



Year 9 Information Booklet

September 2019

Welcome

Dear parents,

As you will be aware, one of our big changes last year, partly to improve communication, was moving to a House system. All your children will be in the same House. Please see below for contact details for each Head of House.

Katie Holness
Assistant Headteacher: Student Achievement



Head of Spinnaker House
Mr G Morris
gmorris@alns.co.uk



Head of Warrior House
Mr J Gray
jgray@alns.co.uk



Head of Victory House
Miss L Stevenson
l Stevenson@alns.co.uk



Head of Mary Rose
House
Mrs V Brown
vbrown@alns.co.uk

Key Dates in Year 9

Wednesday 18th September

Year 9 Curriculum Evening (6pm – 6:45pm)

Thursday 28th November

Awards Evening (6:30pm – 8pm)

Thursday 5th March

Year 9 Parents Evening

Thursday 27th February

Mentoring Day

Monday 29th June

Year 9 Exams Week



ALNS Ethos

Admiral Lord Nelson School is a UNICEF Rights Respecting School. This means that the rights of each child as defined in the United Nations Convention on the rights of the child are at the core of our ethos and underpin everything we do. We believe that every child has the right to an education which ensures they learn successfully in a safe and secure environment. We have high aspirations for our students and passionately believe in a shared responsibility between parents, staff and students to uphold the rights of all children and strive to encourage a strong moral understanding of our social responsibilities across all aspects of school life.



The UN Convention on the Rights of the Child

In 1989, governments worldwide promised all children the same rights by adopting the UN Convention on the Rights of the Child (CRC). These rights are based on what a child needs to survive, grow, participate and fulfil their potential. They apply equally to every child, regardless of who they are, or where they are from.

Human rights are founded on respect for the dignity and worth of each individual, regardless of race, gender, language, religion, opinions, wealth or ability and therefore apply to every human being everywhere.

The Convention recognises the human rights of children, defined as any person under the age of 18. It is the only international human rights treaty which includes civil, political, economic, social and cultural rights. It sets out in detail what every child needs to have for a safe, happy and fulfilled childhood.

The CRC is the most complete statement of children's rights ever produced and is the most widely-ratified international human rights treaty in history. It enshrines specific child rights in international law, defining universal principles and standards for the status and treatment of children worldwide.

Supporting the School Ethos

All students are expected to maintain the highest standards of behaviour both around the school as well as on the way to and from the school. We want all members of our community to be positive as they walk around the school and show respect to others by not running or making excessive noise, holding doors open, picking up litter and greeting each other politely. We have high expectations of all members of our communities and expect them to try their hardest at all times.

Attendance and Punctuality

You are by far the most important influence on your child's life and learning and it is you who is responsible for making sure your child is educated.

Our expectation is that your child is in school every day. This level of attendance ensures your child has every chance to improve their educational achievements and, in turn, their lives and prospects. In addition, it is a legal requirement that you ensure your child attends school regularly.

This year we are aiming to improve attendance to 96%.

If your child has good attendance (96%+), they will:

- + achieve more in lessons
- + find it easier to make progress
- + receive better examination results
- + feel happier about school
- + have improved self esteem

If your child is absent regularly they may:

- + find work harder
- + not feel part of the class
- + find it hard to make friends
- + not make the most of the opportunities provided by the school

If your child achieves an attendance of 90% in an academic year they will have missed 17 school days of lessons. This will have a significant impact on their education with research suggesting they will only have about a 40% chance of achieving their expected grades.

We appreciate that children are unwell from time to time and that there can be exceptional circumstances for absences, but we ask that you think carefully about keeping your child out of school. Please note, it is only the school, and not the parents who can authorise attendance and we can only do so with relevant medical evidence which supports that absence period.

As a parent, you can help by:

- + Contacting the school when your child will be absent
- + Booking doctors and dentist appointments outside of school hours
- + Supporting your child to attend as often as possible by reminding them of the importance of school attendance
- + Ensuring your child arrives at school by 8:25am each morning
- + Booking family holidays outside of term time

If you wish to discuss your child's attendance further, or wish to seek advice regarding an attendance matter; please contact your child's Head of House.

