a sense of respect for others and the ability to apply rules fairly.

Sportsmanship should be visible in all lessons with students abiding by rules being humble in victory and gracious in defeat. Competition is an integral part of sport and embedded throughout.

	Content to be studied	Method of assessment
Autumn 1	Volleyball– Pupils will focus on developing basic skills and implementation into a game. Pupils will develop links to other games to enhance knowledge of game principles and outwitting an opponent. Netball – Pupils will develop knowledge of principles of games and outwitting opponents. Pupils will focus on developing skills, tactics and implementation into a game. Trampolining- Develop and refine movements, thinking about form, height and travel. Linking movements together to form a routine Fitness– Further develop an understanding of different fitness methods of training.	Self, peer and teacher assessment throughout lessons. Each topic taught a set task will be set. A level descriptor of Excellent, Secure and Developing will be recorded in school.
Autumn 2	Badminton – Developing skills, tactics and implementing them into a game. Hockey - Pupils will develop knowledge of principles of games and outwitting opponents. Pupils will focus on developing skills, tactics and implementation into a game. Dance – Developing creativity, refine phrases and precision, developing and applying own choreography ideas and concepts to form a dance	Self, peer and teacher assessment throughout lessons. Each topic taught a set task will be set. A level descriptor of Excellent, Secure and Developing will be recorded in school planner.
Spring 1	Basketball- Pupils will focus on developing basic skills and implementation into a game. Pupils will develop links to other games to enhance knowledge of game principles and outwitting an opponent. Lacrosse- Pupils will focus on developing basic skills and implementation into a game. Pupils will develop links to other games to enhance knowledge of game principles and outwitting an opponent. Orienteering– Further develop an understanding problem solving	Self, peer and teacher assessment throughout lessons. Each topic taught a set task will be set. A level descriptor of Excellent, Secure and Developing will be recorded in school.

Spring 2	Athletics - Pupils will develop knowledge of running jumping and throwing Football - Pupils will develop knowledge of principles of games and outwitting opponents. Pupils will focus on developing skills, tactics and implementation into a game. Handball – Pupils will focus on developing basic skills and implementation into a game. Pupils will develop links to other games to enhance knowledge of game principles and outwitting an opponent.	Self, peer and teacher assessment throughout lessons. Each topic taught a set task will be set. A level descriptor of Excellent, Secure and Developing will be recorded.
Summer 1	Tennis - Pupils will enhance their knowledge and principles of net games Cricket – Pupils will enhance knowledge of batting, fielding and bowling Athletics - Pupils will enhance knowledge of running jumping and throwing Rounders – Pupils will enhance knowledge of striking and fielding games	Self, peer and teacher assessment throughout lessons. Each topic taught a set task will be set. A level descriptor of Excellent, Secure and Developing will be recorded.
Summer 2	Tennis - Pupils will enhance their knowledge and principles of net games Cricket – Pupils will enhance knowledge of batting, fielding and bowling Athletics - Pupils will enhance knowledge of running jumping and throwing Rounders – Pupils will enhance knowledge of striking and fielding games	Self, peer and teacher assessment throughout lessons. Each topic taught a set task will be set. A level descriptor of Excellent, Secure and Developing will be recorded.

How will my daughter be assessed?

Competence in Physical activity and the sense of enjoyment brought about by being active and successful engenders a sense of confidence and self – esteem in pupils and enables them to become increasingly independent. This confidence encourages them to get involved in physical activity for its own sake and as part of a healthy active lifestyles.

Opportunities for assessing progress are built into each lesson/unit. Personal and peer observations/evaluations are constantly used, including self-assessment sheet completed in their planner every half term. A teacher assessment with level descriptors and comments/targets are reported to parents through the school tracking system. In year 9 pupils should be confident in sports and look to transfer basic skills, rules into competitive game situations.

How can I help my daughter?

We look for your support in the recognition that purposeful engagement in activity out of lessons enhances pupils' skill levels, confidence self-esteem and feelings of competence. We encourage girls to watch sport and read news articles with regards to sport. This enhances their knowledge of competitive play and rules.

