



Swakeleys School For Girls

Year 9 Parental
Engagement Evening
2024

Welcome

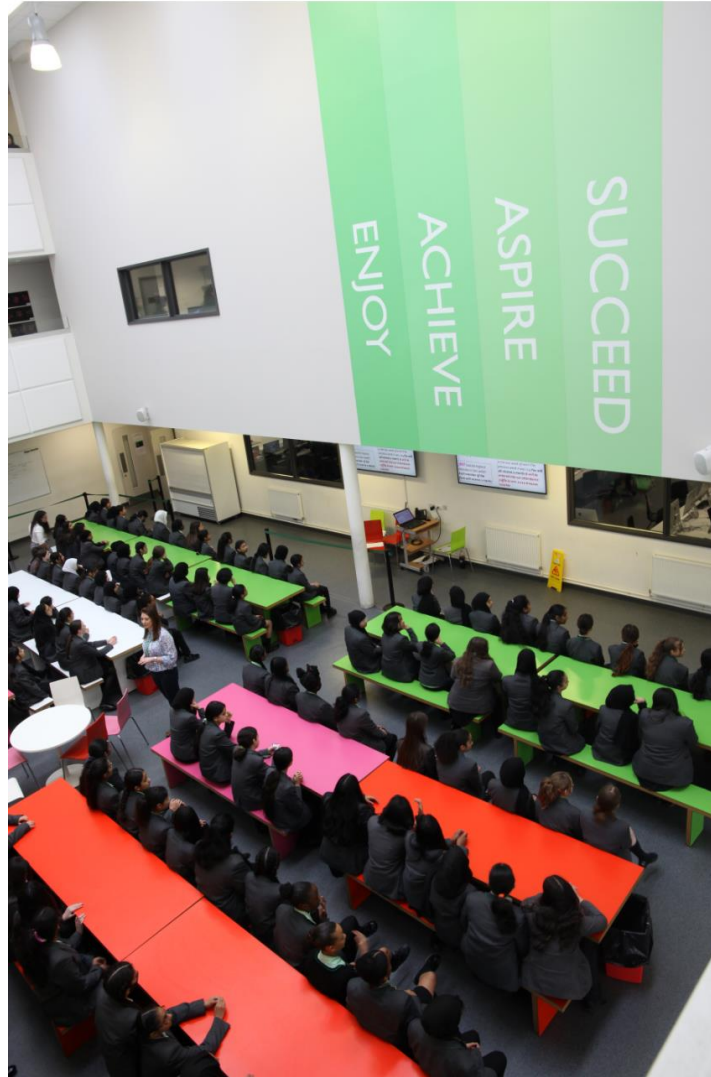
A very warm welcome to Swakeleys School for Girls

Ms Kelda Stevenson
Headteacher

Please turn mobile phones
to silent. Thank you.

No fire drill is planned – if the
alarm sounds please follow
directions of staff outside







Exam Success – GCSE

2024 headlines

80% achieved grade 4 and above with E&M

61% achieved grade 5 and above with E&M

	Swakeleys 2024	Hillingdon 2023
Attainment 8	53.2	46.0
9-5% E&M	61%	51%

Progress



Progress 8:

+0.63 in 2024

+0.49 in 2023

+0.93 in 2022

+0.84 in 2019

Exam Success – A level

2024 headlines

21% achieved A*/A

53% achieved A*-B

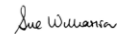
79% achieved A*-C

Awards 2023

SSAT Educational Outcomes Award 2023 Exceptional Student Progress

Awarded to
Swakeleys School for Girls

In recognition for being in the top 20% of schools nationally for student progress in the 2023 end of KS4 exams



Sue Williamson
Chief Executive

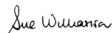
ssat the schools, students
and teachers network



SSAT Educational Outcomes Award 2023 Exceptional Student Attainment

Awarded to
Swakeleys School for Girls

In recognition for being in the top 20% of non-selective schools nationally for student attainment in the 2023 end of KS4 exams



Sue Williamson
Chief Executive

ssat the schools, students
and teachers network



Attendance

Swakeleys student attendance is 2%
above the national attendance



Year 10 Work Shadowing

“She was very willing and has a wonderful character! We would like to offer her a job for the summer”
Sophie 10EB

“Attentive, ambitious and brilliant!”
Harmony 10MC

“She has been excellent! Better than any student we have ever had before”
Simran 10AF

“What an excellent pupil, she is very natural and we have loved having her here on placement”
Sadie 10JA

“Always eager to learn and do more!”
Temilade 10FN

“A born teacher! She has gone above and beyond in her role here and is so positive with the pupils”
Kayla 10MY

“I cannot fault Naina. She is an amazing student. She is really enjoying the placement and is very proactive”
Naina 10RP

“So professional and mature. It has been our pleasure to have Rohey working with us! **Rohey 10MC**

“She is personable, approachable and extremely enthusiastic. The students adore her!”
Rebekah 10AF

“We are so grateful for sending these two pupils to work at our library. They were wonderful and polite and always approached everything with a positive attitude. This experience has made us think very highly of the pupils at Swakeleys School”
Deborah & Ciele 10 DS

“I am so proud of her! She is well mannered, well organised and adaptable. I would like her to stay longer!”
Kajitha 10EB



Staying in education or entering employment ?

This shows the number of pupils who either stayed in education or went into employment after finishing key stage 4 (after year 11, usually aged 16).



Succeed







Research evidence of the benefits of a girls' school*

- “Girls-only education leads to **higher academic achievement, greater diversity of subject choice, stronger self-confidence and resilience and enhanced career progression**”
- “Girls’ learning needs and preferences...tend to be **different** to boys”
- “Girls often adapt their behaviour in the presence of boys – **to their own disadvantage**”
- “In coeducational classrooms, **boys tend to monopolise discussion**...Teachers tend to adopt styles and use content that seek to maximise boys’ engagement and regulate their behaviour. Boys were given **8 times more attention** by teachers”

*Kevin Stannard, MA PhD

- “In addition to confirming academic advantages, the data shows that girls at single sex schools generally **enjoy schools more, experience less bullying, have fewer disruptions in class, make friends more easily and feel more like they belong** at the schools compared to girls from co-educational schools”
- “female students from single-sex schools had **significantly higher math self confidence, academic engagement and aspirations**”
- “Disadvantaged girls and those with SEND at single-sex schools reported **higher wellbeing scores** than their peers at co-ed schools.”
- In 2018 over 75% of female secondary school pupils in the UK who attended co-ed schools claimed that they have been on the receiving end of **sexist comments** from other pupils. 50% of girls aged 13-16 have suffered harassment.”
- “66% of girls **give up on exercise** by the age of 9”

What do our parents think?