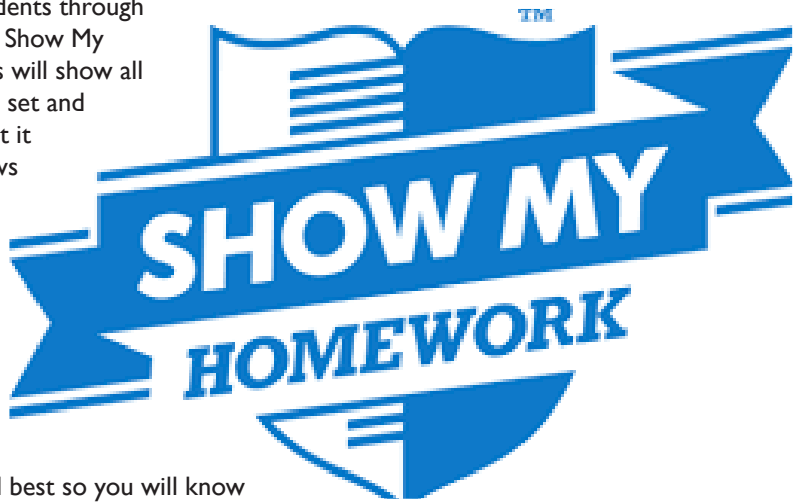
Independent Learning

Successful students who go on to achieve and even exceed their target grades all have one thing in common. They take responsibility for their own learning and are able to work independently. Completing good quality homework regularly over their time at secondary school adds equivalent to an extra years learning for a student so they tend to progress much faster than students who do not do this.

As well as enhancing their progress at school the skills of being able to: work independently, manage their own time and meet deadlines are essential skills to succeed at college.

At ALNS each academic subject sets work for the students to complete once a week. The work set is a planned part of the learning that happens at school and may include such activities such as practice exam questions, research, summaries etc.

All of this is communicated to parents and students through a website called Show My Homework. This will show all the work that is set and the deadline that it is due. This allows students to manage their work over the week so that it is not left until the last minute. You obviously know your child best so you will know how much help and encouragement you may need to give them.



To access Show My Homework there is a link on the 'Learning' and 'Parents' sections of the schools website or alternatively you can download the app for this. By using the app students are sent reminders of the work that is due.

Parents and students are issued with log-ins for Show My Homework.

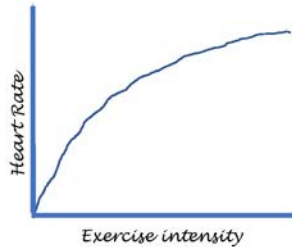
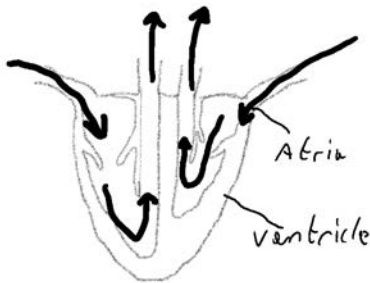
Pride and Expectations

We have high expectations of all our students and this includes how they present their work. At the front of their exercise books, students will have an 'Expectations' sticker. We expect students to take pride in their work and participate to the best of their ability in lessons.

EXPECTATIONS: PRIDE AND PARTICIPATION

Writing should be in a **blue** or black pen.

Diagrams / drawings / graphs must be done in pencil.



After teachers give you feedback **complete the next steps in pink pen.** **Self-assess and peer assess in green pen.**

Cross out ~~mistakes~~ mistakes with one straight line.

Draw attention to key terms by **highlighting** them, **boxing** them or underlining. (Put new words in your glossary)

Pride



Progress



Achievement

Students own their books; they come home with them, unless being marked by the teacher. This allows you to see the work your child is completing in lessons, enabling you to ask questions about their learning and support them in their Independent Learning. By placing value on their school work and instilling a sense of pride, we can all encourage our students, your child, to be the best they can be.

The English Curriculum

In year 9, students will study both the reading and writing elements of English with a closer focus on GCSE skills, questions and texts. We begin by looking at non-fiction writing, including arguing and persuading. We will also incorporate different styles of writing alongside the key texts which students are reading. This is to enable students to hone their spelling, grammar and punctuation skills as well as to practise creative writing in different forms.