You can help your daughter by encouraging them to use the VLE

Enrichment opportunities

Students will be given the opportunity to experience competitive sport by representing their house in regular house events once a half term. All students have the opportunity to engage in our extensive extra-curricular programme that is delivered by us PE staff and specialist sports coaches. Clubs happen at lunchtime and after school. Pupils have the chance to play against other schools locally and regionally. In addition to this, students have the opportunity to attend trials for county and national representation in

A Holistic Curriculum Covering:
 Personal, Social, Health and Economic Education (PSHE)
 Relationships and Sex Education (RSE) and Health Education
 Careers Information, Advice and Guidance (CIAG)
 Citizenship – National Curriculum

Autumn 1: Careers

How can informed decisions today shape the opportunities available to us tomorrow?

Intent: Pupils deepen their understanding of career pathways, Labour Market Information (LMI) and personal decision-making as they prepare for GCSE options and future progression. They develop self-awareness, goal-setting skills and confidence in making realistic, evidence-informed choices about their future education and careers.

1. How can we effectively demonstrate our strengths in various contexts?
2. What are the different types of employment and career pathways available?
3. How can we manage feelings about future employment and develop skills for effective decision-making using Labour Market Information (LMI)?
4. How can we work towards our aspirations and set meaningful, realistic goals for the future with the help of LMI?
5. Using Labour Market Information to make informed GCSE and post-16 choices

Autumn 2 and Spring 1: Relationships and Sex Education

Ten: Ten Life to the Full

1. The Search for Love
2. Love People, Use Things
3. In Control of My Choices
4. Drug and Smoking Awareness
5. Fertility and Contraception
6. Commitment and Marriage
7. Understanding Consent
8. Safe and Smart Online
9. Human Rights (and Wrongs)
10. Out and About
11. Lifesaving Skills

Spring 2: Citizenship

Fraud is the biggest crime in society - what can we do about it?

Intent: Year 9 pupils will understand what fraud is, why it is the fastest-growing crime in the UK and how individuals, communities and society can protect themselves. They will explore how criminals target young people, how online fraud works and what actions can reduce risk and strengthen public awareness.

1. What is fraud and why does it matter to me?
2. Why do money mule networks target young people?
3. What can we do about online fraud?
4. How can society prevent fraud?

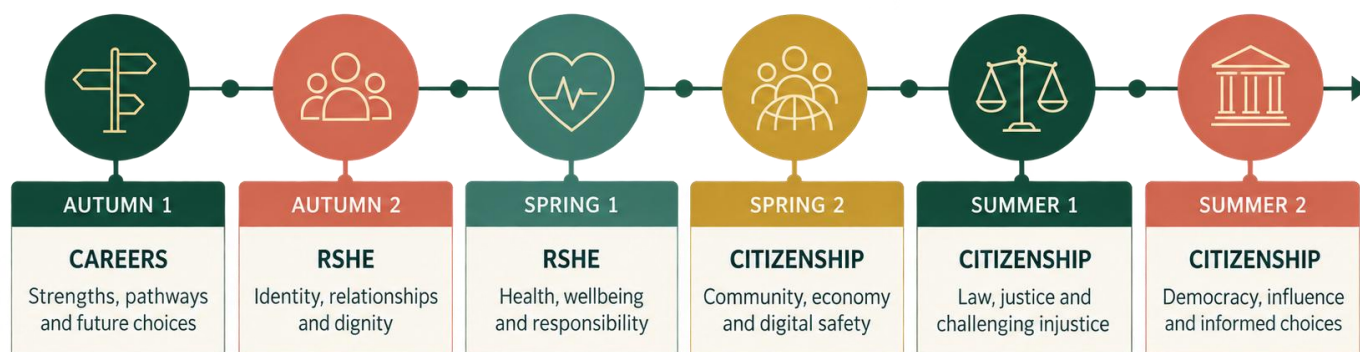
Summer 1: Citizenship
How well is justice served through the criminal justice system?
Intent: Year 9 pupils examine how well justice is served through the criminal justice system by exploring different punishments, the purpose of sentencing, whether alternative resolutions are fair, how courts operate in practice and what evidence is used during trials, helping them understand how justice is delivered and questioned in society. 1. What punishments can be used for criminals? 2. What is the purpose of sentencing? 3. Are alternative resolution methods just? 4. How do courts work in practice? 5. What evidence is considered during a trial?