- 93% of parents strongly agree/agree with the statement “my child is safe at this school”
- 91% of parents strongly agree/agree with the statement “my child does well at this school”
- 90% of parents strongly agree/agree with the statement “there is a good range of subjects offered at this school”
- 90% of parents strongly agree/agree with the statement “my child can take part in clubs and activities at this school”

Academic Year 2024-25

Focus areas in addition to ensuring lessons are highly effective, students are safe and in school and results remain in the top 20% of schools nationally:

- Updating our reports
- Improving the curriculum information that comes to you so you can support at home
- Ensuring updated homework policy is effective
- Working with staff to support independent revision at home
- Reviewing our values as a school
- Regular self-evaluation
- Increasing attendance at Parents' Evenings by 10%
- A focus on praise
- Improving punctuality and working consistently around behaviour matters e.g





Mrs L. Finnerty

Year 9YLC

Objectives

- To welcome you into our school community
- To hear from key members of staff
- To outline key dates throughout Year 9
- To inform you of the English, Maths and Science curriculum covered in Year 9.
- To offer advice and guidance for the year ahead

Form tutors

YLC 9: Mrs L Finnerty

Assistant YLC: Mr T Gray (Wednesday YLC)

Form	Tutor	Room
9FN	Mrs A Violet	101
9MC	Ms Y Ellis	104
9EB	Mr T <u>Gray</u> (Mon, Tues, Fri) and Mr Aldrich D'Souza (Weds/Thurs)	107
9JA	Miss S <u>Stranges</u>	105
9AF	Mr M <u>Biedul</u>	102
9RP	Mr A <u>Tatla</u>	108
9MY	Mrs K <u>Bradnum</u> (Wed, Thurs & Fri) and Mrs G Kang (<u>Mon, Tues</u>)	103
9DS	Mr E Green	106

Assistant tutors: Mrs G Kang (Wed, Fri) Mr A D'Souza (Mon, Tues, Fri) Miss K Bradnum (Tues) Mrs Y-C Huang

LG attached: Mr L Hepner



Safeguarding and Staying Safe

Managing Online Behaviour

Typical sources of worry and arguments

- The amount of screen time
- Available content
- Cyberbullying and social issues
- Grooming

The online world isn't going anywhere!

It is very important to develop open dialogue with you child and make checking a regular part of the family routine.

What apps do you have downloaded?

Let's check our screen time?

What content do you look at regularly?

Has anything that has happened online recently made you feel uncomfortable?

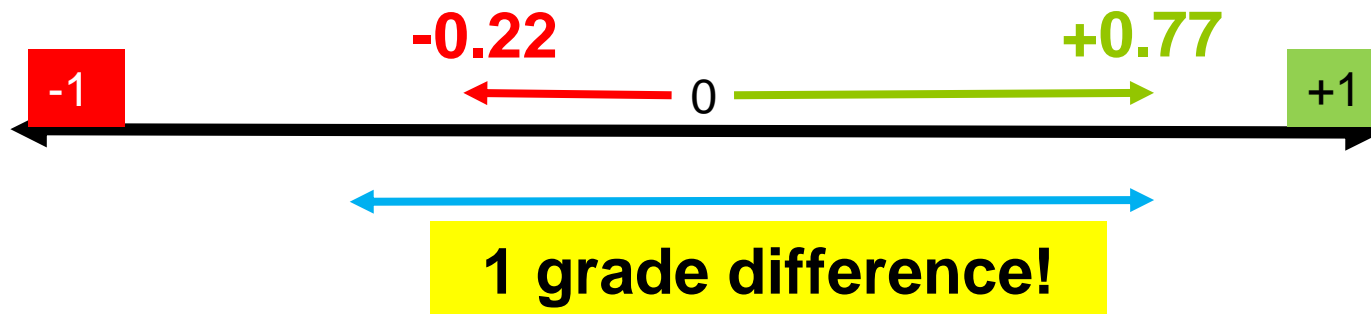
Attendance

The reason that we want your child in school at least 95% of the time is because we want the best for them-and we know that all absence impacts on achievement.

It can be hard in the morning to deal with getting a reluctant teen out of bed and in to school. We know!

The impact of good attendance

95% or higher
90% or lower



Eg: ability of achieving grades 4's and 5's:

With 95%+

Year 11 results were grades 5's & 6's

With 90% or less

Year 11 results were grades 3's & 4's

Attendance League

Last term attendance league winners:

FN

Weekly Winners: 50 points

Runner Up: 30 points

Bonus 50 points: form 100% for the week



Form	Score	
FN	630	1 st
EB	540	2 nd
MY	490	3 rd
JA	480	4 th
AF	460	5 th
RP DS	390	6 th
MC	370	8 th



Attend school everyday to get your form attendance up

Attendance prizes



AUTUMN TERM ATTENDANCE DRAW
95% 1 ENTRY 100% 2 ENTRIES

COULD IT BE YOU?
BE IN IT TO WIN IT

£100
AMAZON
VOUCHER

£50
AMAZON
VOUCHER

£20
AMAZON
VOUCHER

The poster features a dark background with a grid of glowing dots. A large, glowing circle in the center contains the text 'COULD IT BE YOU? BE IN IT TO WIN IT'. Below the circle are three smaller glowing circles, each containing a prize amount and 'AMAZON VOUCHER'.

Reasons for absence

If your child says they are unwell-consider the following which are reasons for absence:

Do they have a temperature?

Do they have sickness/upset tummy?

Have they tested positive for covid?

Do they have a diagnosed medical condition that means they cannot attend?

If your child's attendance drops below 95% due to illness it may be time to take them to the GP to discuss the reasons why they are having so much time off.

Did you know?

You can store painkillers at school if you send them in with a medication form. This can be found on the web site.

Pupils who need access to sanitary products can access these for free from the “red box”. We also hold spare underwear etc in case of emergencies.

Teens should drink up to 2L of water a day-please send them in with a water bottle.

Many pupils feel better as the day progresses and don't need a day off.

We will send your child home if they are really very unwell.