The three thematic units that students study (one each term) encapsulate specific themes and aim to encompass a range of fiction and non-fiction texts, including whole texts and extracts from pre-1914 to the present time.

In year 9, these are:

‘Cultural Cry’

in which students read the novel ‘Pigeon English’ (a GCSE text) and study a variety of poetry and non-fiction texts which surround the theme of culture;

‘Myths and Reality’

A range of poets, including the former poet Laureate, Carol Ann Duffy alongside the study of Greek Mythology texts and a range of other texts.

‘Rebellious Minds’

which includes the study of Shakespeare’s ‘Macbeth’, a key GCSE text, as well as a range of non-fiction texts which cover the theme of rebellious minds.

How you can support your child’s learning

The English area of the ALNS website contains extra activities within each thematic unit of study, which students can select to enhance or support their understanding of each unit. Teachers also publish Independent Learning on ‘Show My Homework’ weekly. As a parent, you will have access to both of these areas, so we recommend regularly logging in to see what your child is currently working on.

The English area includes help pages on a number of key skills in English (for example paragraphing), which can help your child to produce good quality writing at home and to support you in helping them. We recommend using this whenever students are working at home and for whatever subject. Logging into the school website is essential in order to access all of our resources.

Students have also been provided with an E-library log in and can read around the subject, particularly when we have read an extract in lessons and this has whet their appetite for reading the whole novel. We have included a list of 'recommended reads' alongside each thematic unit of study, which you will find in the English department area of the website.

We strongly encourage reading a wide range of texts at home, so being exposed to interesting articles from 'The Guardian', 'The Telegraph' or watching 'Newsround' will broaden students' understanding of the world around them and help them to engage with the texts that we study at a deeper level. Encouraging this curiosity early on will not only develop students' social understanding but also will enable them to feel confident tackling trickier texts, a skill which GCSE English exams require.

How we assess in English

In English, we assess students for both their reading and their writing skills, focusing in on one of these in a single assessment. Students will know how they are being assessed from the beginning of a unit, although we will cover the broad range of skills over the term as well as focusing in closely on key skills. This is outlined in our English department area of the website and you will find it under 'Year 9'.

Each unit of study contains an opportunity for a formal assessment in reading and writing as well as some 'spoken language', which would take the form of a presentation. These assessments are undertaken in exam conditions and in the students' purple books, which they keep in school. Feedback is provided by the teacher and students will transfer this into their yellow books, which they take home, so that you can see how much progress they are making.

English teachers will also mark work in students' yellow books when it addresses the key skills being covered in the unit and students will then have feedback before they approach their formal assessments. Some assessments will involve diagnostic, 'whole class' marking which will not include individual targets in books but will be recorded on a marking sheet in the teacher's folder and will allow for a more responsive approach to a class' overall comprehension of a new skill and for individual intervention as needed.

The Mathematics Curriculum

Students will begin the GCSE course in year 9 and will either sit the higher or the foundation tier at the end of year 11. Students taking the foundation tier will be completing the OCR exam paper, whilst those students taking the higher tier will be completing the Edexcel exam paper.

Students will cover all course topics from now until the end of year 11. We have divided the topics between the 3 years, some topics will overlap into the following year, some topics will be brought forward a year depending on the pace of learning for the class.

Listed below are the topics that should be covered throughout year 9. During year 9 the topics covered at both foundation level and higher level are the same with the level of challenge differing between the tiers. Any topics written in bold are higher tier only.

Number	Algebra	Ratio, Proportion & Rates of Change	Geometry & Measures	Statistics
<ul style="list-style-type: none">• Calculating with Decimals• Types of Number (multiples, factors, primes etc.)• Calculating with Fractions• Converting Fractions, decimals and percentages• Accuracy and Rounding• Upper and Lower Bounds	<ul style="list-style-type: none">• Simplifying and Manipulating Expressions• Solving Linear Equations• Rearranging Formulae• Algebraic Proof	<ul style="list-style-type: none">• Units of Measure• Ratio• Percentages• Proportion	<ul style="list-style-type: none">• Angles• Perimeter & Area• 2D and 3D Shapes• Pythagoras' Theorem• Theorems	<ul style="list-style-type: none">• Sampling• Representing & Interpreting Data (pictograms, bar charts, pie charts, line graphs, two-way tables, time series graphs, frequency polygons)• Scatter Graphs• Analysing Data (averages including from frequency tables, box plots, cumulative frequency curves, histograms)

Students are assessed in lessons at the start and end of each unit using handwritten check in and check out tests, or computer generated mini tests using Doodle, Maths Watch or Hegarty Maths. They will also complete a formal written assessment once a half term, which will focus on the topics that they have been taught so far that year and will all be past GCSE style questions. A revision list will be shared on Show My Homework.