Summer 2: Citizenship
Are elections the best way to decide who runs the country?
Intent: Year 9 pupils explore whether elections are the best way to decide who runs the country by understanding why elections matter, comparing voting systems, examining how free and fair elections are protected, considering why many adults choose not to vote and debating whether the UK should change its electoral system, helping them think critically about how democratic choices are made. 1. Why are elections important? 2. Which system of voting is best? 3. How do we ensure free and fair elections in the UK? 4. Why do so many adults in the UK not vote? 5. Should we change the electoral system in the UK?

FLOURISH PROGRAMME ROADMAP

Years 7–13 | 2026–2027

All year groups explore the same curriculum strand each half-term, with content developed appropriately for age and stage.



The curriculum builds progressively from Year 7 to Year 13.

Year 9 Team

Mr M Whisker	Head of Year
Miss H Coyne	9U
Mrs A Liversage	9H
Mr H Lee	9C
Mrs S Fox-Parry	9S
Ms L Cano	9J

Homework and the Pupil Planner

Homework is set according to the homework timetable, a copy of which can be found on the school website.

When homework is given, instructions are clear and pupils are given time in class to write these requirements in their planner. Homework is checked regularly. Pupils who do not complete homework can expect to be asked to do missed work during lunch time at school during what is known as Study Hall. For pupils who have difficulty in establishing a regular homework routine, contact will be made with parents or guardians. This may be via a phone call, a message in the pupil planner or by a more formal letter. There are pupils who require extra support to ensure that homework is completed. Support to establish better study habits can take different forms but in general involves collaboration between the pupil, Form Tutor, Head of Year, teachers and parents. If you feel that your child needs extra support, please get a message to your child's Form Tutor at school.

How You Can Help at Home

It is very useful if pupils plan what time each evening, they are going to sit down to do homework. These may be different times on different days depending on other commitments. Year 9 pupils are expected to set aside approximately 90-100 minutes per night for homework.

It is easier for pupils to focus on their homework if the house is relatively quiet during this designated homework time. It also helps to have the TV off during this time. Your daughter does not need to use a phone to check her homework; research suggests students who have a phone with them while they work (even if switched off!) recall less information and perform less well in tests.

If possible, encourage your daughter to complete homework on the night that it is set. This avoids having lots of homework piling up and too much to do on a particular evening.

Establishing a regular homework routine in Year 9 is a major contributing factor to successful study techniques further up the school.

Extra-Curricular Activities

One of the great strengths at Upton is the range and quality of the extra-curricular activities that are on offer. The staff at the school are generous with their time and totally committed to developing the all-round education of every pupil.

At lunchtimes and after school, clubs, societies, groups and teams meet to work together. These activities are valued by staff as a chance to work with the pupils outside the constraints of the curriculum.

Many of these activities revolve around music and sport. However, for those who are not musical or athletic there is still much on offer. We strongly encourage all pupils to participate in at least two of the activities each week. Of course, there are many pupils who find themselves doing something every day. Active and committed involvement in extra-curricular work has so many benefits. The few pupils who do not get involved are missing a valuable opportunity.

The list of activities change from time to time as new activities are added to the programme. Pupils are kept informed of these developments as and when they happen.

What follows is a list of the activities currently on offer to our pupils in Year 9. The list changes from time to time as new activities are added to the programme. Pupils are kept informed of these developments as and when they happen. The SIMS Parent App will also contain information about activities.