Conversations about feeling “a bit unwell”

Try these:

Let's take your temperature-if it is normal you can try to go in.

Let's get you in to school, I'll e mail and let welfare know you are feeling a bit under the weather.

If you need them, school has your painkillers?

Punctuality

At Swakeleys we have a zero tolerance policy for lateness. This is the reason:

If you are 5 minutes late each day you lose the equivalent of 3 days learning a year.

If you are 15 minutes late a day you lose 9 days learning a year.

Punctuality is an important life skill that is valued by schools and sixth forms. *References always ask about punctuality.*

If you have any concerns or questions about the safeguarding of any young person while you are at Swakeleys School For Girls please speak immediately the Designated Safeguarding Lead or a trained Deputy.

Hillingdon MASH
 strongerfamilieshub@hillingdon.co.uk
 01895 556006



Miss D Chudasama
 Safeguarding Officer



Mrs G Hare
 Deputy Head/
 Designated
 Safeguarding Lead



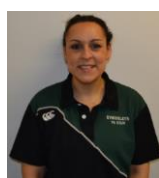
Mr L Hepner
 Acting Deputy Head/
 Deputy Designated
 Safeguarding Lead



Mrs S Venner
 Pastoral Team



Mrs J Cherry
 Lead
 Practitioner/
 6th Form Pastoral
 Lead



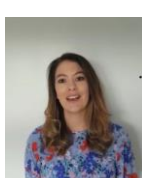
Mrs L Finnerty
 YLC



Ms S Mejloumia
 YLC



Ms K Currell
 YLC



Miss H Allan
 YLC



Mrs R Khan
 YLC



Mrs A Hussain
 Pastoral Team



Ms S Hodges
 Pastoral Team



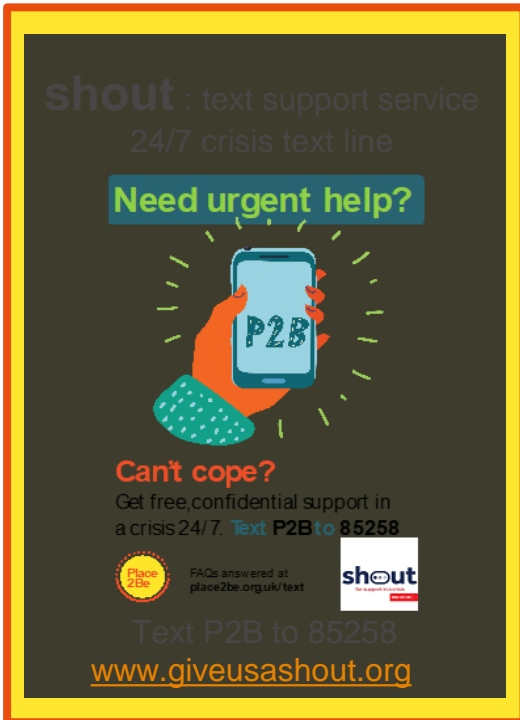
Mr T Gray
 YLC

Mental Health services available

□ Place2Be and Place2Talk


- **Place2Be** provides emotional and therapeutic services in primary and secondary schools, building young people's resilience through **talking, creative work and play.**
- **Place2Talk** is here at break or lunchtime to support young people to think about any worries they might have.
- **How:** Email place2be@swakeleys.org.uk
- **What:** Book a 15 minute appointment
- **When:** Break or lunchtime (Monday to Thursday)
- **For:** Individual or small group session (up to 3 people)
- **Confidential unless there is a safeguarding concern**

Mental Health services available





shout : text support service
24/7 crisis text line

Need urgent help?



Can't cope?
Get free, confidential support in
a crisis 24/7. Text **P2B to 85258**

 FAQs answered at
place2be.org.uk/text



Text P2B to 85258
www.giveusashout.org

- We also have a Pastoral Support Team.
- Mentoring Service
- Family Support Worker
- Safeguarding Officer

Free Courses for Parents

<https://v2.nationalcollege.com/enrol/swakeleys-school-for-girls>

Enrol as a parent/carer

The logo for The National College, featuring the text "The National College" in a white, sans-serif font on a black rectangular background. A registered trademark symbol (®) is located at the end of the word "College".

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English at KS4

Swakeleys School for Girls

Key Stage 4 English: Creating a love of language

1) Intent: Wider key skills to develop through English

Understanding and communicating (A01)
 Analysing (A02)
 Comparing (A03)
 Evaluating (A04)
 Creating powerful and appropriate texts (A05)
 Structuring writing (A05)
 Writing accurately for an audience (A06)
 Strengthening speaking skills & discussion

2) IMPLEMENTATION: WHAT WE WILL DO IN LESSONS

Year 9	Year 10	Year 11
CONTENT: CREATING DIFFERENT WRITTEN PIECES – IMAGINATIVE AND TRANSACTIONAL THE ELEMENTS OF 19 TH CENTURY PROSE EVALUATING NON FICTION PIECES	CONTENT: CREATE ENGAGING AND ACCURATE PIECES OF IMAGINATIVE WRITING READ, ANALYSE AND EVALUATE PRE 19 TH CENTURY EXTRACTS (LITERATURE IS MAINLY TAUGHT THROUGHOUT YEAR 10)	CONTENT: LOOK AT A RANGE OF MODERN NON- FICTION TEXTS COMPARE IDEAS THEMES AND PERSPECTIVES OF WRITERS EXTEND ANALYSIS OF LANGUAGE, FORM AND STRUCTURE EVALUATE AND CRITICALLY RESPOND TO A RANGE OF TEXTS CREATE TRANSACTIONAL PIECES OF WRITING FOR A DEFINED PURPOSE AND AUDIENCE

ALWAYS remember timing! Choose your language to create effects!