Students will complete a marked review every week which will be marked by teachers. The aim of marked reviews is to allow teachers to assess current and previously learned topics. Students will receive personalised feedback on topics they have struggled with on their marked review; teachers may also set Hegarty tasks for students to help fill gaps in knowledge that have been identified during marked reviews.¹

They will complete a terminal exam at the end of year 9 which will take the style of the GCSE and will focus on the topics they have been taught from the start of September. Students will complete 3 x 1 hour and 30 minute papers at the end of year 11, 2 of which are calculator papers and one which is a non-calculator.

Students are set a weekly Independent Learning task which is either based on topics they are covering in lessons, topics they have previously covered that year or topics they are about to begin. Independent Learning is expected to take students an hour to complete, students are always expected to show all their workings out for every question they complete. Tasks may either be handwritten or computer based.

To support their learning students can speak to any teacher of the Maths Department for support any day after school. We also sell revision guides and workbooks and practise exam packs which can be purchased from the School Bank.

Alternatively, there are many online resources which they have access to which their class teachers will show them how to use at the start of the year. These are listed below:

www.hegartymaths.com

online resource with videos that students can use to revise topics. Teachers can also set students questions and tasks based on topics for each individual. Students will be provided with their own personal login details at the start of the academic year.

www.khanacademy.org

an online resource with videos which students can use to revise topics.

www.corbettmaths.com

Online resource with videos on specific topics that students can use to revise followed by exam questions to complete with solutions to check their methods and answers.

www.mathsgenie.co.uk

Online resource with videos on specific topics that students can use to revise followed by exam questions to complete with solutions to check their methods and answers.

Personal Development Days and Trip opportunities

PD Days

Wednesday 2nd October PD Day 1: Human Rights Day

Friday 18th October PD Day 2: Stockmarket Challenge

Thursday 7th November PD Day 3: Power of Reading

Friday 6th December PD Day 4: Aachen/German Day

Friday 14th February PD Day 5: Aisa Day

Wednesday 18th March PD Day 6: Box Clever/English Day

Tuesday 24th March PD Day 7: Winter Sports Day

Tuesday 23rd June PD Day 8: Humanities Day Trips

Friday 10th July PD Day 9: Duke of Edinburgh Day

Monday 20th July PD Day 10: Keeping Safe

Tuesday 21st July PD Day 11: Summer Sports Day



Uniform



ADMIRAL LORD
NELSON SCHOOL

Years 7-10

Hair ties/bands should be plain and discreet.

Hairstyles should be moderate and the colour should be natural.

Makeup is not allowed in years 7-9. Discreet makeup is allowed in years 10 and 11.

Nail varnish is not allowed in years 7-10.

Jewellery must follow the rules below. Spacers and facial piercings are not allowed.

Jewellery rules

Earrings must be plain gold/silver studs or sleepers. Sleepers must be no more than 1cm diameter.)

Students may wear a maximum of one earring in each ear (lobe only).

One simple plain ring (gold or silver).

One simple plain chain necklace (gold or silver).

Jewellery **MUST** be removed for practical subjects or health and safety reasons and will remain the responsibility of the student at all times.

Outside coats/jackets/hoodies should be removed on arrival at school and placed in lockers.

Black sweatshirt or cardigan with school logo*.

House polo shirt with school logo.

Plain black full length tailored trousers (not tight fitting) or black knee-length skirt with school logo.

Black tailored shorts may be worn in the summer term only

Plain white or black socks or plain black tights. Shoes must be all black (including the soles and any labels or logos).

This is not an optional item. In the summer term students **may be allowed to choose whether to wear their jumper, but they must have it with them during every lesson*

Assessment and Reporting

Why do we assess?