Transport difficulties can be a barrier to participation in the after-school activities, particularly if pupils live some distance from the school. Usually, a solution can be found especially if parents are able to co-operate with each other over lifts.

We place a high value on these activities at Upton. They provide your daughter with a fantastic opportunity to work with a different group of people and to develop new sets of skills. Pupils must show commitment to at least two of these activities each week and note them down in your planner.

KS3 Extra-Curricular Activities Timetable

KS3 (Y7-9)	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Lunch	Fitness Club - Gym - 1.10-1.40	Maths study support: 1.15-1.45 H7 - all KS3	Maths study support: 1.15-1.45 -H7 - all KS3	Maths study support - 1.15-1.45 - H7 - all KS3	Y7 & 8 Science support (invite only): 1.15-1.45 in L1
	Volleyball - Sports Hall - 1.10-1.40	Gymnastics Club - Sports Hall - 1.10-1.40	Y7 & 8 STEM Club - 1.15-1.45 in L9	Gym Club (Team Only) - 1.10-1.40 - Sports Hall	Cricket Club - 1.10-1.40 - Sports Hall
	Language Lab - 1.15 - 1.45 in G3 - all KS3	Hockey Club - Astro - 1.10-1.40	9c History drop in support 12.45-1.10 - U9	Badminton - Sports Hall - 1.10-1.40	RE - SVP Club - 1.15-1.45 - U4
	Nature Club - 1.15-1.45 - all KS3 - meet in L2 (JMU)	Year 7 - French choir - 1.15 - 1.45 - G9	Dance Club - Sports Hall 1.10 - 1.40	Football - 1.10-1.40 - Astro	Strings Ensemble (Yr.7-13) – WEEK A ONLY: 12.45 - 1.15, M1
	Year 7 Drama Club 12.45-1.15pm - in M3	Jigsaw Puzzle Club - Y7,8 and 9 1.15 - 1.45 in L5 (ECH)	Trampolining - Years 8 & 9 1.10-1.40 - Sports Hall	Junior Choir - Yr. 7&8 - 12.45 - 1.15 - M1	D&T drop in 1.15-1.45 - H2
	Pulse Group - 12.25 - 1.45 - H1 all key stages	Senior Choir (Yr.9 +) - WEEK A and WEEK B: 12.45 – 1.15 - M1	Basketball - 1.10-1.40 - Courts	D&T drop in 1.15-1.45 - H2	Flute Choir (Yr.7-13) – WEEK B ONLY: 12:45 - 1:15 - M1
		D&T drop in 1.15-1.45 - H2	D&T drop in 1.15-1.45 - H2	School Production rehearsals (H4/M3) 1.00-1:40	School Production rehearsals (H4/M3) 1.00-1:40
		1.15-1.45, Y9 Mandarin, Mandarin drop in - G2	School Production rehearsals (H4/M3) 1.00-1:40	Year 9 - Chinese Drama rehearsal: 1.15 - 1.45 - G2	DofE drop-in - Y9-13 - L7
		School Production rehearsals (H4/M3) 1.00-1:40	Year 8 & 9 Drama Club 12:45-1:15 in H4 (From January 2027)	Chess Club - 1.15 - 1.45 - U8 - all key stages	Week B - Year 7 - High Flying Writers Club - 1.15 - 1.45 - H12 (Invite Only)
		Percy Jackson Club - 12.45 - 1.15 - U4 - all key stages	Beatz Percussion Group (Yr.7-13) - WEEK A ONLY: 12.45 - 1.15 - M1		Week A - Year 9 - High Flying Writers Club - 1.15 - 1.45 - H12 (Original Members)
			Big Band (Yr.7-13) - WEEK B ONLY: 12.45 - 1.15 - M1		Year 9 - The Art Social - 1.15 - 1.45 - H16
			English Drop In - 12.45 - 1.15 - D3 - All KS3		Dr C's Drop In (invite only) - 12.45 - 1.15 - U8