3) IMPACT: Assessment and outcomes in Key Stage 4 – Two exams which will assess:

A01 – Reading and showing understanding of a variety of texts across two exams
 A02 – Analysis of language, form and structure of a range of texts across two exams
 A03 – Comparison of ideas, themes and perspectives in non-fiction texts
 A04 – Evaluation of a range of whole texts and how they have an impact
 A05/6 – Imaginative and transactional writing for a specific audience and purpose across two exams

KEEP CALM AND LOVE ENGLISH LANGUAGE

Swakeleys School for Girls

Key Stage 4 English Literature: Creating a love of literature

1) Intent: Wider key skills to develop through English

Understanding and communicating (A01)
 Analysing (A02)
 Comparing (A03)
 Understanding context (A04)
 Reading a wide range of literary texts
 Reading texts that span eras and cultures

2) IMPLEMENTATION: WHAT WE WILL DO IN LESSONS

Year 9	Year 10	Year 11
CONTENT: STUDY OF A WHOLE NOVEL – DIVERSE VOICES THE POETRY OF CONFLICT STUDYING SHAKESPEARE – MACBETH	CONTENT: A STUDY OF 20TH CENTURY DRAMA – AN INSPECTOR CALLS AND CONTEXT READING THE PRE-NINETEENTH CENTURY NOVEL READING AND COMPARING A RANGE OF POETRY BOTH CONTEMPORARY AND PRE-NINETEENTH CENTURY	CONTENT: STUDYING SHAKESPEARE - MACBETH REVISION AND EXTENDING KNOWLEDGE OF TEXTS IN YEAR 10

ALWAYS remember timing! Every text creates an effect!

3) IMPACT: Assessment and outcomes in Key Stage 4 – Exams will assess:

A01 – Reading and showing understanding of a variety of texts
 A02 – Analysis of language, form and structure of a range of texts
 A03 – Comparison of ideas, language, form and structure in poems
 A04 – Understanding of how context is important within a text

KEEP CALM AND LOVE LITERATURE

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept –Oct)	<p><u>Modern novel – Diverse Voices</u> <u>Imaginative Writing</u></p> <p>In this unit, students will study a modern novel which focuses on the theme of diverse voices. The novel studied is teacher choice.</p> <p>Key skills for imaginative writing will be studied, including:</p> <ul style="list-style-type: none"> How to plan effectively Shaping writing to suit a specific audience and purpose Using figurative language to create specific effects Using a broad vocabulary and high levels of accuracy in spelling, punctuation and grammar to create specific effects 	<p>GCSE English Language style assessment.</p> <p>Imaginative writing piece.</p>	<p>Lesson resources will be available on Google Classroom for consolidation and revision.</p> <p><i>'Target grade 5/9 Get back on track – Edexcel GCSE (9-1) English Language Writing'</i> guide, Pearson, ISBN: 978-0-435-18329-5</p> <p>https://www.bbc.co.uk/bitesize/examspecs/zgvg6fr</p>
Autumn 2 (Oct-Dec)	<p><u>Modern novel – Diverse Voices</u></p> <p>Key skills for approaching a novel will be studied in this unit, including:</p> <ul style="list-style-type: none"> Analysis of themes, key characters, key messages and key quotations Analysis of language and structural techniques writers use to create effects Writing in a critical or academic tone 	<p>GCSE English Literature style assessment.</p> <p>Part b: explore a stated theme or character in the novel as a whole.</p>	<p>Lesson resources will be available on Google Classroom for consolidation and revision.</p> <p>Litcharts - depending on which novel is studied</p> <p>York Notes revision guides – depending on which novel is studied</p>
Spring 1 (Jan-Feb)	<p><u>Poetry of Conflict</u></p> <p>Students will study an anthology of poems and a range of unseen poems which focus on the theme of conflict. Key skills for approaching poetry will be studied in this unit, including:</p> <ul style="list-style-type: none"> Analysis of ideas, narrative voice, key messages and key quotations Analysis of the language, poetic form and structural techniques writers use to create effects Writing in a critical or academic tone Comparison skills Using contextual information to inform understanding 	<p>GCSE English Literature style assessment.</p> <p>Part a: comparison of two poems from the anthology.</p>	<p>Lesson resources will be available on Google Classroom for consolidation and revision.</p>

Spring 2 (Feb – March)	<p><u>Unseen 19th Century Fiction Extracts – Love and Relationships</u></p> <p>Students will study a range of extracts from 19th century novels which focus on the theme of love and relationships. Key skills for approaching unseen fiction extracts will be studied in this unit, including:</p> <ul style="list-style-type: none"> Active reading methods Annotation skills Inference skills Analysis of language and structure techniques Evaluation skills 	<p>GCSE English Language style assessment.</p> <p>GCSE English Language Paper 1 style questions 1-4: assessing inference skills, analysis of language and structure, and evaluation.</p>	<p>Lesson resources will be available on Google Classroom for consolidation and revision.</p> <p><i>'Target grade 5/9 Get back on track – Edexcel GCSE (9-1) English Language Reading'</i> guide, Pearson, ISBN: 978-0-435-18327-1</p> <p>https://www.bbc.co.uk/bitesize/examspecs/zgvg6fr</p>
Summer 1 (April-May)	<p><u>Shakespeare Text</u></p> <p>In this unit students will study a Shakespeare text (teacher choice from the exam board's list). <u>This text will be assessed in their final GCSE exams in year 11.</u></p> <p>Key skills for approaching a Shakespeare play will be studied in this unit, including:</p> <ul style="list-style-type: none"> Key characters/themes in the play Key contextual details Key lines of dialogue/events/stage direction Analysis of language, structure and form used in the play to create meaning Academic writing (writing in a formal or critical style of writing) 	<p>GCSE English Literature style assessment.</p> <p>GCSE English Literature Paper 1:</p> <p>Shakespeare part a – Analysis of how language, structure and form have been used to present a character or theme in an extract from the play.</p>	<p>Lesson resources will be available on Google Classroom for consolidation and revision.</p> <p>York Notes on the set play.</p> <p>Zig-Zag revision guide – dependent on which play is studied.</p> <p>LitCharts revision guide.</p> <p>Shakespeare edition of the play, with modern translation.</p>
Summer 2 (June –July)	<p><u>Imaginative Writing Revision</u> <u>Continuation of Shakespeare text</u> <u>Introduction to non-fiction texts</u></p> <p>Students will prepare for their year 9 internal exam by revising imaginative writing skills. (2 weeks)</p> <p>Students will then continue to study their Shakespeare text.</p> <p>Students will also be introduced to non-fiction texts, alongside their study of the Shakespeare text. Key skills which will be studied include:</p> <ul style="list-style-type: none"> Active reading methods Annotation skills Inference skills Analysis of language and structure techniques used to create specific effects Evaluation skills 	<p>Year 9 Internal exam:</p> <p>GCSE English Language style assessment - Imaginative writing piece.</p>	<p>Lesson resources will be available on Google Classroom for consolidation and revision.</p> <p><i>'Target grade 5/9 Get back on track – Edexcel GCSE (9-1) English Language Writing'</i> guide, Pearson, ISBN: 978-0-435-18329-5</p> <p><i>'Target grade 5/9 Get back on track – Edexcel GCSE (9-1) English Language Reading'</i> guide, Pearson, ISBN: 978-0-435-18327-1</p> <p>https://www.bbc.co.uk/bitesize/examspecs/zgvg6fr</p>