Assessment is an integral part of our curriculum. Assessment allows us to:

- + Plan for learning based upon a student's current knowledge and understanding.
- + Measure the impact of our teaching.
- + Measure students' progress so that they are all aware of what they are good at and also areas that need to be focused to move their learning forward.
- + Inform parents on the progress of their child.
- + Prepare students for external exams.

What do we mean by assessment?

Assessment is continuous, ongoing and takes many different forms. Whilst teaching, every question asked or discussion overheard helps the teacher to assess an individual student's understanding of the topics being covered. Formative assessment gives students feedback on how to improve their work and usually they will then be given the opportunity to do this.

What grades do we use?

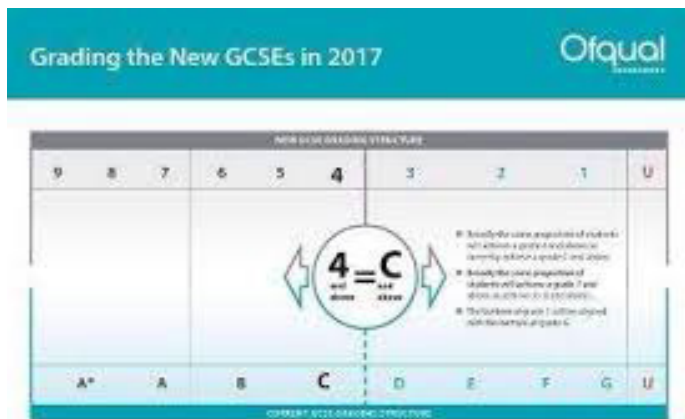
GCSE Grading

GCSE grades have changed from A*-G, to a numerical scheme from 9 to 1 with 9 being the highest.

Target Grades

In all years students are set targets based upon what they should achieve at the end of Year 11. In each subject, students will be set 2 targets

based upon progress nationally. Students will be set an Expected Target. This is the target that they will be reaching if they make 'good' progress and this is the target that the AOB grades refer to. Students will also be set a challenge target which is the grade they could reach if they were to make outstanding progress in a subject.



- 13** Targets do not limit students and some students make much greater progress than would be expected. It is not unusual for a student to achieve 2 grades above their target in a subject that they really love and fully apply themselves to.

Assessment and Reporting

Attitude to Learning

Over time

- A A motivated and hardworking student who is able to work independently and makes very good choices in and out of lessons. They are highly proactive and consistently display excellent effort.
- B A student who is willing to improve their work and consistently makes good choices in and out of lessons. They consistently apply a good effort and take some responsibility for their learning.
- C A student who can make poor choices in lessons which can result in standards being below what is expected. Inconsistent efforts applied to work and unless a change is made future progress could be limited.
- D A student who applies little effort to their work and very little responsibility is taken for learning. They are underachieving and unless a significant change in approach to work is made the student will underachieve.

Above, On, Below

As students work towards achieving their target grades, teachers use a wide range of evidence to monitor how well they are progressing.

- A Assessment evidence shows that the student is performing at a standard Above that needed to reach their target grade.
- O Assessment evidence shows that a student is On track to achieve their target grade.
- B Assessment evidence shows that a student is Below the expected standards to reach their target grade.

Reporting to Parents

Online reporting - Insight

We use online reporting to keep parents fully informed of how their child is progressing. Parents are issued secure passwords that allow them to access assessment information as well as live up to date information regarding attendance and behaviour.



How often do we report?

Grade sheets are available on INSIGHT and sent to parents each term so you know how your child is doing.

Parents Meetings

Parents evening provides the opportunity for parents to meet with their child's teachers to discuss their learning. Parents are also invited to attend Mentoring Day to meet their child's tutor to discuss their progress as well as raise any other issues.

Rewards

We like to take every opportunity to praise students, including public celebration of success for example in assemblies and at Awards evening. In order to achieve this we have a range of rewards for various levels of achievement.

Praise points (2 points)

Teachers may award Praise points to those students in a lesson who demonstrate a positive attitude to learning, high levels of effort, completing classwork and/or independent learning work to a good level. Additionally, tutor can also reward tutees for their efforts.