			Year 7 Art Club - Week A 1.15 - 1.45 - H16		Debate Club - 12.45 - 1.15 - U5 (starting in October)
			Year 8 Art Club - Week B 1.15 - 1.45 - H16		

D&D Club will run this term, with session times, players, and rooms to be confirmed shortly

KS3 (Y7-9)	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Afterschool	Year 8 Book Club Week B Library 4.00-4.30	Netball Club -3.45-4.45 - Sports Hall/Courts	Cross Country Club 3.45-4.45 - Outside Sports Hall	Netball Club (Team Only) 3.45-4.45	
	Year 9 Book Club Week A Library 4.00-4.30	Year 7 Book Club Week A Library 4.00-4.30	Badminton Club - 3.45-4.45 - Sports Hall/Courts	Football Club - 3.45-4.45	
		School Production rehearsals (H4/M3) 4.00-5:30	School Production rehearsals (H4/M3) 4.00-5:30	School Production rehearsals (H4/M3) 4.00-5:30	
		School Production - Band Rehearsals - M1 (Yr.7-13) – 4.00-5.00 (Sept-Dec)		Orchestra (Yr.7-13) - 4.00-5.00 - M1 (Pupils should be of at least Grade 3 standard)	

Key Dates 2026 - 2027

Autumn Term 2026

Tuesday 1 September	School Development Day
Wednesday 2 September	School Development Day
Thursday 3 September	Year 7, 12 and 13 return
Friday 4 September	All pupils return
Friday 23 October	School Development Day
<i>Fri 23 Oct - Fri 30 Oct</i>	<i>Autumn Half-term</i>
Thursday 17 December	Term ends 1.15pm

Spring Term 2027

Monday 4 January	Pupils return
Friday 12 February	School Development Day
<i>Mon 15 - Fri 19 February</i>	<i>Spring Half-term</i>
Thursday 25 March	Term ends 3.45pm

Summer Term 2027

Monday 12 April	Pupils return
Monday 3 May	Bank Holiday
<i>Mon 31 May - Fri 4 June</i>	<i>Summer Half-term</i>
Monday 14 June	School Development Day
Friday 16 July	Term ends 1.15pm

The School Day

8.30am	Pupils arrive
8.35am	Warning bell
8.40 – 8.45am	Registration and prayer
8.45 – 9.40am	Lesson 1
9.40 – 10.35am	Lesson 2
10.35 – 10.55am	Break
10.55 - 11.50am	Lesson 3
11.50am-12.45pm	Lesson 4
12.45-1.50pm	Lunch
1.50 – 1.55pm	Registration and prayer
1.55 – 2.50pm	Lesson 5
2.50 – 3.45pm	Lesson 6

NB: Timetable for Wednesday mornings (Week A and Week B) and Monday (week A)

8.40 – 8.55am Form Period

8.55 – 9.45am Lesson 1

9.45 – 10.35am Lesson 2

The rest of the day will follow the usual schedule

School opening times

The Library and School Dining Room is open to pupils from 8.00am. Breakfast Club begins serving food shortly after opening. At the end of the day pupils may remain in school up to 4.30 pm. Unless your daughter is working with a member of the teaching staff, she must read or work in the school Library where she will be supervised.

Parental Contact with School

Parents are welcome to telephone or call to the school if they have a message to convey or an enquiry to make. If a parent has a concern he or she is invited to telephone the school to make an appointment to see the Form Teacher or the Head of Year. Parents should expect a call back in 48 hours if the query is not urgent or otherwise, 24 hours. Please do not turn up to school and expect to be seen immediately by a member of staff as it is likely that this may not be possible.

The **email address** for parents of Year 9 pupils to contact the school office is yearnine@uptonhall.org

To protect the health and safety of all the pupils, parents are asked NOT to drive vehicles into the grounds or stop outside the gates.

Online Safety

The Internet can be a wonderful tool but can also pose challenges to young people's safety and wellbeing.