Maths at KS4



Swakeleys School for Girls

Key Stage 4 Maths: Making it count

enjoy
achieve
aspire
succeed

1) Intent: Wider key skills to develop through Maths

Build enjoyment of the subject

Strengthen written and mental methods of calculation

Build resilience

Communicate mathematically

Acquire, select and apply techniques to solve problems

Extend mathematical vocabulary

2) IMPLEMENTATION: KEY YEAR 11 TOPICS DELIVERED:

- ADVANCED TRIGONOMETRY
- KEY ALGEBRAIC TECHNIQUES
- RATIO
- GRAPHING FUNCTIONS
- VECTORS

MOCK PROCESS

- FIRST MOCK IN NOVEMBER
- DETAILED FEEDBACK GIVEN IN DECEMBER
- SECOND MOCK IN MARCH
- DETAILED FEEDBACK GIVEN TO FOCUS FINAL REVISION PROCESS

REVISION TECHNIQUES

- A FOCUS ON USING AND APPLYING KNOWLEDGE
- WALKING TALKING MOCKS
- REVISION MATS WITH TARGETTED QUESTIONS

The only way to learn mathematics is to do mathematics!

3) IMPACT: Assessment and outcomes in Key Stage 4

Use and apply standard techniques (AO1) - recall facts, use and interpret notation correctly, carry out routine procedures

Reason, interpret and communicate mathematically (AO2) - draw conclusions from mathematical information, communicate mathematical information accurately, proof, assess the validity of an argument

Understanding (AO3) - make and use connections between different parts of mathematics, evaluate methods used, translate problems in a variety of contexts into a mathematical process

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept–Oct)	<p><u>Foundation</u></p> <ul style="list-style-type: none"> Basic Number – big focus on numeracy Angles – drawing, measuring and rules Basic Algebra – simplify, expand, factorise, notation Decimals <p><u>Higher</u></p> <ul style="list-style-type: none"> Basic Number (the 4 operations, ordering) Rounding (significant figures) Angles (angles – including algebra) Basic Algebra (expand, factorise, notation) Decimals 	Ongoing in class assessment, including regular skills checks. Formal assessment on this content will take place at the 2 nd half of the autumn term.	Use the Independent Learning tab on Sparx Maths to work on specific topics.
Autumn 2 (Oct-Dec)	<p><u>Foundation</u></p> <ul style="list-style-type: none"> Fractions Percentages (converting between the 3 types, 4 operations, worded problems) Factors and multiples Collecting and representing data: Tally, bar, time series, pie – draw and interpret <p><u>Higher</u></p> <ul style="list-style-type: none"> Fractions Percentages: Converting between 3 types. Comparing numbers. Worded problems. Collecting and Representing Data (boxplots, histograms, pie charts, pictograms, bar charts) Factors and Multiples Sequences: Linear, quadratic, Fibonacci, geometric Coordinates and linear graphs: Midpoints, draw graphs, gradient, equation of a line, parallel and perpendicular lines Real life graphs 	Ongoing in class assessment, including regular skills checks. A one hour written assessment covering the content of the term will be given in November.	Use the Independent Learning tab on Sparx Maths to work on specific topics. A self-assessment summary of the first term will be stuck into books during this term.
Spring 1 (Jan-Feb)	<p><u>Foundation</u></p> <ul style="list-style-type: none"> Perimeter and Area by counting and formula Rectangle, triangle, compound shape Circumference and Area - no semi circles Ratio and Proportion Use a ratio, simple proof, recipes, share Substitution and Equations Number machines, solving, simple substitution <p><u>Higher</u></p> <ul style="list-style-type: none"> Perimeter and Area Common 2D shapes and compound shapes Circumference and Area Including sectors Ratio and Proportion Use a ratio, simple proof, recipes Substitution and Equations Solve any equation (no quadratics) Perimeter, Circumference and Area Ratio and Proportion Substitution and Equations 	Ongoing in class assessment, including regular skills checks. A one hour written assessment covering the content since November will be given after the spring half term.	Use the Independent Learning tab on Sparx Maths to work on specific topics.
Spring 2 (Feb – March)	<p><u>Foundation</u></p> <ul style="list-style-type: none"> Probability Indices Scatter graphs Simultaneous Equations Transformations <p><u>Higher</u></p> <ul style="list-style-type: none"> Probability Indices Scatter graphs Transformations 	Ongoing in class assessment, including regular skills checks. One hour written assessment covering the content since November will be given just after half term.	A self-assessment summary of the content since Nov will be stuck into books during the second half of this term. Use the Independent Learning tab on Sparx Maths to work on specific topics.
Summer 1 (April-May)	<p><u>Foundation</u></p> <ul style="list-style-type: none"> Standard Form Pythagoras Introduction to trigonometry <p><u>Higher</u></p> <ul style="list-style-type: none"> Standard Form Surds Pythagoras Introduction to trigonometry 	Ongoing in class assessment, including regular skills checks.	Use the Independent Learning tab on Sparx Maths to work on specific topics.
Summer 2 (June –July)	<p><u>Foundation & Higher</u></p> <p>Preparation for year 9 exams</p> <ul style="list-style-type: none"> Review lessons based on weakness identified in exams Scale diagrams and bearings 	Ongoing in class assessment, including regular skills checks. Formal written assessment: 2 x 1 hour tests in class 55 marks each 1 Non-calculator paper 1 Calculator paper	Use the Independent Learning tab on Sparx Maths to work on specific topics.