Star Student (10 points)

Teachers reward one student every lesson for their outstanding effort, attitude and/or progress. This will take into account previous attainment, attitude, effort and the potential of a student allowing for every student to be able to achieve this award.

Headteacher Commendations (15 points)

Teachers can award a Headteacher Commendation for a student's exceptionally high achievement or effort in an area. Heads of House hand these out on a weekly basis during assemblies.

Merits (20 points)

At the end of each term teachers are asked to reward students who have continually given their best for that term with a Merit. Students will then receive a merit certificate during a Merit assembly at the end of each term.

Postcards

On a weekly basis staff are given a ALNS postcard to complete for a student who they feel should be recognised for their effort and

“Hot Choc Friday”

A national scheme (see Twitter #hotchocfriday) where students offering an outstanding contribution, whether in lesson, in their behaviour towards others or perhaps representing ALNS in the community for example, are chosen, on a weekly basis, to have hot chocolate with the Head. A photo gallery of the deserving winners is created and will also appear on Twitter.

Loric Awards

Each term, students can be nominated to gain a reward for leadership, organisation, resilience, initiative or communication. These are linked to the PiXL Edge Leadership Scheme key attributes but run independently of it.

Rolls of Honour (30 points)

At the end of each term each subject area nominates the student who they believe are most deserving of this award from each year group. They receive their Roll of Honour at a Celebration assembly at the end of the Autumn and Summer terms and in Merit assemblies at the end of the Spring term.

House Star

Each term, one student (from the 265 or so per House) is chosen as the 'Star' of that House. This really is the pinnacle of awards for outstanding contributions to school life and personal endeavour.

Additionally in our drive to be a “celebrating school” we will be awarding a certificate each week in House Assembly to the Year 9 student (along with one from each other year group) who has earned the most praise points that week. It starts fresh each Monday so everyone is in with a shot! This is complemented by the certificates awarded in House Assemblies for Top Tutor Group Points and Top Tutor Group Attendance.

eSafety

The internet is amazing! Young people can play, learn, create and connect - opening up a whole world of exciting possibilities. But with the digital world changing all the time, how can you make sure your child's staying safe?

Some Facts:

- One in five 8 to 11 year olds and seven in ten 12 to 15 year olds has a social media profile
- 1 in 3 internet users are children
- 1 in 4 children have experienced something upsetting on a social networking site.
- Child line reported last year that 1 in 3 children have been a victim of cyberbullying

So, we need to be mindful that the internet is also a minefield of dangers for young people; from being the most popular place for peer bullying to the preferred environment for paedophiles to exploit young people. ALNS are committed to ensure that our students are educated about the dangers and safety measures whilst being able to access online technology safely within our school environment.

However, the online dangers spread far beyond the school's control and therefore whilst we can take responsibility for your child's online safety within the school environment, the most influential power in keeping your child safe online is you; their parents and carers.

We recommend:

- Ensuring that your child does not have access to the internet in their bedroom
- Mobile phones are placed securely away before your child goes to sleep
- our child's online activity is regularly monitored by you
- Ensuring where possible your child accesses online content in a room where you can easily check
- Your internet settings are secure with appropriate filters applied and regularly updated
- Talking frequently with your child about what is appropriate online behaviour

For further guidance there are websites that offer help and advice:

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/>

(Child Exploitation and Online Protection)

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

PiXL Edge - A Leadership Opportunity

At ALNS students can access a nationally accredited Leadership Programme called PiXLEdge. It allows students to develop personal attributes essential for employability and life such as leadership, organisation, initiative, resilience and communication skills. It is a recognised qualification where the students begin at the level of

Apprentice and work through Graduate level before finally becoming a Master. Much like the Duke of Edinburgh Awards Scheme it adds that little special something to applications for college and apprentices whilst also equipping the students with many skills that will help them navigate school and teenage life!



Contact Information

If you wish to contact the school with regards your child, please use their tutor as the first port of call.

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Alternatively, you are welcome to contact your child's Head of House using the contact details at the front of this booklet.

Notes



Admiral Lord Nelson School
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Portsmouth
PO3 5XT

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Admiral Lord Nelson School is part of the Salterns Academy Trust.

Executive Headteacher: Steven Labeledz