Conduct: children may be at risk because of their own behaviour, for example, by sharing too much information or spending too long online

Children need to be aware of the impact that their online activity can have on both themselves and other people, and the digital footprint that they create on the internet. It's easy to feel anonymous online and it's important that children are aware of who is able to view, and potentially share, the information that they may have posted. When using the internet, it's important to keep personal information safe and not share it with strangers. Discuss with your child the importance of reporting inappropriate conversations, messages, images and behaviours and how this can be done.

When children feel anonymous online sometimes this can tempt them to use social media in unkind ways, often saying things they would never say face-to-face. It is important your child understands how hurtful this conduct can be and that posting or liking unkind messages or images is potentially bullying.

Some young people's use of social media or games can affect their wellbeing, especially if it prevents them getting a good night's sleep.

Content: age-inappropriate or unreliable content can be available to children

Some online content is not suitable for children and may be hurtful or harmful. This is true for content accessed and viewed via social networks, online games, blogs and websites.

Contact: children can be contacted by bullies or people who groom or seek to abuse them

It is important for children to realise that new friends made online may not be who they say they are and that once a friend is added to an online account, you may be sharing your personal information with them. Regularly reviewing friends' lists and removing unwanted contacts is a useful step. Privacy settings online may also allow you to customise the information that each friend is able to access. If you have concerns that your child is, or has been, the subject of inappropriate sexual contact or approach by another person, it's vital that you report it to the police via the Child Exploitation and Online Protection Centre (www.ceop.police.uk). If your child is the victim of cyberbullying, this can also be reported online and offline. Reinforce with your child the importance of telling a trusted adult straight away if someone is bullying them or making them feel uncomfortable, or if one of their friends is being bullied online.

Commercialism: young people can be unaware of hidden costs and advertising in apps, games and websites

Young people's privacy and enjoyment online can sometimes be affected by advertising and marketing schemes, which can also mean inadvertently spending money online, for example within applications. Encourage your children to keep their personal information private, learn how to block both pop ups and spam emails, turn off in-app purchasing on devices where possible, and use a family email address when filling in online forms.

Tips for online safety

It is vital that you know what your children are doing online and who they are talking to. Ask them to teach you to use any applications you have never used.

Keeping the computer in a family room means that you can share your child's online experience – and that they are less likely to act inappropriately (i.e. via webcam). Be aware of how they are using their phones.

Help your children to understand that they should never give out personal details to online friends – personal information includes their messenger ID, email address, mobile number and any pictures of themselves, their family or friends. If your child publishes a picture or video online, anyone can change it or share it. Remind them that anyone may be looking at their images and one day a future employer could!

If your child receives spam/junk email texts, remind them never to believe them, reply to them or use them. It's not a good idea for your child to open files that are from people they don't know. They won't know what they contain – it could be a virus, or worse – an inappropriate image or film. Help your child to understand that some people lie online and therefore it's better to keep online friends online. They should never meet with any strangers.

Always keep communication open for a child to know that it's never too late to tell someone if something makes them feel uncomfortable. Teach young people how to block someone online and how to report them if they feel uncomfortable. The Thinkuknow website offers a range of useful videos which it may be helpful to watch with your child.

Set an online 'curfew' to ensure your child's use of the internet is not interfering with their sleep. Consider buying them an alarm clock so that they can leave their phone downstairs for the night.

Further advice and information is available from the Child Exploitation and Online Protection Centre (CEOP). A link to this agency can be found on the school website.

Helpful Websites:

www.ceop.gov.uk

www.thinkuknow.co.uk

<https://www.saferinternet.org.uk/advice-centre/parents-and-carers>

Attendance

Simply put – if your daughter does not attend Upton Hall she will not achieve. We want all pupils and Sixth Form students to achieve high levels of attendance and give themselves the very best chance in life. There are 175 non-school days per year for holidays, shopping and appointments. There is no need, except in extreme circumstances to miss a day's education. If your daughter misses one session in a week (remember, there are two sessions per day) her attendance will be 90%. This may look acceptable but it means she will miss 19 days of education in a year and risk dropping one grade in each of her GCSE exams (DfE research statistics)

We take absence seriously. We target intervention with students whose attendance falls below our target of 97% or better. We use "truancy call" which is an automated message system that will keep ringing parents to request explanations for absence. If a response is not received letters are sent home to resolve reasons for absence and reduce likelihood of future absence.