Science at KS4

succeed
aspire
achieve
enjoy

Swakeleys School for Girls

Key Stage 4 Science: Somewhere, something incredible is waiting to be known

2) IMPLEMENTATION: WHAT WE WILL DO IN LESSONS

Year 9	Year 10	Year 11
<p style="text-align: center; color: #0070C0; font-weight: bold; margin: 0;"><u>CONTENT:</u></p> <p>BIOLOGY: CELL STRUCTURE, CELL DIVISION, DIGESTIVE SYSTEM, DISEASES & PREVENTING DISEASES.</p> <p>CHEMISTRY: ATOMIC STRUCTURE, PERIODIC TABLE, BONDING, CHEMICAL CHANGES.</p> <p>PHYSICS: ENERGY, ELECTRICAL CIRCUITS, ELECTRICITY IN THE HOME</p>	<p style="text-align: center; color: #0070C0; font-weight: bold; margin: 0;"><u>CONTENT:</u></p> <p>BIOLOGY: PHOTOSYNTHESIS, RESPIRATION, NERVOUS SYSTEM, HORMONES, REPRODUCTION, VARIATION, GENETICS, EVOLUTION</p> <p>CHEMISTRY: MOLECULES, ENERGY CHANGES, RATES, EQUILIBRIUM, FUELS, CHEMICAL ANALYSIS</p> <p>PHYSICS: RADIOACTIVITY, FORCES, MOTION. ELECTROMAGNETISM</p>	<p style="text-align: center; color: #0070C0; font-weight: bold; margin: 0;"><u>CONTENT:</u></p> <p>BIOLOGY: ADAPTATIONS, INTERDEPENDENCE & COMPETITION, ORGANISING AN ECOSYSTEM, BIODIVERSITY.</p> <p>CHEMISTRY: EARTH'S ATMOSPHERE & RESOURCES</p> <p>PHYSICS: WAVE PROPERTIES, ELECTROMAGNETIC WAVES</p>

Learn your keywords! Try to use them in all of your answers!


3) IMPACT: Assessment and outcomes in Key Stage 4

Knowledge - advanced scientific concepts in biology, chemistry and physics.

Skills - using specialised scientific equipment, performing mathematical calculations, drawing graphs to represent data, writing in a scientific manner to analyse findings, evaluation of data.

Understanding - apply knowledge to unfamiliar questions of varying difficulty, assess environmental considerations, critically analyse investigative methods and suggest improvements to increase reliability of data.

Enjoying Science? Conduct wider reading, watch scientific documentaries and consider science at A Level.



1) Intent: Wider key skills to develop through Science

- Observation
- Critical thinking
- Communication
- Creativity
- Curiosity
- Working safely
- Teamwork
- Problem solving
- Mathematics
- Practical skills

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept –Oct)	<ul style="list-style-type: none"> Cell structure and transport (animal and plant cells, diffusion, osmosis and active transport) Atomic structure (atoms, chemical equations, separating mixtures, history and structure of the atom, ions, isotopes and electronic structures) 	Ongoing in class assessment, including regular skills checks. End of chapter test at the end of the lessons for those chapters. These will be 30 minute written tests. Revision of content required.	Seneca Learning CGP revision guide and workbook
Autumn 2 (Oct-Dec)	<ul style="list-style-type: none"> Cell division (differentiation and stem cells) The periodic table (development of the periodic table, electronic structures and trends in groups 1 and 7) Conservation and dissipation of energy (energy stores and transfers, work done, efficiency and power) Energy transfer by heating (conduction, specific heat capacity and heating/insulating buildings) 	Ongoing in class assessment, including regular skills checks. End of chapter test at the end of the lessons for those chapters. These will be 30 minute written tests. Revision of content required.	Seneca Learning CGP revision guide and workbook
Spring 1 (Jan-Feb)	<ul style="list-style-type: none"> Organisation and the digestive system (tissues and organs, the digestive system, food tests and enzymes) Communicable diseases (pathogens, preventing infections, diseases caused by viruses/bacteria/ fungi/protists and human defence responses) 	Ongoing in class assessment, including regular skills checks. End of chapter test at the end of the lessons for those chapters. These will be 30 minute written tests. Revision of content required.	Seneca Learning CGP revision guide and workbook
Spring 2 (Feb – March)	<ul style="list-style-type: none"> Structure and bonding (states of matter, ionic/covalent/metallic bonding) Energy resources (energy demands, energy from wind/water/Sun/Earth, energy and the environment and big energy issues) Electric circuits (current and charge, potential difference and resistance, component characteristics and series and parallel circuits) 	Ongoing in class assessment, including regular skills checks. End of chapter test at the end of the lessons for those chapters. These will be 30 minute written tests. Revision of content required.	Seneca Learning CGP revision guide and workbook

Summer 1 (April-May)	<ul style="list-style-type: none"> Preventing and treating disease (vaccination, antibiotics/painkillers and discovering and developing drugs) Non-communicable diseases (cancer and the risk of disease with smoking/diet/exercise/alcohol) Chemical calculations (relative masses and moles, equations/limiting reactants and concentrations) Electricity in the home (alternating current, cables and plugs, power and potential difference, energy transfer and efficiency) 	Ongoing in class assessment, including regular skills checks. End of chapter test at the end of the lessons for those chapters. These will be 30 minute written tests. Revision of content required.	Seneca Learning CGP revision guide and workbook
Summer 2 (June –July)	<ul style="list-style-type: none"> Chemical changes (reactivity series, displacement reactions, salts from metals/insoluble bases/carbonates, neutralisation and the pH scale, strong and weak acids) Molecules and matter (density, states of matter, changes of state, internal energy, specific latent heat and gas pressure and temperature) 	<p><u>Year 9 internal exam</u></p> <p>One hour written assessment covering the content of the year so far (excluding chemical changes and molecules and matter)</p> <p>Ongoing in class assessment, including regular skills checks. End of chapter test at the end of the lessons for those chapters. These will be 30 minute written tests. Revision of content required.</p>	Seneca Learning CGP revision guide and workbook

Swakeleys School Course Guides:

<https://swakeleys.hillingdon.sch.uk/curriculum/curriculum-guide-year-9/>

Supporting your child at home with revision

- Understanding and actively engaging in revision is fundamental to achieving academic success.
- Revision is the **process of reviewing and re-examining material that has been previously studied**. It goes beyond the initial learning phase and plays a pivotal role in **reinforcing and consolidating knowledge**.

Revision letter for parents:

<https://swakeleys.hillingdon.sch.uk/parents/letters-sent-home/>

Why is revision essential?