Absence to be granted only under exceptional circumstances

From September 2013, schools may **not** grant leave of absence during term time unless there are 'exceptional circumstances'. **Therefore, the Headmistress can no longer authorise holidays or extended leave.**

This is the result of amendments that have been made to the 2006 pupil registration regulations in the Education (Pupil Registration) (England) (Amendment) Regulations 2013, which will come into force on 1 September 2013. The 2013 amendments to the 2006 regulations remove references to family holidays and extended leave as well as the statutory threshold of 10 school days.

Upton Hall School will pursue penalty notices with parent(s)/guardian(s) where a pupils' school attendance is at an unacceptable level. This is in line with amendments that have been made to the 2007 penalty notices regulations in the Education (Penalty Notices) (England) (Amendment) Regulations 2013. These amendments came into force on 1 September 2013. Furthermore, if the absence is not authorised then the pupil may be deleted from the roll after 20 school days. In such an event the parent/guardian(s) would have to re-apply for a place at the school.

Punctuality

We want to work closely with you to make clear to all our pupils the message that attending punctually will mean higher levels of attainment. Arriving just 5 minutes late every day equals 3 days of education lost over the whole year. Arriving half an hour late every day is equivalent to 18 days' absence. No employer would tolerate this.

It is vital we work to teach our pupils the value of attending Upton Hall at 8.30am each day.

We do understand that on some occasions children may be ill and unable to attend school.

Please make sure you call the school's absence line on 0151 641 8133 on every day of absence and follow this up with a note or letter explaining the reason for absence. You may also email attendance@uptonhall.org with any information regarding attendance, including evidence of medical appointments.

Charging Policy

Except in the case of activities which fulfil any requirement of a syllabus for a prescribed public examination or of the National Curriculum, the cost of activities which take place wholly or mainly outside normal school hours must be met in full by parents. From time to time, the cost may be reduced by fund-raising or by subsidy from school funds.

It is the policy of the Governing Body:

- ◆ to make the appropriate charge to parents for all board and lodging requirements on residential visits;
- ◆ to charge for activities wholly or mainly outside school hours, where appropriate;
- ◆ to ensure that, on occasions where charges may be made, no pupil is disadvantaged solely by her inability to pay;
- ◆ to leave to the Head's discretion the proportion of costs for an activity which can properly be charged to public or non-public funds;
- ◆ to encourage and support:
 - a) the work of the Friends of Upton Association which sustains and subsidises a wide range of school activities and resources, and
 - b) the maintenance of the voluntary School Fund;
- ◆ to ask parents of pupils who do practical subjects such as Technology or Art to provide their own ingredients and/or materials for the finished products which they will take home;
- ◆ to charge pupils travel expenses for work experience and to refund excess costs over normal daily travel;
- ◆ to charge the entry fee for examination of any pupil who, in the Head's judgement, has not prepared herself adequately by effort or study, or of any pupil who, without adequate reason, does not sit an examination for which she has been entered. A charge will be made for re-sits;
- ◆ to submit to the Headmistress and Chairman any issue which may require a decision over implementation of the policy in any particular circumstance.

General Regulations

- ◆ Pupils are expected to behave in a responsible and courteous manner, showing respect to their teachers, fellow pupils and all members of the school community. Considerate and appropriate behaviour is expected at all times, including the journey to and from school. Any behaviour which demeans another through bullying will not be tolerated.
- ◆ Pupils are expected to obey the health and safety rules of the school and of each departmental area. Pupils may not leave the school premises without permission. All absences must be authorised by the school.
- ◆ **Uniform rules are strictly enforced.** Skirts must be of knee length. Shoes must have a heel of no more than 1½" and be appropriate for a day's movement around school. They must be black leather or leather look that can be polished. All items of clothing and personal belongings must be marked with the owner's name. Make-up and nail varnish are not allowed for Years 7 – 11.
- ◆ **School Bags:** All pupils should have a plain black waterproof bag for their school books. Logos, flashes of colour or brand names are not acceptable. It must have handles and be large enough to carry and protect large text books and files. Plastic carrier bags and bags with drawstring ties are not acceptable and will not be allowed.
- ◆ Jewellery and other valuable objects should not be brought to school. The only permitted jewellery is a watch. Expensive watches (including smart watches) should not be work for school. Money should be kept in a blazer pocket and never left in cloakrooms or in school bags. Each pupil has a locker which must be kept locked. Padlocks are purchased in Year 7.
- ◆ PE Kit should be brought to school on the days of PE lessons and taken home when appropriate.
- ◆ The school accepts no responsibility for pupils' money or effects lost or damaged on school premises.
- ◆ Chewing gum and any sort of aerosol are strictly forbidden in school.

Study Hall will be attended during the lunch break by any pupil who has not completed homework. School detention is held for pupils where behaviour needs to improve.

Our school is a phone-free community. If a student wishes to bring a mobile phone to school, she must purchase and be assigned a personal mobile phone Yondr pouch and they are responsible for bringing it to school daily and keeping it in good working condition. Phones and wearable tech will be secured in the pouch upon arrival and remain there until dismissal.

Upon arrival, students will:

- 1) Turn their phone off or switch it to airplane mode.
- 2) Place their phone and wearable tech inside their Yondr pouch and lock it in the presence of school staff.
- 3) Keep the pouched phone with them throughout the school day, and store it in a school bag or locker.

At dismissal, students will unlock their pouch, retrieve their phone and tech, and re-close the pouch to protect the locking mechanism from damage. Pouches must be brought to and from school each day.

Anti-Bullying Policy (extract)

WHAT DO WE MEAN BY BULLYING?

Bullying can take many forms:

- ◆ physically hurting someone
- ◆ verbally threatening someone
- ◆ making a person feel isolated and alone by encouraging others to exclude or ignore them
- ◆ calling someone names or commenting on their race, sexuality, family, clothes, appearance or ability
- ◆ interfering with or destroying another's property
- ◆ intimidation through the use of social media or mobile phone texting

Bullying is a repeated attack which causes distress not only at the time of each attack, but also by the threat of future attacks.

Definitions of bullying written by pupils at Upton:

- ◆ A bully is someone who picks on you and hurts you physically or with what they say or how they behave online
- ◆ A bully is someone who threatens or mocks another person and gets pleasure out of making fun of them
- ◆ A bully is someone who makes your life very unhappy
- ◆ A bully is someone who goes out of their way to upset and depress others for their own enjoyment
- ◆ A bully makes you feel afraid

What should we do if we think bullying is happening?

If I feel I am being bullied, I should:

- ◆ talk to someone I trust: my Form Teacher or Head of Year, a member of staff, a Senior Prefect or one of the Well-Being Champions
- ◆ tell my parents/carers about what is happening
- ◆ be prepared to write down what has happened and my feelings about it
- ◆ try to remain calm and avoid retaliation

If I think someone else is being bullied I should:

- ◆ offer support and companionship in a gentle manner
- ◆ be prepared to tell my Form Teacher, my Head of Year, a member of staff, a Senior Prefect or one of the Well-Being Champions
- ◆ refuse to be drawn into any group situation in which one person is feeling isolated or mocked

If I am bullying someone, I should:

- ◆ stop the behaviour immediately
- ◆ try to put myself in the shoes of the other person and treat them as I would want to be treated myself
- ◆ behave in a kind and courteous manner to the person I have bullied
- ◆ apologise

A full copy of these policies including the Complaints procedure are available on the school website www.uptonhallschool.co.uk