- ❑ **Consolidation of Learning:** Revision helps students consolidate what they have learned. Going back to previously covered material reinforces concepts and ensures a deeper understanding. It strengthens the neural pathways associated with the learned information, making it easier for students to recall and apply that knowledge in the future.
- ❑ **Long-Term Retention:** By revisiting topics over time, students are better equipped to retain information in their long-term memory. This is crucial for subjects that build upon foundational knowledge, as a strong understanding of earlier concepts is essential for grasping more advanced material.
- ❑ **Identification of Weak Areas:** Regular revision allows students to identify areas where they may be struggling or have gaps in their understanding. Recognising these weak points early on enables targeted intervention and additional support, preventing the accumulation of misunderstandings.
- ❑ **Preparing for Exams and Assessments:** Revision is a key component of exam preparation. It helps students review the material they have covered throughout the year, allowing them to enter exams and assessments with confidence and a solid grasp of the subject matter.
- ❑ **Confidence Building:** The act of revising and recalling information boosts students' confidence. Feeling well-prepared and knowledgeable enhances their overall academic self-esteem, positively influencing their approach to learning.

As parents/carers, your support in encouraging and facilitating a regular revision routine at home can significantly contribute to your daughter's academic success. Here are some practical suggestions:

- Establish a designated study space at home.
- Encourage a consistent and manageable study schedule.
- Help your daughter create organised study materials.
- Discuss the importance of breaks during study sessions to maintain focus.
- By emphasising the importance of revision and fostering a positive attitude towards it, we can work together to ensure that your daughter not only learns but retains and applies her knowledge effectively.

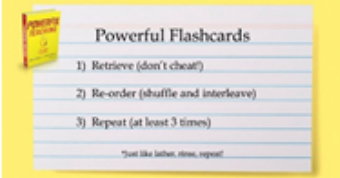
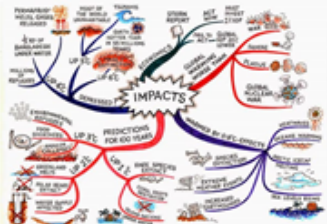

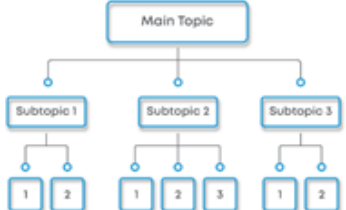

The main principle behind any effective revision is that it is active. Students should be testing themselves/answering questions and writing down what they can remember. They should not be passive i.e. copying information or just reading through their notes as this has been shown to be ineffective. In addition, the environment should be quiet with no distractions. Mobile phones should be away or on airplane mode.






Swakeleys Way – Review and Retrieval

Ideas

- “MWBs”
- “Last week, Last month, Last year”
- “Complete the sentence” – more than one choice really gets students to think!
- “3, 2, 1” - 3 things learnt in the lesson, 2 interesting facts about the lesson and 1 question they still have about the lesson
- “5 for 5” - 5 minutes to recall 5 key things (choose anything you want them to retrieve – can be from 2+ lessons ago)
- “Songs/Rhymes” for retrieving key information
- “Images” - use images to retrieve information from last lesson
- “Odd one out”
- “9 box challenge” - pick 3 numbers. Then reveal the words from those boxes and form a sentence with them
- “Articulate/Taboo” - key words AND Just a minute
- “Just a minute” - talk about a topic without hesitation
- “Sketch It!” - ask students to create quick sketches to portray previous knowledge
- “Dingbats” - pictures that are linked to key words for the topic
- “Brain Dump” - blank sheet and asking them to brain dump all information they remember about a topic. Adding information they were missing in a different colour. Can also be done on big A3 sheets moving around the room. Potential to use a visualiser.
- “Reviewing” - artwork/classwork as a group. Potential to use a visualiser
- “Flash back Question” - e.g. 1,2 or 4 mark Q's or previous content
- “Key Terms Quiz” or “Multiple Choice Quiz”
- “Noughts and Crosses Game” - using teacher targeted questioning
- “Oral Questioning to Revise” - revision at beginning of the lesson by asking questions (whole class answer/cold calling)
- “Match the Image to the Key Word”
- “The Five-a-Day Grid” The grid contains five tasks or questions, one in each box. Tasks should cover knowledge from the last lesson, last week, last term, or even further back.
- “The Grid” Display a grid on the board with a certain letter in each grid. Pupils need to think of a key word from the previous lesson starting with that letter. S&C is to pick a key word and write the definition

Revision Strategies

Strategy	How/why it works	What does it look like?
<p>Flash Cards: Small cards with a question or key term on one side of the card with its corresponding answer on the other side. These are then used to test yourself, which encourages active recall.</p>	<p>Helps with repetition and active recall of information which can help lay down long term memory.</p>	
<p>Mind Mapping: Creating visual diagrams to organise and connect information. They are particularly useful for summarising key concepts and understanding relationships between different ideas. Information should not be copied, it should be done from memory.</p>	<p>Mind maps use both words and visuals, supporting the brain's dual coding system. This enhances memory recall by associating verbal and visual information with concepts. Starting with a blank sheet encourages active recall of information.</p>	
<p>Practice with Past Papers: Working through previous exam papers to simulate exam conditions and enhance skills.</p>	<p>Involves retrieval practice, reinforcing memory and reducing anxiety through familiarity with exam format. Mark schemes are helpful in this process too.</p>	
<p>Break Down Topics: Breaking larger topics into smaller, more manageable sections for focused study.</p>	<p>Facilitates chunking, making it easier for the brain to process and remember information in smaller bits. Repetition will get information into the long term memory.</p>	
<p>Use Technology Wisely: Incorporate recommended educational apps and online tools for interactive learning</p>	<p>Provides instant feedback, reinforcing learning. Also provides video explanations to clarify understanding.</p>	

<p>Set Goals and Prioritise: Setting achievable goals and prioritising tasks for effective time management.</p>	<p>Activates the brain's reward system, motivating students to achieve objectives. Prioritisation reduces overwhelm, improving concentration.</p>	
<p>Create a Revision Timetable: Structuring a timetable to allocate time for different subjects and topics.</p>	<p>Establishes a routine, helping the brain to adapt to consistent study patterns. Using the spacing effect for better long-term retention by spacing out learning. Ensures that all topics are covered.</p>	
<p>Utilise Visual Aids: Using charts, graphs and diagrams for better understanding. Encourage students to use images and text to represent information in their study notes or flash cards.</p>	<p>This will give them additional cues to help their long-term memory retrieve the content when they need it.</p>	
<p>Maintain a Healthy Lifestyle: Incorporating regular exercise, a balanced diet and sufficient sleep.</p>	<p>Exercise boosts blood flow to the brain, supporting cognitive function. Nutrition provides essential brain nutrients, while adequate sleep is crucial for memory consolidation and cognitive performance.</p>	
<p>Regular Breaks: Taking short breaks during study sessions to prevent burnout. 25 – 45 minutes followed by a 5 – 10 minute break</p>	<p>Prevents fatigue by allowing the brain to rest and recharge, improving sustained attention and overall performance.</p>	

Epraise

Epraise is an intuitive platform that informs you of your child's achievements, homework and timetable information.

The platform is available in both desktop and App formats

The logo for Epraise, featuring the word "epraise" in a white, lowercase, sans-serif font centered on a solid blue rectangular background.

epraise

Registering for Epraise

Registering on Our Website

Website

You may receive an invitation from your child's school which will contain instructions for you to follow. If you don't receive an invite, then you can register yourself by following these instructions:

1. Go to epraise.co.uk
2. Select **Log in** in the top right corner
3. Select the correct school
4. Select the **Parent** tab
5. Enter the email address you gave to the school (leave the password blank)
6. Select **Login/Register**
7. Follow the instructions in the email that is sent to you

Please note that you can only access Epraise if the school have added you as a parent. If your details are not recognised you will need to contact the school directly.

Registering on the App

Registering on Our App

App

To register on our iOS or Android app you can:

1. Download our app (just search for Epraise in your app store) and open it
2. Select your school
3. Tap the **Register**
4. Enter the email address that has already been given to the school
5. Tap **Request login code**
6. Enter the login code sent via email
7. Tap **Login**

What can I view?



For further information click the below link:

<https://community.epraise.veracross.com/s/article/Epraise-Parents-Registering>

If you have any queries regarding your email address submitted to the school, please contact office@swakeleys.org.uk

Year 9

- ❑ Winter Showcase – 12th December
- ❑ Interhouse sport PLUS 6 new House events!!!!
 - ❑ KS3 and KS4 GHBO, House Design, House Poetry, House Chess & House Uno.

- ❑ School Council
- ❑ House Talent
- ❑ Culture Day – 14th February (TBC)
- ❑ Dance Evening – 11th March
- ❑ Drama Evening – 22nd May
- ❑ Hillingdon Dance Festival / London Youth Games (TBC)
- ❑ Sports Day
- ❑ SPOTY
- ❑ Reward trips
- ❑ Summer Festival – 26th June
- ❑ Lit Fest
- ❑ FAB Week



Rewards:

- Epraise point shop
- Hot chocolate Friday
- YLC Star of the Week = queue jump
- Vouchers/badges
- Certificates
- Trips



Points mean prizes! Coming soon!

Shop

Shop Wish list Suggestions ¹ Purchases ³ Overview Add item


Show: 100pp+ Cheapest first

Jump to the Front of the Lunch Queue

No need to wait, just head to the front and pass over your voucher.

100pp Not enough points

Edit Delete Add purchase Wish list




Computer Room Pass

Use the computer room during your lunch time for your own thing.

150pp Not enough points

Edit Delete Add purchase Wish list




Biscuit and Cupcake Decorating

Get your creative baking hat on! Mrs Lacey's room is open for some amazing decorating sessions.

250pp Not enough points

Edit Delete Add purchase Wish list



E-praise Milestones

MILESTONE CERTIFICATE



Bronze

Diana Alazar (GRP)

For achieving 250 Epraise Points
Mr L Hepner

MILESTONE CERTIFICATE



Bronze

Ammara Zzaman (GMY)

For achieving 250 Epraise Points
Mr L Hepner

MILESTONE CERTIFICATE



MILESTONE CERTIFICATE



Bronze

Avani Nijjar (GDS)

For achieving 250 Epraise Points
Mr L Hepner

MILESTONE CERTIFICATE



MILESTONE CERTIFICATE



Hot Chocolate Friday!



YLC Star of the Week



- Pupil is highlighted for outstanding **achievement/performance/upholding the school values.**
- Jump the queue pass will be given to that pupil for them and a friend.



Go Ape Trip!



How can you help your child on their learning journey?

- Rather than asking your child what they did at school today, ask them to teach you something new they learnt.
- Praise effort over achievement
- Engage with the school.

Key Dates Year 9

Year 9 Key Dates

Autumn Term 2		
	Thu 7 th November Thu 7 th November Tuesday 12 th November Thurs 22 nd , Fri 23 rd Nov Thu 12 th December WB 16 th December	Jack Petchey Speak out challenge Year 9 & 10 Parental Engagement Evening Art Exhibition School closed for INSET days Winter Showcase Year group Celebration Assembly
Christmas Holidays: Monday 23rd Dec – Friday 3rd January 2025		
Spring Term 1		
	Monday 6 th January Wed 15 th January Monday 20 th January Monday 27 th January Tuesday 28 th January Wed 12 th , Thu 13 th Feb Friday 14 th February	Return back after Christmas – Careers Week 1 Careers Fair House Talent competition FAB week trip assemblies Celebration afternoon School Production Culture Day
Half Term: Monday 17th Feb – Friday 21st February 2025		
Spring Term 2		
	Monday 24 th Feb Wednesday 5 th March Thursday 6 th March Saturday 8 th March Tuesday 11 th March	Return back after half term Year 9 reports emailed home World Book day International Women's Day Dance Evening
Easter Holidays: Monday 7th April- Monday 21st April 2025		
Summer Term 1		
	Tuesday 22 nd Apr Wed 23 rd Apr Monday 5 th May Monday 19 th May Thursday 2 nd May	Inset day Return after Easter Bank Holiday Sports Personality of the Year Drama Evening
Half Term: Monday 26th May– Friday 30th30th May 2025		
<i>Pupils should make contact with work shadowing placement to check everything is in place and ready</i>		
Summer Term 2		
	Monday 2 nd June Monday 9 th June Friday 13 th June Monday 23 rd June Monday 30 th June Tuesday 15 th July Wed 16 th , 17 th Jul Friday 18 th Jul	Return back after half term Year 9 Internal exams start for two weeks Sports day Year 9 MFL internal speaking exams all week Year group celebration assembly Year 9 reports home FAB trips End of Term!

The LRC is open for Year 9 during lunchtime (Mon & Thurs) and after school

Thank you

- Please use the QR code for the correct year group to now complete the short questionnaire regarding your experience. ***You will need to ensure you have a google sign in.***



Year 9